

**FACTORS INFLUENCING CHOICE OF VOCATIONAL
COURSES BY LEARNERS WITH HEARING IMPAIRMENTS IN
SELECTED VOCATIONAL TRAINING CENTRES, KENYA**

**BY
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DECLARATION

This thesis is my original work and has not been presented for a degree in any other University.

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We confirm that the work reported in this thesis was carried out by the candidate under our supervision as University supervisors.

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DEDICATION

This thesis is dedicated to my son, Ronny Munene, whose need for attention at a tender age motivated me to complete this work within the shortest time possible.

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Above all, to God be all the Glory.

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ABBREVIATION AND ACRONYMS

CBM:	Christebell Blinden Mission
CHE:	Commission of Higher Education
DIT:	Directorate of Industrial Training
FASCW:	Forum for Actors in Street Children Work
HI:	Hearing Impairment
KIE:	Kenya Institute of Education
IEP:	Individualized Education Programme
KU:	Kenyatta University
MOEST:	Ministry of Education Science and Technology
NGO:	Non-Governmental Organizations
PWD:	Persons with Disabilities
SNE:	Special Needs Education
TVET:	Technical Vocational Education and Training
VET:	Vocational Education and Training
VTC:	Vocational Training Centres

ABSTRACT

The main purpose of this study was to investigate the factors influencing choice of vocational courses by learners with Hearing Impairments (HI) in selected Vocational Training Centres (VTCs), Kenya. The objectives of the study were: types of vocational courses, learners' career aspirations, peer influence and factors within the school environment that facilitate choice of vocational courses. Literature was reviewed according to the objectives of the study. The research study adopted mixed method approach design in achieving its objectives. Data was collected from selected VTCs in Kenya. The study was piloted at Tumutumu VTC for learners with HI to establish validity and reliability of the instruments. Purposive sampling was used in the selection of the institutions, administrators, instructors and learners. Stratified sampling was used to select male and female learners. Four administrators, eleven instructors, sixty-two learners all in the three years of study in VTCs participated in the study. Quantitative and qualitative data were collected using questionnaires and interview guides for administrators, instructors and learners with HI respectively. Descriptive statistics in SPSS such as frequency tables, percentages, graphs and charts were used to analyse quantitative data while thematic texts were used to analyse qualitative data. The data were then triangulated to generalise conclusions on the finding of the study. The results findings of this study indicated that most of the vocational courses offered in VTCs were tailoring, masonry, carpentry and joinery and beauty therapy and were relevant to job market. The study also established that peers influenced how learners with HI choose vocational courses and acted as role models and they encouraged each other to choose same courses they had undertaken. The study also found out that learners with HI lacked career awareness in the choice of vocational courses due to lack of proper guidance by the parents/guardians and also partly by the instructors and this greatly influenced how they choose their vocational courses. The study showed that factors within the school environment influence the type of vocational courses learners with HI choose and that instructors advise the learners on how to choose vocational courses depending on their interest and abilities. It is thus recommended that on the effect of peer influence on the choice of vocational courses, the VTCs should employ or hire career experts whose responsibilities should be to guide learners on the suitability of various courses. Further research should be done to investigate on the value of attachment and internships during vocational training in VTCs.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

A major turning point in the lives of young adults involves the career choice that they make while in high school and pursue them later in colleges. Vocational training services prepare Persons with Disabilities (PWDs) to achieve a lifestyle of independence and integration within their workplace, family and local community. This transition should ordinarily be achieved through career guidance, vocational training, choosing career and later on job placement and support through job counselling services, medical and therapeutic services and supporting them on job (Hardman, Drew & Egan, 2012). Vocational training for learners with Hearing Impairments (HI) in particular, is meant to assist them settle in gainful and skilled employment. The goal of training and employment is the same for both handicapped and non-handicapped. Work offers opportunities for social contacts, facilitates independence, and allows greater access to community services and programs (Hardman et. al, 2012).

Research conducted by Punch, Creed & Hyde (2005) on learners who are deaf in Australia suggests that these learners do not have the “career knowledge” like their counterparts without disabilities; often they do not undertake part-time work while still at school which would assist in improving their knowledge of what is available and determining what is suitable. They often think that there are potential barriers that will restrict their choice of career. In the United States, for instance, it is widely accepted that workers who are deaf work in unskilled or semi-skilled employment

(Ball, 2005). As observed by Ochs & Roessler (2001) learners with HI should be fully equipped with skills to enable them develop self confidence and positive career related intentions that enable other learners without disabilities to succeed. It is possible that lack of career guidance and job support could partly be blamed for career challenges among learners with HI. Surprisingly, many learners with HI have been fitted to job training opportunities in vocational training that happen to be available as opposed to what the learner really wishes to pursue in terms of career.

Lack of vocational training, career guidance and support leading to wrong career choices for learners with HI is wide spread (Ochs & Roessler,2001). Katende (1994) observes that in Uganda, PWDs who are lucky to join vocational rehabilitation institution are often subjected to low skill courses whose marketability is very poor. Consequently, after graduation and engaging in work they have no option but to abandon their unprofitable jobs and go back to begging. Katende (1994) further asserts that in the 1960's such courses as carpentry, tailoring, telephone operating, typing and other handicrafts were fashionable but they have always been equated to low educational levels and therefore, low income. These are the courses that many learners with HI enrol for in most of vocational institutions in Kenya.

The issue of unemployment and limited job opportunities for learners with HI is of a grave concern. The Salamanca's statement (UNESCO, 1994) states that young people with special educational needs should be helped to make an effective transition from school to an adult working life. Learners with HI who may be disadvantaged on

account of their sensory impairment should be assisted to plan and make appropriate vocational decisions. Lack of vocational guidance and support perpetuate the vicious cycle of poverty and unemployment among learners with HI in Kenya.

One of the objectives of vocational and technical training is to reduce inequality in the society through increased training opportunities for female, the disabled and learners from poor households (MOEST, 2003). However, according to World Bank Report March, 2004 the successful development of Technical and Vocational Educational and Training (TVET) in Kenya would require a re-evaluation in the overall human capital development strategy. The report reveals that public-run TVET units tend to be costly and sluggish in response to changes in the labour market conditions.

To be ready for competitive employment, learners with HI are included in vocational programs where appropriate technical training is provided (Krajewski & Callahan, 1998). The trend in Kenya is that there is more transition to vocational centres for learners with HI than secondary schools. This is mainly due to poor academic performance, unresponsiveness of schools to the needs of these learners with HI hence; they opt for the Vocational Training Centres (VTCs) for the skills they will use for survival. Most of these VTCs are disability specific and in most cases are located near special schools (MOEST, 2003). Scholars such as Okombo (1994) and Adoyo (2001; 2004) decry the decimal performance of learners with HI in Kenya Certificate of Primary Education which negatively affects their transition to secondary schools.

According to The Kenya Population and Housing Census (2009), it is estimated that about 187,818 people are deaf in Kenya. In Central Region there are about 10,961 people who are deaf, out of these there are 960 school going children in 5 special schools for learners with HI and 150 of these learners are in VTCs Ministry of Home Affairs (MOHA, 2002). The VTCs aims at helping learners with HI to discover hidden talents as well as equipping them with the necessary skills that would prepare them for salaried or self employment for life. Some of the skills offered include tailoring, carpentry, joinery, knitting and dressing making. The disadvantage they face is that the type of training offered in these centres is basically of a traditional outlook and may fail to meet the global trends of current/modern times.

Learners with HI lag behind hearing peers in their ability to convert their educational attainments into higher status occupations, and that professionals with HI are still found in limited number of occupational areas (Ndurumo, 2005). The author further, noted that learners with HI are more likely to make inconsistent career choices because they have failed to understand how their personality characteristics relate to employment; therefore, they continue to be unemployed, underemployed or in jobs that are not suitable to their personality. Thus, the study focused on this group of learners with HI because studies have shown that successful graduates from the VTCs do not transit to employment as expected and many get employed to do jobs they were not trained in or some do not get any employment (Republic of Kenya, 2003). It is against this background that the researcher found it important to investigate factors influencing choice of vocational courses by learners with HI in VTCs.

1.2 Statement of the Problem

MOEST (2003) cites the most common constraints of vocational training as inability to develop programmes based on the types of clients they have been designed to assist. A lack of user-friendly and accessible information about VET system and poor career guidance makes it difficult for learners with HI to make informed career choices. Learners with HI joining vocational training should choose wisely the courses that will enable them compete equally with their non-handicapped individuals and to get absorbed in meaningful employment in competitive job market. This has not been so with many graduates with HI after vocational training. Most graduates with HI seem to be struggling a lot when looking for jobs and some may go back to unskilled jobs despite having gone through vocational training. The disability Act of 2003 stipulates that the government should formulate curricula for vocational rehabilitation centres for PWDs (Republic of Kenya, 2003). Despite the availability of curriculum from Directorate of Industrial Training (DIT), career choices and vocational training still pose challenges to learners with HI. The criterion for choosing vocational courses by learners with HI has not been systematically studied. This study was designed to establish factors influencing choice of vocational courses by learners with HI in VTCs.

1.3 Purpose of the Study

The main purpose of this study was to investigate the factors influencing choice of vocational courses by learners with HI in selected VTCs, Kenya.

1.4 Objectives of the Study

The objectives of this study were to:

- i. Identify the type of vocational courses offered in VTCs for learners with HI
- ii. Establish the influence of learners' career aspiration on choice of vocational courses in VTCs
- iii. Establish peer influence on the choice of vocational courses by learners with HI in VTCs
- iv. Investigate factors within the school environment that facilitate learners with HI in the choice of vocational courses in VTCs

1.5 Research Questions

This study was guided by the following research questions:

- i. Which vocational courses are offered in VTCs for learners with HI?
- ii. How do the career aspirations of the learners influence their choice of vocational courses in VTCs?
- iii. How does peer influence the choice of vocational courses by learners with HI in VTCs?
- iv. What factors, within the school environment, facilitate learners with HI in the choice of vocational courses in VTCs?

1.6 Significance of the Study

This study is important in understanding how learners with HI make decisions when choosing careers. Career choice is an important decision since it forms the turning

point in a learner's life. The outcomes of this study are significant in helping learners with HI make more informed choices. The study may be helpful to the institutions in responding appropriately to the unique career needs of their learners. This might enable the government improve the policies governing the education of learners with HI.

1.7 Scope and Limitations of the Study

1.7.1 Scope (Delimitations)

The study was carried out in four selected VTCs for learners with HI; Kambui, Murang'a, Nyandarua and Kerugoya. The study was confined to all the learners in the three years of study, the administrators and the instructors of these institutions.

1.7.2 Limitations of the Study

The study focused only on learners with HI, other categories of disabilities were not focused on. Factors influencing choice of vocational courses and career aspirations are complex, diverse and unique to the individuals hence the study at hand could not establish all the existing factors.

1.8 Assumptions of the Study

The study assumed that learners with HI:

- i Would be honest as possible and willing to give valid information to the best of their knowledge.

