

**DETERMINANTS OF COURSE CHOICE IN VOCATIONAL TRAINING
CENTRES IN TAITA TAVETA COUNTY, KENYA**

**BY
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DECLARATION

Declaration by the Candidate

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Declaration by the Supervisors

This thesis has been submitted for examination with our approval as the University supervisors.

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DEDICATION

I dedicate this thesis to my wife Lydia Mwasi and children Nesia, Ivanna and Nathaniel for providing me with a conducive environment to further my studies. The Almighty God has enabled me reach this far in my academic ladder, praised be His name.

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ABSTRACT

Course choice is crucial for selecting a vocation, especially in any profession, and trainees may face challenges in selecting study programs. This study aimed to establish the determinants of course choice in Vocational Training Centres in Taita Taveta County, Kenya. A mixed-method research approach and a descriptive survey research design were adopted. The Holland Theory guided the study. The target population comprised 2,386 trainees and 29 principal managers and their sample size was 714 and 7 respectively. Stratified sampling and simple random sampling were used to obtain the samples. The data collection instruments included questionnaire, interview schedule and document analysis. A Cronbach's alpha coefficient of 0.80 was attained for pilot data. The quantitative data was analyzed using SPSS. The qualitative data was analyzed by presenting themes that emerged. Male trainees, 447 (63.1%), were more than female participants, 261 (36.9%). Most trainees (44.2%) were aged between 15-19 years. Most trainees (18.9%) pursued Artisan in Motor Vehicle Mechanics. In respect to male trainees, one hundred and twenty six twenty eight 126 (28.2%) pursued Artisan in Motor Vehicle Mechanics. A significant large proportion of female 91(34.9%) pursued Artisan in Fashion Design and Garment Making. A large proportion of the respondents 507(71.6%) agreed that their course selection was influenced by my gender. A large fraction of the respondents 407(57.50%) indicated that that they felt that industry experts prefer a certain gender in employment while the 34.0%. Majority of respondents (59.9%) also agreed that they would consider a job held traditionally by the opposite gender. Gender ($F_{(1,706)} = 5.060, p < 0.05$) ($b = 0.599, p < 0.05$), Parents' expectations ($F_{0.05(1,706)} = 6.381, p < 0.05$) ($b = 0.599, p < 0.05$), Trainees' personality ($F_{0.05(1,706)} = 12.870, p < 0.05$) ($b = .337, p < 0.05$), and Employment opportunities ($F_{0.05(1,706)} = 0.110, p < 0.05$) ($b = 0.599, p < 0.05$), significantly predicted course choice. The study's findings were stated and it was observed that there was an insignificant relationship between course choice and employment opportunities. The study suggests that VTCs should ensure gender equality in course selection, involve parents, family members, counsellors, and trainers in the process, guide trainees based on their personality, and choose courses that lead to employment. This will help trainees make informed decisions and ensure they choose courses that align with their career goals.

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LIST OF ACRONYMS

COVID-19	Coronavirus Disease 2019, an illness caused by a novel coronavirus called severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2; formerly identified as 2019-nCoV), which was first identified amid an outbreak of respiratory illness cases in Wuhan City, Hubei Province, China.
GPs:	General Practitioners
KUCCPS:	Kenya Universities and Colleges Central Placement Service
MoE:	Ministry of Education
NACOSTI:	National Commission for Science, Technology and Innovation
PHC:	Primary Health Care
RIASEC:	An acronym consisting of the first letters of the following six personality traits: Realistic, Investigative, Artistic, social, Enterprising and Conventional
SPSS:	Statistical Package for Social Sciences
STEM:	Science, Technology, Engineering and Mathematics
TVET:	Technical and Vocational Education and Training
US:	United States
VTCs:	Vocational Training Centres

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the background of the study, statement of the problem, purpose of the study, objectives of the study and research questions. Further, this chapter describes the justification of the study, significance of the study, scope of the study, limitations of the study, assumptions of the study, theoretical framework, conceptual framework and operational definition of terms.

1.2 Background to the Study

Vocational training programs equip students with the skills they need to live independently and integrate into their families, communities, and workplaces. Typically, career counselling, vocational training, career selection, job placement and assistance through medical and psychological services, as well as assisting them on the job, should be used to facilitate this transition (Anovunga et al., 2021). Course choice is selecting one vocation over another (Chakravarty & Gupta, 2021) as work offers opportunities for social contacts, facilitates independence, and allows greater access to community services and programs.

Worldwide, there is a large prevalence of learners making the wrong profession choices due to a lack of vocational training, career counselling, and support. Vocational Education and Training (VET) in China plays an important economic role in upskilling and integrating young people into the workforce as well as in delivering

high-quality technical skills. However, trainees' job placement is influenced by the course they choose to enrol in (Eibl et al., 2020).

When choosing a course, trainees should: choose a path that may help them make the most use of their wellbeing; consider how their course selections will positively affect the attainment of their goals; make their lives easier and increase their employability, take into account factors that may foster or impede their professional advancement. Vocational Training Centres (VTCs) provide an instruction of creativity, individuality, prestige, and entry into the social system in Pakistan (Haridas et al., 2021).

In many industries across Africa, course selection is a major aspect of focus (Saravanan & Kavitha, 2020). The most important factors, especially when picking a career route, are courses. People in sub-Saharan Africa live in a difficult society, much like the rest of the globe, and rely heavily on jobs for money and independence in order to survive.

Vocational training in Uganda equips students with the technical know-how needed to launch their own enterprises, enabling the trainees to become self-sufficient. This was shown between 1990 and 1999 and 2000 to 2009, when Uganda's economic growth averaged 6.9% and 7.2%, respectively. According to World Bank 2014, this decreased to 5.4% between 2010 and 2015. Vocational Training Centres (VTCs) were viewed as a way to give young people in Uganda the chance to learn about and develop practical skills, attitudes, and knowledge about a variety of jobs in the productive sector.

Course growth is a continuous process (Anovunga et al., 2021). It attracts the labour 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.

Course choice should be determined by understanding of the traits and satisfaction that result from it. 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 (Haridas et al., 2021). Then, they prepare them to join the courses of their choices unlike the previous generations.

For trainees enrolling in Technical and Vocational Education and Training (TVET) institutions, course selection services are essential (Anudo & Orwa, 2020). In order to address some of the issues that our trainees face, such as unemployment, a lack of skills among the young, and conflict between parents and trainees, course offices should be made active in educational institutions (Vuletich et al., 2020). They must be helped to create educational strategies that are realistic in order to boost trainee

retention and pass rate in TVET colleges. Proper course selection is one of the largest challenges on a global scale. One of the most effective approaches used by countries without a functioning labour market to train the workers and boost informal sector productivity is TVET. Choosing the right courses at TVET colleges result in human labour that is satisfactory to the industrial needs (Haridas et al., 2021).

Accurate course choices in TVET produce human resource with technical skills to foster economic development. It is a fundamental tool that improves the quality of the workforce. TVET graduates need to be flexible, adaptable and productive. These attributes coupled with life-long learning makes them competitive persons, with potential to create wealth and reduce poverty levels in their respective societies (Anovunga et al., 2021). Their skills result in industrialization, technological advancement, economic empowerment and social mobility of the people (Haridas et al., 2021). TVET need to produce competent graduates who satisfy industry expectations. The best practices and strategies world-wide is to link training to employment and job creation.

Most trainees choose courses that are employment driven (Anovunga et al., 2021). However, they do not think about what they want to study to fulfil their course choices. Human Resource Management is an important field of practice, it impacts on the course choices of trainees before they join organizations for employment (Kerdpitak & Jermstiparsert, 2020).

1.3 Statement of the Problem

Taita Taveta County has 29 Vocational Training Centres which offer various courses leading to various opportunities in the diverse course fields. The benefits of good

course choices are: A passionate and jovial workforce that is confident in their work. The trainees who choose correct course choices, master skills and work at optimum levels. Leading to job satisfaction and prosper in their work life. On the other hand, wrong course choice leads to lack of work enjoyment, increase job stress and performing tasks poorly.

While existing studies in Kenya have explored factors influencing course choice in vocational training centres, there appears to be a lack of recent and comprehensive surveys specifically focused on the preferences and motivations of female students in Taita Taveta County. Understanding the unique considerations that influence course selection among female students in this region is crucial for developing targeted interventions and ensuring gender-inclusive vocational training programs.

In Kenya, trainees joining TVET institutions are chosen by the Kenya Universities and Colleges Central Placement Service (KUCCPS) on the basis of their academic qualification. The trainees select the courses when they are in high school and in this period, they have not been exposed to the industries, so they base their choices on weak reasons. Most trainees get into VTCs without knowing which course they want to pursue or where they want to work after their training which makes some of the professional courses to be crowded.

Many trainees after completing their course end up jobless not seeking employment whether salaried or casual or create self-employment opportunities for the course they pursued, some say that they do not like the course they pursued, some change their area of specialization at higher level of their studies, which results in frustrations, time loss, and poor performance. It is for this reason the researcher sought to study on the

determinants of course choice in vocational training centres in Taita Taveta County, Kenya.

1.4 Purpose of the Study

The purpose of this Study was to establish the determinants of course choice in Vocational Training Centres in Taita Taveta County, Kenya.

1.5 Objectives of the Study

1.5.1 Main Objective

The objective of this study was to establish the determinants of course choice in Vocational Training Centres in Taita Taveta County, Kenya.

1.5.2 Specific Objectives

The specific objectives of the Study were:

- i. To establish if gender influences course choice in VTCs in Taita Taveta County, Kenya.
- ii. To find out if parents' expectations influences course choice in VTCs in Taita Taveta County, Kenya.
- iii. To assess if trainees' personality influences course choice in VTCs in Taita Taveta County, Kenya.
- iv. To determine if job opportunities influences course choice in VTCs in Taita Taveta County, Kenya.

1.6 Research hypothesis

Ho₁: Gender in does not influence course choice in VTCs in Taita Taveta County, Kenya.

Ho₂: Parents' expectations does not influence course choice in VTCs in Taita Taveta County, Kenya.

Ho₃: Trainees' personality does not influence course choice in VTCs in Taita Taveta County, Kenya.

Ho₄: Job opportunities does not influence influences course choice in VTCs in Taita Taveta County, Kenya.

1.7 Justification of the Study

The study was carried out against the background that the trainee's course choice is of great concern and that, researchers perceived that there were some factors which greatly determined trainees' selection of certain courses. This research was conducted on determinants of course choices. There was little research done in Taita Taveta County and especially in the VTCs on determinants of course choice. First, the findings of this study helps the Kenyan Government, County Government of Taita Taveta, Vocational Training Centres, TVET Institutions and other tertiary institutions of higher learning to know the determinants of course choice in Vocational Training Centres in Taita Taveta County, Kenya.

This study intention was to help the Ministry of Education and Counsellors to find out what drives trainees in settling in a course over others. Also, this Study helps researchers to form a basis from which they extract their literature review. It's also

significant to note that the results of this Study guides TVET institutions Principal Managers to address the determinants that hinder trainees in course choice. The study is also a source of knowledge to course advisors in secondary schools and TVET institutions to revise their modes of advice to trainees in order to offer relevant course choice advice. Also, trainees' benefit in course choice during pre-employment or internship to gain experience in the industries.

Disseminating research findings on the determinants of course choice in vocational training centres in Taita Taveta County, Kenya, to the intended groups is crucial for the information to have an impact. Several strategies to ensure the findings reach the relevant stakeholders included publishing findings in reputable academic journals focused on vocational education, education policy, or regional studies. This ensured that the information was accessible to academics, policymakers, and educators. Researchers also presented the findings at conferences, seminars, and workshops related to vocational training, education, or regional development. This provided an opportunity to directly engage with professionals and stakeholders in the field.

1.8 Significance of the Study

The study is a perfect tool of understanding the determinants of course choice in Vocational Training Centres in Taita Taveta County, Kenya. The researcher developed additional literature in the area of course choice of trainees thus filling the existing research gap in knowledge concerning this area of study. Parents and guardians can use the results of research on determinants of course choice in vocational training centres in Taita Taveta County, Kenya, to provide better guidance and support for their children in making informed educational choices. Parents and guardians can gain insights into the factors that influence course choice. This

understanding allows them to have more meaningful conversations with their children about their interests, strengths, and aspirations. Research may highlight specific challenges or support needs that students face when making course choices. Parents can use this information to provide appropriate assistance or seek additional resources if necessary. Armed with knowledge about the determinants of course choice, parents can help expose their children to a variety of vocational options. They can arrange visits to vocational training centres, workshops, or career fairs to explore different courses. Parents can use research findings to help their children understand which vocational courses align with current and future job market demands. They can discuss the potential for employment and career growth in different fields. If research highlights disparities in course choice based on gender, socioeconomic status, or other factors, parents can advocate for inclusive policies and opportunities to ensure all students have equal access to vocational education.

1.9 Scope of the Study

The research focused on trainees and principal managers in VTCs in Taita Taveta County. Taita Taveta County was chosen by the researcher to investigate the influence of: Gender; parents' expectations; trainees' potential and job opportunities on course choices in VTCs in Taita Taveta County. The respondents were 2,386 trainees and 29 principal managers in VTCs in Taita Taveta County. They were considered relevant in providing required data for the study.

1.10 Limitations of the Study

Despite the fact that most of the research study had advantages methodologically in some sections; it was also overwhelmed by a big number of methodological disadvantages. Firstly, the study involved the use of questionnaires which was self-

administered and based on self-reports of respondents. Such self-report responses had the trend of either being blown-up. In addition, the researcher had the risk of collecting incorrect data which might not have been the symbol of their correct situation. Such challenges come up when respondents fail to understand items in the questionnaire. To avoid such a scenario, the researcher explained to the respondents the questions in the questionnaire for them to fully understand. Also, the researcher explained to the respondents not to indicate their names on the questionnaires.

The study considered specific thematic determinants of course choice in VTCs in Taita Taveta County, Kenya. The remaining factors formed a basis for further studies. The researcher proposed undertaking of studies on other thematic areas to ascertain their relationship with course choice in VTCs in Taita Taveta County. Secondly, since the study was survey based, the population recruited inadvertently exclude others. The researcher recommends a more comprehensive survey that includes others at a wider region to help overcome this limitation.

The study relied on information from trainees and principal managers in VTCs in Taita Taveta County. Thus, it was not possible to check the truthfulness of their statements and documents. These lead to underestimation of the actual position and threatened the validity of the findings. The possibilities that some participants were biased in their responses to certain questions was quite high. Nevertheless, triangulation of the research methods helped the researcher overcome this limitation.

1.11 Assumptions of the Study

The study assumed that the respondents would be cooperative, available, reliable and accurate in their responses. The other assumption was that the selected sample

represented the population in all the variables of interest. Lastly, the study assumed that the researcher had adequate time to complete the study.

1.12 Theoretical Framework

This study was guided by the Holland Theory which gives direction in course awareness (Woods et al., 2020). Globally, this theory gives a straightforward and simple outline on an individual course development, and can be incorporated in any industry for use in developing courses of their workforce. The theory proposes six main personality types: Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C). The Holland's Theory hypothesized that a trainees' interest in a course is a process that can be developed from childhood to adulthood. The theory specified six ways in which a person's strength could be identified. The typologies were Realistic, Investigative, Artistic, Social, Enterprising and Conventional. This gives a direct link to some individual typologies. If a person has got the six qualities, then it is likely to know how their course choice in future and their personality. The typologies when were put together to summarize both an individual interest on a course and personality.

