

Influence of trainees' personality on Course Choice in Vocational Training Centres in Taita Taveta County, Kenya

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Abstract

Students with strong social skills and personality are more likely to study in social sciences. Taita Taveta County, Kenya, has 29 vocational training centers offering diverse courses. The effects of personality on course choice in these centers have not been determined. A correlational research design was used to identify associations between variables. Research focuses on course choice determinants among 2,386 trainees and 29 principal managers in Taita Taveta County VTCs using questionnaires and interviews. The study involved 714 trainees and 7 principal managers, stratified using a Stratified VTC technique. Authorization was obtained from MoE authorities, and data was analyzed using SPSS version 26. Chi-square test, ANOVA and regression analysis were used. The proportion of male trainees in Taita Taveta VTCs was higher than females, with 447 (63.1%) male trainees and 261 (36.9% female) participants. Most trainees were between 15-19 years old. Most of the Principal Managers 85.7%, were diploma holders. Majority of the principal managers 85.7% had 6-10 years' experience. The majority of the respondents (58.5%) agreed that they were limited to their course choice by their personality. Trainees' personality significantly predicted course choice, $F_{0.05(1,706)} = 12.870$, $p < 0.05$, which indicates that the trainees' personality played a significant role in shaping the course choice ($b=0.337$, $p < 0.05$). In conclusion, the trainees' personality greatly influenced course choice. Trainees researched VTC courses to determine employment opportunities, focusing on demand, marketable, and direct job opportunities.

Key words: personality, course choice, Vocational Training Centres

INTRODUCTION

According to Jayawickreme et al. (2021), the study of stability in people's dispositions is what psychology refers to as personality. For business students, who prioritize conscientiousness and extraversion, course interests are crucial in selecting the appropriate course and job exploration (Zelesniack et al., 2021). Since personality refers to attributes or traits that are largely constant across situations, it plays a significant role in course selection. The relevant intraindividual variety in human ideas, feelings, and behaviour across many situations and periods has to be acknowledged and explained. An excellent illustration is how outgoing TVET trainees who wish to work in sales need to be in order to draw consumers.

A trainee must have a self-driven personality. This helps individuals to research course options early in their life and avoid becoming the sort of people who put off making decisions until they are forced to. According to studies by Zaimi et al. (2021), students enrol in courses they believe would match their personality type. How far a student progresses in their studies depends on how much confidence he or she has. Trainees who have confidence in themselves are more likely to pursue their goals rather than settle for something uncomfortable for them.

Course choice is selecting one vocation over another (Chakravarty & Gupta, 2021). In many industries, course selection is a major aspect of focus (Saravanan & Kavitha, 2020). Courses are most significant components particularly when choosing the path in any profession. Vocational Training Centres (VTCs) offer a directive of creativeness, distinctiveness, status and way into the social system.

Course growth is a continuous process (Anovunga et al., 2021). It attracts the labor market, all the way to employment opportunities presented to them. When a trainee selects a correct subject that blends well towards the correct vocation, it leads to gratification and helps in their professional growth. On the other hand, choosing a course that is unattainable can result in frustrations. The ability of each trainee is determined by several issues which include the environment they live in, their ability, and academic achievement.

The choice of a course is influenced by the personality of the trainees (Alkindy, 2020). According to studies, students who have an inquisitive mentality are more likely to major in science-related subjects, whereas those who have an artistic personality are more likely to study in the arts and transdisciplinary professions. In a similar vein, students with strong social skills are more likely to study in the social sciences. Most trainees go above and above to land their dream employment because they know what they want to accomplish when they grow up. However, people frequently choose a different course as a result of other uncontrollable events. Some people examine every aspect of their chosen career path through research. The wages and benefits of the job do not play a role in their decision.

Traditionally, boys are driven to work that is dominated by men, which is better rewarding (Eibl et al., 2020). They pursue more realistic subjects but girls have more interest in taking care of children, beauty therapy, humanities and language fields (Vuletich et al., 2020). Further, the Study identified that professional parents determined their children's choice of subjects. Course management need to be carried out in our learning institutions as part of course planning and succession planning (Haridas et al., 2021). This is significant in Human Resource Management. It has become imperative for the youth to start preparing themselves for their courses while still at school. Organizations need to recruit talented youth on-campus recruitment for courses. In Kenya, this method is more popular with Cooperative bank, Price Waterhouse and Ernst and Young. They search for young talented trainees while they are still in school. Then, they prepare them to join the courses of their choices unlike the previous generations.

