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FDRE TECHNICAL & VOCATIONAL TRAINING INSTITUTE

FDRE TECHNICAL AND VOCATIONAL TRAINING INSTITUTE

FACULTY OF TVET LEADERSHIP AND MANAGEMENT

DEPARTMENT OF TVET LEADERSHIP AND MANAGEMENT

AN ASSESSMENT OF FACTORS INFLUENCING DEPARTMENT SELECTION OF TRAINEES: IN THE CASE OF ADDIS ABABA TEGBAREID POLY TECHNIC COLLEGE

BY

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JUNE, 2024

ADDIS ABABA, ETHIOPIA

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LEUELSEGED HAILU ADENEW

A Thesis submitted to the Department of TVT leadership and management in partial fulfillment of the requirement for the Degree of Masters of Arts in TVT Leadership and Management

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JUNE, 2024

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DECLARATION

I, LEULESEGED HAILU ADENEW, student of FDRE TVT INSTITUTE hereby declare that the thesis in the title ***"an assessment of factors influencing department selection of trainees: in the case of Addis Ababa Tegbareid polytechnic college"*** is my original work prepared under the guidance of ENYEW GETNET (PhD). All sources that have been referred to and quoted have been duly indicated and acknowledged with complete references. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institutions for the purpose of earning any degree.

Name _____

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Date _____

This thesis has been submitted for examination with my approval as the institute advisor.

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Date ___28/06/2024

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EXAMINATION BOARD APPROVAL

This is to certify that the Thesis prepared by LEULESEGED HAILU entitled *"an assessment of factors influencing department selection of trainees: in the case of Addis Ababa tegbareid polytechnic college"* Submitted in partial fulfillment for the Degree of Masters of Arts in TVT Leadership and Management complies with the regulations of the Institute and meets the accepted standards with respect to the originality and quality.

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Internal Examiner _____ Sign _____ Date_____

External Examiner _____ Sign_____ Date_____

DEDICATION

My dear Mother, Buzenesh Asefa Sisay

This thesis is dedicated to Who is kind, wise and open-mind.. You are my role-model. I thanks this woman very much for teaching me to be an idealist, hard worker and strait forward thinker, According to her viewpoint my'' sun be a man " "leje sew hun" She help to me only focus on my education.Mom I wish long live to you I love you a lot

My dear Brother, Neway Hailu Adenew

This thesis is dedicated to my dear brother neway hailu (Abule) who is the pace maker of my long educational journey and valuable achievements I received so far. His unchanged and loving support in each of my ways helped me to see this new career today. Thank you Abule ! From the bottom of my heart for being on my side through all of my life endeavors. God Bless You for Ever and EVER!

My dear Brother, Asefa Zeleke Bilelegn

This thesis is dedicated to my dear brother Asefa zeleke (Ase) who is the pace maker of my long educational journey and valuable achievements I received so far. His unchanged and loving support in each of my ways helped me to see this new career today. Thank you Ase ! From the bottom of my heart for being on my side through all of my life endeavors. God Bless You for Ever and EVER!

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ACRONYMS

AU: African union

COC: Center of Competency

ECBP: Engineering Capacity Building Program

EGSEC: Ethiopian General Secondary Education certificate Examination

MOE: Minister of Education

NTVETS: National Technical & Vocational Education and Training Strategy

TVET: Technical and Vocational Education and Training

UNESCO: United Nations Educational, Scientific and Cultural Organization.

VEP: Vocational Education Programs

VGC: vocational guidance and counseling

TABLE OF CONTENT

DEDICATION i

ACKNOWLEDGMENTS ii

ACRONYMS iii

TABLE OF CONTENT iv

LIST OF TABLES vi

LIST OF FIGURES vii

ABSTRACT viii

CHAPTER ONE 1

1. INTRODUCTION 1

1.1. Background of the study 1

1.2. Statement of the problem 3

1.3. General Objectives of the study 5

1.4. Significance of the study 5

1.5. Delimitation of the study 6

1.6. Limitation of the study 7

1.7. Organization of the study 7

1.8. Definition of key terms 7

2. Review of the related literature 9

2.1. Introduction 9

2.2. Theoretical review on the factors that influence the selection of department 9

2.3. Factors influencing vocational training Students choice. 12

2.4. Factors Influence Students' Choice of Program 15

2.5. Empirical review 18

2.6. Summary 20

2.7. Conceptual Framework 21

Chapter three 22

3. Research Methodology 22

3.1. Research Approach 22

3.2. Research Design 22

3.3. Target Population 23
3.4. Sampling Techniques and Sample Size 23
3.5. Source of data 26
3.6. Data collection instruments 26
3.7. Pilot test, ... 28
3.8. Validity and Reliability 28
3.9. Data Collection Procedures 29
3.10. Methods of data Analysis 30
3.11. Ethical considerations. 30
CHAPTER FOUR 32
4. DATA PRESENTATION,ANALYSIS,ANDINTERPRETATIONS 32
4.4. PRESENTATION OF FINDINGS AND DISCUSSIONS 36
4.5. During the selection of departments. 42
4.6. During the selection of departments. 48
4.7. How to support students with decision making regardin 53
4.8. Correlation 57
4.9. Regression analysis 59
CHAPTER FIVE 65
5. SUMMARY, CONCLUSION AND RECOMMENDATION 65
5.1. Introduction 65
5.2. Summary of finding 65
5.3. Conclusion 66
5.4. Recommendation 68
References 69
APPENDIX-I 77

LIST OF TABLES

Table 2.1. Trainees interest toward 19
Table 3.1. Sample size of the respondent 24
Table 3.8.3. Equivalence Reliability 28
Table 3.8.3.1. Reliability Statistics 29
Table 4.1: Summary of Number and Percentage of Questionnaires ……..32
Table 4.2 Demographic Characteristics of Respondents.....33
Table 4.3 Characteristics of Respondents by Academic Status.....34
Table 4.4. your current department is based on your choice 36
Table 4.5. Descriptive Characteristics of the significance of trainees during the Personal 37
Table 4.6. Descriptive Characteristics of the significance of trainees 38
Table 4.7. significance of parental pressure 43
Table 4.8. of peer influence 45
Table 4.9. perception Work environments being of departments AATPTC 48
Table 4.10. Descriptive Characteristics of the significance of perception 50
Table 4.11.of summary of Pearson's correlation of dependent 59
Table 4.12. Tables showing multicollinearity checking.....61
Table 4.13. Multiple regression analysis on the six general issues/factors 61
Table 4.14 model summary of the generalized factors for trainee's department choices 62

LIST OF FIGURES

Figure 2.7.1. Conceptual Framework.....**Error! Bookmark not defined.**
Figure 2.7.1. Conceptual Framework.....**Error! Bookmark not defined.**
Figure 4.1 Demographic Characteristics 34
Figure 4.2.Characteristics of Respond 35
Figure 4.3. Characteristics of Respond.....36
Figure 4.5. Graphical representation showing normal distribution.....58
Figure 4.6. Graphical representation showing liner relationship 58
Figure 4.7. Scatterplot diagram.....60

ABSTRACT

Technical and vocational education and training (TVET) institutions play a crucial role in Preparing individuals with these skills, thereby shaping the future workforce. Considering the factors that influence the selection of departments for trainees in TVET institutions is essential for ensuring that educational programs align with the needs and objectives of students, as well as the demands of the labor market. This research was investigating the challenging system of factors that contribute to the decision-making process of trainees when selecting their departments at Addis Ababa Tegbareid Poly Polytechnic College. Assess the factors influencing trainees' department choices in line with the study's objective. Focusing Factors such as personal interest, career goals, limited knowledge about TVET, peer influence, parental pressure, and work environments. The study utilized a mixed research approach, including a descriptive research design, purposive and stratified sampling techniques, questionnaires, and semi-structured interviews, to gather data from trainees and leaders at the college. The data collected from the questionnaire responses were analyzed using descriptive data analysis with the support of Statistical Package for Social Science (SPSS) Version 20. The study population consisted of 459 level 4 regular trainees who joined the college in 2023. Out of the total population, 227 trainees and 16 leaders were selected as respondents. Personal Interest on trainees' department Choices: 52.46 % Agree Career Goals as another influential factor in trainees' department Selection; 48.18% Agree pressure as another influential factor in trainees' department Selection; 55.22% Agree work environments on trainees' department Choices; and 55.22% Agree Limited knowledge about TVET revealed that 55.22% Agree .Peer Influence is another influential factor in trainees' department selection, with 48.4 % agreeing. Based on the findings presented in the research study, Practical recommendations are made for educational institutions, policymakers, and stakeholders to support students in making informed and fulfilling decision.

Key words; personal interest, career goals, limited knowledge, peer influence, parental pressure, and work environment

CHAPTER ONE

1. INTRODUCTION

This chapter includes background of study, statements of problem, research question, and objectives of the study, significance of the study, scope of the study, organization of the study and. definitions of key terms

1.1. Background of the study

Developing technical and vocational skills is crucial for economic growth. Knowledge and skills that support economic growth and productivity must be developed, applied, acquired, and distributed, and this strongly depends on educated and skilled workers. Governments and other stakeholders anticipate that TVET will tackle a broad range of socioeconomic and economic concerns on a global scale, ranging from social cohesion, food security, and poverty reduction to economic growth and competitiveness. Globally, it also has a big impact on educational activities. TVET is viewed as the path to economic independence in developing nations and as the key to economic advancement in established nations like Australia, Germany, Great Britain, and South Korea. (Shemsedin 2022).

TVET institutions are primarily expected to replicate new and selected technologies and transfer them to the relevant industry in order to increase the competitiveness of the sector in accordance with international standards. This is accomplished by facilitating demand-driven, high-quality technical and vocational education and training relevant to all sectors of the economy, at all levels, and to all people. The overall goal of the National TVET Strategy is to create a competent, motivated, adaptable, and innovative workforce in Ethiopia that will contribute to poverty reduction and social and economic development. In an effort to lessen regional issues, these technologies also need to be highly focused on enhancing creative potential and boosting national economic growth. Their gain will be substantial because the students who succeed pass through this process are endowed with outstanding and international workforce ethics.(National Technical & Vocational Education and Training Strategy,2008)

The TVET system in Ethiopia, which was created to offer pertinent and demand-driven education and training that matches the demands of the social and economic sectors for employment and self-employment, has been in place for twenty years. In order to guarantee that TVET is applicable to industry, the TVET plan instituted industrial cooperative training,

or apprenticeship. In order to verify that TVET graduates possess the necessary competence (knowledge, skill, and values) applicable to industrial occupations, the office of the Centre of Competency (COC) was established to conduct an independent assessment. But as of right now, the TVET achievement is not noteworthy, mostly because the TVET approach has not been implemented well. Therefore, enhancing the ability and applicability of TVET education is essential to guaranteeing that young people acquire the abilities needed for gainful employment. Enhancing the standard of secondary and TVET education ,2023)

The perspective of technical and vocational education and training (TVET) among secondary school students is a significant subject of study in educational research. The creation and promotion of program for vocational education can be greatly impacted by having a solid understanding of students' perspectives on technical and vocational education and training (TVET). To gain a better understanding of secondary school students' perspectives on TVET, this research will examine and assess a number of aspects of that viewpoint. This study will concentrate on how students' choices and other factors influence their opinions of TVET (Arenawati et. al. 2023).

Many countries are highlighting the value of technical and vocational education and training (TVET) in providing the skills and knowledge needed to improve living standards, increase employment opportunities, and raise production. (UNESCO, 2002). TVET is composed of a variety of real-world learning experiences that are given in a number of learning environments, including the workplace and educational institutions (AU, 2007; UNESCO, 2006).

Competence is described as the entirety of interrelated abilities within the context of technical and vocational education and training (TVET) in Ethiopia. This includes possessing and using the information, skills, and attitude necessary to integrate these elements at any given time. According to MOE (2010), p. 21, it encompasses the capacity to do a particular task in wage labour and self-employment in line with established standards, expressed as outcomes that correlate to pertinent workplace requirements and other vocational demands. According to Muriithi Mercy Heti (2013), over half of high school graduates lack the intellectual preparation necessary for college, but they also do not have severe learning problems that would make it impossible for them to thrive in a conventional classroom.

1.2. Statement of the problem

The diversity of career options available to young people has grown and become more complex along with the world of work and technology becoming more sophisticated. Any individual considering a professional choice is influenced not only by their own development but also by their personal attitudes, educational background, and living environment. Japo published in (2014).Joseph (2016), claims that students who choose careers they were not interested in typically end up making poor career decisions as a result of misguided decisions. A lack of interest in a certain vocation might result in low self-satisfaction, which can damage performance at work. According to this study, students who choose their specialization subjects incorrectly may score poorly in a variety of topics and may require. The school-to-work transition program is extremely poor because most student they don't know where to apply. Personal interest in training was taken into consideration when choosing departments. In this sense, offering treatment facilities could soften the issue. According to Eden (2012) and Ferry (2006), choosing a career is a decision made inside a framework of numerous influencing elements rather than just a simple matching procedure. The students' lack of knowledge about the department's selection, which influences their personal interests and creates a negative environment for them, prevents them from making the best department choice.

While students entering work-related training from secondary schools may have little or no previous knowledge of TVET in the field they are choosing, students from technical and vocational colleges already have an occupational path and are therefore labor force, other factors may have an impact on trainees' perceptions of TVET. Inadequate knowledge of the state of the labour market; ignore for the issue of TVET graduates without jobs Atchoarena (2001), Oketch (2007).

Others had an impact. Peer pressure during the friendship-building process is one of the external variables that causes or influences students to choose the wrong department. There are many different types of pressure, from poor youth development to department selection. Davison (2013) asserts that peer groups have an impact on students' career choices. A sense of social belonging can be fostered by friends and a mentorship relationship with a teacher in a particular discipline, which influences the choice of specialisation. Further elements related to trainees' opinions of their workplaces show that a large amount of the supply and demand that affects student department choice is ignored. According to Borchert (2002), another

element that may have an impact on students' career decisions is work opportunities. It can also have an impact on how they view their future in terms of the plausible likelihood of a better future in a specific job field. Additionally, students select career fields in which they have confidence in potential employment prospects in the future. A mismatch between training systems and the job market is the most challenging factor contributing to the growth in youth unemployment (Ayhan, 2016).

Regarding the trainee's attitude and parental pressure also had a significant impact on department selection. Tsehay (2014) demonstrates that students have a negative attitude regarding technical and skill-based education. Students showed greater interest in joining the preparatory program than in technical and vocational education, according to the survey.

Another factor that influences the choice of department career goals is the enrollment method, which is determined by the trainees' grade on their Ethiopian General Secondary Education certificate (EGSECE) and their grade 9–12 transcript, rather than by their interests. Japo (2014) When a student's choice of occupational area is based on how well they perform in relevant courses that lead to that occupational area, their career aspirations may also play a role in that decision. Additionally, students from relatively low socioeconomic backgrounds and with lesser marks thought of TVET as a backup plan after university (Kumiko, 2016).in order for the gap to be: Unpredictability in the information Lack of advisors, Decision-making processes are influenced by personal interests and inclinations, which emphasizes the need of matching educational and career pathways with individual preferences. Career objectives play a major role in department selection; the remaining gaps influence how future ambitions was effect choices. Other gaps revealed that one factor influencing students' decisions may be a lack of awareness about TVET. Influence from peers was found to play a major role in decision-making on trainees' choices. Parental pressure emerged as one of the most significant influences on department selection; other gaps in work environments can impact trainees' choices. Even though efforts have been made by those researchers to identify the factors influencing departmental selection of trainees, it is limited to factors influencing departmental selection of trainees. Therefore, the gap is that they did not take into account the assessment factors influencing department's selection of trainees. Those studies focus on investigating the student’s status only in relation to TVET. Besides, there is no research conducted in the study area with the same topic. Therefore, in order to fill those research gaps, this study was assessed and found to be an assessment of factors influencing

departmental selection of trainees: in the case of Addis Ababa Tegbareid tegbareid polytechnic college.