Based on the Holland Theory, vocational training centres in Taita Taveta County could consider offering a diverse range of courses that cater to each personality type. For example, they could provide a mix of practical, hands-on courses (Realistic), scientific and technical programs (Investigative), creative arts and design courses (Artistic), community-focused training (Social), entrepreneurship and leadership development opportunities (Enterprising), and courses emphasizing organization and administration (Conventional). Understanding the dominant personality types of students can inform career guidance and counseling services. Counselors can help

students align their course choices with their strengths, interests, and personality traits.

Training centres can use this information to allocate resources effectively. For instance, if a significant number of students fall into the Realistic category, it may be beneficial to invest in state-of-the-art laboratories and technical facilities. Using the Holland Theory, vocational training centres can tailor their marketing strategies to appeal to different personality types. For instance, they could highlight the hands-on nature of their courses for Realistic students, or emphasize research opportunities for Investigative students.

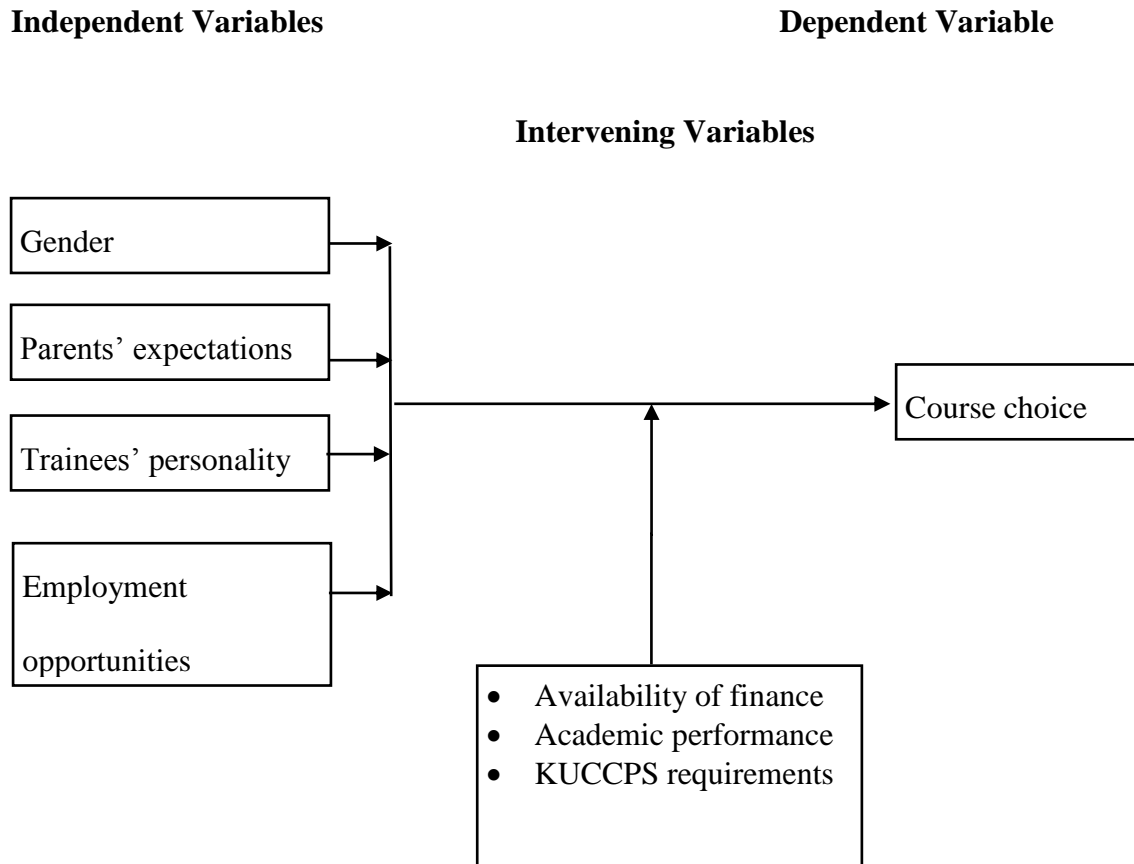
Knowing the dominant personality types of students can guide vocational training centres in forming partnerships with industries that align with these preferences. For example, partnering with local businesses in agriculture and technical fields for Realistic-oriented courses. It's important to note that while the Holland Theory provides a valuable framework, individual preferences and interests can be influenced by various factors, including cultural and socioeconomic backgrounds. Therefore, it should be used as one of several tools in guiding course choices and career development.

1.13 Conceptual Framework

Conceptual Frameworks lay out the key factors, constructs, and variables involved in a given phenomenon, as well as the relationships between those factors (Orkin et al., 2021). Independent variable is the variable that is antecedent to the dependent variable. The independent variable attempts to indicate the total influence in the Study.

It was hypothesized that the independent variables which include gender, parents' expectations, trainee's potential and job opportunities influenced the dependent variable course choice of trainees in Taita Taveta County VTCs, Kenya. Intervening variable with its component's availability of finance, academic performance and KUCCPS requirements. Proper course choice by the trainees enables them to gain employment. In order to provide a systematic overview of various variables that are captured in this relationship, a conceptual model has been developed as well in Figure 1.1.

Controlling intervening variables in research on determinants of course choice in vocational training centres in Taita Taveta County, Kenya, was essential to ensure that the study accurately identified and assessed the relationships between the independent and dependent variables. This was done through clearly defining and operationalizing all variables in the study, including the independent, dependent, and intervening variables. This helped in avoiding confusion and ensured that all aspects of the study were well-understood. Research also considered implementing a randomized controlled trial design. In this design, participants were randomly assigned to different conditions or groups. This helped to minimize the influence of extraneous variables.



Source: Author (2021)

Figure 1.1 Conceptual framework on determinants of course choice in Vocational Training Centres in Taita Taveta County, Kenya

1.14 Operational Definition of Terms

Determinants: In this study, determinants refer to selected aspects presumed to condition course choices, which include; gender influence, parents' expectation, trainees' personality and job opportunities

Industry: This is a commercial field in nature that uses job skills and technology to produce products with the purpose of obtaining profit, can be manufacturing or services such as banking, insurance and transportation. In this study, the industry refers to workplaces where the graduates go to work after completion of training.

Gender: The state of being male or female. In this study, gender refers to male trainees or female trainees in the VTCs in Taita Taveta County.

Parents: Is a caregiver of the offspring in their own species. In this study, parents refer to the trainee's father or mother in VTCs in Taita Taveta County.

Graduate: A person who has successfully completed a course of study or training, especially a person who has been awarded an undergraduate or first academic degree. In this study, a graduate is a person who has successfully completed VTCs training.

Parents' expectations: Parents' strong belief that something will happen or be the case. In this study, it refers to the hope that their parents have that their children are supposed to pursue a certain course for them to be successful in their lives.

Trainees' personality: Trainees enduring characteristics and behaviour that comprise their unique adjustment to life.

Employment opportunities: A time or set of circumstances that makes it possible to get employed. In this study, it refers to job openings opportunities found in the industries.

Course Choice: The selection of a vocation, usually on the basis of such factors as parental guidance, vocational guidance, identification with admired figures, trial or part-time jobs, training opportunities, personal interests, and ability tests. In this study, course choice refers to the trainee's journey through learning, work and other aspects of life.

Vocational Training: a type of job-related learning that enhances an individual's productivity and includes learning in formal vocational and technical institution and work place, both on and off the job.

1.15 Summary

In summary, vocational training programs help students develop skills for independent living and integration into their communities. They provide career counseling, career selection, job placement assistance, and assistance through medical and psychological services. Course choice is crucial for trainees, as it can impact their wellbeing, job placement, and employability. In sub-Saharan Africa, vocational training equips students with technical know-how to launch their own enterprises, leading to economic growth.

Course growth is a continuous process, and selecting the right course can lead to professional growth. Organizations like Cooperative Bank, Price Waterhouse, and Ernst and Young recruit talented youth on-campus for courses. Course selection services are essential for trainees enrolling in Technical and Vocational Education and Training (TVET) institutions to address issues like unemployment, skills shortages, and conflicts between parents and trainees. The study explores determinants of course choice in Vocational Training Centres in Taita Taveta County, Kenya, aiding the Kenyan Government, County Government, Vocational Training Centres, TVET Institutions, and the Ministry of Education. It also guides TVET institutions and course advisors.

The study provides insights into course choice determinants in Vocational Training Centres in Taita Taveta County, Kenya, filling a research gap and aiding parents and guardians in decision-making. The study examined the impact of gender, parents' expectations, trainees' potential, and job opportunities on course choices among 2,386 trainees and 29 principal managers in Taita Taveta County. The study assumed that the respondents would be cooperative, available, reliable and accurate in their

responses. The other assumption was that the selected sample represented the population in all the variables of interest. Lastly, the study assumed that the researcher had adequate time to complete the study. The Holland Theory provided guidance for course awareness, identifying six personality typologies: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional, which influenced future course choices and personality traits. Conceptual frameworks explain the relationships between independent variables, such as gender, parents' expectations, trainee potential, and job opportunities, and dependent variables like finance availability, academic performance, and KUCCPS requirements.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The aim was to identify and evaluate opinions, knowledge and attitudes of various studies on determinants of course choice in Vocational Training Centres in Taita Taveta County, Kenya. The studies reviewed in this section include researches in education that enabled exposure of the existing gap regarding course choices.

2.2 Course Choice

In addition to the gender wage gap, women are underrepresented in leadership positions, academic positions, and the field of surgery (Hutchison, 2020). In terms of course selection, there is epistemic unfairness and stereotyping of women (Agarwal, 2020). For instance, a research among all medical trainees in the Netherlands was done to determine what variables cause them to discontinue hospital-based speciality training (Bustraan et al., 2019). One significant factor influencing course choice is the perpetuation of traditional gender stereotypes. Studies by Douglas et al. (2018) and Hutchison (2020) highlight that societal expectations and norms often steer individuals towards courses considered "gender-appropriate". For example, women may be more inclined towards caregiving and service-oriented professions, while men tend to gravitate towards technical and engineering fields.

The following job conditions, stable hours, family friendliness, female friendliness, the availability of positive role models, financial benefits, professional challenges, patient focus, and the chance to take an interesting course are the professional development preferences in descending order of importance (Douglas et al., 2018).

Finding suggests that there may be gender differences in how individuals, particularly future teachers, perceive work-life balance and view Technical and Vocational Education and Training (TVET). It could be valuable to explore this further in research or discussions surrounding education and career choices. Understanding these perspectives can help in tailoring educational programs and career guidance to better meet the needs and preferences of different groups (Bustraan et al., 2019). Poor work-life balance, sexism, and a lack of full-time possibilities are just a few of the obstacles that present in TVET training (Williams & Ynysmaerdy, 2020). These issues can have a substantial impact on individuals pursuing careers in this field. Addressing poor work-life balance, combating sexism, and creating more full-time opportunities are crucial steps towards improving the overall quality and inclusivity of TVET programs. It's important for educators, policymakers, and industry stakeholders to work together in order to implement effective solutions and create a more supportive environment for those involved in TVET training.

The sustained appeal of cardiology courses is ensured by culture in the field being in line with trainee preferences (van Huizen et al., 2021). Absolutely, aligning the culture within Technical and Vocational Education and Training (TVET) with trainee preferences is a crucial factor in sustaining the appeal of TVET courses (Hossain et al., 2020). When the culture of a training program resonates with the interests, values, and aspirations of trainees, it enhances their engagement and motivation. This, in turn, leads to higher retention rates and better learning outcomes (Fabrizio et al., 2021). It highlights an important focus within the realm of Technical and Vocational Education and Training (TVET) research. Understanding the transition from TVET schools to main residency is critical for several reasons (Navajas-Romero et al., 2020).
Employability and Career Trajectory: This transition phase is pivotal for graduates as

it marks their entry into the workforce. Research in this area can shed light on the effectiveness of TVET programs in preparing individuals for meaningful employment.

- **Adaptability to Industry Needs:** By studying this transition, researchers can assess if TVET courses adequately equip students with the skills and knowledge needed to meet the demands of the job market.
- **Retention and Completion Rates:** Understanding the factors that influence the transition from TVET to the workforce can provide insights into improving retention and completion rates within TVET programs.
- **Support Systems and Resources:** Research in this area can identify the types of support, resources, and guidance that are most beneficial for students as they make this transition.
- **Matching Skills to Job Opportunities:** It allows for an evaluation of the extent to which the skills acquired in TVET programs align with the specific job opportunities available in the region.
- **Socioeconomic Impact:** Research in this area can also assess the broader socioeconomic impact of TVET education by examining how successful transitions contribute to economic development and improved livelihoods.

However, it's also important to note that while the transition to main residency is a critical aspect, there are other dimensions of course selection in TVET that may warrant attention. These could include factors influencing initial course choice, gender disparities in course selection, and the role of guidance and counseling, among others. Each of these areas contributes to a comprehensive understanding of course selection within the TVET context.

According to several studies, aspects such as work-life balance, lifestyle, flexibility, pleasant working hours, and working circumstances are crucial in deciding whether or not to pursue a certain speciality (Navajas-Romero et al., 2020). Positive experience, exposure to role models, and curiosity in the topic are further determinants (Trinh et al., 2021).

2.3 Importance of Professional Development

The factors that drive trainees to select a certain course include stable hours, family friendliness, gender friendliness, positive role models, financial rewards, professional difficulties, patient emphasis, and exciting coursework. Additionally, location is a key consideration for trainees when selecting a training position; 86% of them desire to live and work close to friends and family (Thomson et al., 2021). Affordability, the availability of quality training facilities, access to transportation, and proximity to schools are further determining factors. The study found that, in certain cases, location was not as important as perceived higher-quality training programs.

Instead of becoming a practice partner or owner, the majority of trainees prefer a position as an associate (Campbell, 2020). Some desire to practice in the private sector, while others want to stay in the government. In comparison to males, women are noticeably more inclined to consider part-time employment arrangements. While full-time clinical dentistry was deemed to be excessively demanding, part-time employment is appealing (Thomson et al., 2021). The primary determinant of where dentists desire to work is location. Interventions to alleviate spatial inequities in graduate destinations must thus be taken into account. Concerns regarding present workforce planning are raised by the significant desire to work part-time.

2.4 Negative Factors influencing the Course Intention of General Practice Trainees

In Eastern Ghana, residency training is standardized according to five broad topics. poor social recognition, a lack of professional identity, poor pay, an inadequate educational system, and the effect of policy issues are a few of them (Tang et al., 2021).