When trainees select a course, the criterion "match with interest" ranks higher than occupational features, key attributes, psychological advantages, and social benefits (Singoei, 2021). Trainees are interested in the amount of money they may make and look for educational institutions that are well-known for a certain trade. The reality is that not many students pursue their (Simoneschi, 2021). The majority of trainees base their course selection on their academic prowess according to Park & Ngo (2021), while others who lack the necessary skills enrol in less demanding programs. Trainees feel it appropriate to participate in less demanding coursework with less challenging classes (Etsel & Nagy, 2021).

Course choices services are crucial to the trainees joining Technical and Vocational Education and Training (TVET) institutions (Anudo & Orwa, 2020). Hence, course offices should be made active in learning institutions to help solve some of the challenges facing our trainees such as unemployment, lack of skills among the youth and friction among parents and trainees. Globally, proper course choice is one of the biggest challenges. TVET is one of the best strategies adopted by nations that

lack a performing labour market to train the workforce and increase productivity of the informal sector. Proper course choices in TVET institutions produces human labour that satisfies the industry needs(Kerdpitak & Jernsittiparsert, 2020).

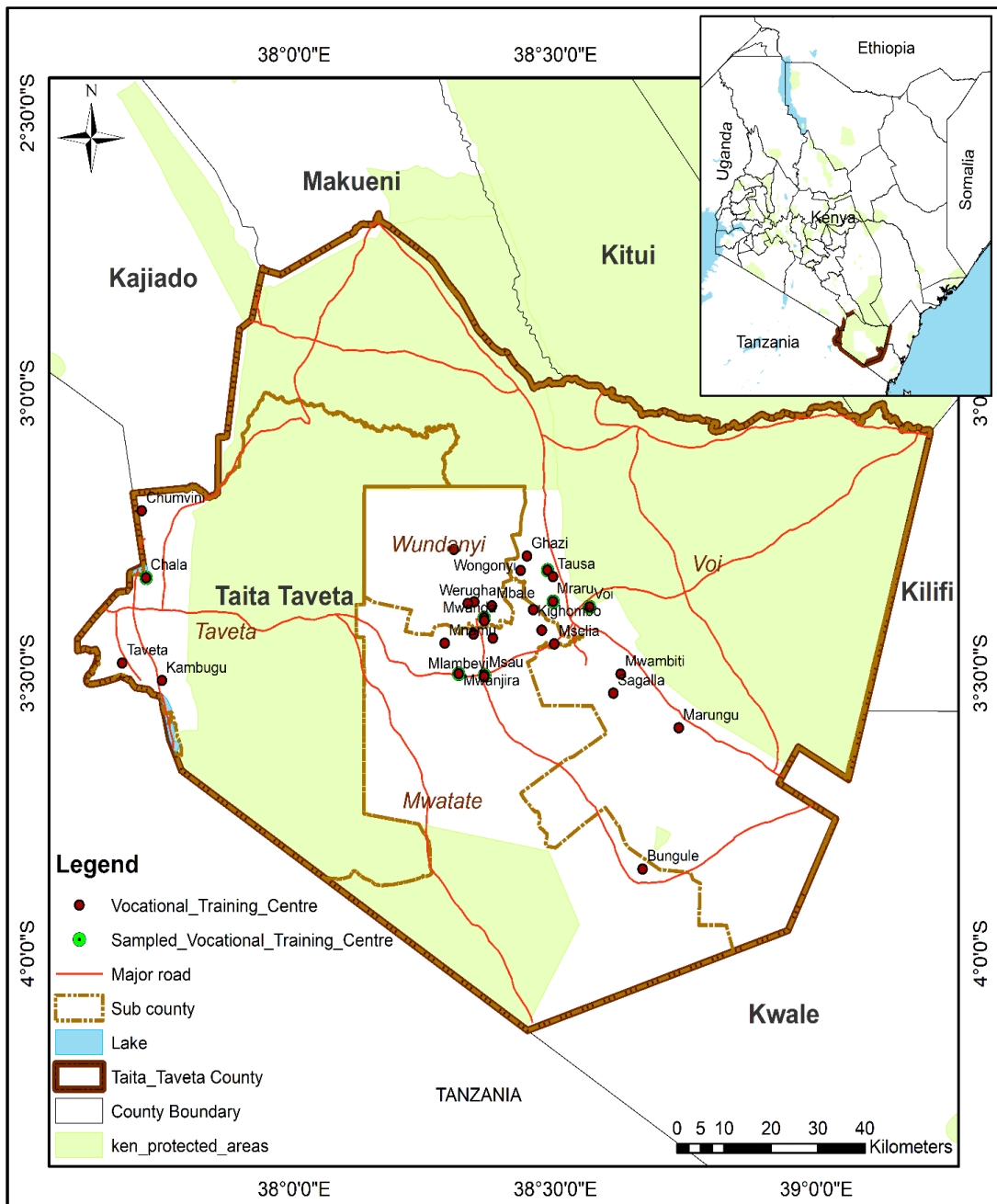
According to Atherton et al. (2021), personality and course objectives have a specific link. Future course decisions are significantly influenced by personal characteristics including status, personality type, and lifestyle preference (Anudo & Orwa, 2020). The difficulties that young people face and their desire to assist others impact their course selections. A few studies have looked at personality factors as potential predictors of students' preferred courses. To evaluate personality, one might utilize Holland's "RIASEC" model. The choice of a career is an expression of personality, and personality type has a significant role in course selection and growth. An occupational group's members typically have personalities in common. The compatibility of a trainee's personality with the workplace will determine their vocational success, stability, and contentment (Etzel & Nagy, 2021).