- ii Were well informed when it comes to choice of vocational courses. Information on these aspects was availed to learners with HI prior to starting any training at the VTC.
- iii Were able to access information on career guidance and counselling. This assumption applied even to the instructors.

1.9 Theoretical Framework and Conceptual Framework

1.9.1 Theoretical Framework

The study was guided by the Human Capital Theory. The concept of Human Capital was introduced by Becker (1994) due to the realization that growth of physical capital has only small part of growth of income. Relatively, the emergence of education and skills training in military technology has also played an important part in the discovery of this theory. The theory suggests that education and training raises the productivity of workers by imparting useful knowledge and skills, hence raising workers' future income by increasing their lifetime earnings (Becker, 1994). It also asserts that investment in education and training is essential to achieve social economic progress and postulates that expenditure on training in education is costly, and should be considered an investment since it is undertaken with a view to increasing personal incomes.

The theory is basically concerned with comparing costs and benefits of educational investment. Skills and knowledge obtained from education are a form of capital (Human Capital) embodied in a learner. The various skills and knowledge that

learners with HI get from vocational training form the basis of career opportunities in the labour market. Learners must choose vocational courses, and career in relation to their abilities and through training settle in their chosen career path. The proposed human capital theory fits into the study because it entails initial choice of vocational courses and career as reflected by course choice right throughout the entire training. Education and training play a significant role in the determination of learner's performance.

Learners with HI are admitted in vocational centres from various institutions and they are expected to make choice of vocational courses in the VTC. The choice of vocational courses may be influenced by several factors like career aspiration of learners, peer pressure, factors within school environment and available vocational courses. Relating Human Capital to vocational training of learners with HI entails, successful completion of vocational skills training which may lead to three options: life time earnings, job satisfaction and transition to job market. Through, proper formal training, use of adapted curriculum and career guidance to learners with HI in VTC may help them to make their optional career choice diligently to avoid mismatch between education, training and the labour market requirements. Figure 1.1 shows how learners with HI make their vocational and career choices in the VTC.

1.9.2 Conceptual Framework

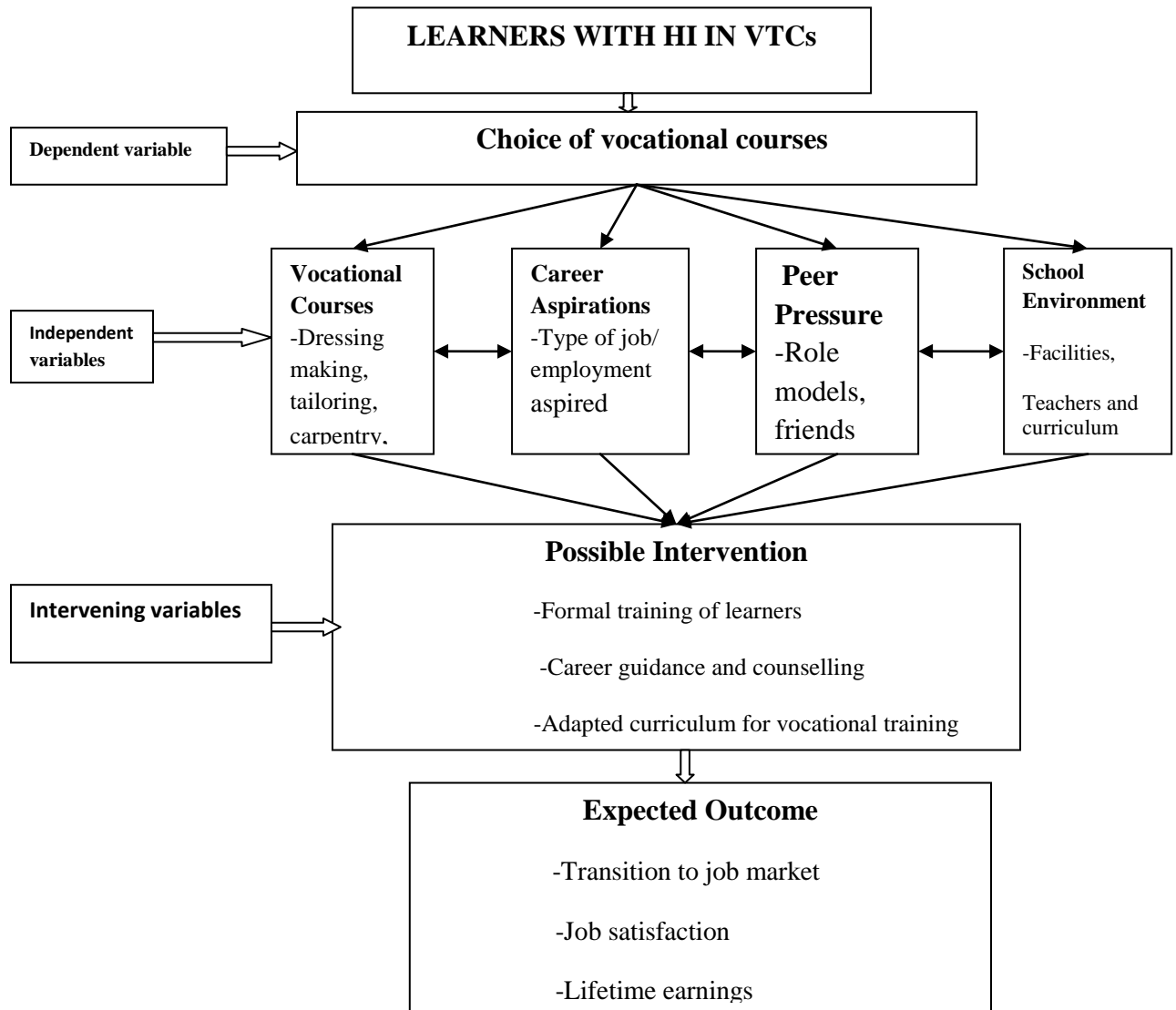


Figure 1.1: The correlates of factors influencing choice of vocational courses by learners with HI in VTCs. Source: (Author, 2012)

1.10 Operational Definition of Terms

Aspirations:	Ones ambitions and expectations (Burchardt, 2004).
Career aspirations:	The type of occupation a learner would like to join after completion of training (Burchardt, 2004).
Career choice:	Complex exercise involving conscious a decision that are constrained by culture and social traditions (Luzzo, 2000).
Disability:	A physical or mental condition that limits a person's movements, senses, or activities (Ndurumo, 2005).
Educational aspiration:	Highest educational qualification the individual aspires in life (Burchardt, 2004).
Hearing impairments:	Generic term which indicates hearing disability that may range severity from mild to profound (Ndurumo, 2005).
Impairments:	Any loss or abnormality of psychological, physiological or anatomical structure of function.
Peer influence:	Pressure, either planned or unplanned exerted by peers to influence persons' behaviour (Sarpong, 2001).
Peer pressure:	Influence exerted by a peer group, encouraging individuals to change their attitudes, values, or behaviours in order to conform to group norms (Sarpong, 2004).

School environment:	Learning environment which includes peer and curriculum interaction, ethos and staff.
Transition to work:	Securing of employment in the formal or informal sector after successful completion of vocational training (Clark, 2007).
Vocational education and training:	Education which prepares trainees for jobs based on manual or practical approach (Clark, 2007).
Vocational training:	It entails equipping learners with skills such as carpentry, tailoring, masonry and so on (Clark, 2007).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews the literature under the following sections: Concept of hearing impairment, vocational training for learners with HI, learners career aspirations, peer pressure, school environment and summary.

2.1 Concept of Hearing Impairment

The concept of HI is quite complex. Ndurumo (2005) assert that HI creates the need for adjustment to a soundless environment, the disturbance of not being able to hear ones own voice and the uncertainty created when people act unexpectedly without explanation. It also creates the constant alertness needed for communication that is demanding. It is for this reason that Clark (2007) reckons that learners who are deaf experience a limited world and that their interactions with the world involve somewhat different rules and constraints. These differences have a variety of significant implications for their developments hence requiring rehabilitative and educational measures. Some of these include use of hearing devices, auditory training and the use of alternative modes of communication. Others include appropriate educational programs, use of Individualized Educational Programs (IEP), appropriate seating arrangement and use of appropriate teaching strategies.

It is because of this view that Clark (2007) notes, that it is difficult for those of us with unimpaired hearing to comprehend what living with a hearing loss is like. Unlike

loss of vision which one can easily simulate by groping in a dark room or simply closing eyes, hearing loss is more difficult to appreciate because it requires use of a technical mode of communication, that is sign language which may not be familiar to most people. From this point of view those hearing instructors teaching learners with HI must have knowledge of hearing impairments and hence one aspect of this study was to investigate factors within the school environment that facilitate learners with HI in the choice of vocational courses.

2.2 Vocational Training for Learners with Hearing Impairments

Vocational training can be defined as the acquisition of trade skills in order to obtain employment. Vocational training is differentiated from academic preparation but the border is not always clear. Vocational Education and Training (VET) is practical preparation for jobs that require knowledge and skills as well as an understanding of the theory behind those skills. Long & Shah (2008) state clearly and precisely that the objective of regulated vocational training should be to equip learners to perform work through acquisition of the necessary competences in the form of knowledge, social and technical skills. Vocation is an occupation or job in a particular industry, for example mechanic, builder, beautician, electronics technician, chef, computer support person, or graphic artist. VET provides skills and knowledge that help learners get a job or to further their education and training in a particular field. Vocational training is often seen as the way to overcome the unemployment problem (Krajewski & Callahan, 1998).

Sarpong (2001) assert that vocational training must be an integral part of the total delivery services to girls and boys who are hearing impaired. He further states that without education and right guidance, the talents and personalities possessed by individuals with disabilities would be locked up. A large part of the education in vocational schools is hands-on training. Vocational training thus provides a link between education and the working world.

Throughout the world, learners who have disabilities and many others who experience difficulties in learning have traditionally been marginalized within or excluded from schools (Clark, 2007). Today, more and more learners with HI are admitted into schools because of the pressure from parents, educators and advocacy groups around the globe. To be ready for competitive employment, research has indicated that learners with HI should be included in vocational programs where appropriate training is provided. As observed by Ochs & Roessler (2001) learners with HI must be fully equipped with skills, self-confidence and positive career related intentions that enable them to succeed.

According to Forum for Actors in Street Children Work (FASCW, 2001), the vocational training which is offered to PWDs is too narrow and traditional in focus- usually comprising only carpentry, masonry, auto-mechanics and dressing making. There does not seem to be much willingness on the part of many organizations that offer this kind of service to incorporate other skills that might be equally simple to teach and require little start-up capital, like hair-dressing and shoe-repairing

(FASCW, 2001). FASCW further notes that skills training should be addressed to the learner's own perceived needs and capacities. The skills training programs generally succeed in providing PWDs with some of the resources they need to live effective and independent lives. It is one of the interventions that are most appropriate, especially for older learners who cannot fit back easily into formal education system.