2.4.1 Low Social Recognition of Courses

The trainees have a perception that some courses receive less social attention (Fang, 2020). This perception among trainees is significant and warrants attention in the context of Technical and Vocational Education and Training (TVET). It highlights a potential disparity in how certain courses are viewed or valued by society (Fabrizio et al., 2021). Some courses don't get much attention from the general public, more experienced colleagues, or peers. There is a bad reputation around several courses. There are questions regarding some professions' capacity to generate job possibilities. This is a valid concern and a topic of significant importance in the context of education and career choices. The perceived job prospects associated with different professions can strongly influence individuals' course selection (Lagakos, 2020). Additionally, the difficulties in finding and keeping general practitioners, as well as the high workload, stress at work, insufficient family time, are problems for general practice. Such unfavourable aspects affect their decisions to quit their jobs or cut back on their hours of employment (Winter et al., 2021). It's crucial to have a thorough awareness of the difficulties trainees face while deciding between two courses.

2.4.2 Low Professional Identity of Courses

The selection of courses is approached more holistically by general practice residents (Lagakos, 2020). They are unable to satisfy their basic necessities as a result. For them to be specialists, they need to have a thorough mastery of their subject areas. Trainees who attend TVET colleges and lack relevant skills after graduation are wasting their time (Fabrizio et al., 2021).

Because they get a taste of what it's like to work in the business, graduates want to work in their specific fields of specialty (Lim et al., 2020). People who are employed at the entry level perform clerical tasks including creating medical records. Many large corporations need to build general practice divisions and comprehend the value of general practice from the top down. Within a few years, nobody will be able to deny the existence of this general practice department. The general practice course path is not now obvious or promising (Fabrizio et al., 2021). It's concerning to hear that the general practice course path is currently perceived as less obvious or promising. This sentiment can have a significant impact on enrollment rates and the overall attractiveness of this course path. Many trainees would not enrol in the general practice course if things remained this way and did not offer a chance for improvement (Bluedorn et al., 2021).

2.4.3 Low Remuneration Level

The anticipation of trainees from Technical and Vocational Education and Training (TVET) receiving a guaranteed minimum wage is an important consideration for both the students and the institutions offering these programs. Salary is seen as a just compensation for the years that trainees spend studying. The assurance of a minimum wage can serve as a strong motivational factor for trainees, providing them with a

tangible incentive to pursue TVET programs. The majority of trainees feel that their present compensation is not satisfactory. One of the main factors in choosing a certain path is low pay (Bluedorn et al., 2021). Offering a guaranteed minimum wage can make TVET programs more attractive to potential students, potentially increasing enrollment rates. Additionally, it may contribute to higher retention rates, as students are more likely to see the value and return on investment in their education. Many students may have financial considerations and responsibilities (Bluedorn et al., 2021). Knowing that they will receive a minimum wage upon completion of their training can help alleviate some of these concerns. One may support their families, have fulfilling lives, take care of their fundamental necessities, and concentrate on their jobs thanks to decent wages (Lim et al., 2020).

2.4.4 Imperfect Training Systems

Instead of adapting to a society that is rapidly changing technologically and the demands of the trainees, some instructors create their own teaching curricula based on their personal preferences and occasionally employ preset curricula. Additionally, some TVET schools don't care whatever course they recommend to their trainees based on their personalities and talents (Lim et al., 2020). Tailoring course recommendations to match individual personalities, talents, and interests is crucial for helping students make informed and fulfilling career choices. For instance, the general practice training curriculum does not emphasize the general practice features, leading the trainees to believe that there is a lack of experience in the training. The curriculum requires improvement (Bluedorn et al., 2021).

2.4.5 Influence of Policy Factors

Some trainees feel that numerous enhanced policies ought to be implemented. It's important to consider the perspectives and feedback of TVET trainees, as they are valuable stakeholders in the educational process. Their suggestions for enhanced policies indicate a desire for improvements and changes that can potentially lead to a more effective and supportive learning environment (Bluedorn et al., 2021). But many policies now are flawed. A few trainees complain that policy execution is lacking since there are contradictions between what is demanded and what is carried out (Bluedorn et al., 2021).. The discrepancy between policy demands and actual execution is a significant concern, as it can lead to confusion, frustration, and potential gaps in the quality of education provided in TVET programs (Lim et al., 2020). Addressing this issue is crucial for ensuring that trainees receive the education and support they need to succeed. Some policies are not properly carried out (Lim et al., 2020).

Other research have found that the public does not give general practice much credit or acknowledgment (Fabrizio et al., 2021). In China, general practice is a relatively young specialty that still lacks a defined professional position and discipline (Bluedorn et al., 2021).

Large institutions in cities are therefore seen as a symbol of high-quality TVETs in China.. The perception that large institutions in cities symbolize high-quality Technical and Vocational Education and Training (TVET) programs can be influenced by several factors. Large institutions in urban areas often have access to more extensive resources, including modern facilities, advanced equipment, and well-maintained infrastructure. These factors can contribute to the perception of quality.

Urban-based institutions may have closer ties to local industries, allowing for more opportunities for internships, apprenticeships, and hands-on training. This industry engagement can enhance the relevance of the education provided. Larger institutions may attract a higher number of experienced and qualified instructors, which can positively impact the quality of instruction and mentorship available to students (Fabrizio et al., 2021).

However, prior research has indicated that GPs in China had a high level of professional identification. One possible interpretation could be that compared with GPs, trainees in our Study had less work experience and had less opportunity to understand the mission of GPs (Lim et al., 2020). A number of studies highlighted the important influence of the workplace experience and the length of train time on recruitment. Our interpretation was supported by these studies.

One of the main explanations for why trainees do not desire to become general practitioners is the low pay level. The perception of low pay as a significant factor dissuading trainees from pursuing careers as general practitioners is a valid concern and a common issue in various regions around the world (Bluedorn et al., 2021). The basic performance and incentive performance components make up the GP compensation system in China (Bluedorn et al., 2021). The Chinese government implemented a zero-markup medication policy in 2009 to combat the issue of over prescription. However, because GP incentives depend on medication sales, the elimination of pharma mark-up has also had an impact on GP compensation at the local level. Another issue is the lack of a fair compensation mechanism (Fabrizio et al., 2021). However, PHC has not gotten adequate funding from the government, which has contributed to the low pay for general practitioners (GPs). According to

studies, Chinese general practitioners who worked at PHC facilities often made less money than specialists in tertiary hospitals, whose pay was indexed to the societal average salary (Lim et al., 2020). Although it is frequently said that financial issues, particularly compensation, may affect medical students' choices of future studies.

A significant negative aspect that is rising but is uncommon in western nations is an unsatisfactory training system (Bluedorn et al., 2021). An unsatisfactory training system may lead to a mismatch between the skills acquired by trainees and the actual demands of the job market. This can result in higher unemployment rates among graduates. By addressing challenges and working towards improvements in the TVET system, it's possible to create a more effective and responsive educational environment that better prepares graduates for success in their chosen careers. This, in turn, contributes to economic development and a skilled workforce. The majority of general practice teaching doctors in the contemporary Chinese environment work as hospital-based specialists and seldom interact with GPs. If their supervisors don't provide them with suitable and enough teaching, GP residents may not fully appreciate the complimentary components of general practice and specialty care (Fabrizio et al., 2021).

Additionally, there is a typical "apprenticeship" setting in China where supervisors set the agenda and student-oriented learning is viewed as less significant. Furthermore, focusing on specialized development in China could not foster an atmosphere where trainees feel that their supervisors who are enrolled in expert training programs are receptive to their concerns and eager to assist them (Cardador et al., 2021). Inflexible training structures may deter learners from taking time off to engage in new and varied activities. This issue can have a significant impact on learners' willingness and

ability to engage in diverse activities outside of their formal training. Learners may miss out on valuable opportunities for personal development, skill-building, and exploration of new interests or hobbies. Since building a trusting connection between supervisors and trainees can frequently increase learning results, this can lower the quality of instruction. Some learners may have specific interests or career goals that require additional training or certifications outside of their primary TVET program. Inflexible structures can hinder their ability to pursue these opportunities (Lim et al., 2020).. The primary impediments to the establishment of the GPs responsibility system and two-way system are a lack of GPs, weak service capabilities, and a lack of social recognition and profession identity (Lim et al., 2020). By addressing considerations, TVET institutions can work towards creating more flexible and learner-centered training structures, ultimately providing a more enriching and fulfilling educational experience for their students (Fabrizio et al., 2021)..

2.5 Determinants of Course Choice

2.5.1 Gender

Gender can be a significant determinant of course choice in Technical and Vocational Education and Training (TVET) for several reasons. Societal norms and stereotypes about gender roles and occupations can influence the types of courses that individuals, especially young learners, are encouraged or discouraged from pursuing. Women are still underrepresented in physics in the United States (Moshfeghyeganeh & Hazari, 2021). However, women make up a significant portion of both undergraduate and graduate physics departments in many muslim nations. Few efforts have been made to understand this pattern. Some courses may be traditionally associated with specific gender roles. For example, courses related to healthcare and nursing are often

perceived as more suitable for females, while courses in construction or engineering may be seen as more male-dominated.

The number of women studying physics in the United States (U.S.) needs to increase. In order to comprehend how cultural experiences affect the pursuit of physics, the study looked at the experiences of female faculty members of physics in the United States who were from a variety of muslim nations (Cardador et al., 2021). The study found that individuals' gender and physics identities were influenced by their cultural backgrounds. Additionally, contrary to what has been observed in the West, gender identities and physics frequently interact in muslim nations. The intersection was productive for promoted participation in physics.

The gender gap in Science, Technology, Engineering, and Mathematics (STEM) course choice represents a problem for researchers (Soylu et al., 2021). Educational institutions and industries can work to challenge and overcome gender stereotypes and biases through targeted outreach, mentorship programs, and inclusive curriculum design. The “surplus model” of vocational interests suggest that females with strong STEM-related interest are likely to pursue STEM courses. Also, they have strong interests in other areas, due to wider course options (Cardador et al., 2021). This study examined predictors to the course choice of students in Human Kinetics Education, University of Ilorin in Kwara state, Nigeria. The predictors investigated were; Family, Personality and Gender.

According to Abdulraheem & Ibraheem (2019), gender does not significantly influence the course preferences of students studying human kinetics education at the University of Ilorin. The trainees are urged to learn more about who they are, what matters to them, and what interests them. Course counsellors should be employed by

TVET colleges so that students may learn about their strengths. According to Soylu et al. (2021), there is a correlation between gender perception and course optimism. As a result, students who scored highly on the egalitarian gender perception scale showed greater personal growth motivation, which led to improved course adaptation and optimism (Fabrizio et al., 2021).

Inequitably, women's employment is declining (Bluedorn et al., 2021). This is a result of the high degree of country heterogeneity, with more than half to two thirds showing greater drops in employment rates for women than for males. These gender-specific effects of COVID-19 are often transient. The gender distribution of employment has been severely altered by the COVID-19 epidemic. It is important to monitor gender disparities in employment across industries, particularly in those where women make up a larger portion of the workforce. Instead of unemployment, the fall in employment is due to women's propensity to leave the workforce earlier than males. The drop in women's labour force participation reflect the greater impact of the crisis on mothers, mainly those who are lower-income and lower-skilled, as childcare burdens increased with the crisis (Fabrizio et al., 2021).

Gender disparity has been a result of the COVID-19 epidemic in various nations. The availability of inexpensive childcare options, the gender mix of the workforce, and employment laws with distinct effects on various genders are some underlying issues at work that are reflected in this. Policymakers might strive to make sure that there are choices for inexpensive daycare, that men and women can take family leave equally, and that there is flexibility in work hours as permitted by employment needs (Bluedorn et al., 2021; Fabrizio et al., 2021).

According to Quinby et al. (2021) among workers aged 55 and older, the probability of quitting their jobs after a year increased by 7.6%, a 50% rise over the pre-pandemic rate. Asian-Americans, women without college degrees, and people in professions less conducive to remote work saw disproportionate effects. In contrast, the probability of retiring rose by 1%, with retirements being more common among people over the age of 70. Workers did not have a higher likelihood of claiming old-age and survivors insurance benefits as a result (Bluedorn et al., 2021; Fabrizio et al., 2021). Whether people who quit their employment during the epidemic return to work will have an impact on policy. Policymakers may take into account measures to increase retirement resources if older people are unable to find new employment, such as adjusting the actuarial penalty for early Social Security claims (Cardador et al., 2021). Future study should examine if the new positions provide compensation and benefits that are similar to those of the workers' pre-pandemic employment if they are able to re-enter the workforce.

Course selection was similarly impacted by gender (Cardador et al., 2021). They said that in the past, women were discouraged from pursuing higher education and from careers dominated by men, including engineering and medicine. Women still tend to stay away from professions with a male preponderance, but there has been a little increase in the proportion of women working in these fields. The ladies were discouraged from continuing their education and from careers dominated by men, including engineering and medicine (QURESHI et al., 2021). Although studies have indicated that more and more women are pursuing university education and entering traditionally male-dominated professions, it was recently discovered that women frequently avoid picking male-dominated courses (Iyer & Siddhartha, 2021). Today, more women are prepared to overcome perceived hurdles based on gender while

enrolling in courses. Understanding and addressing the influence of gender on course choice is crucial for creating inclusive and equitable educational opportunities in TVET. By recognizing and mitigating gender-related barriers, institutions can work towards empowering learners to pursue courses that align with their interests and aspirations, regardless of societal expectations.

2.5.2 Parents' Expectations

Parents' expectations can have a significant influence on their children's course choices in Technical and Vocational Education and Training (TVET). Parents often want the best for their children and may have specific career aspirations for them. They may guide their children towards courses they believe offer stability, job security, and opportunities for advancement. In India, trainees typically choose courses that go against their parents' expectations; this indicates that parental influence is detrimental (Iyer & Siddhartha, 2021). Parents may consider the potential earning potential associated with different courses. They may encourage their children to choose courses they believe will lead to well-paying jobs. There is a thorough grasp of the motivating factors driving young people to select particular career paths (Ziaian et al., 2021). The variables help academics, professionals in the field, and researchers create ways to persuade students to enrol in media courses. This study also acts as a springboard for conversations that aim to alter parents' perceptions of television as a course option for their children.

Parents may have specific perceptions of which professions are prestigious or carry a certain level of social status. They may encourage their children to pursue courses that align with these perceptions. Parents' occupation and family are some of the influential factors mentioned by the trainees that influenced their course choices

(QURESHI et al., 2021). Parents provided their children with proper guidance and counselling about their course choices, this made them able to make suitable decisions about their desired courses. There are some tensions between youth and family expectations, motivations, identities, and acculturation in resettlement (Ziaian et al., 2021). Mutual support strategies strengthen family relationships and supported youth aspirations. Families support and motivate youth to select their future education and employment pathways. They influence the youth in decision making especially where there is 'clash of expectations' between parents and youth expectations; and 'family responsibilities' that interfere with youth aspirations.

Parental variables have an effect on students' profession choices (Gamariel & Blaise, 2021). These factors include the parents' highest level of education, job, attitudes and expectations, and relationships with their children as parents and children. Before enrolling in higher level courses, parents and kids should talk about them, focusing on the learner's abilities and preferences to reduce potential challenges (Oomen, 2021). As a result, students may choose jobs depending on their educational background and career objectives.