TaitaTaveta County has 29 Vocational Training Centres which offer various courses leading to various opportunities in the diverse course fields. It is for this reason the researcher sought to study the effects of trainee's personality as a determinant of course choice in vocational training centers in TaitaTaveta County, Kenya.

MATERIALS AND METHODS

Area of the Study

The study was conducted among trainees and VTCs managers in TaitaTaveta County, Kenya. The county is one of the 47 counties in Kenya, located in the former TaitaTaveta District(Figure 1).It was established in 2013 following the implementation of Kenya's new devolved system of government. The county's headquarters is in Voi town.TaitaTaveta County is bordered by Tanzania to the south, Kwale County to the southwest, Kilifi County to the southeast, and Makueni and Kitui counties to the northwest. The county is known for its diverse geography, which includes parts of the Taita Hills, Chyulu Hills, and the vast Tsavo East and Tsavo West National Parks.As of the last population census in 2019, the county's population was approximately 340,671 people. The major ethnic communities in the county include the Taita, Taveta, and Kamba people.The county has several educational institutions, including primary and secondary schools, as well as tertiary institutions. The county government has been investing in improving education infrastructure and access to quality education for its residents.



Source: Author (2023)

Research Design

This study aimed to examine the relationship between trainees' personality traits and their course choices in vocational training in TaitaTaveta County. A correlational research design was used to identify any associations between the variables without manipulating them. The study focused on the trainees' personality traits as a determinant of course choice in Vocational Training Centres in TaitaTaveta County, Kenya. All the trainees in TaitaTaveta County VTCs were considered. Considering trainees in the four sub-counties produced a homogenous characteristic that was explained with an in-depth analysis.

Philosophical Research Paradigm

The researcher was guided by Ontology research paradigm which focused on the reality of the VTCs in TaitaTaveta County which enabled to answer Yes or No questions and agree or disagree questions. Positivism assumes an objective reality that exists independently of human perception. It posits that there are stable and measurable relationships between variables in the world.

Target Population

The target population for this research were 2,386 trainees and 29 principal managers in TaitaTaveta County VTCs in the year 2022. Through questionnaires and interview schedules respectively, the trainees and principal managers in TaitaTaveta County VTCs provided information on the determinants of course choice. The trainees and principal managers were chosen because of their availability and accessibility. They would be found in the VTCs during normal working hours and thus give the researcher an easy time in data collection. The trainees would also give reliable data since they are the ones who are pursuing the courses they selected.

Sample Size Criteria and Sampling Technique

This research targeted trainees and principal managers in TaitaTaveta County VTCs, Kenya. Sampling was done to permit the detailed Study of part, rather than the whole target population. Power analysis was used to determine the sample size needed to detect significant correlations between personality traits and course choices. In this study, to get a more representative sample, 714 trainees who form 30% of the 2,386 trainees in each of the four sub counties in TaitaTaveta County VTCs were randomly selected for the study. Also, 30% of principal managers in each Sub County were included in the study. The sample size for the study were 714 trainees and 7 principal managers. Stratified sampling technique was used to strata the VTCs according to the four sub-counties: Mwatate, Wundanyi, Voi and Taveta. The sample size was chosen using simple random sampling technique. Table 1 is a summary of the sample size used for this study.