Mustapha (2004) reveals that the VET designed for learners with HI require special curriculum, infrastructure and support services depending on the severity of disabilities, abilities and performance of the individual learner. Education and training should be provided for, according to each learner's needs. The objectives of the VET program are for learners to gain trade skills, to find placement in working life and to become productive individuals and members of society. The objectives are the same as in other education and training fields leading to gaining competencies, although the implementation method may be different. If learners with HI are to succeed educationally and vocationally they must be equipped with skills that enable them to succeed (Ochs & Roessler, 2001). Mustapha (2004) argues that the curriculum designed for such institutions are insensitive to the needs of learners with HI.

Although the primary and secondary school system in Kenya is structured to accommodate learning needs of these learners with HI, the same is not the case for technical and vocational public training institutions. With regard to the same, it is noted that access to public training institutions in technical and vocational fields is almost non-existent for learners with HI (Republic of Kenya, 2003). Thus, learners

who fail to qualify for university education or teacher training college, especially those who are profoundly deaf are usually faced with a high likelihood of joining segregated vocational centres tailored for learners with HI. The disadvantage they face is that the type of training offered in these institutions is basically of traditional outlook. It includes imparting of skills such as knitting, tailoring, leatherwork, and carpentry among others. These kinds of skills may have served well in the past but may fail to meet the global trends of modern times.

Many studies based on vocational training (Mustapha, 2004; Puakyiene, 1996; & Luzzo, 2000) clearly indicate that vocational training for learners with HI calls for urgent attention. However, much of the literature available from other studies does not show how learners with HI choose vocational courses in VTCs.

2.3 Vocational courses offered to learners with HI

Vocational training courses ensure integration of learners with HI into economic and social life; it enables these learners to be fully equipped with necessary knowledge, skills and instruments that allow them to be masters of their trades. According to Puakyiene (1996) the training programme for learners with HI has multiple purposes, mainly some theory and practical skills as the learners take government trade examinations. Learners with HI are offered a range of courses during their vocational education. Some of the courses include dressmaking, beauty therapy, knitting, beading, and computer studies mainly for girls. Boys are taught woodwork that is carpentry and joinery mechanics, masonry and welding and computer studies. All

these courses are offered in different institutions depending on the needs of the learners. The course duration last for three years after which learners take trade test in two areas namely dressmaking, carpentry and joinery. Learners who become successful in these courses are awarded certificates and some of the learners are employed into private and government sectors while others establish their own workshops and become self-employed (Crentsil, 2004).

Punch, Creed & Hyde (2004) noted that in the United States of America, the major vocational programme areas where learners who are deaf train include agriculture under which there is forest conservation, horticulture, mechanics and food and animal production among others. They also train in areas of business and marketing, which include accounting and computing, clerical computer programming, filling and office supervision. For vocational training to be effective in the U.S.A learners with HI begin training during school years since its success highly depends upon success in career, vocational evaluation and counselling during formative school years (Punch et.al, 2004).

In Thailand, Education for Learners with Disabilities, the procedure for allocating learners to courses within the vocational training centre, is based on educational level and tested ability. Training is offered in 15 skill areas, usually involving semi-skilled manual or service activity. Many of the courses require learners to have a level of formal education; functional literacy and numeracy while some do not. Training is provided for PWDs aged 17 to 40 years. The aim of the training in these centres is to

improve learner's skills and prevent them from entering work prematurely (Shah, 2005). Crentsil (2004) is of the view that vocational education for learners with HI must have interplay of practical skills acquisition, attitudes and underlining theoretical knowledge for economic and social functions. In his View there should be a balance between theory and practice on one hand and entrepreneurial skill development on the other.

In Australia, VET system provides theoretical knowledge and skills needed for specific jobs. It delivers formal training that results in recognized qualifications at different levels, from basic to more advance. The system offers training in most industries including mechanics, construction, horticulture and electronics (Mustapha, 2004). The most popular fields are business administration and economic services. Sarpong (2001) reveals that learners with HI are admitted initially in the first phase of vocational assessment for a period of four to six weeks. During this time the learner's physical capacities and vocational interest are assessed. The duration of vocational skills training is up to two years, depending upon the nature of the crafts and residual abilities of a learner.

According to Avoke (2005) learners with HI can lead perfect normal lives with their families if communication is not difficulty. The inability to communicate freely with others limits their choices of careers. However, countries that give early education and vocational skills training to their learners with HI have made some increases in their employment opportunities. As a result learners who are deaf should be given the

opportunity to learn to cope with practical work such as gardening, cooking, handicraft and other craft relating activities.

Lugalla & Kibassa (2003) indicated vocational training provided to PWDs in various vocational centres includes courses like carpentry, tailoring, auto-mechanics, welding, fabrication, masonry and other kinds of wood and metalwork. In most cases, non-formal training takes place in the afternoon in order to allow learners to continue with income generating activities that are tailored to the needs of individual learner. Many Non-Governmental Organizations, (NGOs) ensure that non-formal education combines literacy with business skills that can help learners to run their own small-scale, income generating projects. All the NGO's are interested in making sure that their learners are able to lead independent, self-reliant lives in the future. In order to achieve this, they strive to teach learners a variety of life and work skills that can assist them in improving their welfare. Most NGO's train their learners in driving, computer skills and other vocational skills.

Mustapha (2004) observe that the effect of unemployment as a result of inadequate or lack of skills training in particular is that, learners with HI are mainly engaged in manual jobs like house helps, gardeners, cleaners, carrying loads of goods (loaders) and many others. Vocational guidance and training should be introduced early in the elementary school curriculum in order to develop in all the learners with HI respect for all work and motivating them to take their place in the world of work. This will

enable them to fully participate in the community by making sure that they are able to lead independent, self-reliant lives in the future.

Despite efforts being provided by the government, religious bodies, NGOs and individuals, towards the education of learners with HI, there are problems such as unemployment and begging. Learners who graduate from VTCs are not able to utilize their skills for employment purposes and many get employed to do jobs they were not trained in (Republic of Kenya, 2003).

The literature available does not show clearly the vocational courses offered in VTCs for learners with HI in Kenyan context. Available literature shows that there is no documentation on the vocational courses offered to learners with HI and their entry qualifications and this has remained a great challenge to the institutions training this group in Kenya. Moreover, the literature available has also shown that not many learners with HI have secured employment mainly due to lack of relevant skills. This study set out to identify the different vocational courses offered to learners with HI in VTCs.

2.4 Learners Career Aspirations

The level of career aspiration usually affects curriculum choice hence career choice determined, (Wisker, 2001). However, career aspirations are influenced by numerous factors including gender, race, parental support, academic achievement, socio-economic status, and self-esteem. Burchardt (2004) set out to examine the educational

and occupational aspirations of PWDs aged 18 to 19 and compared them to their non-disabled peers. His findings confirm that learners with disabilities have similar aspiration to their non-disabled counter parts and they too would like to further their education and also find worthwhile occupation. However, the study observed, that for learners with disabilities, there was evidence to suggest that their education period was likely to last longer and they also envisaged obstacles in the world of work. The Republic of Kenya (2005) concurs with the findings of Burchardt (2004) concerning delay in completing school. In Kenya, learners with special needs in most cases enrol at school when they are 8 years of age and above as opposed to 6 years. Consequently many become adults before they complete their education programs.

Obonyo (1994) carried out a study on educational and career expectations of form three girls in Nyabururu and Kereri girls in Kisii. The main purpose was to examine the role played by parents and teachers in creating awareness. A total of two hundred and thirty-two learners participated in the study. Data was collected through observation guides, questionnaires, interview guides and official record. The researcher found out that careers that learners wish to pursue after secondary school in order of preference include; nursing, medicine, teaching, law, accountancy, secretarial among others. The learners also prefer to pursue such careers because of parental influence, financial considerations and egotistic reasons among others (Obonyo, 1994). In the hearing world, studies have shown that father's level of education and occupational status has been significantly related to the educational and occupational attainments of their sons and daughters (Luzzo, 2000). Yet these correlations are

much weaker in the deaf community. The assumption is that the hearing parent, because of their poor communication skills, they cannot clearly convey to their learners with HI the values and attitudes that influence academic achievement, pursuit of further education, and formation of career aspiration (Luzzo, 2000).

Ragna (1991) conducted a survey on education, training and choice of occupation and career among form two and three students in selected secondary schools in Nyeri, Kenya. The main purpose of the study was to investigate factors influencing choice of occupation and career among secondary school girls. A total of one hundred and sixty respondents took part in the study. Data was collected through interview guides and questionnaires from students, teachers and principals of the secondary schools. The researcher concluded that career aspirations are dictated by socio-economic and cultural background of learners. Learners from families where there is a tradition for further education, tend to choose the footsteps of their elder brothers and sisters. It was also shown that school girls tend to aspire to particular careers and occupations. In deaf family dynamics (where the majority of family members are deaf), non-family members such as counsellors, teachers and peers often play more of decisive role in person's who are deaf in career planning than family members (Ball, 2005). When learners with HI see other learners who are deaf excel in certain careers they also aspire to take up the same careers and thus become their role models in life.

Kibera (1993) conducted a study in Kiambu, Kajiado, and Machakos Districts on career aspirations and expectation of secondary school students. The major objective

for the study was to assess the effects of a vocationally oriented curriculum on the career aspirations and expectations of the secondary school students. A total of two hundred and fifty students took part in the study. The researcher concluded that career aspirations and expectations are not merely outcomes of curriculum studied; rather they are a product of a variety of factors including school quality (quality of staff, equipment, workshops and school practice). The vast majority of learners with HI do not make the transition from VTCs to workplace as successfully as their non-disabled peers, despite the vocational training and education. Career maturity levels and career decision-making abilities are of crucial importance to learners with HI, there is evidence that these learners have lower level of career awareness (Luzzo, 2000).

In the hearing world, fathers' level of education and occupational status has been significantly related to the educational and occupational attainments of their sons and daughters (Power & Hyde, 2002). Yet these correlations are much weaker in the deaf community. One assumption is that hearing parents, because of their poor communication skills, cannot clearly convey to their learners with HI the values and attitudes that influence academic achievements, pursuit for further education, and formation of career aspiration (Power & Hyde, 2002). Many learners who are deaf have limited work and other experiences from which to make informed career and life decisions. This experiential deficit can lead to occupational stereotyping and limited career aspirations (Ball, 2005). School-based programs can provide developmental experiences to counteract such experientially imposed limitations.

According to Luzzo (2000) learners with HI have less time to investigate and try out career related courses, are less able to select vocational courses appropriate for their disability and are less knowledgeable about jobs and occupations. Punch et.al, (2005) suggest that learners with HI are generally disadvantaged when choosing careers. Most of them lack transition skills and guidance that would help them choose the right career that meets their unique needs necessary in current competitive labour market (Safwat, 2000). This is mainly due to lack of work-readiness skills. There is no clear process that learners in VTCs use to make career choices despite their high career expectations. Learners should have the opportunity to explore all of the choices available in order to make a wise decision when choosing a career. This study was therefore conducted to establish learners' career aspiration on their choice of vocational courses.