It is uncommon practice and poorly studied to work with parent groups in course development services in secondary schools (Gamariel & Blaise, 2021). The pedagogy used in one such intervention, "Parents Turn," which supports family learning and community learning, is the main subject of the article. The pedagogy that served as the foundation for the intervention has been assessed through secondary analysis of qualitative data gathered from parents (Oomen, 2021). It demonstrates the viability of group work in a school-based intervention and considers ways to improve secondary school course development services that incorporate parents (Saleem, 2021).

Due to the positive and negative effects of family elements, cultural factors, and personal considerations, family members might choose to follow a career path inside or outside the family business as a successor, employee, or entrepreneur (Saleem, 2021). Examples of family characteristics that influence how family members make decisions include expectations, pressure, parental drive, and support. Ethnic group accessibility encourages entrepreneurial course routes, even though cultural considerations are more important in immigrants' course decisions, for instance. To become a successor, an entrepreneur, or to select a path of aspiration either inside or outside the family business, one must possess the requisite education, training, and personal goals (Oomen, 2021).

The topic of courses has great importance in family businesses because choosing the course is a challenging task for family members in family firms whereas in most family businesses incumbent generation has expectations from their next generation to choose a course within the family businesses (Oomen, 2021). However, family members sometimes get freedom about their course choices and make their course decisions independently. However, the course choices represent the occupational status, family relationship, and entrepreneurial mindset of family members.

Balancing parental expectations with a child's own interests and aspirations is important for ensuring that course choices are both meaningful and fulfilling. Educational institutions and career advisors can facilitate constructive conversations between parents and students to help them make informed decisions (Oomen, 2021). Ultimately, a collaborative approach that takes into account the needs and aspirations of the learner can lead to more successful and satisfying educational experiences.

2.5.3 Trainees' Personality

Trainees' personalities play a crucial role in determining their course choices in Technical and Vocational Education and Training (TVET). 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). Trainees with specific interests and passions are more likely to choose courses that align with their personality preferences. For example, someone with an interest in technology may be inclined to choose a course in IT or engineering. 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. Different personality types may have varying learning styles. Some individuals may thrive in hands-on, practical settings, while others may excel in more theoretical or analytical environments. This can influence the type of course they prefer (Oomen, 2021).

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.

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.

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 (Etzel & Nagy, 2021).

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 (Ellis et al., 2021). 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). Recognizing and understanding these personality-based determinants can help educational institutions and career advisors provide more personalized guidance to trainees. It's important to create an environment that supports diverse learning styles and personalities to ensure that trainees can thrive in their chosen courses.

2.5.4 Job Opportunities

Job opportunities are a critical determinant of course choice in Technical and Vocational Education and Training (TVET). Trainees are often motivated to select courses that they believe will lead to viable employment prospects upon completion. Job prospects have an impact on how trainees view their lives in relation to their future course specialties. Trainees are likely to choose courses that align with the skills and competencies in demand in the job market. Courses that lead to occupations with high demand are often more appealing. Training and education must always be in line with the employment prospects available and the talents of the trainees. A society's degree of poverty makes it harder for trainees to find work prospects (Etzel & Nagy, 2021).

Parents who run small enterprises sometimes want their trainees to follow in their footsteps. This translates into their entering the workforce after finishing school with ease and being promoted within the family enterprises. Certain industries may have unique characteristics that influence job opportunities, such as seasonal demand, geographical location, or specific skills requirements. Trainees may factor these considerations into their course choices. Oftentimes, the offspring of family company owners have greater familiarity with how the business world functions (Efendi et al., 2021). The trainees frequently spend their whole lives working in the family firm, going through everything their parents went through in the industry. The trainees may have either positive or negative effects from this. The trainees are aware that they must have a secure financial situation in order to live well. When considering a career route, individuals opt for positions paying more or offering the best employment stability (Myhill et al., 2021).

The financial aspects that trainees consider include high earning potential, benefits, and opportunities for advancement (Gerhart & Feng, 2021). Given the challenging economic climate, many students believe that in order to succeed in society, they must hold a high-paying position. In order to ensure their long-term security, trainees may look into programs that will be beneficial to them in the long run. Teaching is perceived by trainees as a course with few career chances, poor course growth, and little opportunities for promotion. Even when instructors do well in class, certain courses, like teaching, are not satisfying (Singoei, 2021).

When students are ready, it happens frequently that the courses they want to take are no longer offered. This can be the result of industry restructuring and downsizing. For instance, you can develop abilities that open doors for you in the future by training to

be a portfolio worker. Trainees should view themselves as a set of qualities and competencies rather than as a position (Efendi et al., 2021). The capacity to manage work, time, and money is one of the most important abilities of the portfolio worker, along with self-direction, adaptability, creativity, versatility, and computer and information technology proficiency. The trainees become aware of employment prospects thanks to fundamental changes in attitude and identity.

Educational institutions and career advisors play a crucial role in providing accurate and up-to-date information about job opportunities associated with different courses. They can also help trainees explore potential career paths and make informed decisions that align with their interests and goals. Additionally, fostering strong connections with local industries can ensure that course offerings remain relevant to current job market demands.

2.6 Gap in Literature

Many studies have been conducted on TVET institutions and VTCs in Kenya but little has been done on VTCs in Taita Taveta County thus the need to study on determinants of Course Choice in Vocational Training Centres in Taita Taveta County Kenya. An in-depth study on how the socioeconomic background of students influences their choice of vocational courses is lacking. To counter examining factors such as parental income, education level, and occupation effect should be done. Research that explores the perceptions of vocational education and training (VET) among students, parents, and the community in Taita Taveta County should also be taken into consideration. Understanding how these perceptions impact course choices can be crucial for effective program development is limited.

2.7 Summary

This chapter has discussed the literature review based on the determinants of course choice and identified gap that was in the research.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter focuses on the procedures and strategies that were followed in conducting this research study. It describes the research design, target population, sample and sampling techniques, instruments of data collection, pilot study, reliability and validation of instruments, data analysis plan, the methods that were used in testing the objectives, the unit of analysis and ethical considerations.

3.2 Philosophical Research Paradigm

This research is founded on a philosophical framework that aids in comprehending and providing beliefs as well as serving as the foundation upon which the ideas and practices of your research study function. A paradigm, according to Kivunja & Kuyini (2017), is a set of ideas and rules that directs how research should be conducted, what should be investigated, and how the results should be evaluated. The researcher was driven by an ontology research paradigm that concentrated on the reality of the VTCs in Taita Taveta County and allowed them to respond to questions with a simple yes or no or an agree or disagree. A philosophical research paradigm provided the foundational framework and guiding principles that shaped the approach, methods, and interpretation of a study on how to understand and address this research question.

3.3 Area of the Study

The study was conducted among trainees and VTCs managers in Taita Taveta County, Kenya. The county is one of the 47 counties in Kenya, located in the former

Taita Taveta District. The town of Mwatate, which is central to the county. The population of the county was 340,671 persons according to the 2019 national census, with population densities ranging from 14 persons per km² to more than 117 persons per km². This is due to the varied rainfall and terrain with the lower zones receiving an average 440 mm of rain per annum and the highland areas receiving up to 1,900 mm of rain. The county ranges in altitude from 500 m above sea level to 2,228 m at Vuria Peak, which is the county's highest point (Munyao et al., 2020).

The county covers an area of 17,083.9 km², of which 62% or 11,100 km², is within Tsavo East and Tsavo West National Parks. The remaining 5,876 km² consists of small scale farms, ranches, sisal estates, water bodies (such as Lakes Chala and Jipe in Taveta and Mzima springs), and the hilltop forests. The lowland areas of the county outside the national parks are farms, ranches, estates, and wildlife sanctuaries. The county has approximately 25 ranches. The main land use in the ranches is cattle grazing. The three operating sisal estates in the county are Teita Sisal Estate, Voi Sisal Estate and Taveta Sisal Estate. Many ranches have ventured into wildlife tourism and conservation. The Taita Hills and Saltlick Lodges sanctuary is among the well-known tourism attractions in Taita Taveta (Mohamed et al., 2019). Map of the Taita Taveta County is shown on appendix 2.

3.4 Research Design

Research design is the linkage and organization of conditions for collection and analysis of data in a manner that aims at combining relevance to the research purpose with economy in the procedure (Novikov & Novikov, 2019). It should focus on the structure of an enquiry, which led to the minimization of the chance of drawing the wrong casual inferences from the data (Dasgupta et al., 2020).

The study used a mixed-method research design, which entails using multiple approaches or methods for design, data collection, or data analysis within a single program of study. Integration of the various approaches or methods occurs throughout the program of study, rather than just at its conclusion. Data were collected by the researcher using an interview and questionnaires, a mixed-methods technique.

This study used a descriptive survey design, a research method used to describe the features of variables in a circumstance. A descriptive survey research design considers existing circumstances or relationships, held beliefs, active procedures, clearly visible results, or emerging trends (Pandey & Pandey, 2021). The descriptive survey design enabled collection of data without manipulating the research variables (Novikov & Novikov, 2019). The strengths of both quantitative and qualitative research techniques were optimized in the descriptive survey design. At a cheaper cost, descriptive survey research methodology enables the collection of information from a sizable sample group and produces conclusions that are utilized to represent the entire community.

The study focused on the determinants of course choice in Vocational Training Centres in Taita Taveta County, Kenya. All the trainees in Taita Taveta County VTCs were considered. Descriptive research design was an appropriate choice since the research aimed at identifying the characteristics, frequencies, trends, and categories of the population. It was useful since not much is known about the research topic. The trainees from at the four sub-counties (Mwatate, Wundanyi, Voi and Taveta) in Taita Taveta County were considered. Considering all the trainees in the four sub-counties produced a homogenous characteristic that was explained with an in-depth analysis after analyzing the required raw data.

3.5 Target Population

A population is defined as all the elements that meet the criteria for inclusion in a study while target population refers to the general population under the study, to which the results of the investigation ought to be generalized (Kothari, 2017). It is to the target population that the results of the study are generalized. The target population for this research were 2,386 trainees and 29 principal managers in Taita Taveta County VTCs in the year 2022. Through questionnaires and interview schedules respectively, the trainees and principal managers in Taita Taveta 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.

3.6 Sample Size Criteria and Sampling Technique

In quantitative research, the size of the sample should be calculated at the design stage. In quantitative research, the largest sample as possible should be chosen so as a representative of the target population. This research targeted trainees and principal managers in Taita Taveta County VTCs, Kenya. However, due to logistics and administrative reasons, sampling was done so that a representative sample of the study population is chosen. Sampling was done to permit the detailed Study of part, rather than the whole target population.

3.6.1 Sampling Size Criteria

A good sample is 30% of the accessible population and is pursued to be a good representative of a population (Kothari, 2017). 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 Taita Taveta 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 was 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 3.1 is a summary of the sample size used for this study.

Table 3.1 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)

3.6.2 Sampling Technique

To acquire data on the determinants of course choice in VTCs in Taita Taveta County, stratified sampling and simple random sampling techniques were employed. Simple

random sampling was done through creating a comprehensive list of all TVETs that made up the population. This list was exhaustive and did not omit any eligible TVETs. From the list representatives were chosen randomly. Stratified random sampling aids in collection of unbiased sample, provides better coverage of the population since the researcher has control over the subgroups to ensure that they are well represented in the sampling (Winton & Sabol, 2022). The researcher used stratified sampling to strata the Taita Taveta County VTCs into 4 Sub Counties (Mwatate, Wundanyi, Voi and Taveta) in Taita Taveta 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.

3.7 Research Instruments

A research instrument is a tool used to collect data and is designed to measure knowledge, attitude and skills (Lázaro-Cantabrana et al., 2019). The researcher must have a clear vision of instruments used, the respondents and the selected area. Data collection is important in research as it allows for dissemination of accurate information and development of meaningful programs. Data collection procedure should be objective, systematic and repeatable. The researcher in this Study used questionnaires and structured interview guide for the data collection.

3.7.1 Questionnaire

In this research, the questionnaires were guided by the objectives and research questions of the study in order to ascertain the relationships between the independent and dependent variables. Thus, the items addressed the influence of the gender, parents' expectations, trainees' personality and job opportunities on course choices of trainees in Taita Taveta County VTCs. Structured questionnaire that yield numeric data were administered to the trainees. This is because all the trainees were literate and hence able to read and answer the questionnaires appropriately. Also, the questionnaire enabled easy collection of data, saved time and ensured confidentiality.

To overcome the possibility of low return rate, the researcher administered the questionnaires personally to ensure that they are dully filled in and returned. Closed-ended questions with pre-determined responses measured on likert scale guided the respondents. Open-ended questions were also used to elicit their opinions and suggestions and allow them give free responses in-order to provide for the qualitative aspect of data analysis. The questionnaires were divided into five parts. Part one dealt with demographic information. Part Two, Part Three, Part Four and Part Five respectively dealt with influence of gender, parents' expectations, trainees' personality and job opportunities on course choices of trainees in Taita Taveta VTCs.

3.7.2 Interview Schedule

For in-depth information in this Study, interview guide were employed particularly on Principal Managers of Taita Taveta County VTCs. This enabled collection of perceptions and options on the determinants of course choice in VTCs in Taita Taveta County, Kenya. The interview schedule were considered critical because the principal

managers of Taita Taveta VTCs are fully involved in the course choices of trainees. The interview schedule enabled the researcher to clarify, enhance and verify the information already given in the questionnaires by other respondents. The interviews comprised of open-ended type of questions prompted by the researcher and was used to give personal opinion on the problem under study. Thus the information obtained from questionnaires was easily authenticated and complimented through the interviews and indicated the interviewees' feelings, opinions and attitudes. According to Mugenda and Mugenda (2003), the administration of the interview schedule makes it possible to obtain required data to meet specific objectives of the study, standardize the interview situation so that the interviewers can ask the same question in the same manner, and allow for clarifications and the elimination of ambiguity in answers. Kothari (2007) and (Kothari et al., 2005) points out that it is easy to overcome resistance and apply observation method, record verbal answers and obtain personal information easily. Only the Principal Managers of Taita Taveta VTCs were interviewed and therefore the number was small and manageable thus helped in reducing the research expenses and time involved. The data collected from the interviews was manually recorded for further content analysis.

3.8 Reliability and Validity of the Research Instruments

Reliability of the research instrument is its level of internal consistency over time (Keng et al., 2019). A reliable instrument, therefore, is one that constantly produces the expected results when used more than once to collect data from two samples drawn from the same population. 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. Kilifi County was selected because it had Vocational Training

Centres and political characteristics similar to Taita Taveta County. The test-retest technique was applied to ascertain the test twice on the same respondents with a time lapse of one week between the first and second test. The results were used to revise the tools of research. Cronbach's alpha is commonly used to describe this dependability statistic. This assesses the consistency with which respondents reply to questions. A Cronbach's alpha coefficient of 0.80 was attained within the limits.

Validity of research instruments is its degree to measure what it is intended by the researcher (Flake & Fried, 2020). The researcher consulted education experts and supervisors at University of Eldoret to guide and advise the Study accordingly. The pilot study made it possible to identify misunderstandings, ambiguities and inadequacies of items in the instruments and this ascertained construct validity.

3.9 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. The instruments were administered personally by the researcher to all the respondents. Clarification was made where necessary and adequate time given to the respondents to respond accurately due to sensitivity of the matter.