Table 1: Target Population and Sample Size

Code	Trainees per Sub-County	Population		Sample	
		Trainees	Principal Managers	Trainees	Principal Managers
A	Mwatate	807	9	242	2
B	Wundanyi	607	7	182	2
C	Voi	643	9	192	2
D	Taveta	329	4	98	1
Total		2,386	29	714	7

Source: Author (2022)

To acquire data on the determinants of course choice in VTCs in TaitaTaveta County, stratified sampling and simple random sampling techniques were employed (Winton & Sabol, 2022). The researcher used stratified sampling to strata the TaitaTaveta County VTCs into 4 Sub Counties (Mwatate, Wundanyi, Voi and Taveta) in TaitaTaveta County. Simple random sampling technique was used to select 242 trainees in Mwatate Sub-County, 182 trainees from Taita Sub-County, 192 trainees from Voi Sub-County and 98 trainees from Taveta Sub-County VTCs. Also, simple random sampling technique was used to select 2 principal managers from Mwatate Sub-County, 2 principal

managers from Taita Sub-County, 2 principal managers from Voi Sub-County and 1 principal manager from Taveta Sub-County VTCs.

Research Instruments

The researcher in this Study used Personality Assessment Questionnaire and structured interview guide for the data collection. Course Choice Preference Survey, Course Enrollment Records as well as Academic Performance Records were used. Interview guide were employed particularly on Principal Managers of Taita Taveta County VTCs. The researcher was cautious to use professional school documents from the Principal Managers of Taita Taveta VTCs office. By combining these research instruments, researcher gained insights into the trainees' personality traits, their course preferences, and their actual course choices in vocational training. This data allowed to examine the relationship between personality traits and course choice, helping to understand how trainees' personalities influenced students decisions in vocational training.

Reliability and Validity of the Research Instruments

A pilot study was used with the use of questionnaires and interview schedule in Kilifi County in order to test the reliability of the instruments. To ensure the reliability of the personality assessment questionnaire, a well-established and validated questionnaire that has been previously tested for consistency was used. A pilot study was conducted with a small sample of trainees in Kilifi County to check the internal consistency of the questionnaire using Cronbach's alpha. A high alpha value (above 0.70) was used for a good reliability. To establish validity, an established personality assessment tool with proven construct validity was considered. Additionally, expert judgment from University of Eldoret was used to assess the face validity of the questionnaire and ensure that it captured relevant personality traits related to course choice in vocational training.

Data Collection Procedures

Prior to conducting the research in the County, the researcher sought authorization from the relevant authorities at the MoE. The researcher was issued with a research permit by the National Commission for Science, Technology and Innovation (NACOSTI) and a letter of introduction to the Principal Managers and trainees in VTCs in Taita Taveta, Kenya. Data for the Study was collected between the months of September and October, 2022.

Data Analysis

Data was coded in Statistical Package for Social Sciences (SPSS) version 26. The Data was analysed with the use of descriptive statistics as well as statistics. Correlation analysis, chi-square test, ANOVA and regression analysis were used depending on the data and research questions. Qualitative data was derived from narratives and interpreted in the context of the research question in continuous prose.

Ethical Considerations

This study was designed to meet the ethical standards in order to ensure the researcher protection and for legal purposes of the study. The research ensured that participants were provided with clear and understandable information about the research purpose, procedures, potential risks, and benefits. Research ensured the confidentiality of participants' information by using unique identifiers instead of personal identifying information to protect the participants' identities. Participants were not coerced

or pressured to take part. Ethical approval was also obtained from relevant research ethics committees and institutional review boards before commencing the study.

RESULTS AND DISCUSSIONS

Demographic Information

The administered questionnaires show that 99.2% of the response was achieved from the trainees in TaitaTaveta VTCs. Interviews with the Principal Managers revealed that most VTCs were located in rural areas (71.4%) compared to urban areas (28.6%). The high number of VTCs in the rural areas could be attributed to the high population of schooling youths in the villages and the government policy to decongest the urban areas. The TaitaTaveta County government would have seen it fit to build more VTCs in the rural areas to make the towns liveable and productive by reducing human and traffic congestion. These findings are similar to those found in Kakamega County, where most VTCs (88.9 %) were located in rural areas, while 11.1% were in urban areas (Maingi, 2019).