1.3. General Objectives of the study

The general objective of the study was to assess an assessment of factors influencing department selection of trainees: in the case of Addis Ababa tegbareid polytechnic college

1.3.1. Specific Objectives of the study

The specific objective of the study.

- To identify are the factors influencing Trainees' Personal related factors during the selection of departments.
- To examine External factors that lead/influence students to make improper department selections.
- What are factors related to trainee's perception towards being of their choice of departments.
- To support students with decision making regarding first choice of departments.

1.3.2. Basic Research Questions

The researches were answering the following basic questions.

1. What are the factors influencing Trainees' Personal related factors during the selection of departments?
2. What External factors that lead/influence students to make improper department selections?
3. What are factors related to trainee's perception towards being of their choice of departments?
4. How to support student's decision making regarding first choice of departments?

1.4. Significance of the study

The study the factor influencing department choice of trainees may help to the study was mainly focus on the analysis of is to assess an assessment of factors influencing department choice of trainees: in the case of Addis Ababa Tegbareid polytechnic college. So, the research tries to examine how influencing department selection of trainees. The study was being mainly useful for Tegbareid Polytechnic College trainees, deans or leaders, all staffs and it also valuable for all academicians was conducting the study on the area. The study was allows considerable significance for academicians, policy makers, and researchers, were the

potential to improve academic understanding, inform decision-making, and advance research agendas in the field of influencing department selection of trainees. The study was provided empirical data on current students' choice of department and challenges faced in Addis Ababa Tegbaried polytechnic college.

1.4.1. For the college:

- Reduce the dropout rate of trainees when they are choosing the correct occupational interests.
- Increase of enrollments the student is happy to come to the college if they are satisfied to help with the selection based on their interest.
- To increase trainees' attitude toward choosing departments by giving vocational guidance counseling,
- To maximize the efficiency of trainees satisfaction.

1.4.2. For students:

- Minimize peer driving force by giving vocational guidance counseling.
- To show the right occupational pass way for the future career goals.
- To minimize the barriers of selection of departments.

1.4.3. For family:

- To minimize the attitudes of the family about TVET college occupations.
- To maximize the selection of departmental occupations.
- To reduce the efforts of the parents was not a waste.

1.4.4. For country:

- The study would help future researcher to conduct more study about the department selection of trainees
- National planners of about TVET strategies to make informed decisions with regard to chooses of department selections.

1.5. Delimitation of the study

The study focused on conducting research on those an assessment of factors influencing department selection of trainees: in the case of Addis Ababa Tegbareid polytechnic college.

It would have been good if the study be conducted in all TVET colleges of Addis Ababa. There was about 14 government TVET colleges in Addis Ababa out of the 6 polytechnics are found in Addis Ababa. But, due to limitation of time and resource the study was conducted

only in Addis Ababa Tegbareid polytechnic colleges. Because, geographical were of study is good, number trainees was more available in the colleges. Because this polytechnic colleges one of the oldest college in Ethiopia were choosing for this study they was note consider to other polytechnic College and that focused department selection of trainees considering 2015 E.C. registered trainees was a population of the study and forwards recommendations regarding department selection.

1.6. Limitation of the study

One of the study's limitations was finding pertinent literature and reference materials directly related to the research issues. Moreover, due to a lack of sufficient time, did not cover other polytechnic colleges. Furthermore, the college of trainees in 2015—E, C, levels three and five is not included since the number of students is too high due to inadequate study time.

In the face of all of these obstacles, the researcher made an effort to carry out the study efficiently by making the most of the little amount of time available.

1.7. Organization of the study

This thesis was organized as follows: Chapter One consists of, introduction, background of the study, statement of the problems, Objectives of the study, significance of the study, research questions, and delimitation of the study, definition terms. Chapter two deals with the review of related literature to the topic of the study. Chapter three comprises the research design and method, sources of data, population and sampling technique, and data collection tools. Chapter four includes data presentation and analysis. Chapter five is a summary of the study result, conclusion, recommendation, and further research

1.8. Definition of key terms

1.8.1. Career goals:

These are the several options for careers that last a lifetime. These careers are outlined in a framework of tactics that lead to individual objectives. In order to achieve intellectual, financial, and personal objectives, vocations, academics, and sociological pursuits are investigated (Vanessa L. 2021).

1.8.2. Personality interest

This is a typical manner of feeling, thinking, and acting. The student's body image and the impressions they believe they have made whether positive or negative on others make up their personality. According to Courtney et al. (2004), a person's personality can include

attitudes and beliefs that influence how they interact with others and, specifically for the sake of this study, when making professional decisions.

1.8.3. Parents and family factors:

According to Leonid M. (2015), these include parents' socioeconomic position, work experience, professional information, and family types. They also include dads, mothers, siblings, family members, guardians, and work experience.

1.8.4. Peer influence

Adolescents who participate in positive and prosocial behaviors can benefit from peer influence (Eisenberg et al., 2004).

1.8.5. Limited knowledge

According to O'Brien et al. (2013), limited knowledge is the state in which there is uncertainty and possible difficulties because there is insufficient or restricted information available regarding a certain issue.

1.8.6. Working environment

A physical and psychological place where workers carry out their everyday responsibilities is called a work environment (Parrales Poveda, 2023)

Chapter Two

2. Review of the related literature

2.1. Introduction

By tackling all work-related difficulties, including white-collar and blue-collar, Ethiopia's Technical and Vocational Education and Training (TVET) system seeks to build and further expand a comprehensive and integrated outcome-based TVET system in the country. MoE, 2008). Vocational education and training probably existed before humans Wilson (2009). According to UNESCO estimates, over 80% of all occupations today involve the use of technical and vocational skills in the workplace (UNESCO-UNEVOC & UNESCO-UIS, 2006). term technical and vocational education and training (TVET), technical and vocational education (TVE), and vocational education and training (VET), are commonly used to refer to the same thing, which is described as an educational program designed primarily to assist participants in gaining the competencies, understanding, and practical skills necessary for employment in a particular trade, occupation, or group of trades (World Bank, 2001). We still refer to the acquisition of skills necessary for specific vocations as "vocational education." Personal factors including gender, academic standing in secondary school, opinions, aspirations, and interests in particular careers or occupations affect adolescents' professional decision-making when it comes to enrolling in Technical and Vocational Education (TVET) (DeFeo, 2015; Esters, 2007; Gaunt, 2005; Misola, 2010).

2.2. Theoretical review on the factors that influence the selection of department

Around the world, TVET stands for technical and vocational education and training. In order to help students prepare for the workforce, the majority of American high schools provide foundational courses including word processing, computer orientation, and technical training. Nowadays, advanced courses or program aimed at preparing US college students for the workforce are enrolled by about 75% of the student body. Among the services provided by these groups are networking and technology, quality control, business and marketing, manufacturing, agriculture, vocational training, and early childhood education. Less than 20% of workers in the nation are unskilled laborers as of right now (Lynch, 2019).

Unquestionably, possessing a broad range of talents is essential for success in today's complex and linked world. Success in both the personal and professional spheres is said to depend greatly on one's capacity to identify, develop, and apply their skills. The development

and upkeep of hard and soft skills are equally important to this accomplishment. Employers in the modern economy are looking for the ideal applicant—someone who possesses a unique set of abilities. Indeed, there are two basic categories of abilities: hard skills and soft skills. While soft skills are interpersonal abilities like communication, problem-solving, and emotional intelligence, hard skills are technical or practical aptitudes like programming languages, engineering, accounting, and other vocational skills. (J. Intell. 2023)

In China: The vocational education and skills assessment system of the nation is essential to the different delivering models. The technical schools, vocational schools and technical secondary schools are the major training institutions providers and are funded by Employment Training Centers (Idris & Mbudai, 2017). Moreover, China also has an extensive range of pre-employment, on-the-job training, and work support programs in these training institutions. The government also introduced a program called Youth Preparation Training (Yan, 2010).

The goal of the Vocational Education programs (VEP) was to reduce the gap between students' acquired skills and those needed by the labour market by offering manufacturing and service-related program. This would reduce the number of students pursuing futile higher education degrees. The motivation, entrepreneurial tenacity, and skills required to manage a self-employment endeavor are also supported by these program. In general, vocational education has a wider definition that includes instruction and the development of skills through real-world experiences. Programs for vocational education teach the skills necessary for the workplace. The vast majority of replies show that friends, siblings, and parents' attitudes have an impact on the choice of vocational education program. Therefore, raising public awareness of vocational education in a suitable manner is if the nearby environment not knows about the importance of Vocational Education, then they will not direct the students towards Vocational education and training programs. So, society must be explained towards Vocational Education. The current respondents for colleges said that they know the importance of VE now, but they were not directed properly by their environment. (Mrs. T. Kumuthavalli.et.al'2016)

In Nigeria, Based on their junior high school grades from the previous three years, pupils in Nigeria can advance to vocational institutions. Additionally, it enables recent high school graduates to commit three additional years to their training. This initiative's primary goal is

to provide skills to the participants so that the graduates can become self-sufficient and find work in either the public or private sector (Afeti, 2017).

As mentioned in another study in Papua (2022) integrated educational or TVET courses are required to be used or considered at the high school level. The students' approach will improve further learning and training, as well as in the workplace and in improving their social life in Papua New Guinea. Communities and cultures can influence people's choices and circumstances. In Nigeria, their people mostly choose a job because of their social status and status in their community and want to satisfy their friends and colleagues under the mines for their academic qualifications. People often view vocational and technical education as disabilities, school dropouts and undergraduate students. The lower social groups have less confidence in TVET programs. Papua (2022)

Career choice in TVET in the North Rift region is influenced by many factors among them social, infrastructural, financial, job market dynamics and even marketing. The TVET institutions should work independently and also in collaboration with the government to ensure that they are well positioned to meet all student demands and possibly go beyond. From the findings, it's also important that all stakeholders who come in contact with students take time to give them the right guidance in order to assist them in their choice of careers (Makworo Edwin Obwoge & Singoei James Kibo ,2016).

Ethiopia's Current TEVT Predicament At the global symposium on the implementation of diversified financing strategies for TVET, held 20–21 November 2006 in Addis Ababa, Ethiopia, under the auspices of the Ethio-German Engineering Capacity Building Program (ECBP), nearly one hundred experts and practitioners from eleven countries and four continents concluded that, in terms of performance, the Ethiopian approach to TVET reform and TVET financing is very much in line with international best practice (Kingombe 2012). All of the participants at the aforementioned symposium agreed that collaborations across the public, commercial, and civil society sectors would be critical to the success of any TVET reform process (GTZ, 2006, as noted in Kingombe, 2012).

Ethiopia has been using the term 'TVET' for many years to name vocational education. In this view, though no written document could be found on why Ethiopia is using the term 'TVET' to express vocational education, one can assume that it might be because the 'Ethiopia TVET system' is striving to encompass all blue and white collar work-related-

vocational and technical education and training issues aiming to create and further develop a comprehensive and integrated outcome-based TVET system in the country (MoE, 2008: 2).

The TVET choice in a variety of country contexts. Variety of instruments, methodologies and techniques were employed by several scholars to determine the influencing factors to study in particular fields of study. One of the primary focuses of TVET students is to involve in learning methods focusing on job-oriented activities and tasks (Mohamad et. al.2012).

Ethiopia has long used the word "TVET" to refer to these are teachable traits that can be measured and documented, in contrast to soft talents. Hard skills are easy to quantify. Subjective and personal skills are known as soft talents. Hard skills require specific knowledge! This is the area in which soft qualities converge the most. To gain a better grasp of the relationship between hard and soft talents, see the images at the end of this article (Business terms for.net).

A genuine learning process that takes place in an industry is known as industrial practice. Academic establishments engage in business partnerships to equip students with both hard and soft skills that are in demand in the labour market. This study attempts to ascertain how graduate perceptions of students' hard and soft skills as a result of learning through industry practice affect job performance (Volume 520 of Advances in Social Science, Education, and Humanities Research).The following factors were taken into account in this study when determining the occupational areas that students choose: interest, parental preferences, future employment opportunities, comprehension of related courses in the field of study, influence from peers, ease of commuting to and from work in the field of study, and information on potential career paths(Japo, 2014).

2.3. Factors influencing vocational training Students choice.

A significant decision that students make while deciding on their future intentions is whether or not to pursue vocational training. Their entire lives are impacted by this choice. What a student aspires to accomplish with their life's work is fundamental to which they are. According to Oladele (2001), schoolchildren must select their vocational training carefully since it should empower them to choose a life rather than just a means of subsistence. The career path selected will influence a person's entire lifestyle and increase job happiness for each student. According to Arztmann (2008), a variety of factors influence students' decisions about their vocational training.

2.3.1. Location of the School

According to a study by Kohn, Manski, and Mundel (2014), students' decisions to continue their education are significantly influenced by affordable and accessible universities. According to Veloutsou, Lewis, and Paton (2015), students' degree choices are influenced by both the universities' locations and the surrounding areas. In a similar vein, de Jager and du Plooy's 2017 study claims that an institution's location matters to South African students. Furthermore, Kusumawati's (2013) study found that students place the most value on being close to their home and college since it enables them to strengthen their bonds with their families by increasing the frequency of their visits and correspondence.

2.3.2. Environmental Factors

According to Kuh, Kinzie, Schuh, and Whitt (2010), a student's decision regarding a department is greatly influenced by the institutional environment. Students spend a lot of time in their surroundings; hence, Olfield and Baron (2014) claim that they would prefer a setting that is cosy and supportive of learning. Pupils desire a classroom that is conducive to learning, and factors that affect this include the design, arrangement, furniture, technology for teaching and learning, lighting design, and cleanliness of the lecture halls (Oldfield & Baron, 2014).

2.3.3. School Factors

Ming (2010) classified choice as the dependent variable and the various institutional factors as independent variables to determine the relationship between the two variables (Ming, 2010). However, Ming (2010) went a step further and categorized the institutional factors between two elements; fixed institution such as location, academic programs, reputation of the college, facilities of the college, cost, availability of financial aid, employment opportunities, and effort of the tertiary institution to communicate with students which consists of advertising and marketing administrators of the colleges (Ming, 2010).

2.3.4. Name of Institution

The choice of department is more influenced by institutional reputation. The institution's name has an impact on its academic standing (Veloutsou et al., 2015). According to Fernandez (2010), students should take the brand's legitimacy and reputation into account in addition to the program offered while choosing a department. Its standing lends legitimacy to the degree earned, which facilitates the graduate's work prospects. Additionally, the most crucial element in luring students to an institution is its reputation (Mazzarol, 2016).

2.3.5. Limited knowledge factors

According to a(2017) survey by Pimpa, students' decisions to attend a specific college were impacted by the educational resources offered on campus. This demonstrates how crucial the library, the database it contains, and the accessibility of printers, computers, and the internet are to students' learning. This result is consistent with a study by de Jager and du Plooy (2017) that revealed learning resources are crucial for South African students because most of them lack a peaceful study space at home and may turn to the library's resources. According to Naidu and Derani (2016), one of the key factors influencing students' tertiary decisions is the provision of self-catering accommodations, electronic appliances, high-tech learning, libraries, and computer facilities.

2.3.6. Personal Factors

Urum, Svahnberg, and Wohlin (2012), recommend that students choose the department of their choice based on personal preference. Students select their colleges of study based on their personal preferences, according to research by Tang, Fouad, and Smith (2014). Additionally, they discovered that students choose their colleges based on their knowledge and potential.

2.3.7. Parental Factors

Parental influences, according to Fernandez (2010), have a proactive and motivating effect. Parents are both proactive and motivating in that they get involved in school issues and hold high expectations for their kids' academic performance. According to Johnston (2010), parents are the most significant personal information sources for making decisions about universities, and Sukhawatthanakum (2016) suggests that students talk to their parents before choosing a college.