3.10 Data Analysis

Data analysis includes all activities concerned with the processing and protection of data in the research. Data analysis in this research was based on the objectives and research questions of the Study. At the end of the data collection, quantitative data was coded and fed into the Statistical Package for Social Sciences (SPSS) version 26, which is the latest version, for analysis. The Data was analysed with the use of descriptive statistics, that is, frequencies, percentages and means and presented using tables. Table 3.2 indicates how each of the research questions was analysed as per the set objectives to ascertain how gender, parents' expectations, trainees' personality and job opportunities influenced course choices in Taita Taveta County VTCs. Qualitative data was derived from narratives and was presented in continuous prose. Therefore, description of participants' responses in the interview was done, open-ended questions examined, compared and tallies done accordingly. These laid a well-built base for the presentation, analysis, interpretation and discussions of the data.

3.11 Summary of Methods used to Test Objectives

Table 3.2 below presents a summary of methods used to test the study objectives

Table 3.2 Summary of Methods Used to Test Objectives

Objective	Independent Variable	Dependent Variable	Instrument	Data Analysis Method
I.	Gender	Course choices	Questionnaire Interview schedule	Descriptive statistics, frequencies, percentages, qualitatively
II.	Parents' expectations	Course choices	Questionnaire Interview	Descriptive statistics,

			schedule	frequencies, percentages, qualitatively
III.	Trainees personality	Course choices	Questionnaires Interview schedule	Descriptive statistics, frequencies, percentages, qualitatively
IV.	Job opportunities	Course choices	Questionnaire Interview schedule	Descriptive statistics, frequencies, percentages, qualitatively

3.12 Ethical Considerations

Ethical issues arise from the kind of problems social scientists investigate and the methods they use to obtain valid and reliable data. This study was designed to meet the ethical standards in order to ensure the researcher protection and for legal purposes of the study. All the collected data was made anonymous and the comments kept confidential. Prior to the data collection, the researcher made attempts to acquaint with the respondents, get their consent to participate in the study, explain to them the purpose of the study and how it would be of benefit to the society in future. The taken considerations were enforced in data collection to enable the participation and donation of the required information.

3.13 Summary

This chapter has discussed the area of the study, research design, philosophical research paradigm, target population, sample and sampling techniques, research instruments, reliability and validation of instruments, data collection procedure, data analysis, summary of methods used to test objectives, ethical considerations and summary.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION, AND DISCUSSION

4.1 Introduction

This chapter presents the findings from the data obtained from respondents using questionnaire, interview schedule and official documents. It also discusses the descriptive and analytic results of the research study. The descriptive results provide data on the determinants of course choices in Vocational Training Centres in Taita Taveta County, Kenya. Specific objectives were to: establish whether gender influences course choice in VTCs in Taita Taveta County, Kenya; find out whether parents' expectations influence course choice in VTCs in Taita Taveta County, Kenya; assess whether trainees' personality influences course choice in VTCs in Taita Taveta County, Kenya; and determine whether job opportunities influences course choice in VTCs in Taita Taveta County, Kenya. Finally, the study provides the results of the research questions in respect of the research objectives.

4.2 Demographic Information

This sub-section discusses the primary data on the respondents' response rate and the nature and characteristics of VTCs, trainees, artisan courses undertaken and the principal managers in Taita Taveta County, Kenya.

4.2.1 Respondents Response Rate

A total of 708 trainees out of the 714 sampled respondents in Taita Taveta County VTCs completed and returned the questionnaires; Table 4.1 summarizes this information.

Table 4.1: Survey Responses Rate

Respondent	Number of Questionnaires	Number Returned	Response Rate (%)
Trainees	714	708	99.2%
Total	714	708	99.2%

Source: (Field Data, 2022)

The administered questionnaires show that 99.2% of the response was achieved from the trainees in Taita Taveta VTCs. This probably indicates a positive response to the Study. Additional data was obtained through interviews on the seven (7) Principal Managers in Taita Taveta VTCs, whose response rate was 100% due to their presence in the VTCs during the study. This response rate by the respondents compares favourably with other researchers and hence was considered very satisfactory for this survey. The return rate level was probably affected by several factors, among them the length of the questions, the type of questions being asked, the mood of the trainees and their entry behaviour (van Berkel et al., 2019). The two types of respondents were chosen because of their important roles and importance to achieving the goals of the study. As a result, the respondents provided the researcher with information that was anticipated. The results were given under the important topics below after the data was evaluated, interpreted, and discussed.

4.2.2 Nature and Characteristics of the VTCs

Interviews with the Principal Managers revealed that most VTCs were located in rural areas (71.4%) compared to urban areas (28.6%). 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). 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 Taita Taveta 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.

Table 4.2: Location of the VTCs in Taita Taveta County

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

Source: (Field data, 2022)

4.2.3 Nature and Characteristics of the trainees in the Taita Taveta VTCs

Gender, age and the year of enrolment formed the general information of trainees in Taita Taveta County VTCs, as indicated in Table 4.3. Regarding the proportion of male and female trainees, the total percentage of male trainees, 447 (63.1%), was more than the total percentage of female participants, 261 (36.9%). This indicates that enrolment of females in Taita Taveta VTCs was low compared to their male counterparts. This shows that there is still insufficient female enrolment in Science, Technology, Engineering and Mathematics (STEM) programmes, resulting in low female completion rates from the TVET institutions as observed by Najoli (2019).

The findings are also supported by Struthers & Strachan (2019) that the male trainees dominates most of the courses. This is explained by the fact that many barriers discourage female students from pursuing male-dominated TVET courses and trades, resulting from low public attention and policy to remedy this situation. The entrance of women into forest management has generated opportunities and limitations within male-dominated forestry establishments (Johansson et al., 2020).

The structures created by gender and the workplace culture that is built on social bonds between persons of the same gender cause women to be disadvantaged and questioned (Najoli, 2019). In support of this, women are appreciated for having interpersonal cooperation and intuitive, emotional and social inner relatedness. This enables them to be connected outside of the content aspects of their work and thus reduce gender segregation. While job opportunities are sometimes conditioned by discourses of gender differences and masculine privileges, they provide women, to some extent, with subjectivity and organizational space that, with time, may challenge the dominant and gendered discourses in their places of work (Johansson et al., 2020).

Table 4.3: Data on Sampled Trainees in the Taita Taveta VTCs (n=708)

		Frequency	Percentage
Gender	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 (44.2%) were aged between 15-19 years, while 39.7%, 5.8%, and 10.3% were between 20-24 years, 25-29 years, and 30-34 years, respectively. The mean age for the trainees was 21 years. These findings indicate that most of the trainees were in their youthful stage which is supported by (Makato et al., 2022). This shows that trainees in TVET institutions are young. Most of the trainees (52%) had enrolled in 2022, the same year the research was conducted.

According to the year of registration, 29.4% had registered the previous year, 2021, 17.1% in 2020, 1.1% in 2019, and 0.4% in 2018 and below. The mean year of enrollment was 2021. These findings show that the trainees join the VTCs immediately after completing high school or primary school (Tsui et al., 2019). Also, these findings showed that the successful completion of the artisan courses was quite high since only 0.4% had enrolled in 2018 and below. Bursaries and scholarships inspire higher success rates by assisting the trainees to pay their school fees on time, motivating them to join the VTCs and complete their studies on time (Syme et al., 2022). The correct information was realized since most of the trainees (52%) had enrolled in the VTCs the same year the research was being carried out and thus had vivid and accurate information concerning their enrolment. Also, the rest of the trainees had recently joined the VTCs, having vivid memories of their experiences.

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

Results on the name of the course undertaken by gender are presented in Figure 4.1. Most VTCs trainees (18.9%) pursued Artisan in Motor Vehicle Mechanics, while the least (0.1%) pursued Artisan in Agribusiness. At 18.9%, Artisan in Motor Vehicle Mechanics was the most popular course among the trainees, followed by, Artisan in Electrical Installation (16.5%), Artisan in Masonry (16.4%), Artisan in Fashion

Design and Garment Making (14.5%), Artisan in Hairdressing & Beauty Therapy (13.8%), Artisan in Information Communication & Technology (5.5%), Artisan in Plumbing (5.2%), Artisan in Carpentry & Joinery (3.7%), Artisan in Welding (3.1%), Artisan in Food and Beverage (1.8%), Artisan in Knitting (0.6%) and lastly Artisan in Agribusiness (0.1%).

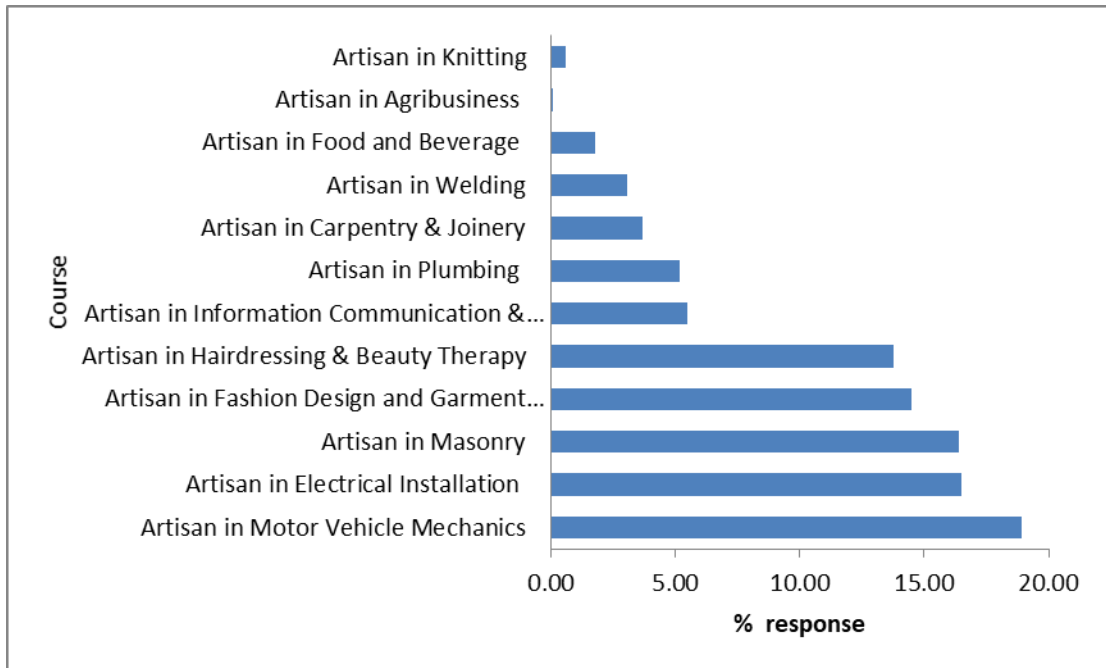


Figure 4.1: Characteristics of the Artisan Courses undertaken (n=708)

Source: (Author, 2022)

The results indicate that the trainees in the Taita Taveta County VTCs embraced technical courses as opposed to business or secretarial courses which is supported by Odondi et al. (2020) findings.

4.2.5 Courses undertaken by Gender

In respect to male trainees, one hundred and twenty six thousand two hundred and eighty eight (126,282) (28.2%) pursued Artisan in Motor Vehicle Mechanics. This was followed by 114,255 (25.5%) who pursued artisan in Masonry, 100,224 (22.4%) who took Artisan in Electrical Installation, 7.4% Artisan in Plumbing, 4.5% Artisan in Welding, 4.3% Artisan in Carpentry and

Joinery, 2.7% Artisan in Fashion Design and Garment Making, 2.5% Artisan in Information Communication and Technology, 1.8% Artisan in Hairdressing and Beauty Therapy while 0.4% Artisan in Food and Beverage.

For the female, a significant large proportion of them 91(34.9%) pursued Artisan in Fashion Design and Garment Making, while none of them pursued followed by those who pursued Artisan in Hairdressing & Beauty Therapy 90(34.5%), while a low statistically significant proportion of them 2(0.8%) pursued Artisan in Masonry and as well as 2(0.8%) Artisan in Welding. The findings indicated a negative none significant correlation in courses pursued by both gender ($r=-0.2540$, $p=0.4257$).

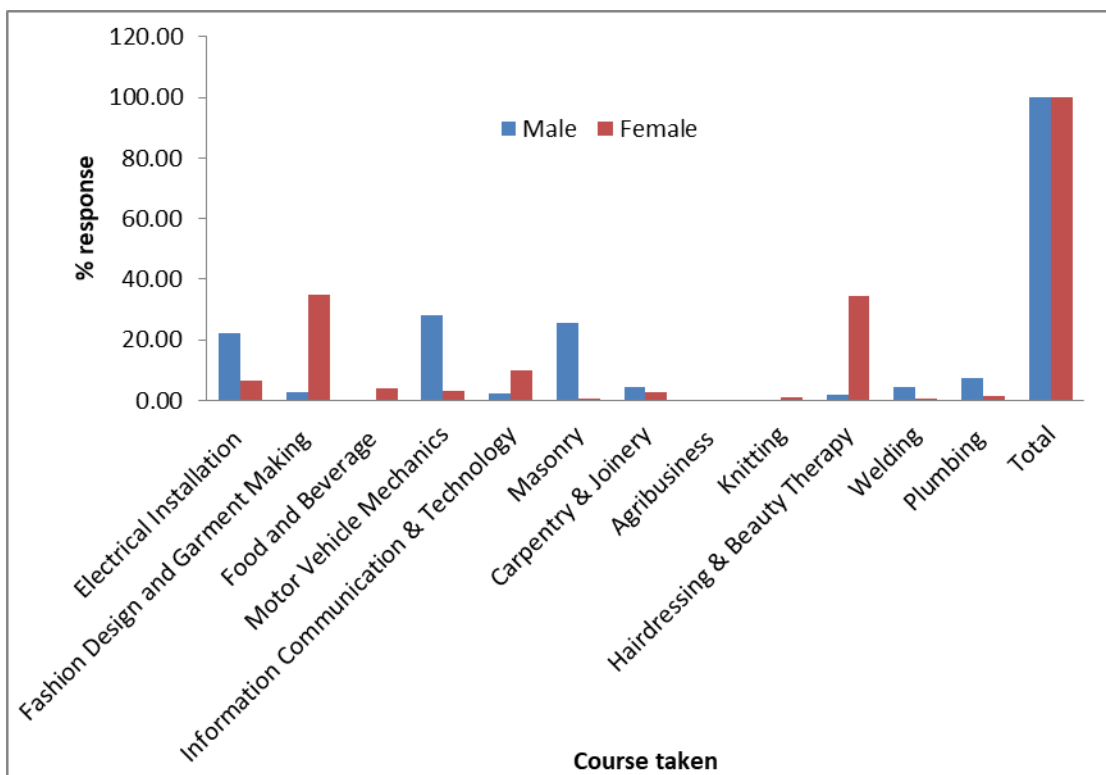


Figure 4.2: Course undertaken in respect to gender.

The findings established that there was a difference in courses pursued by male and female respondents. This might be influenced by cultural backgrounds and notion that

hard sciences are for males which could be the predictors to the course choice of students. In support of this, Soylu et al. (2021). The predictors investigated were; Family, Personality and Gender which affected the choice of the course.