Table 2: Location of the VTCs in TaitaTaveta County

Location of VTCs	Number	%
Urban	2	28.6
Rural	5	71.4
Total	7	100

Source: (Field data, 2022)

Nature and Characteristics of the trainees in the TaitaTaveta VTCs

The proportion of male trainees in TaitaTaveta VTCs was higher than females, with 447 (63.1%) male trainees and 261 (36.9% female) participants. This indicates low female enrollment in STEM programs, resulting in low completion rates in TVET institutions (Najoli, 2019). Although many barriers discourage female students from pursuing male-dominated TVET courses and trades, there is low public attention and policy to remedy this situation (Struthers & Strachan, 2019). Women entering forest management offers and challenges male-dominated establishments (Johansson et al., 2020).

Table 3: Data on Sampled Trainees in the TaitaTaveta VTCs (n=708)

Gender	Frequency	Percentage
Male	447	63.1
Female	261	36.9
Age		
15-19 years	313	44.2
20-24 years	281	39.7
25-29 years	41	5.8
30-34 years	73	10.3
Year of enrolment		
2018 & below	3	0.4
2019	8	1.1
2020	121	17.1
2021	208	29.4
2022	368	52.0

Source: Author (2022)

Most trainees were between 15-19 years old, with 39.7%, 5.8%, and 10.3% aged between 20-24, 25-29, and 30-34 years. The mean age was 21 years, indicating a youthful stage(Makato et al., 2022). The majority of trainees (52%) enrolled in VTCs in 2022, with 29.4% from 2021, 17.1% in 2020, 1.1% in 2019, and 0.4% in 2018 and below. These findings indicate that trainees join VTCs immediately after completing high school or primary school(Tsui et al., 2019). The findings indicate high success rates in artisan courses, with only 0.4% enrolling in 2018 and below. Bursaries and scholarships help trainees pay school fees on time, motivating them to join VTCs and complete studies(Syme et al., 2022).

Nature and Characteristics of the Artisan Courses Undertaken (n=708)

Results on the name of the course undertaken by gender are presented in Table 4. Most VTCs trainees (18.9%) pursued Artisan in Motor Vehicle Mechanics, while the least (0.1%) pursued Artisan in Agribusiness.

Table 4: Characteristics of the Artisan Courses undertaken (n=708)

Course	Number	%
Artisan in Motor Vehicle Mechanics	134	18.9
Artisan in Electrical Installation	117	16.5
Artisan in Masonry	116	16.4
Artisan in Fashion Design and Garment Making	103	14.5
Artisan in Hairdressing & Beauty Therapy	98	13.8
Artisan in Information Communication & Technology	37	5.5
Artisan in Plumbing	37	5.2
Artisan in Carpentry & Joinery	26	3.7
Artisan in Welding	22	3.1
Artisan in Food and Beverage	13	1.8
Artisan in Agribusiness	1	0.1
Artisan in Knitting	4	0.6
Total	708	100

Source: (Author, 2022)

This indicates that the trainees in the TaitaTaveta VTCs embraced technical courses has opposed to business or secretarial courses (Odondi et al., 2020).

Courses undertaken by Gender

Male trainees 28.2% pursued Motor Vehicle Mechanics, while females 34.9% pursued Fashion Design, and few took Therapy or Food and Beverage. Welding was the least pursued (Table 5).

Table 5: Courses undertaken by gender

Gender	Male		Female	
	Number	%	Number	%
Electrical Installation	100	22.4	17	6.5
Fashion Design and Garment Making	12	2.7	91	34.9
Food and Beverage	2	0.4	11	4.2
Motor Vehicle Mechanics	126	28.2	8	3.1
Information Communication & Technology	11	2.5	26	10.0
Masonry	114	25.5	2	0.8
Carpentry & Joinery	19	4.3	7	2.7

Agribusiness	1	0.2	0	0.0
Knitting	1	0.2	3	1.1
Hairdressing & Beauty Therapy	8	1.8	90	34.5
Welding	20	4.5	2	0.8
Plumbing	33	7.4	4	1.5
Total	447	100	261	100