2.3.8. Career goal factors

Several factors might determine the selection of a student to undertake a vocational training program. The representation of vocational training is one of the reasons that play a significant role in the choices of the students to participate in such program. Parents, as well as school administrators, may often influence an individual's decision in choosing vocational training through their personal beliefs (Muhd Khaizer Omar,et al ,2020).

Regardless of the efforts, it is found that students nowadays are not likely to enroll in TVET, resulting in a low number of TVET students below market demand Several influential factors that affect TVET's attractiveness have been identified such as students' interest, parental influence, negative social perception, negative employers' perception, government's current

policy, high education cost, inexperienced TVET instructors and poor infrastructure in TVET institutions (Chia Ming Hong, et al,2022).

2.4. Factors Influence Students' Choice of Program

2.4.1. Peer factors

According to Hewitt (2010), most students are influenced by careers that their parents favor in order to avoid conflicts in the home. Geiger and Ogilby (2018), studies revealed that job opportunities in the program influence students 'choice. A study by Pascual (2014), revealed that students' first consideration in choosing colleges is the availability of possible work. The study of Pascual (2014) is also in line with Rababah (2016) study, which revealed that opportunity and availability of jobs have an influence on students' choice of major program in colleges.

2.4.2. Factors Personal Expectations

For students, attending their department of choice is an exciting experience, and many arrive at their chosen university bearing expectations from their parents. These goals include finishing graduate school, getting financial aid, and starting a profession. Students will be under additional pressure to satisfy these objectives quickly because the alternative is typically more expensive than secondary education. Students' choice of program is also influenced by their personal interests. Owie (2013) ,strengthened the argument that a person's inherent interest in a program is the primary factor in their decision to enroll in it. Easterlin, Rouse, and Dynan (2016), go on argued that student's interest in program influences their main choices. What factors mostly impact the decisions made by students? Generally one discovers that personality traits have an impact on students. The impact that personality qualities have It has been demonstrated that the personality features of young people influence how effective or difficult their educational experience is. Others Parents have an influence. Parents have a significant impact on their children's professional choices. While some children need to perform well in school, others are influenced by the influence that peers have The formation of friendships is essential for the healthy development of young people, since peer pressure has many different effects. Demonstrated the tendency for outstanding students to raise their peers' academic achievement while inferior students tended to lower it. (Tatjana Chircop and Marco Montalto, 2023) .Individuals impact one another in a variety of ways, and choosing a career is one area in which this occurs. Due to their incapacity to comprehend their personality features and the current trends in school and the workforce, adolescents have challenges while making decisions about their careers and

educational paths. As a result, those whom they view as valuable resources have the potential to influence those (Sullivan & Larson, 2010).

2.4.3. Career factors.

One of the main reasons why students choose to enroll in IVET program and schools in Tajikistan (Faudel et al., 2006) and other nations (Lamb, 2011; Teese, 2010), is thought to be their subpar academic performance in normal secondary school. Vocational education students are viewed by academics as low performers who are not likely to attend college everywhere in the world.

Different levels of effect have been identified between teachers and counsellors in secondary schools, especially in the upper level (10–11/12 grades), on students' professional decision-making (Esters 2007).According to Loera et al. (2013), instructors and counsellors were among the adults whose impact on college enrollment was a significant predictor of students' academic motivation and engagement in career academies.

The teachers of successful students who successfully complete their program are also the same teachers of unsuccessful students who have dropped out of college, which further contributes to the good acceptance of the college and program. Teachers are the main source of influence, but in order for students to be open to a constructive teacher-student connection and accept their program, they too must be nurtured in a similar way. Each day, teachers and students deal with a variety of situations and emotional labour; nevertheless, by implementing interventions inside the educational institution, their relationship may be strengthened and students and teachers can work together to create a pleasant environment. As of 2018, the Journal of Contemporary Management

2.4.4. Influences of parental.

Students' program selection is influenced by their parents' aspirations. According to Ibrahim's (2017) research, family members have the greatest influence on students' decision to pursue a career in medical laboratory science because they are typically the ones who provide them with financial support. In a similar vein, Dagang and Mesa's (2017), study found that parents have a significant influence on the department that their children choose. Parents have a significant effect on their children's decisions since respect for elders is ingrained in the awareness of the Filipino people. According to a (2017), study by Pimpa, parents do have an impact on a child's decision to major in business; this was seen with regard to accounting majors. The jobs that parents hold can also have an impact on the majors that students choose. Furthermore, Kaneez and Additionally, (2018),contended that The choice of

program that a student chooses is greatly influenced by their parents. They can help in the process in a variety of ways, including by educating them about the worlds of employment and education and by assisting children in discovering their interests and potential (Brown, 2003). The crucial part in their kids' decision-making and professional development (Hughey, 2005; Saiti & Mitrosili, 2005). They can help in the process in a variety of ways, including by educating them about the worlds of employment and education and by assisting children in discovering their interests and potential (Brown, 2003).

According to Ayub's (2017) research, family influence has a statistically significant impact on students' decisions about which TVET to pursue. In their investigation, Bukantaite et al. (2006) found that 77.9 percent of fourth-grade students responded that their desire to “learn anywhere” contributed to special choices. A significant portion of fourth-grade children indicated that their preference to "learn anywhere" was a factor in their unique selections. This number can be explained by the fact that these students have opted to attend trade schools rather than universities or colleges in order to avoid spending a year. Because parents and families must compete for the resources necessary to make the best educational decisions for their children, TVET students excel in making their own educational decisions and particularly strongly follow the decisions of their peers. The majority of earlier studies have likewise discovered that student choice has a significant impact on parents' perceptions regarding technical and vocational education. The majority of study results indicate that students' approach to TVET is influenced by their guardians.

2.4.5. Limited factors

Indoshi et al (2010), Al-sad (2007) investigated from their research that peers influence is most important for selection of subjects. Some students select that subjects which their friends chose. Some peer group belongs to any social class who share same values so peers group influence to their Peer in the choice of Vocational Education.

According to Shemsedin (2022), peers also influence student behavior in daily life as they are second only to parents in close association with students. In Ghana; another study found that generally no negative perception was attached to skills training as a separate occupation of student education. The results showed that concern for student program staff has a significant effect on enrollment, better communication with teaching high school colleagues and encouraging colleagues to interact with students in the area, could help increase enrollment. The study has stated, “Local institutions should emerge as friendly places with many

opportunities to meet young people, and should also attend certain social events to help deal with change. To end the divisions of the elders, they may be tempted to make new friends.

2.4.6. Working environment's

The temptation to achieve high marks is immense because the majority of students bear the responsibility of covering their own educational costs. There are significant social and educational consequences to failing the studies, even if they are not paid. Pupils should anticipate a far more difficult academic experience than in the past and prioritise learning above achieving high grades (Dagang & de Messa, 2017).

2.5. Empirical review

This procedure is demonstrating disfavor towards TVET by putting in place a lower grade requirement for enrollment. In fact, the grade requirement goes down as low as well below the passing grade of 2.0 at the EGSECE, contrary to the entry requirement of middle level TVET program i.e. the completion of grade 10. The repercussions of the administration of this procedure were unveiled to be quite serious. It has resulted in the streaming of a number of students who have practically failed at the EGSECE, thus becoming a tangible reason for the program to be preordained for 'the failures'. Therefore, the streaming procedure is not only inherently suffering from the misconception that TVET is meant just for those who have 'failed' in the EGSECE but is also invigorating it among the students, parents and ultimately the society at large. It would be difficult for the program to be able to attract students with high academic caliber should the streaming procedure in place is as much a barrier by itself.(Nahom Fessehaye ,2006)

2.5.1. Parental Factor

The findings of the Ayub (2017) study indicate that parental influence is statistically significant and influences students' decision regarding TVET choice. Bukantaite et al. (2006) investigated in their study that 77.9 percent of fourth-grade students responded that their desire to "learn anywhere" contributed to special choices. This figure can be explained by the fact that these students have failed to enter universities or colleges and have chosen vocational schools so that they do not spend a year. TVET students excel in their own decisions in education and especially strongly follow the decisions of their peers; this is because parents and their families have to fight for the resources needed to make the right educational decisions for their children. Most previous research has also found that parents' attitudes toward technical and vocational education are strongly influenced by student choice. Most of the research findings have shown that student approach to TVET is influenced by

their guardians. The majority of responding parents have a low level of economic, educational and social background

2.5.2. Working environment

Kenya is among the nations where there is an imbalance in terms of education and skill sets. In 2013, 30% of Kenyan enterprises answered the World Bank Enterprise Survey (as stated in Puerta et al., 2018), indicating that skill mismatch in the workforce impairs operation management and firm growth. This is a 10-fold increase from 3% in 2007.

According to Muriithi Mercy Heti's African Economic Outlook, the percentage of 26 technical and vocational programmers' total secondary enrollment as of 2005 allowed for the grouping of African nations into three categories. Ten nations, rearranged based on ranking scores, comprise the first group: Rwanda (36%), Cameroon, DRC, Egypt, Libya, Congo, Mauritius, Benin, Algeria, and Mali (10%), all of which have a TVET component.

TVET enrolment in general secondary education ranges from 5% to 9% for the second cohort of students. Burkina Faso (8%), Burundi (8%), Djibouti (8%), Mozambique (8%), Tunisia (8%), Botswana, Morocco, South Africa, Cape Verde, and Togo (5%) are among the ten nations in this category. Lastly, Mauritania (4%), Uganda (4%), Niger, Ethiopia, Ghana, Guinea-Bissau, Zambia, Chad, Eritrea, Gambia, Kenya, Lesotho, São Tomé and Principe, Senegal, and Sudan (1%) make up the third group of 15 countries. (Murithi, 2013)

The collective views of Grade 10 students towards vocational education were expressed in the agreement of the following statements, with the highest weighted averages of 2.98 and 2.74, respectively, according to REMELYN O. RAGOJOS and his friends' research findings. One of two things: (a) I'm not interested in vocational education; and (b) it requires a lot of work and money. This suggested that they thought vocational training was expensive and time-consuming, and that they had misconceptions about the kind of education that these courses could offer. ARGOS, REMELYN O., et al. (2016)

As per the empirical theory presented by Boki Tola and Kabtamu Ayele (2008), female students require strong motivation when choosing a department. Similar practices are observed in TVETs, where female trainees avoid pursuing careers in construction, auto mechanics, general mechanics, and woodworking.

Table 2.1. Trainees interest toward

No	Department	No. response	Percent

1	Auto mechanics	31	24.4
2	General mechanics	28	24.4
3	Wood work	18	14.2
4	Electronics	12	9.4
5	Building construction	9	7.1
6	It	8	6.3
7	Building masonry	6	4.7
8	Electricity	6	4.7
9	Metal work	3	2.4
10	Drafting	3	2.4
11	Road construction	2	1.6
12	Survey	1	0.8
	Total	127	100%

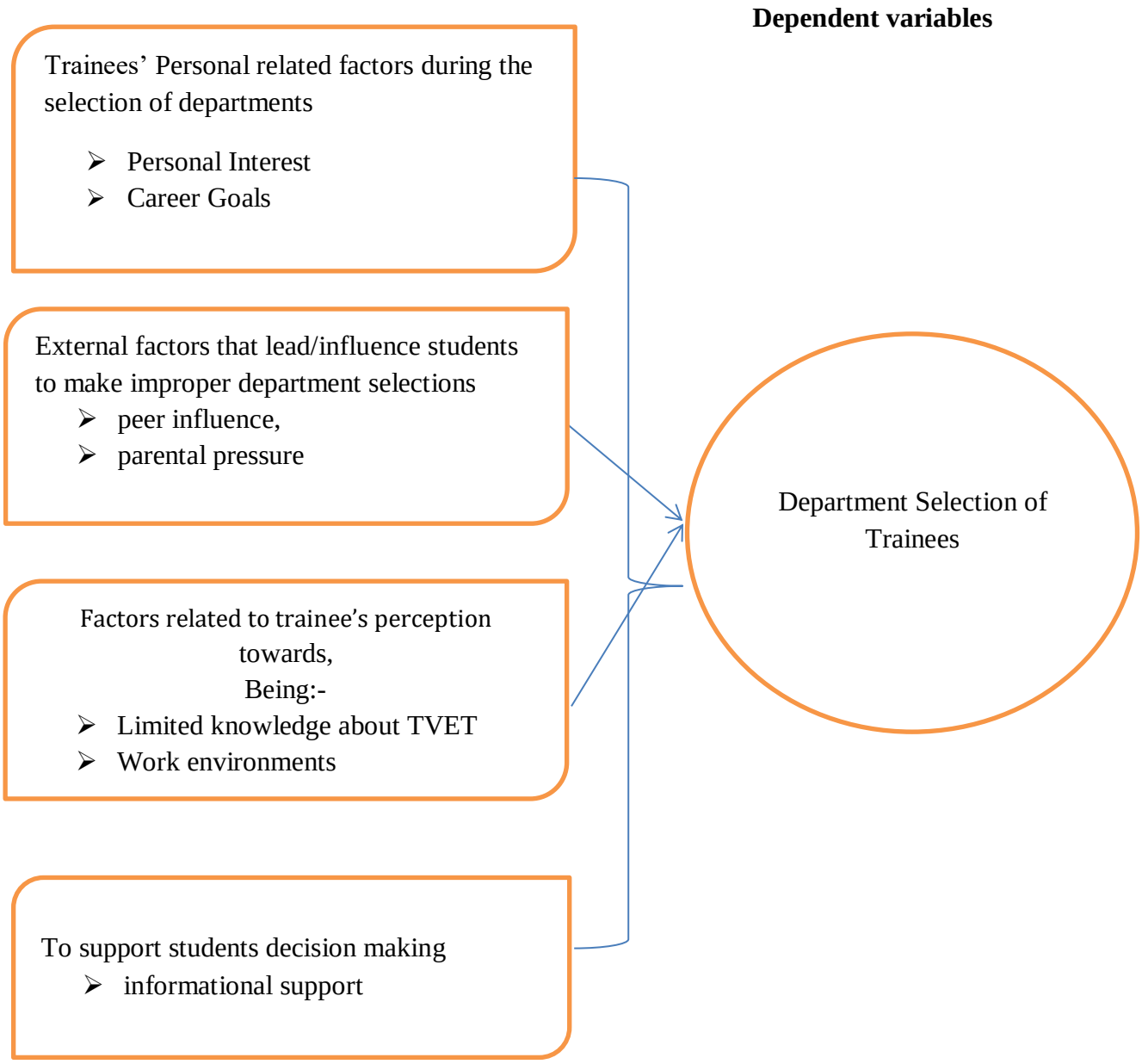
As reported by the participants, it was known that Auto Mechanics (24.4%), General Mechanics (22%) and Woodwork (14.2%) were the three less preferred or most disliked fields of study.

2.6. Summary

The summary of literature discusses the factors influencing the departmental selection of Technical in Addis Ababa Tegebareid polytechnic Colleges Personal Interests, Career Goals, peer influence, parental pressure, Limited knowledge about TVET, work environments and support students in department selection of TVET students. There is a need for more research on the global status of TVET and the influence of personal interest, career goals, peer influence, parental pressure, Limited knowledge about TVET, and work environments factors on students' decisions in choosing vocational training programs. the factors influencing trainees' observations and choices of department in vocational training programs is include parental influence, peer influence, career forecasts, These factors play a crucial role in shaping trainees' decisions and awareness regarding their choice of department in training programs. The driving forces that initiate trainees to select a department in vocational training programs can be influenced by various factors.

2.7. Conceptual Framework

The main aim of this study explored the An Assessment of Factors Influencing Department Selection of Trainees In the Case of Addis Ababa Tegbareid Poly Technic College this research has been conducted. As an explanatory research, this study looked into of factors influencing department selection of trainees.