According to Cardador et al. (2021), course selection was similarly impacted by gender. They pointed out that in the past, women were discouraged from pursuing higher education and from careers dominated by men, including engineering and medicine. Women still tend to stay away from professions with a male preponderance, but there has been a little increase in the proportion of women working in these fields. The ladies were discouraged from continuing their education and from careers dominated by men, including engineering and medicine (Qureshi et al., 2021). The findings are in line with those Moshfeghyeganeh & Hazari (2021) who asserted that Women are still underrepresented in physics in the United States influenced by culture. Contrary to what has been observed in the West, gender identities and physics frequently interact in Muslim nations as observed by Soylu et al. (2021).

Contrary to the findings, Abdulraheem & Ibraheem (2019), found out that gender does not significantly influence the course preferences of students studying human kinetics education at the University of Ilorin but according to Soylu et al. (2021), there is a correlation between gender perception and course optimism.

4.2.6 Nature and Characteristics of the Principal Managers

The findings on the demographic information of the Principal Managers are shown in Table 4.4. Generally, most of the Principal Managers 5(71.4%) were aged between 41-45 years while 2(28.6%) were aged between 36-40 years. The mean age of the Principal Managers was 43 years. The majority of principal managers between 41-45

years formed the greatest population and consisted of mature, experienced men and women at the height of their careers and have a tendency to make informed decisions regarding VTCs affairs. The experienced Principal Managers are expected to be conversant with course choices in VTCs (Grissom et al., 2021).

Table 4.4: Demographic Information of the Principal Managers (n=7)

	Attribute	Frequency	Percentage
Age	36-40 years	2	28.6%
	41-45 years	5	71.4%
Gender	Male	6	85.7%
	Female	1	14.3%
Highest Level of Formal Education	Diploma	6	85.7%
	Higher Diploma	1	14.3%
Experience	6-10 years	6	85.7%
	11-15 years	1	14.3%
Location of VTCs	Urban	2	28.6%
	Rural	5	71.4%

Source: Author (2022)

The gender imbalance was observed, portraying 6(85.7%) male Principal Managers and 1(14.3%) female Principal Managers in charge of the VTCs in Taita Taveta 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 Taita Taveta 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 diploma's as illustrated in Table 4.4. It was a surprise that none of the principal

manager had a bachelor's degree, master's degree or a doctorate. Principal with high education levels enhance good management in schools and lead to success of institutions. The principal managers make good decisions on human capital management, create favourable learning environments, and provide proper advice to trainees concerning career choices.

Having principal managers with low education levels can disrupt the trainees' career choices. 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 Taita Taveta County. With the majority of the Principal Managers being diploma holders, they are not highly trained educationists conversant with the emerging VTCs issues and policies on course choice. It is important for them to progress to degree study in a related field since they can enjoy a waiver of up to a year of study. 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.

4.3 Data on whether gender influences course choice in VTCs in Taita Taveta County, Kenya.

This data was gathered from questionnaires administered to the trainees and interview of principal managers in VTCs in Taita Taveta County, Kenya. The subsequent discourse under section 4.2.1 gives the findings that were accrued from the research.

It discusses on whether gender influences course choice in VTCs in Taita Taveta County, Kenya.

The first objective of the study was to establish whether gender influences course choice in VTCs in Taita Taveta County, Kenya. To achieve this objective, the respondents were asked to respond to questions relating to whether gender influences course choice in VTCs in Taita Taveta County. Data was obtained from questionnaires administered using a 5-point Likert scale on trainees in Taita Taveta County VTCs, Kenya. An interview with the Principal Managers in the Taita Taveta County VTCs yielded significant results as well that were also analysed. The collected data showed the extent to which gender aspects influence course choice in VTCs in Taita Taveta County, Kenya.

A large proportion of the respondents 507(71.6%) agreed that their course selection was influenced by my gender. Those who disagreed were 146 representing 20.5% of the respondents. The proportion of the respondents who were neutral represented 82(11.6%). This means that although both male and female gender is working, they still focus in the lower levels of the professional hierarchy and in female-dominated occupation. If females develop weaker preferences for Science, Technology, Engineering, and Mathematics (STEM), it results in gender inequalities in salary and social status. The findings are supported by Grissom & Bartanen (2019) who asserted that the differential involvement of the gender in employment and training has become difficult to ignore globally, with the trainees preferring subjects that can predetermine their careers.

A large fraction of the respondents 407(57.50%) indicated that that they felt that industry experts prefer a certain gender in employment while the 34.0% indicated

they disagreed. This has led to gender inequality at the places of work. The findings are in line with those of Cardador et al. (2021), that placement in a certain job is determined by gender. This resulted to women being discouraged from pursuing higher education and from careers dominated by men, including engineering and medicine. Women still tend to stay away from professions with a male preponderance, but there has been a little increase in the proportion of women working in these fields. When respondents were asked whether both genders are given the same responsibilities at the industry 79.4% agreed, with a difference from those who disagreed as illustrated in Table 4.5. Majority of respondents (59.9%) also agreed that they would consider a job held traditionally by the opposite gender. When the respondents were asked whether certain employment positions are kept for a specific gender in order to have gender balance in employment, majority 490(69.2%) strongly agreed while the rest strongly disagreed.

When the principal managers were asked to give their views on early education in course choice among the trainees, the majority cited *“course choice training sessions are very effective and important in VTCs for they enable trainees to be engaged early in their chosen courses thus having the chance to reach higher levels in education. Trainees are able to demonstrate good performance in their areas of specialization since they are guided to pursue courses basing on their talents, capability and the job market.”*

The principal managers were interviewed on influence of gender on course choice. The majority of them cited that *“some courses are dominated by the female gender while some by the male trainees. The female trainees choose courses like fashion design, beauty and therapy while their male counterparts go for engineering courses*

like motor vehicle mechanics. The female gender has started embracing engineering courses and competing favourably with their male colleagues, soon there will be no male and female jobs.”

Table 4.5: Respondents opinions on whether gender influences course choice in VTCs in Taita Taveta County, Kenya

Statement	SA	A	N	D	SD
My course was influenced by my gender	297 (41.9%)	210 (29.7%)	55 (7.8%)	82 (11.6%)	64 (9.0%)
I feel industry experts prefer a certain gender in employment	191 (27.0%)	216 (30.5%)	61 (8.6%)	163 (23.0%)	77 (10.9%)
I feel both gender are given the same responsibilities in the industry	298 (42.1%)	264 (37.3%)	59 (8.3%)	61 (8.6%)	26 (7.7%)
I would consider a job held traditionally by the opposite gender	147 (20.8%)	277 (39.1%)	96 (13.6%)	140 (19.8%)	48 (6.8%)
Certain employment positions are kept for a specific gender in order to have gender balance in employment?	490 (69.2%)		-	-	218 (30.8%)

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

Source: Author (2022)

Regression analysis studies interactions between variables. The study employed regression analysis to establish whether there was a significant impact of gender on course choice. The results were presented in Table 4.6

Table 4.6: Regression analysis to establish whether gender had a significant impact on course choice in VTCs in Taita Taveta County, Kenya

Objective	Regression Weights	Beta Coefficient	R ²	F	P-value	Research Question supported
O1	G → CC	.579	.007	5.060	.025 ^b	Yes

Note: *P > 0.001, G: Gender, CC: Course Choice

Table 4.6 shows the summary of the findings of the regression analysis done to establish whether gender had a significant impact on course choice in VTCs in Taita Taveta County, Kenya. The dependent variable course choice was regressed on predicting variable gender. Gender significantly predicted course choice, $F_{(1,706)} = 5.060$, $p < 0.05$, which indicates that the gender played a significant role in shaping the course choice ($b = 0.599$, $p < 0.05$). These results clearly direct that there is a significant effect of the gender on course choice. Moreover, the $R^2 = 0.007$ depicts that the model explains 0.7% of the variance in course choice.

According to Makarova et al. (2019), engineering courses are viewed as being male-dominated, thus most scientists are overwhelmingly male. Female trainees assess engineering courses as masculine when it came to gender disparities. Thus, gender-based assumptions about math and science may have an impact on young men's and women's aspirations to enroll in STEM programs. Consequently, a less pronouncedly male perception of science has the potential to boost interest in STEM careers.

4.4 Data on whether parents' expectations influence course choice in VTCs in Taita Taveta County, Kenya

This data was gathered from questionnaires administered to the trainees and interview of Principal Managers in VTCs in Taita Taveta County, Kenya. The subsequent discourse under section 4.3.1 gives the findings that were accrued from the research. It discusses on whether parents' expectations influences course choice in VTCs in Taita Taveta County, Kenya.

4.4.1 Respondents Opinions and Perceptions on whether parents' expectations influences course choice in VTCs in Taita Taveta County, Kenya

The second objective of this study was to find out whether parents' expectations influenced course choice in VTCs Taita Taveta County, Kenya. To achieve this objective, the respondents were asked to respond to questions relating to whether gender influences course choice in VTCs in Taita Taveta County, Kenya. The data was obtained from questionnaires administered using a 5-point Likert scale on trainees in Taita Taveta County, Kenya. also, an interview with the Principal Managers in the Taita Taveta County VTCs yielded significant results as well that were also analysed. The collected data showed the extent to which parents' expectations aspects influence course choice in VTCs in Taita Taveta County, Kenya. The variations on which scores of the respondents opinions are shown on Table 4.7.

The trainees in the VTCs in Taita Taveta County were asked whether their parents had the greatest influence in their course choice. Majority agreed with the statement 414(58.50%) while those who disagreed represented 35.70%. This finding is the same with that of the Malaysian Ministry of Education study, which investigated the

influence of parents on career choice among the students in Malaysia and noted that parents had a significant influence on both students' STEM interest and career choice intention, whereas teachers did not (Iyer & Siddhartha, 2021).

Before enrolling in higher level courses, parents and kids should talk about them, focusing on the learner's abilities and preferences to reduce potential challenges (Oomen, 2021). As a result, students may choose jobs depending on their educational background and career objectives. Due to the positive and negative effects of family elements, cultural factors, and personal considerations, family members might choose to follow a career path inside or outside the family business as a successor, employee, or entrepreneur (Saleem, 2021).

When respondents were asked whether other family members had the greatest influence in their course choice, the majority of the respondents 351 (49.60%) agreed. Parents' occupation and family are some of the influential factors mentioned by the trainees that influenced their course choices. This is in line with the findings of Qureshi et al. (2021) that Parents provide their children with proper guidance and counseling about their course choices, to enable them make suitable decisions about their desired courses. In contrary to the findings, Oomen (2021) noted that family members sometimes get freedom about their course choices and make their course decisions independently. However, the course choices represent the occupational status, family relationship, and entrepreneurial mindset of family members. There is a thorough grasp of the motivating factors driving young people to select particular career paths (Ziaian et al., 2021). The variables help academics, professionals in the field, and researchers create ways to persuade students to enroll in media courses.

In relation to opinion that counsellors had greatest influence in their course choice, majority of the respondents agreed 384(54.30%) while the rest disagreed. The findings are in line with those of Oomen (2021), who asserted that the topic of courses has great importance in family businesses because choosing the course is a challenging task for family members in family firms whereas in most family businesses incumbent generation has expectations from their next generation to choose a course within the family businesses.

Also, when the trainees in the VTCs were asked whether the teachers had influence in their course choice, most of them 405(57.1% agreed, 8.3% were neutral, while 34.5% disagreed. The findings were in line with those of (Ziaian et al., 2021) that tutors may have an effect in the choice of subjects by trainees.

The principal managers were interviewed on influence of parents' expectations on course choice. The majority of the principal managers cited *“The parents who own businesses have the job inheritance syndrome and prefer their children to pursue courses that would enable them promote their family businesses. This is a sure way of giving their children direct employment. Other parents come and collect course brochures from the VTCs and single handedly choose the courses for their children basing on their experience on marketable courses. However, most of the parents allow trainees to choose course on their own after giving them career guidance that enables them make correct course choices.”*

Table 4.7: Respondents Opinions on whether Parents' Expectations influences course choice in VTCs in Taita Taveta County, Kenya

Item	SA	A	N	D	SD
My parents had the greatest influence in my course choice	194 (27.4 %)	217 (30.6 %)	45 (6.4 %)	154 (21.8 %)	98 (13.8 %)
Other family members had the greatest influence in my course choice	136 (19.2 %)	215 (30.4 %)	62 (8.8 %)	198 (28.0 %)	97 (13.7 %)
Counselors had greatest influence in my course choice	176 (24.9 %)	208 (29.4 %)	69 (9.7 %)	159 (22.5 %)	96 (13.6 %)
Teachers had greatest influence in my course choice	192 (27.1 %)	213 (30.1 %)	59 (8.3 %)	155 (21.9 %)	89 (12.6 %)

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 parents' expectations on course choice. The results were presented in Table 4.8

Table 4.8: Regression analysis to find out whether parents' expectations had a significant impact on course choice of trainees' in VTCs in Taita Taveta County, Kenya

Objective	Regression Weights	Beta Coefficient	R ²	F	P-value	Research Question supported
O2	PE → CC	.227	.009	6.381	.012 ^b	Yes

Note: *P > 0.001, PE: Parents' Expectations, CC: Course Choice

Table 4.8 shows the summary of the findings of the research question test done to establish whether parents' expectations carried a significant impact on course choice.

The dependent variable course choice was regressed on predicting variable parents' expectations to test the research question. Parents' expectations significantly predicted course choice, $F_{0.05(1,706)} = 6.381$, $p < 0.05$, which indicates that parents' expectations play a significant role in shaping the course choice ($b = 0.599$, $p < 0.05$). These results clearly direct that there is a significant effect of the parents' expectations on course choice. Moreover, the $R^2 = 0.009$ depicts that the model explains 0.9% of the variance in course choice. Several research on course choice have found that while learners choose their own careers, their choices are typically influenced by their parents' and family members' expectations (Lee et al., 2019). The educators should think about implementing and utilizing both conventional and online ways to aid learners in making career decisions.

4.5 Data on whether trainees' personality influences course choice in VTCs in Taita Taveta County, Kenya

This data was gathered from questionnaires administered to the trainees and interview of principal managers in VTCs in Taita Taveta County, Kenya. The subsequent discourse under section 4.4.1 gives the findings that were accrued from the research. It discusses on whether trainees' personality influences course choice in VTCs in Taita Taveta County, Kenya.

4.5.1 Respondents Opinions and Perceptions on whether trainees' personality influences course choice in VTCs in Taita Taveta County, Kenya.

The third objective of this study was to find out whether trainees' personality influences course choice in VTCs Taita Taveta County, Kenya. To achieve this objective, the respondents were asked to respond to questions relating to whether trainees' personality influences course choice in VTCs in Taita Taveta County,

Kenya. The data was obtained from questionnaires administered using a 5-point Likert scale on trainees in Taita Taveta County VTCs, Kenya. Also, an interview with the Principal Managers in the Taita Taveta County VTCs yielded significant results as well that were also analysed. The collected data showed the extent to which trainees' personality aspects influence course choice in VTCs in Taita Taveta County, Kenya. The variations on which scores of the respondents' opinions are shown on Table 4.11.