2.5 Peer Pressure

According to Obanewa (1994) peer groups are usually made up of playmates, friends or people within the same age brackets. They serve as confidants to their members. In most cases they belong to same social clubs where they share the same values and ideals. Peer groups are effective and powerful instructional strategy that can be used to develop academic as well as social skills among peers. Pierangelo & Giuliani (2004) reveal that peer tutoring when used as a teaching technique can help learners to be more active in learning process. Through this process, learners can easily influence their peers. Ball (2005) notes that peer often play more of a decisive role in the

learners who are deaf in career planning than family members. Most learners with HI rely on peers to assist them when considering their future career.

Commission for Higher Education (CHE) (2005) indicates that every generation of learners in a given school, and probably even several generations, will adopt certain careers as the ideal or ultimate choice. Consequently, many of them including those with no aptitude for revered career will aspire to it often at the expense of equally substantive options that they would better suit for and be happier at. It is further noted that, many young people will be subtly pressured into a given career by parents and guardians and other persons in positions of moral superiority over them. The young people may therefore find themselves pushed into living their parent's life or attempting to live a life that their parents wished for but never had.

Clark (2007) the general perception in the community and among career professionals is that learners with hearing loss are unable to pursue a range of employment opportunities. Learners understanding of available career pathway are influenced by those providing advice (often parents, peers and teachers). In any family, each sibling and each relationship that siblings have is unique, important, and special. Brothers and sisters influence each other and play important roles in each other's lives. Indeed, siblings' relationships make up a learner's first social network and are the basis for his or her interactions with people outside the family (Luzzo, 2000). Clark (2007) indicated it is extremely beneficial for learners with HI to have access to role models who are deaf, for example through presentations at school from other people who are

deaf who are holding the type of jobs in which they are interested, and for discussing career possibilities, thus enabling them to make more informed choices about their future career options.

Kilonzo (1981) conducted a survey among primary students in standards 5, 6 and 7 in Kenya. The study was about career awareness of the students. The main purpose was to find out the perception held by students about the world of work, and their future plans. He found that there was a significant relationship between fathers' education and educational aspirations of the students. Similarly, the family background was found to have some influence on the learner's career choice and awareness. He concluded that home background influences most learners' career preferences. A young person will only aspire for careers that they view as available and attainable (CHE, 2005). For example, in VTCs learners with HI may choose vocational courses which are available in that VTCs due lack of career awareness or vocational guidance. In such a case the career counsellor should expose learners to the possibilities that are available.

In VTCs for learners with HI, the most glaring constraint is peer influence and learners perceptions on their choice of vocational courses. Their opinion, input and aspirations in the choice of vocational courses has been to say the least downgraded to silent participations in a matter that they should be the front runners. It is with this in perspective that the study intends to specifically look at peer pressure and the choices of vocational courses by learners with HI.

2.6 School Environment

People search for environments that will let them exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles. There is evidence to suggest that schools play an important role of educating learners in the academic arena, and also providing relevant information in terms of operating in the wider environment. As observed by Pierangelo & Giuliani (2004) when learning is made interesting for learners with HI, it motivates them to explore their environment, which ordinarily they may have little interest. This is a pointer to the importance of motivation in learning and goal achievement. Shah (2005) observes that policy and practice, particularly within the school arena, can either support young learner's subjective realities or constrain them.

According to Burchardt (2004) the impact of the school environment and of teachers on young disabled learners appears to be stronger than for non-disabled. Milsom (2002) found that teachers and employers seem to believe that the range of occupations suitable for learners with HI is limited. Teachers who may only focus on what their learners are unable to do may affect the learners self concept and the individual may grow up lacking self belief in his or her own abilities, which undoubtedly would have a negative effect on one's career development. This was also noted by Safwat (2000) who observed that low teacher expectation does affect a learner's self attitude, hence interfering with learning achievement. School counsellors have an important role in creating and advocating education opportunities

that have a positive long-term impact on the vocational choices available to learners with HI (Milsom, 2002).

According to Maddy-Bernstein (2000) schools may contribute in a number of ways to the continuation of inequalities in society. High valued skills and knowledge are those, which are highly rewarded in adult life. Learners without the skills and knowledge are unable to compete with others in employment and remain confined to specific careers thus, remain outside the decision and policy-making processes. In this way inequalities in education through career choice are a contributory factor to perpetuation of the social, economic and political inequalities in society. As far as the school environment is concerned there is evidence to confirm that schools that are well equipped and staffed produce learners with higher career aspirations. Learners from such schools have been found to be more likely to aspire for and expect to take on prestigious salaried employment than learners coming from poorly equipped schools (Kibera, 1993). Positive peer support, high motivation, and good instructions can help learners succeed in their confidence and as a result, develop more ambitious career aspirations. When young adults who are deaf are allowed to attend college, become teachers, and gain employment at schools and VTCs for learners with HI, they serve as role models to learners, and assist hearing teachers. They become the leaders in revolutionizing education for deaf into the future (Clark, 2007).

The school environment is presented as a major player in the shaping of the learners decisions. However, little attention has been given to how aspects of the school

environment, other than its structure influence choice of vocational courses among learners with HI in VTCs. Mustapha, (2004) revealed that technical instructors were not trained to teach special needs learners even though they under took a 2-week basic course in sign language. The instructors also suggested that the curriculum and the facilities needed some modification especially with regards to laboratory safety and assessment procedures. There was also lack of flexible vocational training curriculum designed to respond quickly to the changing needs of the labour market and development of trainees' manuals to support the implementation of the developed curriculum. The learners also pointed out that they were not given enough choices to choose from the field that they liked (Mustapha, 2004). In Kenya, the current regular curriculum and examination is insensitive to the needs of learners with HI. Most of the VTCs in Kenya are donor funded and yet the issue of their suitability has not been adequately addressed (MOEST, 2003). Given the impact the school environment can have on learners with HI in vocational training, few studies have investigated in detail the role of school in vocational guidance for learners with HI in VTCs. There are many factors that learners with HI in VTCs might face as they attempt to construct a career path and then act upon that path. The study was therefore to look at factors in the school that facilitate learners with HI in choice of vocational courses in VTCs.

2.7 Summary

In an effort to provide vocational skills, most schools for the deaf in Kenya have embarked on providing vocational education as an adjunct to their academic program.

Appropriate vocational training should ordinarily start with career evaluation to determine abilities, skills, and interests of the learners and labour-market requirements. Vocational counseling and transition should start way before the learner with HI joins the vocational training center. This is necessary when choosing appropriate career in the VTCs. However, problems like unemployment on the part of some graduates who are deaf after schooling makes it fair to infer that the type of vocational training which some of these learners receive leaves many more questions unanswered. It's apparent from the literature reviewed, that choices of vocational courses influence the future of learners with HI and determine the kind of jobs they will pursue in future. There is scarce literature on vocational courses, peer pressure, school environment, and career aspirations for learners with HI that suits Kenyan situation. Many studies have focused on a different sample characterised by different factors and in different proportions. Currently, it is clear that the aforementioned areas have not been adequately covered by the literature related to the factors influencing the choice of vocational courses.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter dealt with the research design, variables, the study locale, instruments, piloting, data collection procedures, data analysis and logistical as well as ethical considerations.

3.1 Research Design

This study employed mixed methods approach design which is an aspect of both quantitative and qualitative procedures (Creswell, 2003). This method emanates from the conviction that neither quantitative nor qualitative approach is self-sufficient. The concurrent procedures; a mixed method strategy was applied whereby the researcher converged quantitative and qualitative data in order to provide a comprehensive analysis of the research problem (Creswell, 2003). The design explored in-depth and holistic understanding of the phenomenon.

3.2 Study Variables

Independent variables in this study were; peer influence, learner's career aspiration and school environment and the dependent variable was choice of vocational courses.

3.3 Location of the Study

The study was carried out in selected VTCs in Kambui (Kiambu County), Kerugoya (Kirinyaga County), Nyandarua (Nyandarua County) and Murang'a (Muranga County), Kenya that train learners with HI in vocational courses. The VTCs were selected on

researcher's judgment since institutions dealing with HI are quite few and not evenly distributed or equally accessible. The VTCs were purposively selected for the study because each of them has unique potentials (they offer diverse courses) that are worthy studying. Secondly the VTCs have had a relatively longer history of training learners with HI.

3.4 Target Population

The study targeted 91 learners with HI, 12 instructors and 4 administrators in the four selected VTCs. Thus the total population was 107 from which the sample size was drawn.

3.5 Sampling Techniques and Sample size

3.5.1 Sampling Techniques

This study used a combination of purposive sampling and stratified sampling techniques. Purposive sampling is a technique that allows the researcher to use cases that have the required information with respect to the objectives of the study. In purposive sampling, the subjects are chosen according to a certain specified criteria. Purposive sampling was used to select the VTCs, instructors and learners. The instructors and the administrators were purposively selected considering that they have direct contact with learners, and hence had varied opinions about the issue being addressed in the study. All the learners in their three years of study were purposively sampled because they are training in the VTCs and randomised to get equal distribution of gender in the study. This ensured that male and female learners had

equal chances of being chosen in the study. The representation of year of study was catered for through stratification. Every year of study was considered a stratum that was then randomised to get respondents for every year.

3.5.2 Sample Size

There were seventy seven respondents for the study. According to Fraenkel & Wallen (2009) a sample with a minimum number of one hundred (100) respondents is essential for descriptive studies. The respondents were chosen using statistical formula for calculating sample size in survey given by $n' = n / (1 + n/N)$ (Saunders, Lewis & Thornhill, 2009). This formula was preferred because by using it the researcher was able to adjust the sample size for small population that was less than 100,000.

n' = required sample size

n = 384 (used for target population of less than 100,000)

N = Target population.

Using the formula the researcher was able to determine the sample size. The sample sizes were presented in table 3.1.

Table 3.1: Sampling Grid

Respondents	Kambui	Murang'a	Kerugoya	Nyandarua	Target Population	Total sample size
Administrator	1	1	1	1	4	4
Instructors	4	2	5	2	12	11
Learners	45	20	16	20	91	62
Total	50	23	12	23	107	77

3.6 Research Instruments

Two types of research instruments were designed for use by the researcher. There were interview guides and questionnaires. They were developed by the researcher and were used as a guide in getting information towards the building of the findings of the study.

3.6.1 Interview Guides for Administrators and Instructors (See Appendix B & C)

The researcher used two interview guides developed for the administrators and instructors. Interview guides consisted of open-ended questions. Semi-structured interview guides involved asking a series of structured questions and then probing using open-ended questions to obtain additional information that was quite vital in the study. According to Cohen, Manion & Morrison (2001) an interview schedule can produce in-depth data not possible with the questionnaire and the reason for particular

responses can be determined. Interviews are adaptable in that questions can be adjusted as the need arises. Both interview guides were face to face interviews.

3.6.2 Questionnaire for learners with HI (See Appendix A)

The researcher used one set of questionnaire containing background information and structured close-ended questions. They were used to investigate personal characteristics of respondents, provide information on types of vocational courses offered in VTCs, peer influence, learners' career aspiration and factors within the school environment that facilitates learners choice of vocational courses in the VTCs. They were administered to learners training in the VTCs.