Source by researcher illustrator (2024)

Figure 2.7.1. Conceptual Framework

Chapter three

3. Research Methodology

This section is about the research methodology of the study. It consists of the introduction to the nature of mixed-method research, rationale for using mixed-method research the practical methods used in order to answer the research questions and meet the objectives of this research were presented. The study area, description of the study, research design, research approach, sources of data, methods of data collection and processing, ethical considerations and analysis were presented independently as follows.

3.1. Research Approach

The research approach selection is based on the research objective, the nature of the research, the problem area, and the research questions. The researcher used a mixed approach. Besides, mixed research was used to conduct the study, which enabled the researcher to gain flexibility in approach and explore diverse sides of the research question or problem. Thus, a mixed research approach allows for triangulation, where findings from different methods are compared and contrasted to validate or cross-verify the results, enhancing the overall reliability and validity of the study (Creswell, 2017).

3.2. Research Design

In this study, a research design was arranged that indicates the strategies and methods for collecting, analyzing, and decoding the required data. According to Burns and Bush (2004), plans are categorized into three sorts: descriptive or graphic, exploratory, and causal. The researcher used a descriptive design to enable and characterize numerical data for quantitative. The researcher used a mixed-methods approach to generate data about the assessment of factors influencing departmental selection of trainees in the case of Addis Ababa Tegbareid Polytechnic College.

3.2.1. Descriptive design:

Descriptive design was to describe characteristics of the phenomenon under study. In this context, descriptive design was used to develop conceptual outline/framework to assess the factors influencing departmental selection of trainees in the study area. According to Creswell (2003) descriptive study or consider design permits an analyst to assemble data, summarize, display information and translate it for the sake of clarification. Concurrent designs (where both methods are conducted simultaneously)

3.3. Target Population

The proposed population of the study focused on level 4 regular trainees who had joined the college in 2023. According to the college, there are 459 students who registered in various departments in different occupations in the above-mentioned academic year. The total populations of trainees were about 459. And 1 Vice dean, 10 department heads and 5 VGCs participated .The main reason the college is to take the enrollment in level 3,4,5 only. Because this student in level 4 is at the middle level of the college and number of respondent is higher than other levels, this is a concerning problem in that area. Therefore, technically, by using purposive and stratified sampling to separate trainees the Vice dean, department heads and VGC from the total population,

3.4. Sampling Techniques and Sample Size

There are about 14 government TVET colleges. Out of these colleges, six polytechnics are found in Addis Ababa. This study focuses on trainees' department selection and the factors that influence their choice, particularly Tegabareid Polytechnic College.

3.4.1. Sampling Techniques:

The researcher used purposive sampling and stratifies to ensure that the different subgroups within the population, such as different departments, were represented proportionally in the sample. This allows for a more accurate representation of the entire population and reduces the potential for unfairness.

3.4.2. Purposive sampling

Within the framework of the Assessment of Factors Influencing Department Selection of Trainees, purposeful sampling is the intentional selection of individuals or groups with specific leader experiences or attributes that are relevant to the research objectives (Schemin, 2010). By using this method, a researcher can gain firsthand knowledge of the department's trainee selection process, which can provide valuable data that can be qualitatively examined and interpreted (Schein, 2010).

This non-probability sampling method, also known as judgmental or selective sampling, entails researchers deliberately selecting individuals or groups who meet certain criteria associated with the objectives of the study or who possess specific characteristics. Patton (2002). Researchers commonly use this method to incorporate participants who have specific expertise or experiences related to the study.

3.4.3. Stratified sampling

With stratified sampling, samples are chosen at random from each stratum after the population is split up into subgroups or strata, according to specific traits. By guaranteeing that every subgroup is represented in the sample, this technique might enhance the accuracy and dependability of the data analysis outcomes. As stated by Lohr (2010). With this method, the population is divided into homogenous subgroups, or strata, according to particular traits that are pertinent to the study. Next, a sample is chosen at random from each stratum to guarantee that each subgroup is represented. Kish (1965). Stratified sampling is chosen when the population is divided into subgroups and may be sampled from each of these subgroups because the many divisions, or subgroups, collectively mark up the complete population. In this study, there were 10 departments among the trainees at Addis Ababa Tegbareid Polytechnic College. Divide into ten departments for subgroups based on this. According to Zikmund et al. (2010), sampling is any process that makes inferences from measurements of a subset of the population. Purposive sampling was employed in this study for the OBT vice dean, department heads, counsellors, and vocational guidance. Stratified sampling was used for the remaining trainee sample, which was further divided into departments.

3.1. Sample size of the respondent

No	Participants	Population size		Sample size	Sampling technics
1	College leaders				Purposive sampling
1.1	V/dean(OBT)	1		1	
1.2	vocational guidance and counseling	5		5	
1.3	Departments Heads	10		10	
2	**respondents department**	**Trainees**		**trainees**	
2.1	Construction	71	71X211/459	32	Stratified sampling
2.2	Automotive	76	76X211/459	35	
2.3	ICT	80	80X211/459	37	
2.4	Manufacturing Technology	33	33X211/459	15	
2.5	Textile and Garment	31	31X211/459	15	
2.6	Electrical and Electronics	35	35X211/459	16	
2.7	Bio- Medical and Legal Meteorology	30	30X211/459	13	

2.8	Furniture making	37	37X211/459	17	
2.9	Survey, Drafting and Urban Land Development Management	15	15X211/459	8	
2.10	Business	51	51X211/459	23	
Total		459		211	

Source: 2023/2024 HRM and Registrar of Addis Ababa tegebareid polytechnic college**.**

3.4.4. Sample Size.

From the total population of, 1 Vice dean, 10 department heads and 5 VGC are participated was purposively selected the remaining is using the formula of Yemane and stratify them accordingly: Taro Yamane (Yamane, 1973) provides a simplified formula to calculate sample sizes. The calculation formula of Taro Yamane is presented as follows:-

$$n = \frac{N}{1 + N\,(e2)}$$

n=N/ (1+N (e) ^{2})

e =sample error

N= total population

n= the required sample size

The confidante interval of 95% and assuming the margin of error e=0.05

$\mathbf{n_{T0tal=}}$ **N/ (1+ N (e) 2) =** $\mathbf{n_{\ trainees}}$**+** $\mathbf{n_{\ leaders=}}$ $\frac{475}{1+475(0.05)2}$ **=227**

$\frac{459}{1+459(0.05)}2 = 211$ n=211

From **227** sample size of the research **16** leaders was purposively selected and **211**trainees will be participating as a respondent and then trainees was selected Stratified or Strategically. The sample was dividing among the department using stratified random sampling method and questionnaire was be distributed randomly by researcher distributed 227 questionnaires.

Table 3.2. Sample size of the respondent

	Sampling respondents department	**Population**	**Sample Size**
		Trainees	**trainees**
1	Construction	71	32
2	Automotive	76	35

3	ICT	80	37
4	Manufacturing Technology	33	15
5	Textile and Garment	31	15
6	Electrical and Electronics	35	16
7	Bio- Medical and Legal	30	13
8	Furniture making	37	17
9	Survey and Drafting	15	8
10	Business	51	23
College leaders			
1	V/dean(OBT)	1	1
2	vocational guidance	5	5
3	Departments Heads	10	10
Total		475	227

Source: 2023/2024 HRM and Registrar of Addis Ababa tegebareid polytechnic college**.**

3.5. Source of data

3.5.1. Primary data

The study was to examine an assessment of factors influencing departmental selection of trainees in the case of Addis Ababa Tegbareid Polytechnic College. Definitely, the data was collected through primary questionnaires and an interview.

3.5.2. Primary Data Sources

Primary data was collected from Addis Ababa tegbareid Polytechnic College trainees, OBT vice Dean, Department Heads and vocational guidance and counselors. Using mixed approaches was functional. Quantitative data was collected by using a semi-structured questionnaire consisting of open-ended questions for leaders. Close-ended and open-ended while qualitative data was collected by stratifying trainees to use the study.

3.6. Data collection instruments

The descriptive research design method was used for this research because it is an appropriate method for measuring respondent's opinions clearly. The descriptive analysis involves frequencies, percentages, mean and standard deviation .The data collection tools that were being used to gather information from sample respondents were a questionnaire and interview.

3.6.1. Questionnaire

A questionnaire was a research instrument used to collect data by posing a series of questions to respondents. It is also part of a data collection instrument and a semi-structured questionnaire was administered personally and by the researcher was confirm the pertinent information is obtained. In the context of factors influencing departmental selection of trainees, a questionnaire was designed to gather perceptions and insights about factors influencing departmental selection of trainees. Open questions required in-depth explanation from the respondents (leaders), whereas closed-ended questions required for a specific response. Therefore, in this study, both open and closed question were used. According to Creswell (2012), questionnaires <questions> were closed-ended and open-ended, and the qualities of this type of questioning are that closed-ended responses cannot provide useful information to support the theories and concepts in the literature. A total of **227** questionnaires will be distributed, managed and collected by self-administration within the next **20** working days.

3.6.2. Semi-structured interview

Interviews were the most effective method for gathering detailed information about people's specific viewpoints, attitudes, beliefs, and experiences, especially when discussing delicate subjects. In order to obtain pertinent and thorough information, a semi-structured set of preset questions was prepared and asked of the leaders. A. along with others (2020) This method allows for in-depth study of participants' perspectives while guaranteeing that areas of interest were covered. It combines the flexibility of open-ended questioning with a predetermined selection of core questions or subjects. Interviews that are semi-structured provide a good mix of framework and flexibility. The interviewer is free to delve deeper into specific responses or examine emerging themes during the interview, even though there was a planned list of essential questions or subjects.

A list of fundamental inquiries or subjects, frequently arranged in an interview guide, is presented to the interviewer first. These inquiries provide a structure for the discussion, guaranteeing that particular topics of interest were covered while permitting investigation. E. H. Schein (2010). The participant's perspective is given priority in semi-structured interviews, giving them the power to pilot the conversation in their kindness. The use of a participant-centered approach facilitates the acquisition of comprehensive, contextualized data that accurately represents the range of individual experiences and viewpoints.

Probes and follow-up questions were used by interviewers to elicit further information from participants, make clarifications, or invite more discussion on particular subjects. Through probing, participants' tales can reveal subtleties and deeper insights. In qualitative research, semi-structured interviews were frequently utilized to collect comprehensive, in-depth data on individuals' experiences, beliefs, and perceptions. (San Francisco, CA: Jossey-Bass.)

3.7. Pilot test,

A pilot test involved running a small-scale version of the study to test its feasibility. According to Kothari (2007), before scaling for full research, a pilot test can involve running the research instruments (e.g., survey questions, interview guidelines) on a small sample of 30 individuals to identify any issues before conducting the full study without a total sample size. Then the researcher calculated the internal consistency of the instruments using Cronbach's alpha, as it is appropriate to test the reliability of Likert questions (five-point scales) and semi-structured questions.

3.8. Validity and Reliability

3.8.1. Validity

To validate the instrument, the questionnaire that was prepared is given to the advisor, who recommends corrections, criticism, suggestions, and recommendations. This is helpful to ensure that the instrument measures what it is ready to measure.

3.8.2. Reliability

Reliability to ensure the quality of the research and make the findings credible to check the questionnaire item's internal consistency, its reliability is checked by the Cronbach's alpha test coefficient using SPSS software, and the gained result is between.785 and.787 sample test, which is beyond.785 in which a result is considered "acceptable" in social science research.

3.8.3. Equivalence Reliability

Every scale should have its reliability and equivalency evaluated. The average of all potential split-half reliabilities projected onto the scale's number of measures is known as Cronbach's alpha. For this, common computer software packages for statistics might be utilized. To guarantee that all the measures and only the measures that define a particular scale are included in the calculations, attention must be exercised when using these packages. To ensure sufficient measurement, Cronbach's alphas generally resemble instructional grades:

Table 3.8.3. Equivalence Reliability

Cronbach's alphas value	**Equivalence Reliability**
A <0.9	Very
B—0.8 to 0.9	Highly reliable
C—0.7 to 0.8	Reliable
D—0.6 to 0.07	Minimally reliable
F >less than 0.6	Unacceptable low reliable

Source: Richard A. Zeller, in Encyclopedia of Social Measurement, 2005

Table 3.8.3.1. Reliability Statistics

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.785	.787	33

Source: Own Survey (2024).

3.9. Data Collection Procedures

As it is mentioned in Section 3.6, the researcher used a structural questionnaire, a semi-structured interview question, and a secondary data source as instruments for data collection. Regarding the structure of the questionnaires, before distributing them, the researcher clarified the objectives of the study to all so as to avoid unnecessary confusion. Then, the researcher distributed the questionnaire to the respondents. In order to maximize the rate of return, attempts were made to distribute the questionnaire at a convenient time for the respondents. The respondents were informed to return the day-to day questionnaires that will be distributed, managed, and collected by self-administration within **40** working days. Because some students are not available in the college, they go to cooperative training in the company. This was the cause of the delay in collecting data. Regarding the semi-structured interview question, the researcher clarified the objectives of the study before starting the interview. Here also, it was tiresome to make the interview due to different meetings. Regarding the collection of data, the researcher carried out this activity in parallel with administering the questionnaire and conducting interviews. Finally, a data analysis was made.

3.10. Methods of data Analysis

Procedures for analyzing data includes a variety of techniques intended to extract significant insights and conclusions from research data, both quantitative and qualitative. Different analysis techniques are needed for both qualitative and quantitative data in order to properly evaluate and comprehend the information that was gathered. In order to fully realize the goals of the study, data gathered from various respondents via questionnaires was compiled using the statistical software for social science (SPSS version 20) and displayed in tables and figures. In order to influence the departmental selection of trainees, descriptive statistics, including frequency, percentages, mean, median, and standard deviation, were employed. To ascertain whether statistically significant personal interests, professional objectives, limited TVET knowledge, peer and parental influence, and work environments exist in order to demonstrate the impact of departmental. The research performed is descriptive to distinguish the factors influencing the department's selection of trainees. Qualitative data analysis methods were processes and procedures used to systematically analyze non-numerical or textual data collected in qualitative research. These methods enable researchers to gain rich, detailed insights into participants' perspectives, experiences, and social phenomena. Qualitative data analysis involves coding, categorizing, and interpreting textual or visual data to uncover patterns, themes, and meanings. Saldaña, J. (2015). The Likert scale was used and assigned 1 = strongly disagree (SD); 2 = disagree (D); 3 = neutral agree (NA); 4 = agree (A); and 5 = strongly agree (SA), and the results are shown as follows: an assessment of factors influencing departmental selection of trainees in the case of Addis Ababa Tegbaried Polytechnic College.

3.11. Ethical considerations.

According to Nahom (2006), most ethical concerns in quantitative research revolve around issues of damage, agreement, trickery, privacy, and confidentiality of the data. Immense attention will be given to the ethical issues, especially the ones discussed consequently, as summarized.

3.11.1. Informed Consent:

Participants in research involving humans should give their informed consent before any study is conducted. The subjects will be giving their informed consent to participate in this study, and they are free to leave at any moment.

3.11.2. Privacy:

This is the freedom for each person to decide for themselves what situations and times are best for them and, most crucially, how much of their attitudes, ideas, actions, and opinions to disclose or keep private, according to Nahom Fessehaye (2006).

3.11.3. Anonymity:

This necessitates separating people's identities from the data they submit. This has been accomplished by assigning each research participant in the analysis a pseudonym. Furthermore, the names of the institutions that were a part of this study have been kept private for the same reason.

3.11.4. Confidentiality:

This refers to the fact that even if the researcher is able to identify a particular participant’s information, they will not reveal it to a third party.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS, ANDINTERPRETATIONS

4.1. Introduction

This chapter presents the findings, a discussion of the questionnaires, and the comprehensive desk research that was done. Its goal was to evaluate the variables affecting the department's trainee selection process. The primary goal of this study was to evaluate trainees' impressions of the department selection process in the context of Addis Ababa Tegbareid Polytechnic College. This is why the major findings are being presented.