The trainees in the VTCs in Taita Taveta 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 Taita Taveta County, Kenya

Item	SA	A	N	D	SD
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%)
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%)
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%)
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%)
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%)

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 Taita Taveta County, Kenya

Objective	Regression Weights	Beta Coefficient	R ²	F	P-value	Research Question supported
O3	TP → CC	0.337	0.018	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 $R^2 = 0.018$ 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.

4.6 Data on whether Employment Opportunities influences course choice in VTCs in Taita Taveta County, Kenya.

This data was gathered from questionnaires administered to the trainees and interview of principal managers in VTCs in Taita Taveta County, Kenya. The subsequent discourse under section 4.5.1 gives the findings that were accrued from the research. It discusses on whether employment opportunities influences course choice in VTCs in Taita Taveta County, Kenya.

4.6.1 Respondents Opinions and Perceptions on whether employment opportunities influence course choice in VTCs in Taita Taveta County, Kenya

The fourth objective of this study was to find out whether employment opportunities influence course choice in VTCs Taita Taveta County, Kenya. To achieve this objective, the respondents were asked to respond to questions relating to whether employment opportunities influence course choice in VTCs in Taita Taveta County, Kenya. The data was obtained from questionnaires administered using a 5-point Likert scale on trainees in Taita Taveta County, Kenya. Also, an interview with the Principal Managers in the Taita Taveta County VTCs yielded significant results as well that were also analysed. The collected data showed the extent to which employment opportunities influence course choice in VTCs in Taita Taveta County, Kenya. The variations on which scores of the respondents opinions are shown on Table 4.11.

The trainees in the VTCs in Taita Taveta County were asked whether they were limited to their course by the industries in their area of employment opportunities, majority of the respondents 386(54.50%) agreed while 272(38.40%) disagreed.

Majority of the respondents 351(49.50%) added that they choose their course due to job opportunities in their family business none significantly higher than those who disagreed with the statement. In relation to opinion the trainees' did research on the courses to establish availability of employment opportunities, the majority of the respondents 79.4% agreed, 5.2% were neutral, 15.4% disagreed.

The findings are as results of Job prospects which have an impact on how trainees view their lives in relation to their future course specialties. The findings are

supported by (Etzet & Nagy, 2021), who indicated that Training and education must always be in line with the employment prospects available and the talents of the trainees.

Also, when the trainees in the VTCs were asked whether TVET institutions provide vocational guidance and counseling service for graduates on employment opportunities, the majority 83.9% agreed 5.6% were neutral, 10.6% disagreed.

The principal managers were interviewed on influence of employment opportunities on course choice. The majority of the principal managers cited that *“when marketing our institution, the people we encounter usually ask us which course is more marketable. Also, when the trainees report to select for a course, they usually prefer to pursue courses that are marketable at the expense of their talents and ability.”*

Table 4.11: Respondents Opinions on whether Employment Opportunities influences course choice in VTCs in Taita Taveta County, Kenya

Item	SA	A	N	D	SD
I was limited to my course by the industries in my area	174 (24.6%)	212 (29.9%)	50 (7.1%)	204 (28.8%)	68 (9.6%)
I did choose my course due to job opportunities in my family business	144 (20.3%)	207 (29.2%)	57 (8.1%)	227 (32.1%)	73 (10.3%)
I did research on the courses to establish availability of employment opportunities	267 (37.7%)	295 (41.7%)	37 (5.2%)	74 (10.5%)	35 (4.9%)
TVET institutions provide vocational guidance and counselling service for graduates on employment opportunities	291 (41.1%)	302 (42.7%)	40 (5.6%)	43 (6.1%)	32 (4.5%)

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 employment opportunities on course choice. The results were presented in Table 4.12. Table 4.14 shows the summary of the findings of the research question test done to establish whether employment opportunities carried a significant impact on course choice. The dependent variable course choice was regressed on predicting variable employment opportunities to test the research question. Employment opportunities insignificantly predicted course choice, $F_{(1,706)} = -.110$, $p > 0.05$, which indicates that the employment opportunities played none significant role in shaping the course choice ($b = -.579$, $p > 0.05$). These results clearly direct that there is an insignificant effect of the employment opportunities on course choice. Moreover, the $R^2 = 0.001$ depicts that the model explains 0.1% of the variance in course choice. Most studies show that most learners weigh the financial benefits of a course in terms of its potential to open doors to progress and employment before choosing it (Gerhart & Feng, 2021). Given the challenging employment market, many trainees believe that in order to succeed in society, they must hold a high-paying position. In order to ensure their long-term security, trainees may look into courses that will be beneficial to them in the long run. Teaching is perceived by trainees as a course with few career chances, poor course growth, and little opportunities for promotion.

Table 4.12: Regression analysis to determine whether employment opportunities had a significant impact on course choice of trainees' in VTCs in Taita Taveta County, Kenya

Objective	Regression Weights	Beta Coefficient	R ²	F	P-value	Research Question supported
O4	PE → CC	-.110	.001	.935	.334 ^b	No

Note: *P > 0.001, EO: Employment Opportunities CC: Course Choice

4.7 Summary

The questionnaire return rate was 99.2%, to put it briefly. The majority of VTCs (71.4%) were situated in rural areas. Males made up the majority of responders (63.1%). These results show that most of the trainees were in their formative years because the majority of them (44.2%) were between the ages of 15 and 19. In the year 2022, 52.0% of the trainees had already registered.

The most popular course in the VTCs was Artisan in Motor Vehicle Mechanics. Gender significantly predicted course choice, $F_{0.05 (1,706)} = 5.060$, $p < 0.05$, which indicates that the gender played a significant role in shaping the course choice ($b = 0.599$, $p < 0.05$). These results clearly direct that there is a significant effect of the gender on course choice. Parents' expectations significantly predicted course choice, $F_{0.05 (1,706)} = 6.381$, $p < 0.05$, which indicates that parents' expectations play a significant role in shaping the course choice ($b = 0.599$, $p < 0.05$).

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 ($b=.337, p<0.05$). Employment opportunities insignificantly predicted course choice, $F_{(1,706)} = -.110, P > 0.05$, which indicates that the employment opportunities played an insignificant role in shaping the course choice ($b= -.579, p > 0.05$). These results clearly direct that there is an insignificant effect of the employment opportunities on course choice.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The preceding chapter dealt with several aspects relating to the research problem. This chapter presents a summary of findings under the research objectives. Then, this followed by conclusions which are based on the findings on each objective. Finally, the chapter presents recommendations based on the conclusions of the study regarding the Determinants of Course Choice in VTCs in Taita Taveta County, Kenya.

5.2 Summary of the Study

The study explores course choice in vocational training centers (VTCs) in Taita Taveta County, Kenya, focusing on gender, parents' expectations, trainees' personality, and employment opportunities. It targeted 2,386 trainees and 29 principal managers in Taita Taveta County VTCs, aiming to determine the determinants of course choice and their impact on training outcomes.

The study used a mixed-method approach and descriptive survey design, using questionnaires for trainees and interview schedules for Principal Managers in Taita Taveta County VTCs Kenya. Document analysis was used to determine trainee enrollment year. Instrument reliability was confirmed through piloting and test-retest techniques. Statistical Package for Social Scientists was used for data analysis, presented in percentages and tables.

The research study aims to recommend policies for trainees in VTCs in Taita Taveta County, Kenya, promoting course choice. Chapter two explores existing literature,

identifying gaps, and advancing a theoretical framework. The literature review provides guidelines for data interpretation. Chapter three presents the research methodology, including strategy, design, procedure, methods, and instrument validity. The study gathered information from trainees and Principal Managers in VTCs in Taita Taveta County, Kenya.

Chapter Four focused on the presentation and discussion of the significant findings discussed in line with the research questions. The return rate of questionnaires was 98.9%. Tables and narration were employed in the presentation and analysis of the data. Chapter five presented the: Summary of the Study, Summary of the Major Findings, Conclusion, Recommendations, and Suggestions for Further Study.

5.3 Summary of the Major Findings

The Taita Taveta County VTCs, dominated by male trainees, have a gender disparity, with most enrolled in 2022. The majority are youths aged 15-19, despite most having completed primary and secondary education. This contrasts with Latin America and Europe, where more women enroll in tertiary education. The country is working towards gender equality. On gender, the majority of the male trainees 126 undertook Artisan in Motor Vehicle Mechanics, while the minority (1) pursued Artisan in Agribusiness and Artisan in Knitting.

The majority of female graduates (91) are in Artisan in Fashion and Garment Making, with a significant gender distribution. Most male trainees pursue technical and engineering courses, while female graduates pursue business-related courses. Principal Managers (85.7%) are male, while 14.3% are female. Women continue to be

underrepresented in entrepreneurship and are less likely to become successful entrepreneurs compared to men.

The VTCs have a wide-spaced gender ratio, with the majority of Principal Managers aged 41-45 years, having diplomas, 6-10 years of experience, and working in rural or urban areas, with a need for mainstream gender change.

The majority of respondents (57%) believe the industry favors a specific gender in employment, with 30.5% strongly agreeing and 10.9% disagreeing. The majority (79%) agree that both genders are given equal responsibilities, and 59.9% would consider a traditionally male-dominated job. 69.2% believe certain positions are kept for a specific gender to maintain gender balance.

When the principal managers were asked to give their views on early education in course choice among the trainees, the majority cited *“course choice training sessions are very effective and important in VTCs for they enable trainees to be engaged early in their chosen courses thus having the chance to reach higher levels in education. Trainees are able to demonstrate good performance in their areas of specialization since they are guided to pursue courses basing on their talents, capability and the job market.”*

The principal managers were interviewed on influence of gender on course choice. The majority of them cited that *“some courses are dominated by the female gender while some by the male trainees. The female trainees choose courses like fashion design, beauty and therapy while their male counterparts go for engineering courses like motor vehicle mechanics. The female gender has started embracing engineering*

courses and competing favorably with their male colleagues, soon there will be no male and female jobs.”

The trainees in the VTCs in Taita Taveta County were asked whether their parents had the greatest influence in their course choice. 58% of the respondents agreed that their parents had the greatest influence in their course choice, 35.6% disagreed while 6.4% of the respondents were neutral.

The principal managers were interviewed on influence of parents' expectations on course choice. The majority of the principal managers cited *“The parents who own businesses have the job inheritance syndrome and prefer their children to pursue courses that would enable them promote their family businesses. This is a sure way of giving their children direct employment. Other parents come and collect course brochures from the VTCs and single handedly choose the courses for their children basing on their experience on marketable courses. However, most of the parents allow trainees to choose course on their own after giving them career guidance that enables them make correct course choices.”*

The majority of trainees in Taita Taveta County believe their personality, intellectual ability, KUCCPS requirements, practical skills, and theoretical aspects influence their course choice, with a majority disagreeing.

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.”

The majority of trainees in Taita Taveta County, including those in VTCs, agreed that employment opportunities influenced their course choice, with 49.5% believing they were limited by family business employment.

The principal managers were interviewed on influence of employment opportunities on course choice. The majority of the principal managers cited that *“when marketing our institution, the people we encounter usually ask us which course is more marketable. Also, when the trainees report to select for a course, they usually prefer to pursue courses that are marketable at the expense of their talents and ability.”*

5.4 Conclusion

Male trainees primarily chose engineering courses, while female trainees opted for Fashion Design and Garment Making. Gender preference influenced course choices, with some courses being reserved for specific genders.

The parents, family members, counsellors and the trainers had influence in the course choices of the trainees. However, the trainees were limited to their courses by their personality, intellectual ability, KUCCPS requirements, and their ability to handle practical and theoretical aspects of their courses.

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.

5.5 Recommendations

In view of the findings and conclusion, the following recommendations are made.

- i. The research study recommends that VTCs need to liaise with organizations that fight for gender equality so that they support the female trainees to pursue engineering courses. Such organizations include the United Nations Entity for Gender Equality and also the Empowerment of Women (UN Women), a UN agency dedicated to gender equality. The agencies are meant to accelerate advancement on meeting women's needs globally. The VTCs need to achieve gender equality, design and implement policies, laws and services that benefit female trainees.
- ii. The personality of the respondents should have an influence in the course choices and by considering their personality, intellectual ability, KUCCPS requirements, and their ability to handle practical and theoretical aspects of their courses.
- iii. The parents, family members, counsellors and the trainers should influence in the course choices among the trainees' positively, by considering their personality, intellectual ability, KUCCPS requirements, and their ability to handle practical and theoretical aspects of their courses.
- iv. 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.

Suggestion for further studies;

- i. The study should explore how cultural norms, beliefs, and societal expectations impact course choices within Taita Taveta County. This study could involve interviews and surveys to understand cultural perspectives on vocational education.
- ii. The research should also investigate how personal interests, talents, and aptitudes influence course selection. This could involve using personality assessments or surveys to gauge students' natural inclinations.
- iii. Further studies should conduct an in-depth evaluation of existing career guidance and counseling programs within vocational training centres. This study could assess the effectiveness of different intervention strategies in helping students make informed course choices.
- iv. Further studies should explore how the subjects studied in secondary school and the performance in these subjects affect the choice of vocational courses. This could include analyzing the correlation between academic performance and course preferences.
- v. Further studies should explore and compare course choices in Taita Taveta County with national trends in vocational education. This could involve examining if there are unique determinants in Taita Taveta County compared to other regions in Kenya.