Nature and Characteristics of the Principal Managers

The majority of Principal Managers (71.4%) were aged 41-45 years, with 28.6% aged between 36 and 40. This could be due to the fact that many principal managers have likely progressed through the ranks within the vocational training system. They may have started as trainers or instructors and gradually advanced to managerial roles over the years. Another reason could be due to Educational Requirements where Leadership positions may require specific educational qualifications and work experience. As individuals age, they tend to accumulate the necessary qualifications and experiences to qualify for such roles. The findings are in line with those of Grissom et al. (2021) that majority of principal in vocation training centres are mature, experienced men and women at the height of their careers and tend to make informed decisions regarding VTCs affairs.

Table 6: Demographic Information of the Principal Managers (n=7)

Age	Frequency	Percentage
31-35 years	-	-
36-40 years	2	28.6%
41-45 years	5	71.4%
46-50 years	-	-
51-55 years	-	-
Gender		
Male	6	85.7%
Female	1	14.3%
Highest Level of Formal Education		
Diploma	6	85.7%
Higher Diploma	1	14.3%
Bachelors Degree	-	-
Masters Degree	-	-
Doctorate	-	-
Other	-	-
Experience		
1-5 years	-	-
6-10 years	6	85.7%
11-15 years	1	14.3%
16-20 years	-	-
21-25 years	-	-
Location of VTCs		
Urban	2	28.6%
Rural	5	71.4%

Source: Author (2022)

The gender imbalance was observed, portraying 85.7% male Principal Managers and 14.3% female Principal Managers in charge of the VTCs in TaitaTaveta County. It is important to incorporate the views of females for a study is more enhanced with the participation of more females (Gunn, 2020). Since the ratio between males and females was extensively spread out, it is apparent that much work is supposed to be done to achieve gender equality in managing the VTCs in TaitaTaveta County, Kenya. Gender equality can positively contribute to proper training in technical institutions (Andreoli et al., 2019)

Most of the Principal Managers 85.7%, were diploma holders while 14.3% had higher diplomas. Principal with high education levels enhance good management in schools and lead to success of institutions. The principal managers with high levels of education is important for they can promote stability in education, promote research and policy in their respective schools (Grissom & Bartanen, 2019). The academic qualifications of the principal managers reveal a body of averagely qualified staff in the VTCs in TaitaTaveta County. In Kenya, just as Singapore, the polytechnic diploma holders are competing with degree holders in the globalized marketplace of jobs (Mathews et al., 2019). Majority of the principal managers 85.7% had 6-10 years' experience while the minority 14.3% had 11-15 years' experience. The mean experience for the Principal Managers was 9 years.

The collected data showed the extent to which trainees' personality aspects influence course choice in VTCs in TaitaTaveta County, Kenya. The variations on which scores of the respondents' opinions are shown on Table 4.11. The trainees in the VTCs in TaitaTaveta County were asked whether their personality influenced their course choice. The majority of the respondents 58.5% agreed that they were limited to their course choice by their personality while, 5.8% were neutral, 37.7% disagreed.

When respondents were asked whether they were limited to their course choice by their intellectual ability, the majority 61.5% agreed, 7.2% were neutral, 31.3% disagreed. In relation to opinion the trainees' were limited to their course choice by KUCCPS requirements, the majority of the respondents 51.4% disagreed, 36.7% agreed, 11.9% were neutral.

Also, when the trainees in the VTCs were asked whether they can handle practical skills in their course of choice, the majority 91.8% agreed, 2.5% were neutral, 5.6% disagreed. Most of the trainees 90% noted that they could handle theoretical aspects of their courses while, 3.8% were neutral, 5.1% disagreed.

The principal managers were interviewed on influence of trainees' personality on course choice. The majority of the principal managers cited that *"The VTCs advises the trainees' on the relevant courses they can pursue and allows them to make their own choices based on their personality among other factors. For the majority of the trainees, their personality informs their course choice since they know their potential, talents, level of exposure and ability to perform. However, a few of the trainees' do not consider their personality when choosing their courses, they choose a course that is marketable and can enable them get income."*

Table 4.9: Respondents Opinions on whether Trainees' Personality influences course choice in VTCs in TaitaTaveta County, Kenya