3.7 Pilot study

Pre-testing of research instruments was conducted at Tumutumu VTC in Kenya. This centre was similar to VTCs where the main study was conducted in that it offers vocational training to learners with HI at the same levels .The pilot study sample had a total of 13 respondents, one administrator, two instructors and ten learners. The purpose of piloting was to establish the clarity and comprehensibility of each item in the instruments. Thus, piloting helped the researcher to modify or discard the items which appeared ambiguous to the respondents.

3.7.1 Validity

A measure is said to be valid if it measures what it is intended to measure. Orodho (2008) state that content validity is determined by expert judgement. For this reason, the questionnaire and interview guide were scrutinized and the content validated by

the researcher and two lecturers from Special Needs Education Department. They examined the questionnaire and interview guide individually and provided feedback to the researcher. After the pilot, some questions that were ambiguous to the learners were deleted for example questions requiring the respondents to express themselves well in writing were found to have challenges due to the mode of communication of learners with HI. The final questions were submitted to the supervisors for their perusal and their recommendations were incorporated in the final questionnaire and interview guide.

3.7.2 Reliability

Reliability refers to the degree to which an instrument is consistent in producing the same results when measuring the same things at different times (Fraenken & Wallen, 2009). The equivalent-forms method was used to check on the reliability of the instruments. Two but equivalent (also called alternate or parallel) forms of an instrument were administered to the same group of identified learners during the same period of time. Although the questions were different, they sampled the same content and they were constructed separately from each other. A reliability coefficient was then calculated between the two sets of scores obtained. A high coefficient of 0.75 was obtained and indicated a strong evidence of reliability, that the two forms were measuring the same thing.

3.8 Data Collection Techniques

The researcher visited the study centres a week earlier before the initial date of data collection for the purpose of introduction and to set dates for data collection. The researcher agreed with the administrators to spend two weeks collecting data in each centre. During the actual days of collecting the data, the researcher provided the questionnaire to learners and requested them to fill them appropriately. The instruments were interpreted from English to Sign language for use by respondents with HI during the interview by a researcher assistance working at each of the training institution. The research assistance that was conversant with sign language was trained for a period of two days in order to interpret the questionnaire. The researcher administered the interview schedules to instructors and administrators of the centres. The researcher separately interviewed them orally on different days as per the plans of the meeting held and recorded the field notes in the process.

3.9 Data Analysis

Data, both quantitative and qualitative were analyzed. Descriptive statistics in Statistical Package for Social Sciences (SPSS) were used to analyse quantitative data and was presented in form of pie charts, graphs, frequency tables and percentages. Qualitative data were analyzed according to the themes of the study which were types of vocational courses, learners' career aspirations, peer influence and school environment. Both quantitative and qualitative data on the objectives of the study were then triangulated to generalize conclusions on the findings of the study.

3.10 Logistical and Ethical considerations

The researcher obtained an introductory letter from the graduate school at Kenyatta University and went to the permanent secretary in the Ministry of Higher Education Science and Technology to seek permission to carry out the research. A preliminary visit was made to the institution to book appointments for the research and a date to administer the instruments was arranged. This was in order to establish rapport with the learners and instructors and discuss the relevance of the study. Other considerations included: getting informed consent from the respondents before interviewing them, using information only for the disclosed purpose and seeking permission from the administrator to research in the centre and once again assure the respondents of total confidentiality. The results of the findings will be available at Kenyatta University and National Council for Science and Technology libraries where it will be made accessible to all. The findings will also be disseminated in seminars and conferences of education forum.

3.11 Summary

The chapter highlighted on research design, description of variables, location of the study, target population, sampling techniques and sample size, instruments, pilot study, validity and reliability of instruments, data collection techniques ,and logistical and ethical considerations.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.0 Introduction

This chapter presents the findings of the study, analysis of data and discussion of major findings. The data is presented in the form of frequencies and percentages using pie charts, graphs, and tables. The data presented covers demographic characteristics of the respondents, vocational courses offered in VTCs, learners career aspiration and choice of vocational courses, peer influence on the choice of vocational courses and, factors within the school environment that influence learners choice of vocational courses.

4.1 Data Analysis, Results and Discussion

4.1.1 Demographic Characteristics

4.1.1.1 Gender of Learners

The study required the learners to indicate their gender. The data obtained revealed gender disparity in favour of males in enrolment in VTCs. There were more males (56%) than females (44%). The findings concur with UNESCO (2002) who notes of gender disparities in access to educational opportunities in developing countries. The Kenya MOE (2009) also contends that the national education system has been characterized by gender disparities at the national level and across regions. The MOE reported of glaring gender disparities in SNE which widens with every additional level of schooling including vocational training. This is likely to affect the social – economic empowerment of female learners with HI. The literacy levels for girls and

women are generally lower than for boys and men and this affects educational and economic activities for girls and women, the female learners with HI included. The data on gender of the learners is presented on table 4.1

Table 4.1: Gender of Learners' (N=62)

Gender	Frequency	Percentage
Male	35	56
Female	27	44
Total	62	100

4.1.1.2 Educational background

The study also investigated the educational background of the learners with HI who took part in the study. The data obtained is presented on table 4.2.

Table 4.2: Educational background for learners with HI (N=62)

Level of education	Frequency	Percentage
No school	5	8
Primary	54	87
Secondary	3	5
Total	62	100.0

Table 4.2 shows majority of the learners 54 (87%) had primary level education. The findings point to low transition to secondary school for learners with HI. Scholars such as Okombo (1994) and Adoyo (2001; 2004) decry the dismal performance of learners with HI in Kenya Certificate of Primary Education. This negatively affects their transition to secondary schools. The data therefore validates the critical role played by VTCs in providing additional training that prepares learners with HI for employment and involvement in income generating activities.

However, the low level of education for the learners with HI who enrol in VTCs presents a challenge for vocational training. Interviews with administrators and

instructors revealed that the learners were unable to cope with the academic demands of the vocational training courses due to low entry behaviour. This is in line with Mustapha (2004) who argued that the curriculum designed for such institutions are insensitive to the needs of learners with HI. This is a major dilemma for the instructors considering that the syllabus for the courses offered in VTCs does not provide bridging courses for weak learners or even for those who had no opportunity for any formal schooling.

4.1.1.3 Duration of stay in the institution

The study sought to establish the duration the learners had stayed in the VTCs. The data obtained is summarized on the table 4.3.

Table 4.3: Duration stayed in the institution (N=62)

Duration in VTCs	Frequency	Percentage
1 year	17	27
2 -3 years	24	39
Above 3 years	21	34
Total	62	100.0

Data presented on table 4.3 revealed that 17 (27 %) of the learners had stayed in the institutions for 1 year, 24 (39%) had stayed for 2-3 years while 21 (34%) had stayed for more than three years. Interviews with the instructors revealed that learners with HI take more time to complete vocational training courses. This is due to low entry behaviour and the structure of the courses provided. The duration for vocational training takes three years after which learners sit for their trade test which is also determined by individual learner performance.

Moreover, the MOE guidelines require that a learner who has attempted a trade test cannot move to the next level immediately after completing a level. A one year break is recommended after one level. This suggests that learners with HI spent more time in the VTCs while acquiring the intended vocational skills. For example, a learner with HI pursuing dress making has to start from grade three and the highest grade is grade one. Considering that after every grade the learner has to take a one year break, the learner will require at least five years to complete grade one. This is more than the time required to complete secondary school education or a regular degree course in a public university in Kenya.

4.1.1.4 Age of the Learners with HI in VTCs

The researcher wanted to establish the age of the learners with HI in the VTCs. The age distribution of the learners in the centres is summarized on table 4.4.

Table 4.4 Age Distribution of the Learners (N=62)

Age	Frequency	Percentage
17-21 years	5	8
22-26 years	36	58
Above 27 years	21	34
Total	62	100

Data presented on table 4.4 revealed that majority 36 (58%) of the learners were aged between 22 and 26 years implying delayed age of enrolment in basic education for learners with HI. The findings concur with Republic of Kenya (2005) who established that learners with special needs in most cases enrol at school late compared with other

‘normal’ children and consequently many become adults before they complete their education programs.

4.2 Vocational Courses available for Learners with HI

The first research question sought to establish the kinds of vocational courses offered in selected VTCs Kenya. Similar to Puakyiene (1996) findings, the data obtained from the learners, administrators and instructors indicated that the vocational courses offered in the VTCs ranged from tailoring, masonry, carpentry, joinery, beauty therapy, beading, welding and soap making. There were also other innovative courses in line with changing market demands such as computer studies and mobile phone repair. From the range of courses offered, the instructors reported that dressmaking, carpentry and joinery were examined by the DIT.

4.2.1 Reason for Choice of Vocational Courses in the VTCs

The study sought to establish the main reasons for learners’ choice of vocational courses offered in the VTCs. The respondents indicated various reasons for the choice of vocational courses. The data obtained is summarized on Figure 4.1

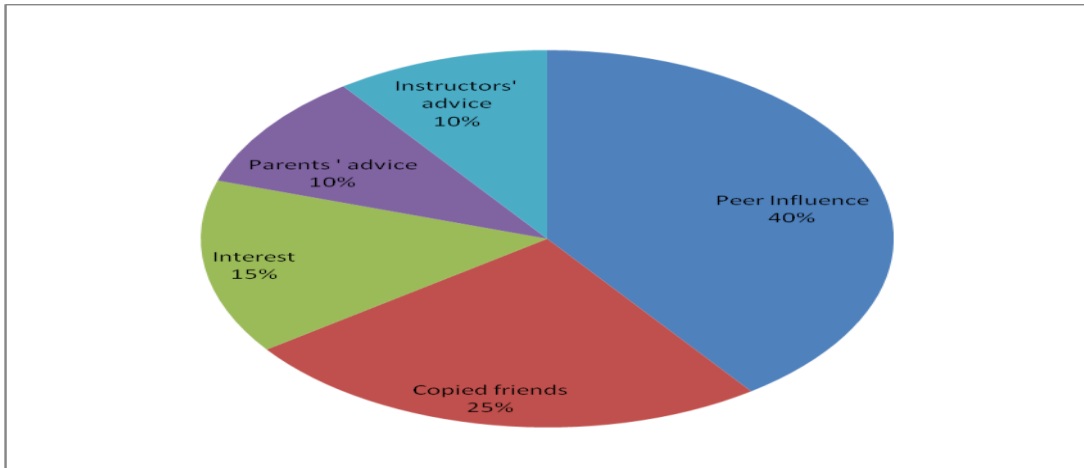


Figure 4.1 shows that majority 24 (40%) were influenced by peers, 16 (25%) copied friends, 10 (15%) had an interest in the course they were pursuing, and 6 (10%) were advised by both parents and instructors respectively.

Interviews conducted with instructors revealed that learners' choice of vocational courses was based on whether the course was mainly pursued by male or female learners. For example, it was noted that female learners preferred beauty therapy, knitting and computer studies. Courses such as carpentry and joinery were dominated by male learners. This may be as a result of gender socialization.