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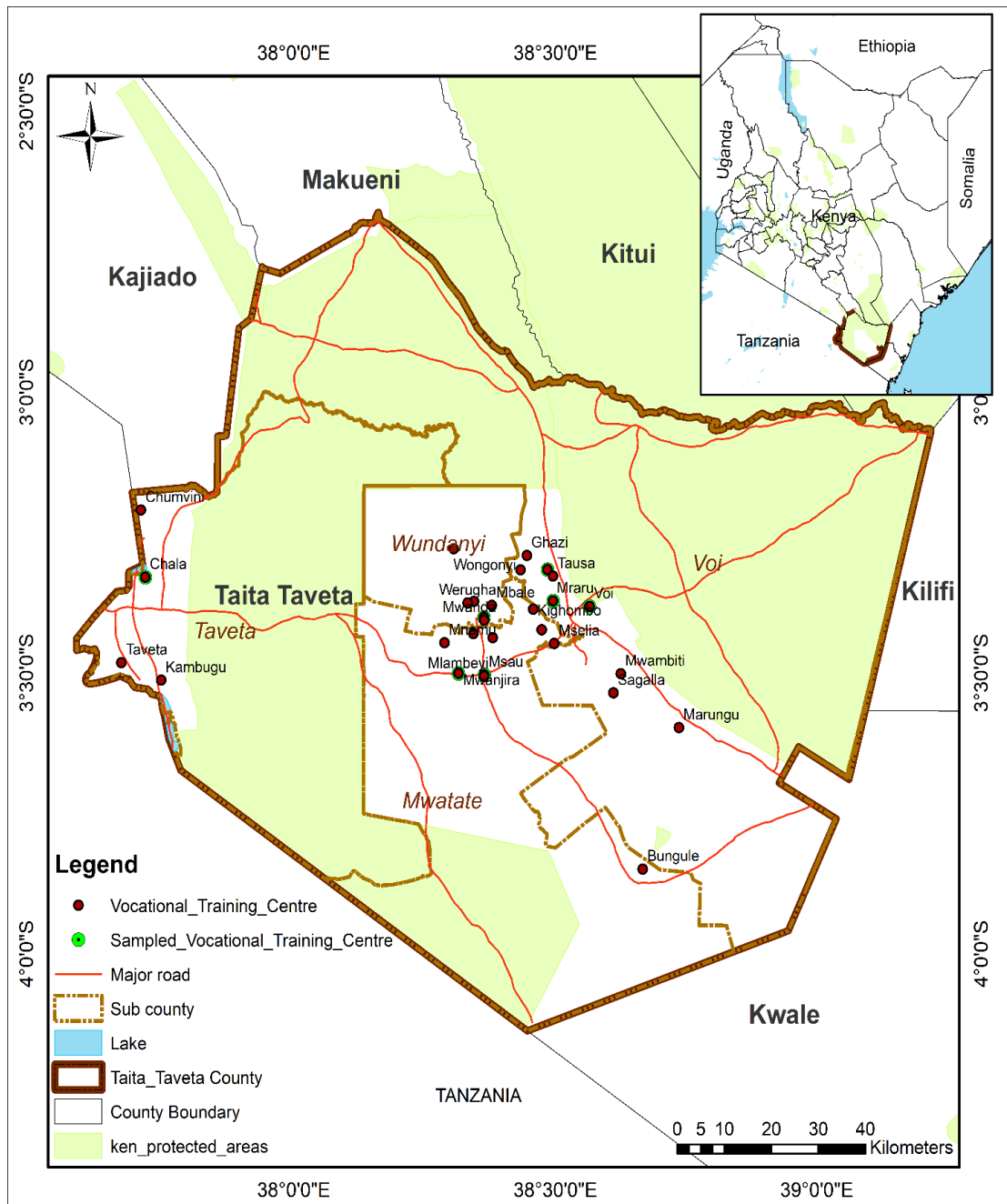
APPENDICES

Appendix I: - Target Population

S/No	Sub County	Name of the Vocational Training Centre (VTC)	First Years'		Second Years'		Total
			Girls	Boys	Girls	Boys	
1.	MWATATE	MWANJILA VTC	24	57	83	150	314
2.	MWATATE	MWACHAWAZA VTC	12	21	14	22	69
3.	MWATATE	MNAMU VTC	14	22	10	14	60
4.	MWATATE	RONG'E JUU VTC	4	15	6	20	45
5.	MWATATE	MSAU VTC	8	11	10	16	45
6.	MWATATE	MSELIA VTC	2	11	1	7	21
7.	MWATATE	KIGHOMBO VTC	2	2	0	3	7
8.	MWATATE	KIDAYA NGERENYI VTC	59	69	15	39	182
9.	MWATATE	MLAMBENYI VTC	12	19	13	20	64
10.	WUNDANYI	MWARUNGU VTC	12	38	28	82	160
11.	WUNDAYI	KISHUSHE VTC	17	26	16	26	85
12.	WUNDAYI	MWAGAFWA VTC	10	24	19	35	88
13.	WUNDAYI	MBALE VTC	10	12	15	23	60
14.	WUNDAYI	MWANDA VTC	2	10	12	19	43
15.	WUNDAYI	KILOGHWA VTC	17	22	50	41	130
16.	WUNDAYI	WERUGHA VTC	12	29	0	0	41
17.	VOI	VOI VTC	55	95	46	71	267
18.	VOI	TAUSA VTC	13	29	0	13	55
19.	VOI	BUNGULE VTC	2	11	6	18	37
20.	VOI	SAGALLA VTC	1	3	1	2	7
21.	VOI	MWAMBITI VTC	13	37	11	37	98
22.	VOI	MRARU VTC	7	19	15	18	59
23.	VOI	WONGONYI VTC	17	12	22	24	75
24.	VOI	GHAZI VTC	1	8	2	6	17
25.	VOI	MARUNGU VTC	12	4	7	5	28
26.	TAVETA	TAVETA VTC	5	14	21	74	114
27.	TAVETA	CHALA VTC	18	28	24	25	95
28.	TAVETA	CHUMVINI VTC	16	18	28	30	92
29.	TAVETA	KAMBUGU VTC	2	2	7	17	28
TOTAL			379	668	482	857	2,386

Source: Directorate of Vocational Training Centres, Taita Taveta County, 2021

Appendix II: - Map of the Study Area



Key; N – North

Source: Kenya GIS Data, 2021

Appendix III: - Letter of Introduction

Raphael Mwasi Chola
P. O Box 1125-30100,
Eldoret.

Date:.....

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: RESEARCH DATA COLLECTION

I am a postgraduate student at University of Eldoret, pursuing Master of Education in Technology Education (Electrical and Electronics Technology). It's a requirement for the course to carry out a research. I am thus currently soliciting for information on the topic "*Determinants of course choice in Vocational Training Centres in Taita Taveta County, Kenya.*". Your institution has been selected for data collection. I am kindly requesting for your permission to collect data in your Vocational Training Centres in the month of May 2021. My respondents will be 714 trainees and 7 trainers in Taita Taveta Vocational Training Centres. I'll use questionnaires and interview schedule to collect data. This research is purely academic and any information provided shall be treated with confidentiality.

Kindly do not indicate your name on the questionnaire.

Yours faithfully,

Raphael Mwasi Chola
SEDU/TED/M/002/21

Appendix IV: - Informed Consent

Hello, I am Raphael Mwasi Chola, a Masters student at University of Eldoret conducting a research study, as part of the requirement for the Master of Education in Technology Education (Electrical and Electronics Technology). The Study is entitled, **“Determinants of course choice in Vocational Training Centres in Taita Taveta County, Kenya.”** The information procreated will be shared with stakeholders to ensure decent interventions are made so that TVET graduates remain relevant, innovative and marketable. During the research, you have the rights to:

- i. Participate voluntarily, withdraw at any time and not to be coerced.
- ii. Understand the procedures of the Study and reasonably know what to expect.
- iii. Understand the nature of the Study, what it proposes and its likely impact.
- iv. Ask questions during the research, contacts are provided below.
- v. Obtain a copy of the results of the research, contacts are provided below.
- vi. Have your privacy respected, the information you provide will be kept strictly confidential and used for the purpose of this Study only.
- vii. To know the benefits that will be accrued to you by the Study.

Since the Study is of great importance, kindly participate by filling the attached questionnaire and give your responses with as much honesty as possible. Thank you so much.

I have carefully read and agreed to the above provisions of the research.

Kindly do not indicate your name on the questionnaire.

RESEARCHER’S

SIGNATURE:.....DATE:.....

PARTICIPANT’S

SIGNATURE:.....DATE:.....

Yours sincerely,

Raphael Mwasi Chola

SEDU/TED/M/002/21

Email : cholaraphael09@gmail.com

Cell phone : 0722 279 987

Appendix V: - Questionnaire for Trainees in Taita Taveta County VTCs

This questionnaire is designed to help the researcher get information on *Determinants of course choice in Vocational Training Centres in Taita Taveta County, Kenya*. Please read the instructions for each questions carefully before giving the responses required. It is important to give correct and accurate responses to this questionnaire. The information given would be used for research purpose only and will be strictly confidential.

Section A: Demographic Information

1. Gender: a) Male [] b) Female []
2. Age: a) 15-19 years [] b) 20-24 years [] c) 25-29 years []
d) 30-34 years []
3. Year of enrolment:
.....
a) 2018 [] b) 2019 [] c) 2020 [] d) 2021 [] e) 2022 []
4. Name of course undertaken:
.....

Please tick the answer that best describe your responses in section B, C, D, E and F

Section B: Influence of gender on course choice

5. My course choice was influenced by my gender
Strongly Agree () Agree () Neutral () Disagree () Strongly Disagree ()
6. I feel that the VTCs prefer a certain gender in some courses being offered
Strongly Agree () Agree () Neutral () Disagree () Strongly Disagree ()
7. I feel both gender are given the same treatment during admission
Strongly Agree () Agree () Neutral () Disagree () Strongly Disagree ()
8. I would consider enrolling in a course traditionally meant for the opposite gender
Strongly Agree () Agree () Neutral () Disagree () Strongly Disagree ()
9. Certain enrolment vacancies are kept for a specific gender in order to have gender balance in the courses?
Yes [] No []

Section C: Influence of Parents' expectations on course choices.

10. My parents had the greatest influence in my course choice
Strongly Agree () Agree () Neutral () Disagree () Strongly Disagree ()
11. Other family members had the greatest influence in my course choice
Strongly Agree () Agree () Neutral () Disagree () Strongly Disagree ()

12. Counselors had greatest influence in my course choice
Strongly Agree () Agree () Neutral () Disagree () Strongly Disagree ()
13. Trainers had greatest influence in my course choice
Strongly Agree () Agree () Neutral () Disagree () Strongly Disagree ()

Section D: Influence of trainees' personality on course choice

14. I was limited to my course choice by my grades
Strongly Agree () Agree () Neutral () Disagree () Strongly Disagree ()
15. I was limited to my course choice by my intellectual ability
Strongly Agree () Agree () Neutral () Disagree () Strongly Disagree ()
16. I was limited in my course choice by my KUCCPS requirements
Strongly Agree () Agree () Neutral () Disagree () Strongly Disagree ()
17. I can handle practical skills in my course of choice
Strongly Agree () Agree () Neutral () Disagree () Strongly Disagree ()
18. I can handle theoretical aspects of my course.
Strongly Agree () Agree () Neutral () Disagree () Strongly Disagree ()

Section E: Influence of availability of employment opportunities on course choice

19. I was limited to my course by the industries in my area
Strongly Agree () Agree () Neutral () Disagree () Strongly Disagree ()
20. I did choose my course due to job opportunities in my family business
Strongly Agree () Agree () Neutral () Disagree () Strongly Disagree ()
21. I did research on the courses to establish availability of job opportunities
Strongly Agree () Agree () Neutral () Disagree () Strongly Disagree ()
22. TVET institutions provides vocational guidance and counseling service for graduates on employment opportunities?
Strongly Agree () Agree () Neutral () Disagree () Strongly Disagree ()

END

Thank you for your co-operation.

**Appendix VI: - Interview Schedule for Principal Managers in the Taita Taveta
County Vocational Training Centres**

The Interview will deal with demographic data and information on the Determinants of Course Choice in Vocational Training Centres in Taita Taveta County, Kenya.

SECTION A: Demographic and Personal Data

1. What is your age bracket?

1 = 31 – 35 years []

2 = 36 – 40 years []

3 = 41 – 45 years []

4 = 46 – 50 years []

5 = 51 – 55 years []

2. State your gender?

1 = Male []

2 = Female []

3. What is your highest level of formal education?

1 = Diploma []

2 = Higher Diploma []

3 = Bachelors Degree []

4 = Masters Degree []

5 = Doctorate []

6= Other, Specify

4. How many years experience do you have as a principal manager?

1 = 1 – 5 years []

2 = 6 – 10 years []

3 = 11 – 15 years []

4 = 16 – 20 years []


5 = 21 – 25 years []


5. Where is your VTC located? 1= Urban [] 2=Rural []

SECTION B: Determinants of Course Choice in VTCs in Taita Taveta County, Kenya.

- 6. Do you have course choice training sessions in your Vocational Training Centre?
Yes () No ()
- 7. What is your view on early education in course choice among your trainees?
.....
.....
- 8. In your own view, does gender influence course choices of trainees in Taita Taveta County Vocational Training Centres?
.....
.....
- 9. Does parents' expectations influence course choices of trainees in Taita Taveta County Vocational Training Centres?
.....
.....
- 10. Does trainees' potential influence course choices of trainees in Taita Taveta County Vocational Training Centres?
.....
.....
- 11. Does job opportunities influence course choices of trainees in Taita Taveta County Vocational Training Centres?
.....
.....


Appendix VII: - Research Permit


REPUBLIC OF KENYA


NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **323669** Date of Issue: **17/August/2022**


RESEARCH LICENSE




This is to Certify that Mr.. RAPHAEL MWASI CHOLA of University of Eldoret, has been licensed to conduct research in Taita-Taveta on the topic: DETERMINANTS OF COURSE CHOICE IN VOCATIONAL TRAINING CENTRES IN TAITA TAVETA COUNTY, KENYA for the period ending : 17/August/2023.

License No: **NACOSTI/P/22/19514**

323669
Applicant Identification Number


Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



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THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014


CONDITIONS

1. The License is valid for the proposed research, location and specified period
2. The License any rights thereunder are non-transferable
3. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies
5. The License does not give authority to transfer research materials
6. NACOSTI may monitor and evaluate the licensed research project
7. The Licensee shall submit one hard copy and upload a soft copy of their final report (thesis) within one year of completion of the research
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice

National Commission for Science, Technology and Innovation
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Website: www.nacosti.go.ke

Appendix VIII: Research Authorization

REPUBLIC OF KENYA



OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

County Commissioner's Office
Taita Taveta County
P.O. Box 1 - 80305
MWATATE

Email Address: cctaitataveta@yahoo.com
When replying please quote:
REF: CC/TVT/ADM.5/VOL.III (41)

29th August, 2022

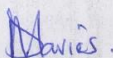
All Deputy County Commissioners
TAITA TAVETA


RE: RESEARCH AUTHORIZATION – MR. RAPHAEL MWASI CHOLA

Reference is made to a letter Ref. No. 323669 and License No. NACOSTI/P/22/19514 dated 17th August, 2022 from the Director General/National Commission for science, Technology and innovation on the above subject matter.

This is to certify that the above named person has been authorized to carry out a Research on **“Determinants of Course Choice In Vocational Training Centres in Taita Taveta County** for the period ending **17th August, 2023.**

Kindly accord him the necessary support.


MARVIN D. SHIMEKHA
FOR: COUNTY COMMISSIONER
TAITA TAVETA



Cc

The Director General
National Commission for Science Technology & Innovation
P.O. Box 30623 – 00100
NAIROBI. - Your License No. NACOSTI/P/22/19514 dated 17th August, 2022 refers.

The County Director of Education
TAITA TAVETA

Mr Raphael Mwas Chola - *On completion of the research, you are requested to submit a hard copy of the research report to this office.*

Appendix IX: Research Authorization**COUNTY GOVERNMENT OF TAITA TAVETA
OFFICE OF THE GOVERNOR**

Telephone: 0788184436/0718988717
Email: governortaitaveta@gmail.com



P.O. Box 1066-80304
WUNDANYI

GOV/TT/ED.4/NR/VOL.1/94

29th August 2022

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – RAPHAEL MWASI CHOLA

Reference is made to letter No.323669 and Licence No. NACOSTI/P/22/19514 by National Commission for Science, Technology and Innovation dated 17th August 2022 refers.

Authority has been granted to carry out a research on **“Determinants of course choice in Vocational Training Centres in Taita Taveta County, Kenya”** for a period ending 17th August 2022.

On completion of the research you are requested to submit a hard copy of the research/thesis to our office.

A handwritten signature in blue ink, appearing to read 'Liverston Mghendi'.

**LIVERSON MGHENDI
COUNTY SECRETARY & HEAD OF COUNTY PUBLIC SERVICE**

Copy to

- H.E. the Governor
- H.E the Deputy Governor

Appendix X: Similarity Report