Item	SA	A	N	D	SD	Chi square (χ^2)
I was limited to my course choice by my personality	158 (22.3%)	256 (36.2%)	41 (5.8%)	170 (24.0%)	83 (11.7%)	$\chi^2=195.74$, d.f.=4, p< 0.0001
I was limited to my course choice by my intellectual ability	201 (28.4%)	234 (33.1%)	51 (7.2%)	149 (21.0%)	73 (10.3%)	$\chi^2= 176.80$, d.f.=4, p< 0.0001
I was limited in my course choice by my KUCCPS requirements	82 (11.6%)	178 (25.1%)	84 (11.9%)	272 (38.4%)	92 (13.0%)	$\chi^2= 195.33$, d.f.=4, p< 0.0001
I can handle practical skills in my course of choice	398 (56.2%)	252 (35.6%)	18 (2.5%)	25 (3.5%)	15 (2.1%)	$\chi^2= 867.43$, d.f.=4, p< 0.0001
I can handle theoretical skills in my course of choice	373 (52.7%)	272 (38.4%)	27 (3.8%)	17 (2.4%)	19 (2.7%)	$\chi^2= 806.77$, d.f.=4, p< 0.0001

Key: SA – Strongly Agree, A – Agree, N – Neutral, D – Disagree, SD - Strongly Disagree

Source: Author (2022)

The study employed regression analysis to establish whether there was a significant impact of trainees' personality on course choice. The results were presented in Table 4.10

Table 4.10: Regression analysis to assess whether trainees' personality had a significant impact on course choice of trainees' in VTCs in TaitaTaveta County, Kenya

Objective	Regression Weights	Beta Coefficient	R ²	F	P-value	Research Question supported
O3	TP CC	.337	.018	12.870	.000 ^b	No

Note: *P < 0.001, TP: Trainees' Personality, CC: Course Choice

Table 4.12 shows the summary of the findings of the research question test done to establish whether trainees' potential carried a significant impact on course choice. The dependent variable course choice was regressed on predicting variable trainees' personality to test the research question. Trainees' personality significantly predicted course choice, $F(1,706) = 12.870$, $P < 0.05$, which indicates that the trainees' personality played a significant role in shaping the course choice ($b=.337$, $P<0.05$). These results clearly direct that there is a significant effect of the trainees' personality on course choice. Moreover, the $R^2 = .018$ depicts that the model explains 1.8% of the variance in course choice. According to other research, trainees' course preferences are influenced by five personality traits: extraversion, agreeableness, conscientiousness, neuroticism, and intellect (Bhagat et al., 2019). Conscientiousness and intellect are two personality factors that have a greater positive influence on trainees' views of course selection, while neuroticism has a significantly negative impact on trainees' course choices. Because of this, trainees with various personality types have varying experiences and preferences for particular courses.

CONCLUSION

Based on the findings, the male trainees who opted for engineering courses were the majority while the female trainees' were the minority. The trainees were in their youthful age and enrolled into the VTCs immediately after completion of their secondary schools. Artisan in Motor Vehicle Mechanics was the most popular course among the male trainees while Fashion Design and Garment Making was the popular course among the female trainees.

The trainees in the VTCs were greatly influenced to pursue their course due to the industries in their areas or job opportunities in their family business. The trainees did research on the courses being offered in the VTCs to establish the availability of employment opportunities before settling for the course. The VTCs have career offices that provide vocational guidance and counselling services to the trainees.

RECOMMENDATIONS

The study established that the male trainees opted for engineering courses. It is therefore important for the VTCs to encourage the female trainees to be motivated and take up engineering courses as well. The VTCs should also market the courses to ensure that they not only have youthful trainees but have an older generation eager to upgrade their skills. The VTCs could have been doing a job marketing their course in primary and secondary schools that is why the majority of them had enrolled into the VTCs immediately after completion of their primary and secondary schools. The male trainees should also be encouraged to pursue Fashion Design and Garment Making for leads to self-employment and income generation. The course is also not dominated by the male gender and would bring gender equality in courses traditionally meant for the female gender.

The trainees should be advised to pursue courses that are on demand, marketable and lead to employment. The family businesses or industries within the vicinity of the VTCs provide direct jobs to the trainees after completion of their studies and should be considered when making courses choices. The trainees' need to research on the courses being offered in the VTCs to establish if they are able to provide employment opportunities before settling for the course. The VTCs should have career offices to provide vocational guidance and counselling services to the trainees.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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