With the assistance of the Statistic Package for Social Science (SPSS) Version 20, descriptive data analysis was used to examine the information gathered from the questionnaire's closed-ended questions. A seamless approach was used to show the relevant statistical data, which was then followed by conversations

4.2. Questionnaire Response Rate

The response rate is defined as the proportion of trainees and students who complete a survey. According to Briguglio (2004), the response rate can be calculated by dividing the total number of targeted participants per sample size by the number of actual respondents or participants. The capacity to extrapolate findings to the original target population is enhanced by the decreasing risk of nonresponse injustice as response rates rise. In order to guarantee that the survey results are representative of the survey population, a high survey response rate is helpful. Comparing the overall percentage of survey participants to the targeted respondents was the aim of the study. In order to draw conclusions and make recommendations, this assisted in determining whether the study drew in a sufficient number of participants. Structured questionnaires were used to survey a sample of 227 study participants. 16 interview questionnaires were successfully conducted in-person, and 211 of the 227 questionnaires that were collected were successfully completed and returned. With a 100% response rate, this translates to 227 questionnaires being sent.

50% is the minimum response rate that is considered sufficient for reporting and analysis; 60% is a respectable response rate; and 70% or higher is considered exceptional (Creswell and Clark, 2011). Accordingly, the research, therefore, returned an excellent questionnaire response rate.

Table 4.1: Summary of Number and Percentage of Questionnaires Distributed and Returned

Questionnaires Distributed	Questionnaires Returned	Questionnaires Unreturned	Response Rate (%)
227	**227**	**0**	**100 %**

Source: Own Survey (2024).

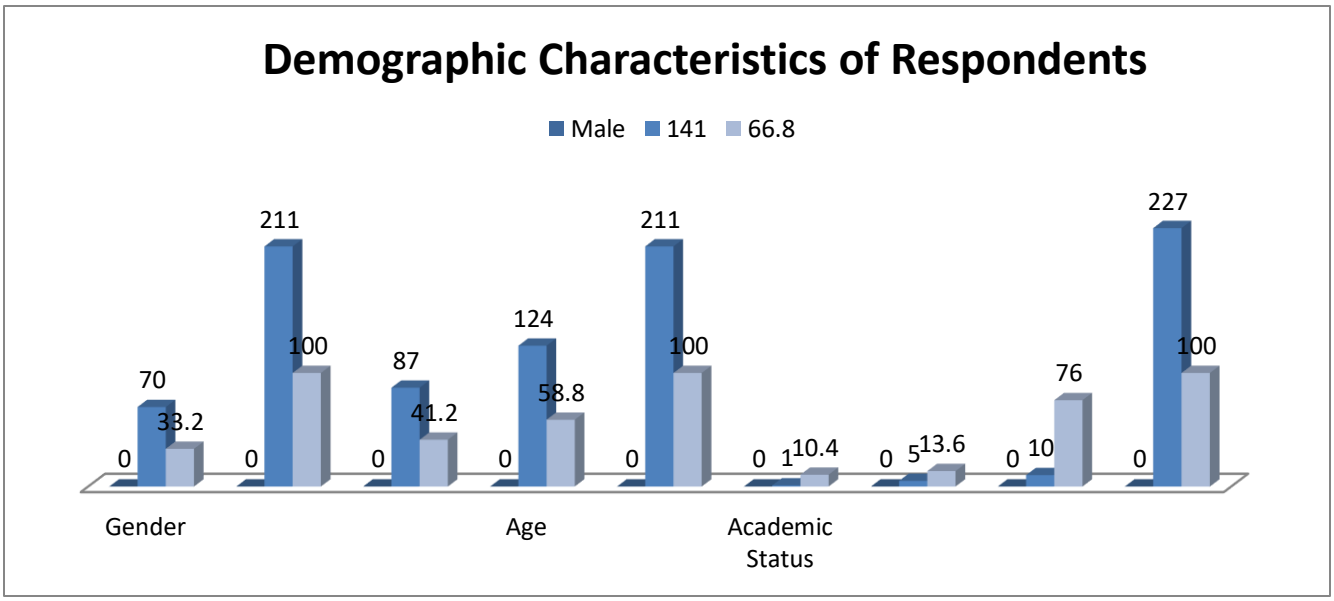
4.3. Demographic Characteristics of Respondents

Analysis of demographic data is carried out based on the gender, age academic status of the respondents who have participated; the total respondents are all from Addis Ababa Tegbaried TVET polytechnic College, which is the research site. Thus, the frequency distribution of the respondent's response are presented in the Table (4.2)

Table (4.2) Demographic Characteristics of Respondents

Description	Item	Frequency	Percent (%)
Gender	Male	141	66.8
	Female	70	33.2
	Total	211	100
Age	Between 16-20	87	41.2
	Between 21-25	124	58.8
	Total	211	100
Academic Status	V/dean(OBT)	1	10.4
	vocational guidance and counseling	5	13.6
	Departments Heads	10	76.0
	Total	227	100

Source: Own Survey (2024).



Source: Own Survey (2024).

Figure 4.1 Demographic Characteristics

4.3.1. Characteristics of Respondents by Academic Status

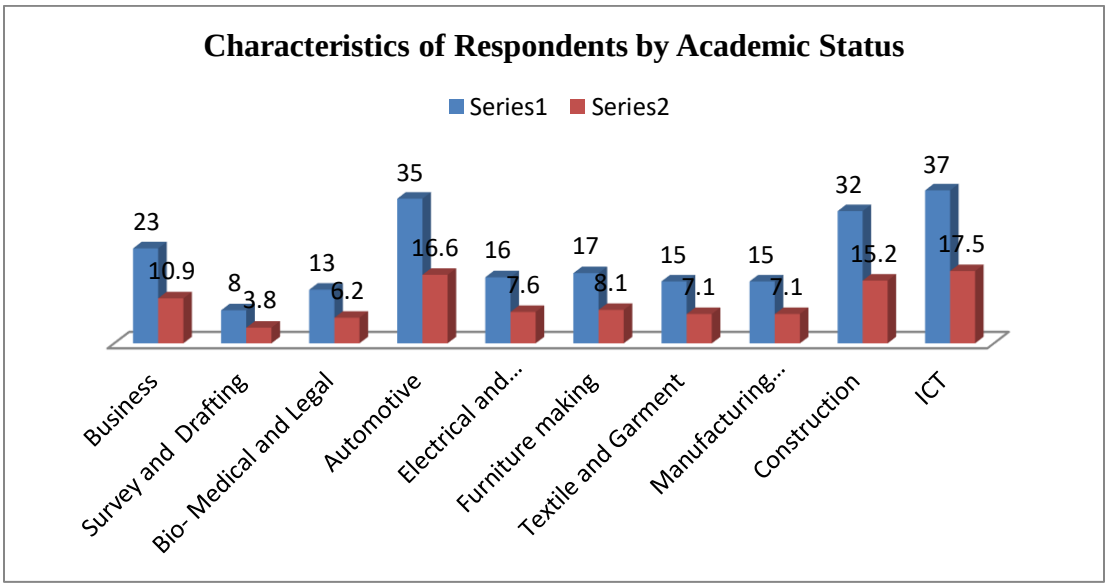
Table (4.3.1.) The researcher's presumption that the respondents' department diversity is significant is displayed below. The response rate is defined as the proportion of departments and students who reply to a survey. Based on the percentage of students with a 100%, the following categories are separated: Business respondents, 23 students (10.9%); Survey and Drafting, 8 students (3.8%); Bio-Medical and Legal, 13 (6.2%); Automotive, 35 (16.6%); Electrical and Electronics, 16 students (7.6%); Furniture Making, 17 students (8.1%); Textile and Garment, 15 students (7.1%); Manufacturing Technology, 32 students (15.2%); Construction, 32 students (15.2%); and ICT, 37 students (17.5%). According to Briguglio (2004), the response rate can be calculated by dividing the total number of targeted participants per sample size by the number of actual respondents or participants. The capacity to extrapolate findings to the original target population is enhanced by the decreasing risk of nonresponse injustice as response rates rise. In order to guarantee that the survey results are representative of the survey population, a high survey response rate is helpful. Table (4.3)

Characteristics of Respondents by Academic Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Business	23	10.9	10.9	10.9
	Survey and Drafting	8	3.8	3.8	14.7

	Bio- Medical and Legal	13	6.2	6.2	20.9
	Automotive	35	16.6	16.6	37.4
	Electrical and Electronics	16	7.6	7.6	45.0
	Furniture making	17	8.1	8.1	53.1
	Textile and Garment	15	7.1	7.1	60.2
	Manufacturing Technology	15	7.1	7.1	67.3
	Construction	32	15.2	15.2	82.5
	ICT	37	17.5	17.5	100.0
	Total	211	100.0	100.0	

Source: Own Survey (2024).



Source: Own Survey (2024).

Figure 4.2.Characteristics of Respond

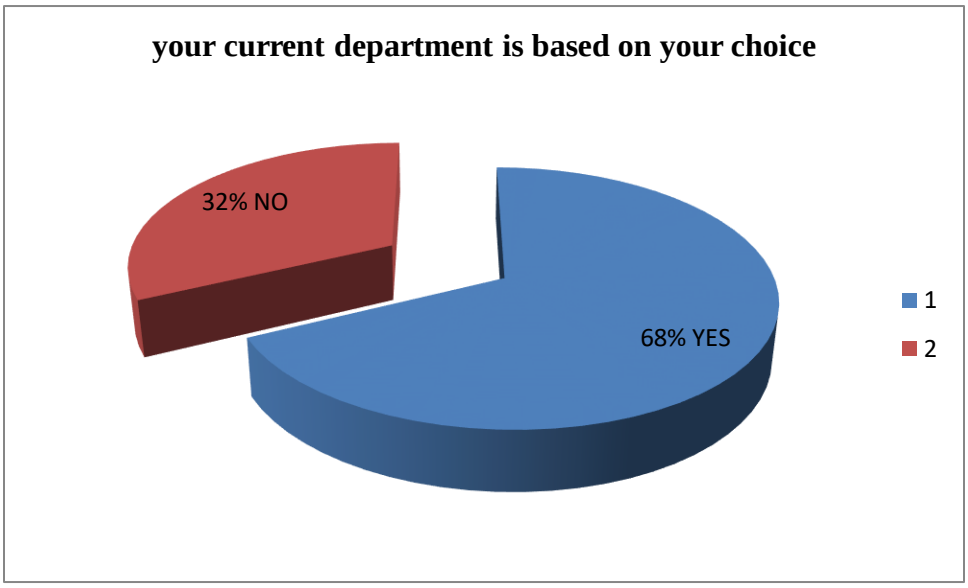
4.3.2. Your current department is based on your choice

Table (4.3 below shows the respondents was illustrates the frequency of respondent's race the current department based on the interest or not. The majority of the respondents, 162 (76.8%), are happy with the current department choice, and the rest, 49 (23.2%), are not happy with the current department choice.

Table (4.4.) your current department is based on your choice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	162	76.8	76.8	76.8
	No	49	23.2	23.2	100.0
	Total	211	100.0	100.0	

Source: Own Survey (2024).



Source: Own Survey (2024).

Figure 4.3. Characteristics of Respond

4.4. PRESENTATION OF FINDINGS AND DISCUSSIONS

4.4.1. What are the factors influencing Trainees' Personal related factors during the selection of departments

Regarding particular objectives, the researcher was curious in the respondents' opinions regarding the closed-ended questionnaires. Respondents were asked to evaluate and share their opinions on the Addis Ababa Tegbareid Polytechnic College's department selection choice for trainees. Respondents ranked their level of satisfaction from 1 to 5, with the researcher assuming that the list of elements served as the foundation for their perception of the factors influencing trainees during the selection process.

4.4.2. During the selection of departments.

Respondents were asked to show their feelings of the significance of trainees during the selection of departments AATPTC Table 4.5 summarizes the response's descriptive characteristics of the factors influencing trainees during the selection of departments in the case of Case of Addis Ababa Tegbareid Polytechnic College

Table 4.5. Descriptive Characteristics of the significance of trainees during the Personal Interest selection of departments AATPTC

	Strongly Disagree		Disagree		Neutral Agree		Agree		Strongly Agree		Mean	Std. Deviation
Objectives Personal Interest												
Variable	F	%	F	%	F	%	F	%	F	%	M	ST
I can compare my abilities and possibilities with my department alternatives.	15	7.5	35	16.6	64	30.3	70	33.2	27	12.8	3.28	1.105
Personal skills and abilities affected your choice of department.	18	8.5	41	19.4	66	31.3	51	24.2	35	16.6	3.21	1.185
Personal career expectations affected your choice of department.	20	9.5	51	24.5	66	31.3	53	25.1	21	10	3.02	1.130
I chose my department choice path after I analyzed all possibilities.	15	7.1	42	19.9	37	17.5	76	36.0	41	19.4	3.41	1.209

I chose my department based on the subject matter that is usually easy for me.	16	7.6	35	16.6	46	21.8	72	34.1	42	19.9	3.42	1.198
Average	211	100 %	211	100 %	211	100 %	211	100 %	211	100 %	3.64	1.290

Source: Own Survey (2024).

As shown in Table (4.5.), overall, the respondents students Addis Ababa Tegbaried polytechnic college valued the significance of trainees during the selection of departments AATPTC. On a scale of 1&2=Disagree (D) the lowest level for respondents when department choice,

3=neutral Agree (A) the meddle level for respondents of department choice and 4&5=Agree (A) the highest influence level for t to respondents of department choice.

This is shown by their average mean value for the eleven items and issues being 3.64 for most of the statements provided and a standard deviation of 1.290. The respondents strongly agreed that I can compare my abilities and possibilities with my department alternatives (Mean 3.28, SD = 1.105), which demonstrates that F = 50, 24.1 % Disagree with compared to the personal ability and alternative, F = 64, 30.3 % are neutral, and F = 97, 46 % Agree with compared to the personal ability alternatives. Regarding the Personal skills and abilities that affected your choice of department (Mean 3.21, SD = 1.185), it demonstrates that F = 59 and 27.9 % are disagreeable compared to the personal ability F = 66,31.3% was neutral, and F = 86,40.8% was to agree, compared to the personal skill and ability that were affected by their choice of departments. Regarding the Personal career expectations that affected your choice of department (Mean 3.02, SD = 1.130), it demonstrates that F = 71, 35% Disagree with compared to the Personal career expectations F = 66, 31.3 % was neutral, and F= 63, 35.1% was to agree. A personal career expectation was affected by their choice of departments. Regarding my department choice path after I analyzed all possibilities (Mean 3.41, SD = 1.209), it demonstrates that F = 76, 27% Disagree with compared to the path after analyzing all possibilities; F = 37, 17.5% were neutral; and F = 117, 55% agreed with compared to the path after analyzing all possibilities. I chose my department based on the

subject matter, that is usually easy for me.(Mean 3.42, SD = 1.198), demonstrates that F=51,24% Disagree with based on the subject matter, F=46,21.8% was neutral, and F=114,54% agreed with based on the subject matter, which was affected when they were choosing departments.

As regards the future Personal Interest of the student when they were choosing a department, 25.06% disagreed, 22.26% were neutral, and 52.46% agreed that it affected the personal interest of the student when they were choosing departments. It can be evidently assured that departmental choice of student is significantly influences Personal Interest.in general, the personal interest of the department choice student is affected when choosing a department on application of the mean; the findings were found to be statistically significant with an average of 3.64, which is above the average of 3.00. Therefore, this shows that the issue of Personal Interest affected by student's department choice is 52.46 percent significantly influenced.