The study also established that the nature of disability influenced choice and placement of learners with HI in vocational courses. Some learners had additional disabilities such as being mentally handicapped. The instructor therefore admits such learners in less demanding courses. For example, in Kerugoya VTC, there were three learners with additional disabilities who were only involved in courses like soap

making and beading because they could not cope with technical courses which require a lot of arithmetic.

4.2.2 Entry Qualifications to join VTCs

The study sought to establish the requirements for entry qualifications to join VTCs for learners with HI. The respondents were asked to state the entry qualifications for joining the VTCs. The data obtained is presented on table 4.5.

Table 4.5: Entry Qualifications to Join VTCs (N=62)

Entry qualifications	Frequency	Percentage
Primary Education	31	50
Secondary Education	25	40
Adult	6	10
Total	62	100

Data presented on table 4.5 revealed that majority 31 (50%) of the respondents indicated that entry qualifications to join the vocational courses were Kenya certificate of primary education, 25 (40%) secondary education and adult learners 6 (10%). Administrators and instructors also revealed that one must have attained the age of 17 years and above. Further, they must undergo assessment at Educational Assessment and Resource Centres for learners with special needs. Similar findings were reported by Shah (2005) who pointed out that in Thailand many of the vocational courses required learners to have a level of formal education, functional

literacy and numeracy. He also revealed that training is provided to learners aged between 17 to 40 years.

4.2.3 Limitation to Career Choices

The study required the learners to indicate whether there were limitations to career choices in courses offered at the VTCs. The data obtained is summarized on Figure 4.2.

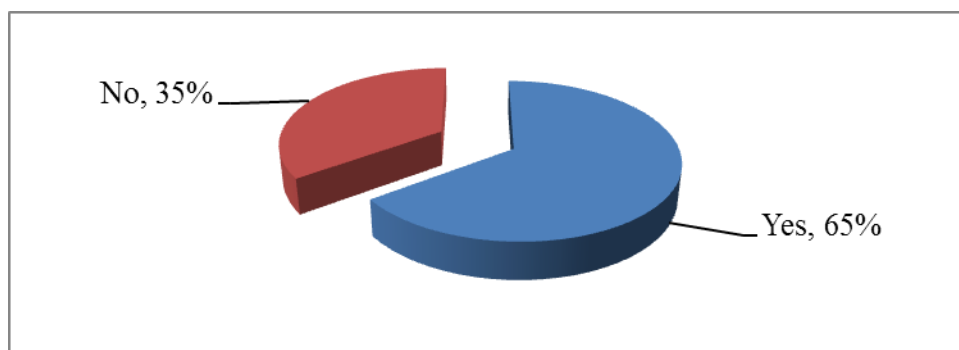


Figure 4.2: Whether there is Limitation to Career Choices in Courses Offered at the VTCs (N=62)

Figure 4.2 shows that majority 40 (65%) of the learners were of the opinion that there are limitations to career choices in courses offered at the VTCs. The learners pointed out that they were not given enough career choices to select from. This was the case for learners in Muranga and Nyandarua VTCs which offered only dress making, carpentry and joinery. The findings concur with Mustapha (2004) who reported that learners who are deaf are not given enough choices in VTCs to select from.

Administrators and instructors revealed that donors limit learners for admission in courses like knitting because required tools are expensive to purchase and the government financial support is limited. This finding is in line with Forum for Actors in Street Children Work (FASCW, 2001). The forum revealed that the training offered was too narrow and traditional in focus, as it usually comprised of only carpentry, dressmaking, masonry, joinery and auto mechanics.

4.2.4 Whether Decision to Join VTCs was Voluntary

The study sought to find out whether the learners' decision to join the vocational training was voluntary. The data obtained is summarized on Figure 4.3.

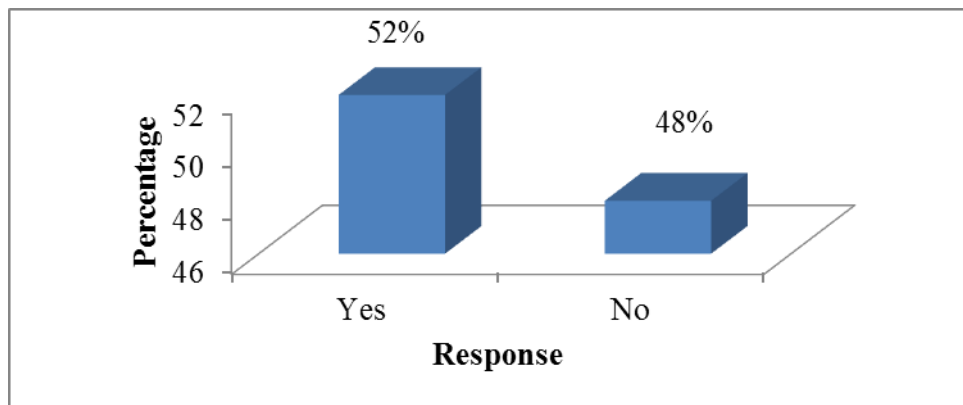


Figure 4.3: Whether Decision to Join VTCs was Voluntary

Figure 4.3 show that majority 32 (52%) of the respondents made the decision voluntarily while 30 (48%) were influenced by other persons. The learners gave their reasons for the voluntary decision to join vocational centre as prospects for employment upon completion of the training. They also noted that the skills would help them initiate income generating activities.

4.3 Peer Influence and Choice of Vocational Courses

The second research question sought to establish the influence of peer on the choice of vocational courses by learners with HI. The respondents were asked to indicate whether close friends encouraged them to choose vocational courses. The data obtained is presented in the Figure 4.4.

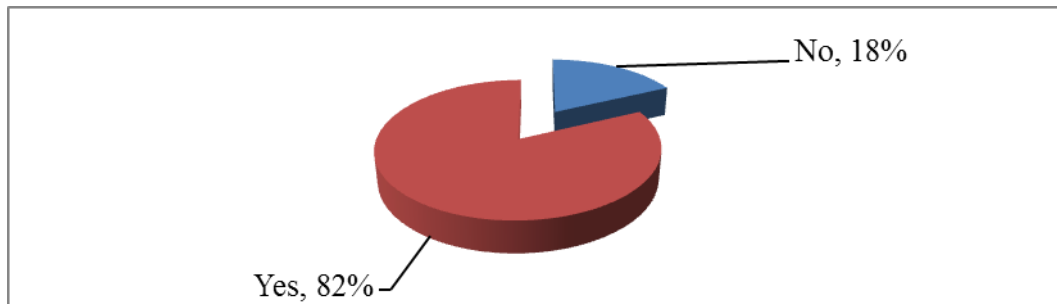


Figure 4.4: Whether the Learners were Influenced by Peers in Choosing Vocational Courses

Figure 4.4 shows that majority 51 (82%) of the learners were influenced by their peers in choosing the courses to take. Further, majority 45 (73%) of the learners indicated they would like to pursue similar career courses as their friends. The instructors revealed that peers acted as role models and they encouraged each other to select the same vocational courses. The learners noted that peers assisted one another through discussions, practising the learnt skills together and encouraged each other to work hard. They also indicated that taking similar courses would enable them co-establish a workshop in order for them to be self-reliant in future. This is in line with Ball (2005) who revealed that peers often play more of a decisive role among learners with HI in career planning than family members.

4.3.1 Role Models in the Centre for Learners to Emulate

The study also sought to establish whether there were role models in the VTCs for the learners to emulate. Through interviews with administrators and instructors they affirmed that there were role models in the institution. Most of the institutions had employed graduates who had excelled well and this encouraged the learners to take similar courses hoping to get the same employment. For example, at Kambui VTC, the institution had employed two instructors with HI in the areas of knitting, carpentry and joinery.

Administrators pointed out that learners with HI felt more at ease discussing careers with people who are deaf like them. For this reason, it was felt that learners with HI should be exposed to more role models who are deaf since this would maximize their benefit from these models. Clark (2007) pointed out that when young adults who are deaf are allowed to attend college, become teachers, and gain employment at schools and VTCs for learners with HI, they serve as role models for their younger learners who have HI.

4.4 Career Aspirations for the Learners with HI pursuing Courses in the VTCs

The third research question sought to establish the respondents' career expectations for the courses they were pursuing. Thirty-two (52%) of the learners indicated that they expected to be employed after completion of their training. These findings support Krajewski & Callahan (1998) who revealed that vocational training is often seen as the way to overcome the unemployment problem. A person who is trained can

easily acquire employment as opposed to one who lacks skills. These data is presented on the Figure 4.5.

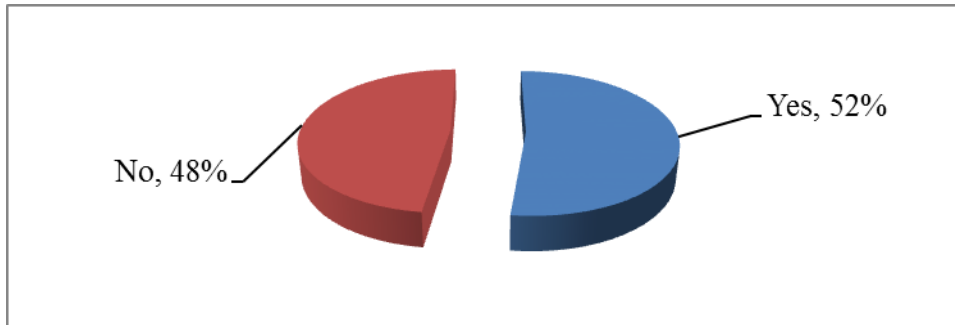


Figure 4.5: Expectations for Courses Being Pursued (N=62)

Self-employment would be the other alternative as reported by 30 (48%). The respondents were further asked to provide the reasons they preferred being employed rather than starting their own workshops, the learners cited communication barriers, negative attitude from the society and inability to raise enough capital to establish a workshop. These findings concur with Avoke (2005) who noted that communication handicap of learners with HI generally place limits to choice of occupations or jobs.

4.4.1 Type of Careers the Respondents Pursue after VTC Training

The researcher sought to establish from the learners the type of careers or jobs they would like to pursue after vocational training. Findings indicated that 30 (48%) of the learners preferred dressing making, 22 (36%) carpentry and joinery, 6 (10%) reported

that they would opt for beauty therapy while 4 (6%) knitting. This clearly indicates that learners in the VTCs training are envisioned by having career aspirations that guide them in choosing vocational courses. This information is shown in the Figure 4.6.