Table 4.6. Descriptive Characteristics of the significance of trainees during the Career Goals selection of departments AATPTC

	Strongly Disagree		Disagree		Neutral Agree		Agree		Strongly Agree		Mean	Std. Deviation
Objectives Career Goals												
Variable	F	%	F	%	F	%	F	%	F	%		
Potential scholarships opportunities for further studies affect my department choice.	15	7.1	36	17.1	58	27.5	63	29.9	39	18.5	3.36	1.172
I considered other people’s opinions and constructive ideas related to department choice	8	3.8	41	19.4	62	29.4	63	29.9	37	17.5	3.38	1.099

I learnt about vocational education from the social media.	15	7.1	40	19.0	54	25.6	71	33.6	31	14.7	3.30	1.147
I received information about vocational education from banners, flayers.	22	10.4	55	26.1	53	25.1	47	22.3	34	16.1	3.08	1.244
I received information about vocational education from my friends.	14	6.6	34	16.1	50	23.1	72	34.1	41	19.4	3.44	1.167
I talked to others to obtain information for easier decision-making on my department choice.	13	6.2	35	16.6	49	23.2	50	23.7	64	30.3	3.55	1.250
Average	211	100 %	211	100 %	211	100 %	211	100 %	211	100 %	3.64	1.290

Source: Own Survey (2024).

As shown in Table (4.6.), overall, the respondents students Addis Ababa Tegbaried polytechnic college valued the significance of trainees during the selection of departments AATPTC. On a scale of 1&2=Disagree (D) the lowest level for respondents when department choice,

3=neutral Agree (A) the meddle level for respondents of department choice and 4&5=Agree (A) the highest influence level for t to respondents of department choice.

This is shown by their average mean value for the eleven items/issues is 3.64 for most of the statements provided and the standard deviation of 1.290.

Regarding to the Potential scholarships opportunities for further studies affect my department choice (Mean 3.36, SD = 1.172) demonstrates that F=51,24.2% Disagree with compare to the Potential scholarships opportunities for further, F=58,27.5% was Neutral and F=100,48.5%

was to Agree was compare to Potential scholarships opportunities for further was affected when they are choice of departments; Regarding to in chose my department I considered other people's opinions and constructive ideas related to department choice (Mean 3.38, SD = 1.099), demonstrates that F=49,23.2% Disagree with compare to the based on the opinions and constructive ideas related, F=62,29.4% was Neutral and F=100,47% was to Agree was compare to base on the opinions and constructive ideas related was affected when they are choice of departments. Regarding to in chose my department I learnt about vocational education from the social media. (Mean 3.30, SD = 1.147), demonstrates that F=55,26.1% Disagree with compare to the based on the learned from the social media, F=54,25.6% was Neutral and F=102,48.3% was to Agree was compare to base on the learned from the social media was collected when they are choice of departments. Regarding to in chose my department I received information about vocational education from banners, flayers (Mean 3.08, SD = 1.244), demonstrates that F=77,36.5% Disagree with compare to the based on the from banners, flayers, F=53,25.1% was Neutral and F=81,38.4% was to Agree was compare to base on the from banners, flayers was collected when they are choice of departments. Regarding to in chose my department I received information about vocational education from my friends (Mean 3.44, SD = 1.167), demonstrates that F=48, 22.7% Disagree with compare to the based on the from my friends, F=50, 23.1% was Neutral and F=113, 53.5% was to Agree was compare to base on the from my friends was affected when they are choice of departments. Regarding to in chose my department I talked to others to obtain information for easier decision-making on my department choice. (Mean 3.55, SD = 1.250) demonstrates that F=48, 22.8% Disagree with compare to the based on the obtain information for easier decision-making, F=49, 23.2% was Neutral and F=114, 54% was to Agree was compare to base on the obtain information for easier decision-making was affected when they are choice of departments.

As This demonstrated that in view regards the career goals of department choice the student 26.26 % was disagree, 25.28 % neutral and 48.18% was agree to affected the career goals department choice of student when they are choice of departments.

In general the career goal of the student of department choice student is affected when choice of department with the on application of the mean the findings were found statistically significant the average of 3.64 which is above the average 3.00. Therefore, this shows that the issue of career goals of department choice affected to student when was choice

department is 48.18% Agree is findings were found statistically significant. These results concur with the views of (Chambliss and Chiariello, 1988), who examined the perceptions of the factors affecting of trainees during the selection of departments. The study used a self-reporting questionnaire to survey 211 randomly selected Trainees of Addis Ababa Tegbareid Polytechnic College. The survey was designed to determine students' beliefs about the importance of current selection of departments, and measured students' opinions of their current perceptions of the factors affecting of trainees during the selection of departments. The fading's indicated that each the issue of personal interest of department choice 40.6 % is highly influence of students. Personal interest, the issue of future career goals affected to student of department choice is 52.46 % significantly influenced future career goals should have the factors affecting of trainees during the selection of departments. Makes the factors influencing trainees personal related factors during the selection of departments

4.4.3. What External factors that lead/influence students to make improper department selections.

Regarding particular objectives, the researcher was curious about the respondents' opinions regarding the closed-ended questionnaires. Respondents were questioned about their opinions of Addis Ababa Tegbareid Polytechnic College's inappropriate trainee department selection. Respondents scored their level of satisfaction on a scale of one to five, with the researcher assuming that the list of items served as the foundation for their opinions of the variables driving inappropriate department selection

4.5. During the selection of departments.

Respondents were asked to show their feelings of the significance of parental pressure selection AATPTC Table 4.3.6. Summarizes the response's descriptive characteristics of the factors influencing make improper department selection in the case of Case of Addis Ababa Tegbareid Polytechnic College

Table 4.7. Descriptive Characteristics of the significance of parental pressure department selection of departments AATPTC

	Strongly Disagree		Disagree		Neutral Agree		Agree		Strongly Agree		mean	Std. Deviation
Objectives parental pressure												
Factors	F	%	F	%	F	%	F	%	F	%		
My parents are the ones who are choosing my department.	27	12.8	61	28.9	49	23.2	50	23.7	24	11.4	3.25	1.267
My parents always ask me about my department choice.	20	9.5	48	22.7	56	26.5	62	29.4	25	11.8	3.11	1.170
I made my career choice after completing primary education.	17	8.1	47	22.3	59	28.0	58	27.5	30	14.2	3.18	1.168
My parents have great influence in my choice of department	13	6.2	41	19.4	54	25.6	65	30.8	38	18.0	3.35	1.163
Parents' career information influenced your choice of department.	19	9.0	46	21.8	56	26.5	48	22.7	42	19.9	3.23	1.248
Average	211	100%	211	100%	211	100%	211	100%	211	100%	3.59	1.290

Source: Own Survey (2024).

As shown in Table (4.7.), overall, the respondent's students Addis Ababa Tegbaried polytechnic college valued the significance of trainees parental pressure department selection AATPTC. On a scale of 1&2=Disagree (D) the lowest level for respondents when department choice,

3=neutral Agree (A) the meddle level for respondents of department choice and 4&5=Agree (A) the highest influence level for t to respondents of department choice.

This is shown by their average mean of 3.59 for most of the statements provided and the standard deviation of 1.290. The respondents strongly agreed that, regarding my department, Academic achievement/grades affected your choice of department.(Mean 3.25, SD = 1.267), demonstrates that F = 88, 41% Disagree with compared to the obtained academic achievement/grades affected; F = 49, 23.2% were neutral; and F = 74, 35.1 % agreed with compared to the obtained Academic achievement/grades affected when they were choosing departments. Regarding my choice of department I was allowed to revise my career choice after examination results were released, depending on my grades. (Mean 3.11, SD = 1.170). Demonstrates that F = 68, 32.2 % disagreed with compared to the results obtained to revise my career choice after examination results were released; F = 56, 26.5% were neutral; and F = 87, 41.2% agreed with compared to the results obtained to revise my career choice after examination results were released, which was affected by their choice of departments. Regarding my choice of department I made my career choice after completing primary education (mean 3.18, SD = 1.168), which demonstrates that F = 64,30.3% Disagree with compared to the after completing primary education, F = 59,28.0% was neutral, and F = 88,41.4% agreed with compared to the obtained after completing primary education was affected by their choice of departments. Regarding my department of choice My parents have great influence in my choice of department (Mean 3.35, SD = 1.163), which demonstrates that F = 54,25.6% disagrees with the fact on the parents have great influence F=54,25.6% was Neutral and F=103,48.8% was to Agree was compare to base on the parents have great influence was affected when they are choice of departments. Regarding choosing my department, Parents' career information influenced your choice of department (Mean 3.23, SD = 1.248), which demonstrates that F = 65.8% Disagree with compared to the parents' career information, F = 56.26.5% was neutral, and F = 90.42.6% was to Agree with compared to the Parents' career information.

This demonstrated that, in view of the parental influence on the department choice of the student, 31.98% disagreed, 25.96% were neutral, and 41.08% agreed that it affected the parental influence on the department choice of the student when they were choosing departments.

In general, the parental influence department choice is affected when choosing a department. On application of the mean, the findings were found to be statistically significant, with an average of 3.64, which is above the average of 3.00. Therefore, this shows that the issue of parental influence of department choice that affects students when they choose department is 41.08 % I agree that the findings were found to be statistically significant.

Table 4.8. Descriptive Characteristics of the significance of peer influence department selection of departments AATPTC

	Strongly Disagree		Disagree		Neutral Agree		Agree		Strongly Agree		Mean	Std. Deviation
Objectives peer influence												
Factors	F	%	F	%	F	%	F	%	F	%		
My friend's choice of training selection affects my decision in choice of department.	21	10.0	45	21.3	44	20.9	57	27.0	44	20.9	3.27	1.284
My friend's preference of course affects my decision in choice of department.	21	10.0	36	17.1	48	22.7	60	28.4	46	21.8	3.35	1.269
I was allowed to revise my career choice after examination results were released and depending on my grades.	17	8.1	58	27.5	39	18.5	54	25.6	43	20.4	3.23	1.274
Academic achievement/grades affected your choice of department.	20	9.5	33	15.6	48	22.7	63	29.9	47	22.3	3.40	1.255

Desire to choose a particular subject because friends chose the same department.	18	8.5	51	24.2	47	22.3	51	24.2	44	20.9	3.25	1.267
Influenced to choice of department because of friends good performance in the subject.	22	10.4	33	15.6	50	23.7	63	29.9	43	20.4	3.34	1.256
Average	211	100%	211	100%	211	100%	211	100%	211	100%	3.59	1.290

Source: Own Survey (2024).

As shown in Table (4.8.), overall, the respondent's students Addis Ababa Tegbaried polytechnic college valued the significance of trainees make improper department selection AATPTC. On a scale of 1&2=Disagree (D) the lowest level for respondents when department choice,

3=neutral Agree (A) the meddle level for respondents of department choice and 4&5=Agree (A) the highest influence level for t to respondents of department choice.

This is shown by their average mean of 3.59 for most of the statements provided and the standard deviation of 1.290. The respondents strongly agreed that, in choosing my department, my parents are the ones who are choosing my department (mean 3.27, SD = 1.284). This demonstrates that F = 66,31.3% disagrees with based on the fact that the parents are the ones who are choosing my department, F = 44,20.9% was neutral, and F = 101,47.9% was with based on the fact that the parents are the ones who are choosing my department was affected by their choice of departments, Regarding my choice of department My parents always ask me about my department choice (Mean 3.35, SD = 1.269) demonstrates that F=57,27.1 % disagreed with compared to the parents always asking me about my department, F=48,22.7 % was neutral; and F=106,50.2 % agreed with compared to the parents always asking me about my department.

As regards the parental pressure of the student when they was choosing their department 28.7% was disagree, 23.92 % neutral and 47.37 % was agree to affected the student is the parental pressure of student when they are choice of departments; Regarding to in chose

my department My friend's preference of course affects my decision in choice of department (Mean 3.23, SD = 1.274), demonstrating that F = 75,35.6% disagrees with compared to the fact that my friend's preference of course affects my decision, F = 39,18.5% was neutral, and F = 97,46% was to Agree was compared to base on my friend's preference, which of course affects my decision when they are choosing departments. Regarding my choice of department. My friend's choice of training selection affects my decision in choice of department (mean 3.25, SD = 1.340), demonstrating that F = 53, 25.1% Disagree with compared to the fact that my friend's choice of training selection affects my decision, F = 48, 22.7% was neutral, and F = 110, 52.2% was to Agree with compared to the fact that my friend's choice of training selection affects my decision in choice of departments. Regarding my choice of department Desire to choose a particular subject because friends choose the same department (Mean 3.25, SD = 1.267), demonstrates that F = 69.32.7% Disagree with compared to the based on the particular subject because friends choice, F = 47, 22.3 % were neutral, and F = 95.45% agreed with compared to the based on the particular subject because friends choice was affected when they are choosing departments. Regarding my choice of department Influenced to choose a department because of friends good performance in the subject. (Mean 3.34, SD = 1.256), demonstrates that F=55, 26.0 % Disagree with compare to the based on the because of friends good performance in the subject, F=50, 23.7 % was Neutral and F=106, 50.3 % was to Agree was compare to base on the because of friends good performance in the subject was affected when they are choice of departments. This demonstrated that in view of peer influence on the department choice of the student, 29.85% were disagreeing, 21.8% were neutral, and 48.4% agreed that the peer influence on the department choice of student affected their choice of departments.

In general, peer influence department choice is affected when choosing a department. On application of the mean, the findings were found to be statistically significant, with an average of 3.64, which is above the average of 3.00. Therefore, this shows that the issue of peer influence of department choice that affected students when they chose department is 48.4 % I agree that the findings were found to be statistically significant. These results concur with the views of Chamberlin and Chiariello (1988), who examined the perceptions of the factors affecting of trainees during the selection of departments. The study used a self-reporting questionnaire to survey 211 randomly selected Trainees of Addis Ababa Tegbareid Polytechnic College. The survey was designed to determine students' beliefs about

the importance of current selection of departments and measure students' opinions of their current perceptions of the factors affecting of trainees during the selection of departments. the issue of parental pressure affected to student of department choice is 41.08 % significantly influenced parental pressure, and the issue of peer influence of department choice affected to student when they chose department is 48.18% I agree that the findings were found to be statistically significant. Making External factors that lead/influence students to make improper department selections.

4.5.1. What are Factors related to trainee's perception towards being of their choice of departments.

The researcher was inquiring about the respondents' responses to the provided closed-ended questionnaires regarding particular goals. Respondents were asked about their opinions regarding the Addis Ababa Tegbareid Polytechnic College's department selection process for trainees. The list of elements, which respondents ranked in order of satisfaction, was used by the researcher as the foundation for their assessment of the departments they selected.

4.6. During the selection of departments.

Respondents were asked to show their feelings of the significance the perception of Department Selection AATPTC Table 4.3.8. Summarizes the response's descriptive characteristics of the factors influencing perceptions of their choice of departments in the case of Case of Addis Ababa Tegbareid Polytechnic College.

Table 4.9.Descriptive Characteristics of the significance of perception related to trainee's perception towards Work environments being of departments AATPTC

	Strongly Disagree		Disagree		Neutral Agree		Agree		Strongly Agree		Mean	Std. Deviation
Factors	F	%	F	%	F	%	F	%	F	%		
Objectives Work environments												
Good prospects in obtaining a first job without any prior experience affect my department choice	16	7.6	41	19.4	65	30.8	54	25.6	35	16.6	3.24	1.168

Employment opportunities affect my department choice.	12	5.7	43	20.4	62	29.4	54	25.6	40	19.0	3.32	1.162
I understand the marketability of my department when I choice.	13	6.2	24	11.4	63	29.9	62	29.4	49	23.2	3.52	1.148
I consider the work I will get after finishing my college in choice of department.	20	9.5	36	17.1	48	22.7	65	30.8	42	19.9	3.35	1.242
I consider the place of my future work in when choice of department.	11	5.2	25	11.8	51	24.2	65	30.8	59	28.0	3.64	1.160
Average	211	100 %	211	100 %	211	100 %	211	100%	211	100%	3.46	1.167

Source: Own Survey (2024).

As shown in Table (4.9.) overall, the respondents students Addis Ababa Tegbaried polytechnic college valued the significance perception of their choice of departments AATPTC. On a scale of 1&2=Disagree (D) the lowest level for respondents when department choice,3=neutral Agree (A) the meddle level for respondents of department choice and 4&5=Agree (A) the highest influence level for t to respondents of department choice.

This is shown by their average mean of 3.46 for most of the statements provided and the standard deviation of 1.167. The respondents strongly agreed that, regarding my department, Good prospects in obtaining a first job without any prior experience affect my department choice (Mean 3.24, SD = 1.168). This demonstrates that F = 57,27.0% Disagree with compared to the good prospects in obtaining a first job without any prior experience, F = 65,30.8% was neutral, and F = 89,42.2% was to Agree with compared to the good prospects in obtaining a first job without any prior experience. Regarding my department of choice Employment opportunities affect my department choice (Mean 3.32, SD = 1.162)

demonstrates that F=55,26.1 % disagreed with based on the employment opportunities affect my decision, F=62,29.4 % was neutral, and F=94,44.6 % agreed with based on the employment opportunities affect my decision. Regarding my department of choice understand the marketability of my department when choice (Mean 3.52, SD = 1.148) demonstrates that F=37, 17.6 % Disagree with compared to the understanding of the marketability affects my decision, F=63, 29.9 % were neutral, and F=111,52.6% were to agree was compared to the understanding of the marketability affects my decision was affected when they are choice of departments; Regarding my departmentthis is the only college that provides my academic needs (Mean 3.35, SD = 1.242) demonstrates that F = 56,26.6% Disagree with compared to the only tvet college that provides my academic needs, F = 48,22.7% was neutral, and F = 107,50.7% was compared to the only tvet college that provides my academic needs was affected by the choice of departments, Regarding the choice my department, consider the place of my future work in the chosen department.(Mean 3.64, SD = 1.160), demonstrates that F=36,17 % Disagree with compared to the consider the place of my future work affects my decision, F=51,24.2 % was neutral, and F=124,58.8% agree was compared to the consider the place of my future work my decision was affected when they are choice of departments.

As This demonstrated that in view of the influence of the Work Environments department choice of the student, 21.2% were disagreeing, 23.6% were neutral, and 55.22% were agreeing to the influence of the Work Environments department choice of the student when they were choosing departments. In general, the influence of the work environments student choice was affected when choosing a department. On application of the mean, the findings were found to be statistically significant, with an average of 3.64, which is above the average 3.00. Therefore, this shows that the issue of regards the influence Work environments of department choice affected to student when was choice department is 55.22 % I agree that the findings were found to be statistically significant.

Table 4.10. Descriptive Characteristics of the significance of perception related to trainee's perception towards Limited knowledge about TVET being of departments AATPTC

	Strongly Disagree	Disagree	Neutral Agree	Agree	Strongly Agree		Std. Deviation
Objectives Limited knowledge about TVET						Mean	

Factors	F	%	F	%	F	%	F	%	F	%		
This is the only TVET College that provides my academic needs.	8	3.8	29	13.7	48	22.7	77	36.5	49	23.2	3.62	1.100
I know TVET before I joined this program.	15	7.1	37	17.5	53	25.1	65	30.8	41	19.4	3.38	1.187
Do you get the relevant information about career guidance and counseling	11	5.2	49	23.2	51	24.2	59	28.0	41	19.4	3.33	1.181
I like to spend my spare time doing manual work.	8	3.8	23	10.9	49	23.2	72	34.1	59	28.0	3.72	1.102
I am interested in learning TVET related course	13	6.2	34	16.1	55	26.1	54	25.6	55	26.1	3.49	1.213
I enjoy the program and hope to participate in the future.	15	7.1	26	12.3	44	20.9	60	28.4	66	31.3	3.64	1.239
Average	211	100 %	211	100 %	211	100 %	211	100 %	211	100 %	3.46	1.167

Source: Own Survey (2024).

As shown in Table (4.10.) overall, the respondents students Addis Ababa Tegbaried polytechnic college valued the significance perception of their choice of departments AATPTC. On a scale of 1&2=Disagree (D) the lowest level for respondents when department choice,3=neutral Agree (A) the meddle level for respondents of department choice and 4&5=Agree (A) the highest influence level for t to respondents of department choice.

This is shown by their average mean of 3.46 for most of the statements provided and the standard deviation of 1.167. The respondents strongly agreed that, Regarding my choice my department, I consider the work I will get after finishing my college in choice of department (mean 3.62, SD = 1.100), which demonstrates that F = 37.5% disagrees with compared to the

work I will get after finishing my college, F = 48.72.7% was neutral, and F = 126.59.7% agrees with compared to the work I will get after finishing my college. This is affected by their choice of departments. Regarding my choice my department, I like to spend my spare time doing manual work. (Mean 344, SD = 1.167), demonstrates that F = 52, 24.6 % Disagree with compared to the like to spend my spare time doing manual work, F = 53, 25.1 % were neutral, and F = 106, 50.2 % agreed with compared to the like to spend my spare time doing manual work. My decision was affected when they were choice of departments.

As regards the limited knowledge about TVET of the study after completing the occupation of the student when they was chosen of department 21.42 % disagreed, 23.67% were neutral and 54.85 % agreed that the student's limited knowledge about TVET affected their choice of departments. It can be evidently assured that departmental culture of student was influenced by departmental culture. In general, the Limited knowledge about TVET was those department-choice students are affected when choosing a department with an average of 3.59, which is above the average of 3.00. Therefore, this shows that the issue of Limited knowledge about TVET have great influence on students when they chose department 56.85 % of the findings were found to be statistically significant.

The next factor was influence: Limited knowledge about TVET, Regarding your choice my department, do you get the relevant information about career guidance and counseling (Mean 3.33, SD = 1.181)? This demonstrates that F = 60,28.4% Disagree with the comparison to get the Limited knowledge about TVET, F = 51,24.2% was neutral, and F % agreed with the comparison to get the relevant information about TVET knowledge. Regarding the choice my department, I know TVET before I joined this program (Mean 3.72, SD = 1.102) demonstrates that F = 31.7% Disagree with compared to the I know TVET before I joined this program, F = 49.23.2% was neutral, and F = 131.62.1% was to Agree was compared to the I know TVET before I joined this program was affected when they are choice of departments. Regarding my choice my department, I am interested in learning TVET related courses (mean 3.49, SD = 1.213), which demonstrates that F = 47, 22.3 % disagreed with compared to the interested in learning TVET related courses; F = 55, 26.1 % were neutral; and F = 109, 51.7 % agreed with compared to the interested in learning TVET related courses. My college was affected when they chose their departments. , Regarding the choice of my department, I enjoy the program and hope to participate in the future (Mean 3.64, SD = 1.239). This demonstrates that F = 41, 19.4 % Disagree with compared to enjoy the program

and hope to participate in the future, F = 44, 20.9 % were neutral, and F = 126, 59.7 % agreed with compared to enjoy the program and hope to participate in the future.

As This demonstrated, in view of the limited knowledge about TVET department choice of the student, 21.2% were disagreeing, 23.6% were neutral, and 55.22% agreed that it affected the limited knowledge about TVET department choice of the student when they were choosing departments.

In general, the influence of limited knowledge about TVET department choice on students is affected when choosing a department. On application of the mean, the findings were found to be statistically significant, with an average of 3.64, which is above the average 3.00. Therefore, this shows that the issue of limited knowledge about TVET of department choice affected students when they chose department is 55.22 % I agree that the findings were found to be statistically significant. These results concur with the views of Chamberlin and Chiariello (1988), who examined the perceptions of the factors affecting of trainees during the selection of departments. The study used a self-reporting questionnaire to survey 211 randomly selected Trainees of Addis Ababa Tegbareid Polytechnic College.

The survey was designed to determine students' beliefs about the importance of current selection of departments and measure students' opinions of their current perceptions of the factors affecting of trainees during the selection of departments. The fading's indicated that each issue of Limited knowledge about TVET of department choice (46.46%) is highly influenced of students. the issue of Limited knowledge about TVET affecting students' department choice is 54.85 % significantly influenced, the factors related to trainee's perception towards being of their choice of departments were statistically significant.

4.7. How to support students with decision making regarding first choice of departments?

The research participants provided qualitative data for the analysis of themes that developed during the quantitative phase of the study: Ten department heads, five VGCs, and one vice dean from Tegbareid colleges, Peer pressure, career goals, personal interests, and parental pressure all had an impact on this choice. Working environment or employment prospects; little understanding of the students selected by the TVET department using semi-structured interview guides. The interviews were transliterated from the data sheets after they were recorded on them.

4.7.1. Personal interest

Yes. From the views of the respondents, students who come to the college to choose the department are more likely to actively participate in personal interest judgments, seek out additional information, or not attend to other related topics on their own. This no-deeper meeting nurtures a stronger understanding and appreciation for the other field. Only choosing a department based on passion sets the stage for a more fulfilling personal interest. Factors of personality like intelligence, ability, aptitude, and health significantly affect the career choices of students. Students who do not enjoy their field are more likely to not stay engaged, motivated, and shine in their chosen profession. When a student is genuinely interested in a subject, they're more likely to be motivated to learn, engaged in practical work, and willing to put in the extra effort to succeed. This can lead to better technicians and a deeper understanding of technical concepts. Personal interest often aligns with natural skills and talents. Studying the subject based on personal interest allows them to develop their skills. Of course, personal interest is affected when they are choosing a department. The student does not understand what the next stage in life is. This is where considerations like financial considerations also play a role when they are choosing the department, which needs to meet white collar expectations. If the personal interest isn't based on passion, not longer-term commitment to the field. This can be crucial when facing challenges in the choice of department for the students. When they make a choice based on the interests of the department, they are more likely to find it fulfilling and enjoyable.

4.7.2. Career Goals

Yes absolutely; from the views of the respondents, the choice career goals are a crucial factor students consider when choosing a department. By understanding the career paths associated with different departments, students can make informed decisions that put them on the right track for future success. Some departments offer direct pathways to specific careers, while others provide a wider foundation. Understanding career goals helps students choose a department that positions them for long-term professional development in their desired field. Choice of a department that aligns with career goals ensures students get the necessary foundation for professional success in the futures. The major areas of career choices of the students are soft-skill occupations. The students of our college want to become accountant, information technology, data base garments and fashion designers. The most female student are joining our colleges and if they fail to become, they want to come drafting and surveying

electronics, electricity and automotive. The student has considerations like needing to future-upgrade their career goals and needing to join higher education studies. Most of student is not needed to join in hard skill such as manufacturing, wood work, construction, textile department the student is not happy to join the departments because in future the above occupation is not easily opened by privet sectors in the university's because needs high investments to stablishing the sectors, in other ways the cost of fee for study is affected, other the only government universities have this hard skill occupations. In general, career goals play an essential role in influencing students when choosing a department

4.7.3. Peer influence

Yes. From the views of the respondents, peer influence can affect the student when they are choosing departments. Some negative or positive sources of information about different departments include sharing their own experiences and perceptions. Choosing a department by peer can be crushing, especially with limited knowledge about different fields. Students might rely on their friends' experiences or observations to make a decision. This information can lead to the student's unwanted department selection. This can heavily influence a student's decision, especially if they are unsure about departments. This was crucial when they were students to make decisions based on their own interests, skills, and career goals. Here's how to navigate peer influence: Peers influence, whether they play a negative or positive role, is influencing the decision-making process of students when it comes to selecting a department or field of study. Students can need support from their peers when they are choosing departments.

Other perspectives: Students, when they were selecting departments by peer influence, learned together with the same department to form close bonds with their peers who shared similar interests. These shared connections can influence students to choose a department based on common interests with their friends, as they may believe that studying together in the same department will enhance their academic experience and strengthen their social relationships.

4.7.4. Parental pressure

Yes absolutely; from the views of the respondents, the most influential factors which affect the career choices of the students at department choice are parents' pressure and the students' personalities. Parents' guide their children for their future careers. Parental pressure can have a significant influence on students when it comes to choosing their department or field of

study in the college. Parents affect the career expectations of students and shape their minds for their future careers. The parents wants to influence the career choice of students, Parents love to select careers for their children, which has a high income and require less effort, Parents are the real role models for their students; they spend money on them and tell them what to do and therefore, the career choice of the students was usually based on the expectations of their parents. Parental pressure was also used to force their will upon their student and usually force them to implement when they were choosing the department of the students, whether they liked it or not, fit for them or not and they had to conform to the parent's choice of the department. As you know, the parents need the life goal of their student to get a high income and have less effort for the student to become an accountant or worker in banking. They think that getting a high income doesn't require hard work; they told us that the student doesn't need hard work. Therefore, parents determine the interests of students for various careers department selections of the students, and the students make their career choices in light of the expectations of their parents because it is the dream of every student to make his parents happy. Therefore, parents are a significant influence on the career choices of our department selection of the students. so that parental pressure

4.7.5. Work environment

Yes, absolutely; from the views of the respondents**,** the work environment can have a big influence on students' decision-making when it comes to selecting a department or area of study. Students' overall happiness with their departmental study as well as their general knowledge can be influenced by their choice of department. A student's perception of their academic environment is influenced by a variety of factors, including the departmental culture, the standard of the facilities, and the standard of the standard of the resources. When they were choosing departments, a student's decision-making was affected by the choice of departments. Because after finishing the occupations, one needs to know the place of work based on the level of graduation. The level choosing department was the student experiences can be influenced by the department they choose. Departments that suggest communicating classes, hands-on learning experiences, opportunities for practical application of knowledge, and supportive faculty members can improve student commitment. Different departments may have varying connections to industries or job markets related to their field of study. Students in certain departments may have access to more employment opportunities. The nature of the of the learning environment within each department can also make a

difference. Factors such as classroom facilities, technology integration, the name of the college's study spaces, and the overall system can influence how comfortable and conducive to learning the environment is for students, affecting the choice of departments. The work environment within each department can vary based on factors such as manufacturing and electricity; garments have fewer students but need high demand for employment. Such as accounting, information technology, high student and low employment demands, this has happened to miss much of demand and supply. So that working environment was affected when they were choosing their department's selections.

4.7.6. Limited knowledge about TVET

Yes, absolutely; from the views of the respondents, the students and family had limited knowledge about these sectors. When they come to college, students and families don't fully understand what vocational education is. They thought it was the garbage of not passing the 10th or 12th grade matriculation results. This is the greatest difficulty for every college in the country. A narrow perspective can restrict their choices when selecting a department. Because educational institutions can provide comprehensive career counseling services about TVET to help students explore a wide range of topics, understand them, and make informed decisions about their limited knowledge about TVET sectors when they were making departmental choices. Without suitable knowledge of TVET and the various departments and programs offered by colleges, students may not be aware of the full range of options available to them. This lack of awareness can lead to students choosing departments that may not align with their interests, skills, or career goals.so limited knowledge of students and families about TVT has affected when they are choosing their departments.

4.8. Correlation

To make a correlation between trainees department choice (a dependent variable) and each of the factors affecting trainees department choice (personal interest, career goals, limited knowledge about TVET, peer influence, parental influence, and work environments, i.e., independent variables), Pearson's correlation was applied. According to Field (2009), the assumption for Pearson's correlation is that there should be a linear relationship between two variables, and the sampling distribution has to be normally distributed. Therefore, both of the assumptions are fulfilled. Graphical representations that show the fulfilment of the assumption are presented as follows:.