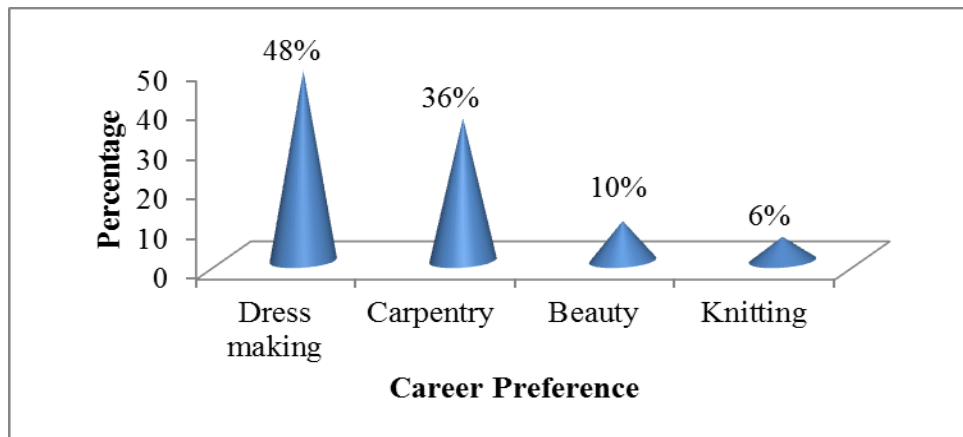


Figure 4.6: Type of career the respondents pursue after VTC training (N=62)

The respondents were asked to provide reasons for their preference for the type of career or job after vocational training, the learners cited cases of graduates who were gainfully employed upon completion of the course. At Kambui VTC, learners indicated that after training there was a high likelihood of getting employed by Indians in Alpha Knit industries. Some graduates from the VTC had found employment with the same company and as such most of the learners wanted to take the same courses.

Interviews conducted with the administrators revealed that at the end of three year training, the learners are normally sponsored by the Christebell Blinden Mission (CBM). The mission provides the learners with sewing machines as strategies to assist them establish a workshop after the training. This encouraged most of the

learners to choose the course due to the expected incentives and its marketability. This concurs with (CHE, 2005) that young persons only aspire for careers that they view as available and attainable.

The second preferred course was carpentry and joinery at 22 (36 %). However, the course was dominated by male learners. The least preferred was knitting at 4 (6%). Knitting industry may be demand driven besides the high cost of machines and material resources. This conforms to what Puakyiene (1996) revealed that boys are taught carpentry and joinery, mechanics, masonry and welding in vocational training while girls are taught dressmaking, beauty therapy, knitting, beading and computer studies.

4.4.2 Learners awareness of career when choosing vocational courses

To make a choice concerning a career presupposes having a clear understanding of the career the courses will lead to. For that reason, the study also sought to establish from learners whether they were aware of their careers when choosing vocational courses. Findings revealed that learners were not aware of their future careers. This was attributed to lack of proper guidance by the parents/ guardians and also partly by instructors. It also emerged that learners were still unsure about what their long-term career path would be. However, it was also observed that in most cases the few kinds of employment opportunities open to this group were basically in the informal sector.

Administrators indicated that learners do not fully engage in the courses they were trained for after completing training in VTCs but seek employment in any area where opportunities are available for employment. Those who want to be self-employed lack funds to start a workshop. The learners also appeared limited in their ability to take initiative. They were not confident to compete in the job market. The few who apply the skills they acquired in the VTCs in the respondents' views, were being sponsored or working in the VTCs where they trained.

The instructors also noted that some employers doubt the technical competence of learners with HI and therefore do not employ them in their industries. The employers are also unwilling to employ learners with HI due to communication challenges, scarcity and mal-distribution of job opportunities as stated by Avoke (2005). This may drive the learners to jobs they were not trained in. For example, instructors at Kambui VTC revealed that most of their graduates were working in flower farms and dairy factories. Others work as cleaners, housefathers and mothers in their former VTCs. This conforms with Luzzo (2000) who noted that learners with HI have less time to investigate and try out career related courses and less knowledgeable about jobs and occupations appropriate for their disability.

4.5 School Environment

The fourth research question sought to investigate factors within the school environment that determine learners with HI choice of vocational courses. The data obtained is summarized in Figure 4:7

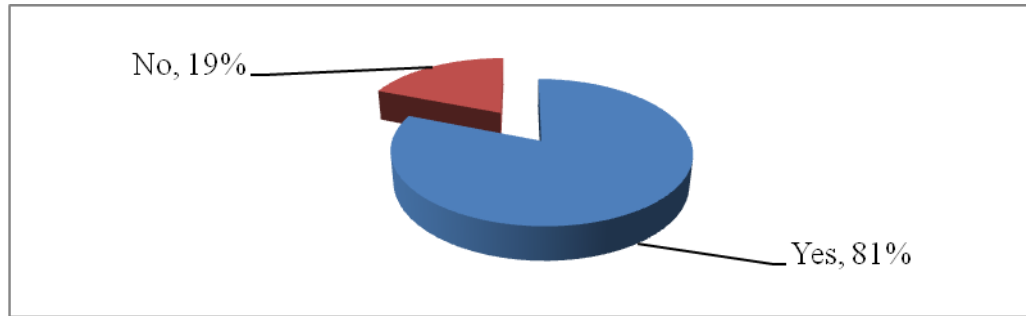


Figure 4.7: Whether school environment impacted on choice of vocational course (N=62)

Figure 4.7 show that majority 50 (81%) of the learners indicated that the school environment had an impact on the choice of vocational courses whereas only 12 (19%) of learners respondents were of the opinion that the school environment did not have any impact on the way vocational courses were chosen.

The learners indicated that they had a lot of confidence with their instructors because they were committed to their work, had good relations and assisted them in identifying the best courses depending on their abilities. These findings are in line with Kibera (1993) point of view that good instructions could help learners succeed and also improve their confidence levels and as a result develop more ambitious career aspirations.

The respondents also noted that the VTCs had enough facilities and equipment for training, mainly from donors who supported them with the needed materials such as sewing machines, cloth materials, knitting wool and timber. Indeed, the instructors stated that they had enough materials to use especially during the practical lessons and that this enhanced skill development for learners. This finding support Puakyiene

(1996) who noted that the training programme for learners with HI had multiple purposes, mainly some theory and practical skills.

4.5.1 Teaching of Entrepreneurship

The researcher wanted to find out whether entrepreneurship was taught in the VTCs as part of vocational education and training. The data obtained is presented on table 4.6.

Table 4.6: Whether Entrepreneurial Skills are Taught in the VTC (N=62)

Responses	Frequency	Percentage
No	46	74
Yes	16	26
Total	62	100

Table 4.6 shows that majority of the learners 46 (74%) reported that entrepreneurial skills were not taught in the VTCs. These data show that entrepreneurial skills, an essential element of vocational training, in not being effectively taught in VTCs. Crentis (2004) recommended that vocational education should have a balance between theory and practice on one hand and entrepreneurial skill development on the other. As such, learners with HI in the VTCs in Kenya graduate with little entrepreneurial skills. This affects the ability of the graduates to start workshop or find market for their products. The learners interviewed at Kerugoya VTCs noted that they were usually taught those skills but found them to be difficult due to the arithmetic involved.

4.5.2 Starting a workshop after VTC Training

The study also sought to establish from administrators and instructors whether their learners were able to start and manage a workshop using the skills they learnt in the VTCs. Most of the respondents revealed that although majority of the learners acquired skills before they left VTCs, most of them were not able to work using the acquired skills. This also shows that the training in the VTCs was not sufficient for employment purposes. The findings are a departure from the literature reviewed about vocational training in which it is often seen as the way to overcome the unemployment problem (Krajewski & Callahan, 1998). It also affirms the notion that lack of entrepreneurship skill development as part of vocational education in VTCs for learners with HI also contributes to their inability to start workshops using the knowledge and skills acquired during vocational training.

4.5.3 Support of the School Career Advisor

The support of the school career advisors is very important in matters of choice of careers by the learners. The researcher wanted to establish from the learners whether there was support of the career advisor in the VTCs. The data is presented on table 4.7.

Table 4.7: Whether the Learners Received Support of the School Career Advisor (N=62)

Responses	Frequency	Percentage
Yes	27	44
No	35	56
Total	62	100

Table 4.7 shows that majority 35 (56%) of the learners did not benefit from the services of career advisors while 27 (44%) reported that there were career advisors in the VTCs. The learners indicated that in most cases, they relied on their peers, instructors and parents as their career advisors. These groups of people assisted them in choosing their courses. This is a practice consistent with the general population.

The instructors revealed that there were no arrangements for career guidance in the VTCs. They noted that learners with HI appeared not to be specific on types of vocational courses they needed due to lack of awareness of available training options. That was mainly due to their relatively low levels of education. The instructors, instead, chose the vocational courses for their learners thus acted as career advisors in most cases. This finding is in line with the findings of MOEST (2003) which revealed that a lack of user-friendly and accessible information about VET system and career guidance makes it difficult for learners with HI to make informed career choices.

4.5.4 The Curriculum Applied in the VTC

The study sought to establish from the instructors the kind of curriculum applied in the VTCs. The findings indicated that there was a curriculum that guided the instructors from the DIT to cater for the needs of the learners with HI. Instructors also added that in their centres, they followed their own syllabus and training programs depending on the learner's performance and capability. However, it was noted that in the syllabus, there was more theory than practical work; hence they opted to use metric patterns whereby an instructor applied his/her own knowledge and skills to

guide the learners. The study established that most instructors had adapted the latter as was the case of Kerugoya VTC. This finding support Mustapha (2004) who noted that curriculum and facilities needed for learners with HI needed some modification in order to meet their learning needs.

4.6 Summary

The chapter has analysed data and discussed the results of the findings. The vocational courses offered in VTCs for learners with HI as revealed by the findings included dressmaking, carpentry and joinery, beauty therapy, beading, welding and soap making. There were also other innovative courses in line with the changing market demands such as computer studies and mobile phone repair. The factors influencing choice of vocational courses were described as peer influence, learners' career aspirations and factors within the school environment such as lack of career advisors, training on entrepreneurship and availability of teaching and learning materials. Learners with HI in VTCs pursue vocational courses not because of their career aspirations but because these are the only courses available to choose from in the VTCs. Learners also lack career awareness due to proper guidance from their parents and instructors.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The purpose of this study was to investigate factors influencing choice of vocational courses by learners with HI. The study was conducted in selected VTCs for learners with HI in Kenya. The study objectives included identifying the type of vocational courses offered in VTCs for learners with HI, establishing the influence of peer on the choice of vocational courses pursued by learners with HI in VTCs, to find out the influence of learner's career aspiration on choice of vocational courses in VTC, and to identify factors within the school environment that influence learners' choice of vocational courses in VTC.

To achieve the above objectives, the researcher interviewed four administrators and eleven instructors from four sampled VTCs. Questionnaires were given to sixty-two learners with HI who were pursuing vocational training courses in the sampled centres. Data was analyzed both qualitatively and quantitatively. The researcher used SPSS to analyse quantitative data while qualitative data were analysed according to the themes of the study. The data were then triangulated to generalize findings of the study. Similarly, data from four VTCs were arranged guided by the objectives of the study. This helped to identify distinct variations in the four VTCs. This chapter therefore provides the summary of the research based on the objectives of the study. It also gives conclusions and recommendations based on the findings of the research.

5.1 Summary of Findings

The findings of the study are summarized based on research questions that guided the study. The major findings are discussed in the following themes.

5.1.1 Vocational Courses Offered in VTCs

The study established that the vocational courses offered in the VTCs included tailoring, masonry, carpentry and joinery, beauty therapy, beading, welding and soap making. There were also other innovative courses in line with changing market demands such as computer studies and mobile phone repair. Dressmaking, carpentry and joinery were examined by the DIT. Vocational training for learners with HI took three years after which the learners sat for their trade test. Some of the reasons raised by instructors for the choice of vocational courses by the learners were parent advice or teacher advice, peer influence, interests, grade trends as well as employment opportunities.

5.1.2 Peer Influence

The study found out that majority of the respondents wanted to take similar courses as their friends. Apparently, the deaf community which is not devoid of peer influence provides a rich avenue for role modelling. This informs career choices for the learners seeking registration in VTCs. Accordingly, Ball (2005) noted that peer often play more of a decisive role in the learners who are deaf in career planning than family members.

5.1.3 Learners Career Aspirations

Regarding the influence of learner's career aspiration on choice of vocational courses in VTCs, the study established that employment was one of the most expected ends of any vocational training system as opposed to self employment. Fifty-two percent (52%) of the learners expected to be employed after training. It was therefore not surprising that established vocational courses such as dressmaking and carpentry were the most preferred courses by learners. CHE (2005) contend that young people will only aspire for careers that they view as available and attainable. The study also established that career awareness and aspirations for learners with HI was low due to lack of proper guidance by the parents/guardians and also partly by the instructors. Language barrier between a hearing parent and a learner with HI cannot be ruled out in failure of the parent/guardian to provide appropriate guidance.

5.1.4 School Environment

The study established that majority (81%) of the learners were of the opinion that factors within the school environment had an impact on the way they chose vocational courses. They indicated that most of the school environments were supportive on the vocational courses offered. Instructors indicated that there was a curriculum that guided the instructors from the DIT to satisfy the needs of the learners with HI. However, the study confirmed that there were difficulties in interpreting technical terms in the sign language as well as trying to fit the learners into the same curriculum system.

The study found out that majority (74%) of the VTCs did not provide entrepreneurship training. However, the few that offered the training reported that the learners found the course difficult due to the arithmetic skills. The study also found out that the VTCs lacked career advisors. However, the instructors performed this critical role.

5.2 Conclusion

In the light of all these findings, the study concluded that while the VTCs provide courses to learners with HI, the range of courses for the learners to choose is limited. Learners in the centres pursue the courses not because of their career aspirations but because these are the only courses available. Even their friends are pursuing the same traditional courses. Inevitably, the MOE has prescribed and predetermined the career path for learners with HI.

The study also concluded that learners with HI enrol for courses with no appropriate career guidance. Learners with HI lacked career awareness and aspirations due to lack of proper guidance by the parents/ guardians and also partly by the instructors. This means that learner's career aspirations determine the type of vocational course the learner will enrol in. The study concluded that learners would aspire to be in employment as opposed to being in self-employment. Questions emerge on the extent to which the courses empower the learners to be successful entrepreneurs in the society.

The study also concluded that the syllabus offered had more theory than practical work, hence most of the instructors opted to adapting it and training depended on the

learner's performance and capability. Adaptation of curriculum for learners with special needs education is quite appropriate because they usually have varied abilities. Finally, the study concluded that there is need for deliberate move towards addressing the issue of effective vocational training, the choice of vocational courses offered in the VTCs for learners with HI if the life of the graduates in VTCs has to be fully improved.

5.3 Recommendations

From the findings of the study, the researcher made the following recommendations:

- i. It is evident from the study that peer influence is experienced by learners with HI when it comes to choice of vocational courses, and a great number of peers are supportive as far as the choice of vocational courses is concerned. It follows that learners should be guided and counselled about the importance of choosing the right friends. The instructors can discuss this with their learners as part of their training in VTCs.
- ii. The researcher found out that the vocational courses offered in the VTCs limited learners choice. The vocational curricular offered in the VTCs should be expanded to include vocational technical training for service occupation such as agriculture, business studies, metal work and secretarial. This would allow a wide variety of courses where learners could select from to enhance their skills training.
- iii. Learners with HI lacked career awareness due to lack of proper career guidance and counselling from parents and instructors. Therefore, learners should be made aware on career options available for them in the market for

various technical courses. There is need to make them understand the value/ importance of each vocational course offered in the institution. On the same issue, the VTCs should employ or hire career experts whose responsibilities should be to guide learners with HI on the suitability of various vocational courses.

- iv. The VTCs were found using their own curriculum and in some instances they improvised and others adapted it for training purposes. For instance, not much effort had gone into ensuring that all the VTCs had similar curriculum. The curriculum should be harmonized and availed to all the institutions offering vocational training to learners with HI to ensure uniformity of the content offered to these learners.
- v. The school environment should be improved in order to enhance choice of vocational courses by learners with HI. This can be done through funding the VTCs by the government and NGOs, and training of instructors on the current trends in the market which would enable learners to choose courses of the modern global markets.
- vi. The study recommends that Kenya National Examination Council to rethink using practical assessment or evaluation whereby candidates with HI could be evaluated through observation and demonstration on concrete aspects as opposed to synthesis on theory or abstract work. Evaluation on practical skills learnt and a variety of choices on what to embark on would support learners in career choices and decision making.

- vii. The MOE should consider embarking on talent identification and management programme beginning from early childhood centres for learners with HI. This will ensure that learners with HI pursue areas within their interest rather than being informed by peers. The MOE should also bring on board stakeholders who will facilitate improvement of VTCs for the HI. For example, the Wings to Fly programme sponsored by Equity Bank should also be extended to learners with HI. There is also need for MOE to work closely with Community Based Organizations supporting VTCs for HI. This will avoid duplication of interventions and equitable distribution of resources across the VTCs.
- viii. Directorate of Industrial Training in conjunction with the Kenya Institute of Education should consider review the curriculum for vocational training for learners with HI. While the courses are divided into various stages, there is need to provide bridging courses for the learners to ensure they have basic skills that will enable them pursue the vocational courses.

5.4 Suggestions for further research

Based on the findings and conclusions of the study, the study recommends the following topics for further research:

- i. It is recommended that more research, and especially, tracer studies be carried out on all cohorts or even individuals and document their experiences and paths followed after training in these VTCs.

- ii. It appears that there has been an effort to train some of the learners with HI to enable them become self-reliant in their lives. However, there is need to investigate the value of attachment and internships during vocational training because it exposes these learners to experiences they go through once in employment.

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APPENDIX A

QUESTIONNAIRE FOR LEARNERS

This questionnaire seeks information on vocational training and career aspirations among learners with HI. The information you will give here will be used strictly for research purposes. It will not in any way be used against you, so please answer as accurately as possible. Do not write your name on any part of the paper. For questions with options, tick where appropriate.

SECTION A: GENERAL INFORMATION

1. a) Male [] Female []

- b) Education primary [] secondary [] no school []

- c) Duration of stay in the VTCs [1 year] [2-3 years] [Above 3 years]

- d) Age [17 -21 years] [22 – 26 years] [Above 27 years]

SECTION B:

1. Vocational courses

a). What vocational courses are you pursuing? _____

[Tailoring]

[Carpentry and Joinery]

[Knitting]

[Computer studies]

[Dressmaking]

[Beauty therapy]

Others specify.....

c) What are the entry qualifications for the vocational course you are pursuing?

[Primary Education] [Secondary Education] [Adult]

d). Reasons for the choice of vocational courses

[Peer Influence] [Copying of friends] [Employment]

[Parents advice] [Interest] [Grade trends] [Instructor advice]

e). Was your decision on the choice of vocational courses voluntary?

Yes [] No []

Give reasons _____

2. Peer influence and choice of vocational courses

a). Do your close friends encourage you to choose vocational training courses?

Yes [] No []

b). In which ways do your close friends encourage you to choose vocational courses?

-They said the course is easy to pass []

-They said it would be easy to discuss if we took the same course []

- They said the course is useful in my future career []

- They said we would establish a workshop together []

c). Which career are your friends pursuing? _____

d). Would you also like to do similar career courses? [Yes] [No]

Give reasons _____

3. Career aspiration and choice of vocational courses

a.) What are your expectations for the courses you are pursuing?

[Employment] [Self employment]

Any other specify_____

b.) What type of career or job you would like to pursue after vocational training?

[Dressmaking] [Carpentry] [Beauty Therapy] [Knitting] [Business]

4. School environment and choice of vocational courses

a.) Does the school environment have impact on the way you choose your vocational courses?

Yes [] No []

Briefly explain. _____

b). Which of the following challenges do you face in your training at the VTC?

-Lack of enough facilities []

-No workshop []

-Lack of career guidance []

-Instructors are not trained in Kenyan sign language []

c). Indicate whether your VTC has adequate facilities, equipment and books for implementing the curriculum.

	Very Adequate	Adequate	Inadequate
Workshop	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
Facilities and equipment	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]
Books	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]

Thank you very much for your cooperation.

APPENDIX B**INTERVIEW GUIDE FOR ADMINISTRATORS****1. Vocational courses**

- a). What criteria is used for admitting trainees in VTC?
- b). What are some of the vocational courses offered in your VTC?
- c). What factors do you think influence learners choice of vocational training courses?

Briefly explain.

- d). Does vocational skills training offered in your VTC enough to provide employment for your trainees after training?

2. Career aspirations by learners with HI

- a). Would you say that learners in this institution are aware of their career choice?

Explain briefly.

- b). Do you advice your trainees when it comes to choice of vocational courses?
- c). How do you rate learners awareness of their future careers? Explain briefly.
- d). What kind of careers /occupation would you consider suitable for the majority of your learners in the first year? Give reasons for your response.
- e).Are graduates able to set up their workshops after training? Give reasons for your response.

3. School environment and choice of vocational courses

- a.) What is the impact of school environment on the way learners choose vocational courses? Briefly explain.
- b). Do you have services of the school career advisor?
- c) What kind of curriculum materials do your VTC use?
- d) Are instructors trained in the area of Hearing Impairment?
- e). Do you teach learners entrepreneurship?

4. Peer pressure and choice of vocational courses and career by learners with**HI**

- a)How do peer groups contribute to trainees' choice of vocational courses?
- b)Are there any role models in your centre whom trainees can emulate?

APPENDIX C
INTERVIEW GUIDE FOR INSTRUCTORS

1. Career aspiration by learners with HI

- a) What kind of career would you consider suitable for the majority of your learners. Give reasons.
- b) To what extent would you say learners in this institution are aware of their career choice? Give reasons.
- c) Which careers would you recommend for your learners to pursue?
- d) What do you do to find learners career awareness?

2. Vocational courses

- a) What are some of the vocational courses offered in your VTC?
- e) What is the entry qualification of each of the mentioned vocational courses?
- f) How long do these courses take to complete?

3. Peer pressure and choice of vocational courses and career by learners with HI

- a) Does peer groups contribute to how trainees choice vocational courses?
- b) Are there any role models in your centre where learners can emulate?

4. School environment and choice of vocational courses

- a). Do you have a career guidance teacher in the VTC?
- b). What methods do you use to teach learners?
- c). What is the mode of delivery of syllabus in your VTC?
- d). Which resources are available in the VTC to facilitate effective vocational training?