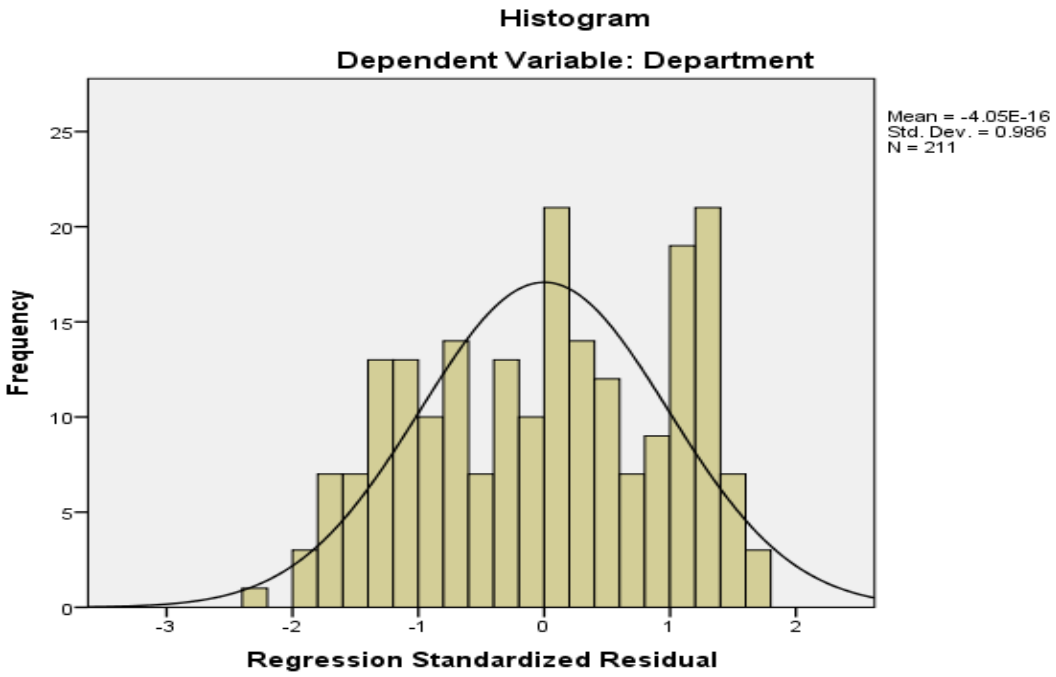


Figure 4.5. Graphical representation showing normal distribution

Source: Own Survey (2024).

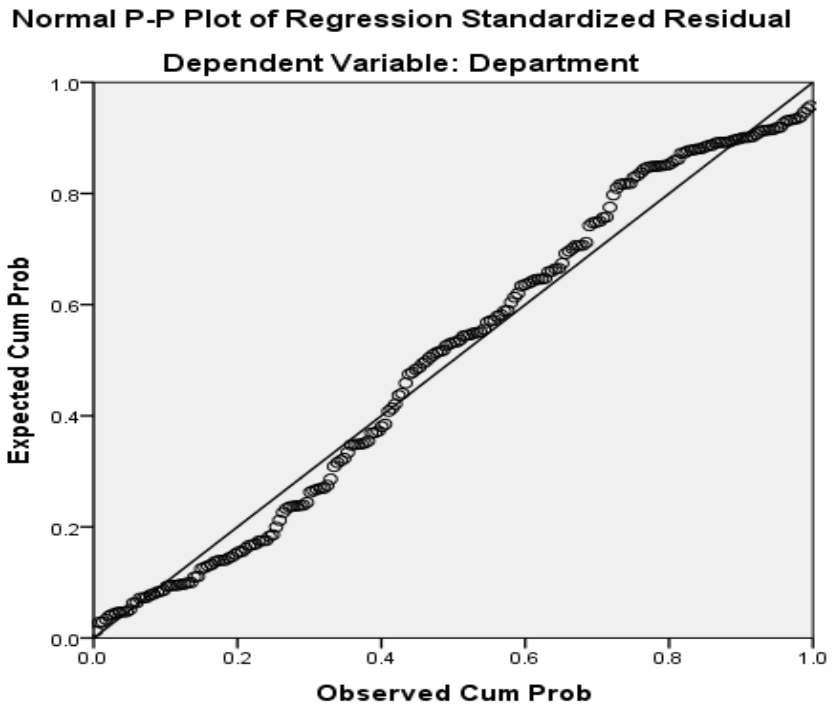


Figure 4.6. Graphical representation showing liner relationship

Source: Own Survey (2024).

Table 4.11.of summary of Pearson's correlation of dependent variable and the independent variables

Independent variables												
Dependent variable	Personal Interest		Career Goals		Peer influence		parental pressure		Work environments		Limited TVET	
trainees department choice	Cor.	0.544	Cor.	0.682	Cor.	0.652	Cor.	0.687	Cor.	0.562	Cor.	0.654
	Sig(2 tailed)	0.007	Sig(2 tailed)	0.011	Sig(2 tailed)	0.020	Sig(2 tailed)	0.000	Sig(2 tailed)	0.031	Sig(2 tailed)	0.018

Source: Own Survey (2024).

According to Cohen (2007), a correlation value > 0.5 indicates a strong effect.As indicated in Table 4.11.above, Pearson's correlation coefficient of all independent variables is above 0.5 and positive (i.e., personal interest = 0.544, sig 0.007, career goals = 0.682, sig 0.011, peer influence = 0.652, sig 0.020, parental influence = 0.687, sig 0.000, work environments = 0.562, sig 0.031, and limited knowledge about TVET = 0.654, sig 0.018), and the sig.value < 0.5 indicates strong effects and a statistically significant positive relationship between the dependent variable "trainee department choice" and independent variables (personal interest, career goals, limited knowledge about TVET, peer influence, parental influence, and work environments).

Therefore, it can be concluded that the independent variables (personal interest, career goals, limited knowledge about TVET, peer influence, parental influence, and work environments) have a direct and positive influence/relationship with the dependent variable "trainees department choice" with a magnitude > 0.5 as presented above, which implies that as the influence of the independent variable (personal interest, career goals, limited knowledge about TVET, peer influence, parental influence, and work environments) increases, the trainees department choice (dependent variable) also increases, which results in a in a higher limitation on trainees department choice and vice versa.

4.9. Regression analysis

As cited in Cohen (2007), multiple regression analysis enables us to predict and weight the relationship between two or more explanatory (independent) and explained (dependent) variables. In our case, the purpose of using multiple regression analysis is that it enables us to

predict and weight the relationship between independent variables (personal interest, career goals, Limited knowledge about TVET, peer influence, parental influence, and Work environments) and dependent variables (trainee department choice).

As explained Cohen (2007), when using regression techniques, one has to be faithful to the assumption underpinning them. Some of these are:

1. There are no extreme outliers.
2. There is an approximate linear relationship between the dependent variable and the independent variable (both individual and grouped)
3. The dependent variable is approximately normally distributed (or at least the next assumption is true)
4. The residual for the dependent variable (the difference between calculated and observed scores) are approximately normally distributed.
5. No independent variable is a perfect linear combination of another (not perfect multicollinearity).

Therefore, before getting into multiple regression analysis, the assumption needs to be checked. Concerning extreme outliner, the result of the study in the scattered diagram shown in figure 4.6 indicates that there are no outliers (See figure4.6.)

Scatterplot diagram showing the absence of outlier and presence of linear relationship between dependent variable and independent variables (Assumption 1 and 2 fulfilled)

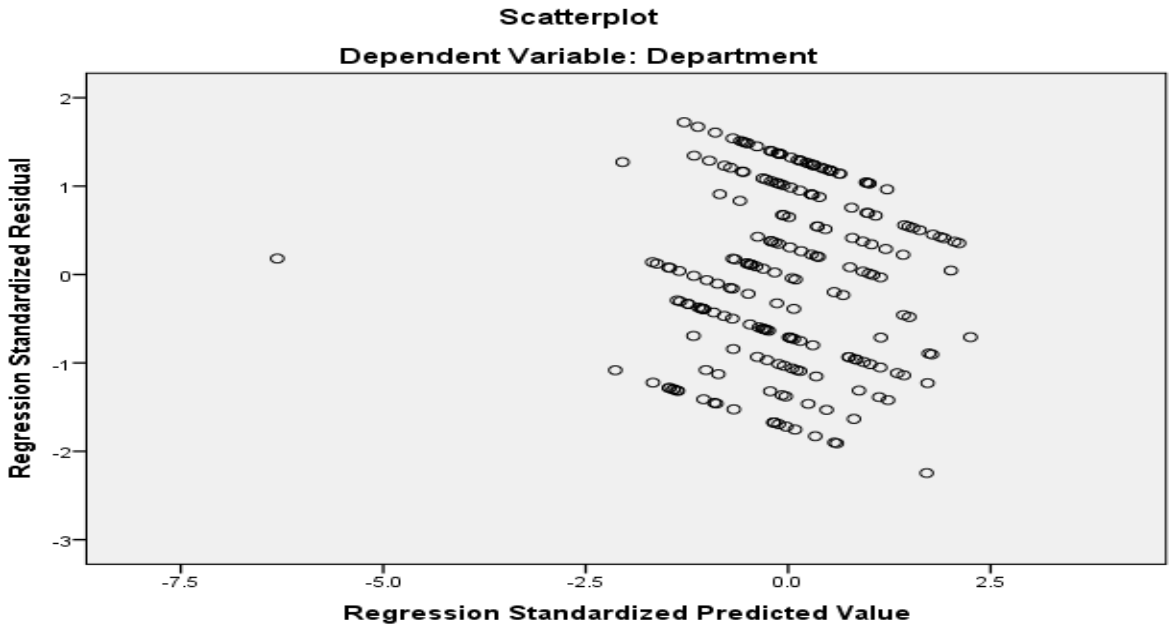


Figure 4.7. Scatterplot diagram

Source: Own Survey (2024).

As depicted in figure 4.6,the scatterplot shows that there no outliers in the study. This assures that assumption 1 is fulfilled.

The above scatterplot diagram (figure 4.6.) shows the existence of linear relationship between (dependent variable) trainee's department choice and independent variables (personal interest, career goals, Limited knowledge about TVET, peer influence, parental influence, and Work environments). In addition to that, figure 4.5. Also in indicate the existence of linear relationship between the dependent variable and independent variables thus, this indicate that assumption 2 is fulfilled.

Concerning assumption 4.3, figure 2 which is presented in the correlation section indicate that dependent variable is approximately normally distributed and this assure assumption 3 is fulfilled.

Regarding multicollinearity (i.e. assumption 5) the following table indicates the detail(See table 4.12)

Table 4.12. Tables showing multicollinearity checking

No		**Collinearity Statistics**	
		Tolerance	**VIF(variance inflation factors)**
1	Personal Interest	.964	1.038
2	Career Goals	.826	1.210
3	Peer influence	.796	1.256
4	parental pressure	.883	1.133
5	Work environments	.964	1.037
6	Limited TVET	.892	1.121

Source: Own Survey (2024).

As stated in Field (2009), the tolerance and variance inflation factor (VIF) should be seen, and tolerance should be greater than 0.1, and the variance inflation factor (VIF), which is the inverse of tolerance, should not exceed 10 to fulfill the assumption 5. As indicated in Table 4.12, the study reveals that the tolerance values for all independent variables are > 0.1 (i.e., personal interest = 0.964, career goals = 0.826, limited knowledge about TVET = 0.892, peer influence = 0.796, parental influence = 0.883, and work environments = 0.964). Regarding VIF, all the values are below 10 (i.e., personal interest = 1.0.38, career goals = 1.210, limited knowledge about TVET = 1.121, peer influence = 1.256, parental influence = 1.133, and

work environments = 1.037). Therefore, assumption 5 is fulfilled, indicating that all independent variables are not highly related to each other, showing the absence of the problems of multicollinearity.

As the presentation above indicates, all the assumptions are fulfilled, and it can be concluded that multiple regression analyses will be conducted for the study.

Table 4.13. Multiple regression analysis on the six general issues/factors of trainees department choice

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	68.314	3.555		19.215	.014
Personal Interest	5.165	1.077	.146	2.144	.133
Career Goals	2.687	1.694	.124	1.586	.115
parental pressure	6.977	1.061	.337	3.723	.001
Peer pressure	7.053	1.062	.364	3.850	.035
Work environments	4.095	1.076	.342	1.252	.038
Limited knowledge about TVET	1.205	1.770	.336	1.373	.004

Source: Own Survey (2024).

Table 4.13 depicts the relationship and influence of each of the six generalized factors for trainees' department choice. The result of the study indicated that two of the generalized factors have positive and significant impact on trainees' department choice (parental pressure and Limited knowledge about TVET). The highest significant factors was trainees department choice parental pressure (B-value = 33.7 % at P= 0.001).those factors included "parental pressures" are economic incomes and levels of academic status. The next highest-valued significant factor which influences trainees' department choice is Limited knowledge about TVET (B-value = 33.6% at P = 0.007). The factors included under parental pressures: the knowledge of society is poor understanding of the TVET strategy; the ability to update curriculum; the government's lack of knowledge about the TVET system are the factors. Thus, both of the above factors have $P<0.05$ (i.e. 0.002).

Therefore, both of them have a statistically significant relationship with trainees' department choice. Hence, both of them can be concluded that parental pressure-related factors have the

highest B-value (B-value = 33.7% at P= 0.001). Explain 33.7 % of the dependent variable trainee's department choice with significant influence. Besides Limited knowledge about TVET-related factors has the next highest B-value (B-value = 33.6 % at P = 0.007). Explain 33.7 % of the dependent variable trainee's department choice with significant influence. The next highest result of the study indicated that two of the generalized factors have positive and significant impact on trainees' department choice (Personal Interest and Peer pressure). The most significant factors was trainees departmental choice Work environments (B-value = 34.2% at P = 0.212). Those factors included Wight collar distance from residence perspectives, happiness for family choices of satisfaction, and the working environment. The next highest-valued significant factor which influences trainees' department choice is Peer pressure (B-value = 36.4% at P = 0.035). The factors included under personal interest, limited knowledge, absences, prediction of future lives, the need to stay with friends and driving by peer have that factor. Therefore, both of them have a statistically significant relationship with trainees' department choice. Hence, both of them can be concluded to be environments environment-related factors which have the highest B-choice Work environments (B-value = 34.2% at P = 0.038). Explain 14.7 % of the dependent variable trainee's department choice with significant influence. Peer pressure-related factors have the next highest B-value (B-value = 36.4% at P = 0.035). Explain 36.4 % of the dependent variable trainee's department choice with significant influence.

On the other hand, two of the generalized factors have low and insignificant influence on trainee's department choice. These are Career Goals (B-value = 12.4% at P = 0.115) and Personal interests (B-value = 14.6% at P = 0.133). Thus, both of the above generalized factors have $p > 0.05$ (i.e., $p = 0.115$ and $p = 0.133$).therefore, both of them have statistically insignificant relationship with trainee's department choice. hence, it can be concluded that both of the generalized factors (career goal and personal interest) have insignificant influence on a trainee's department choice.

Table 4.14 model summary of the generalized factors for trainee's department choices

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.757[a]	.573	.559	2.940	.586	41.581	6	204	.000

Source: Own Survey (2024)

According to Cohen (2007), an adjusted R square value > 0.5 indicates a strong fit. The findings of the study of regression analysis in Table 4.14 also indicate that the adjusted R square value of the generalized factors is > 0.5 (r = 0.559 with P = 0.000 < 0.05).Field (2009) also stated that if the P-value is < - value, the independent variables will best predict the dependent variable. In our case, SPSS automatically takes the value as 0.05.So, the study indicates that p-value <-value (i.e., p-value = 0.000 < - value = 0.05). Therefore, this shows that the generalized factors predicted trainee's department choice significantly (r = 0.559 with p = 0.000 < 0.05), and this in turn reveals a strong relationship with 55.9% of variance explained by the factors affecting trainee's department choice with a p-value of 0.000, which is < 0.05. This implies there is a significant relationship between the generalized factors and the trainee's department choice.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Introduction

This chapter is the final part of the study which includes major summery of finding, conclusions draw based on the summery of finding and recommendation that address trainee's department choice of Addis Ababa Tegbareid Polytechnic College was presented.

5.2. Summary of finding

The findings indicate that factors influencing Trainees' personal-related factors during the selection one of the significant findings of the study were the impact of personal interest on trainees' department choice. The analysis revealed that personal interest was crucial in influencing students' decisions when choosing a department. Students who expressed a strong personal interest in a particular field were more likely to select that department for their studies. Career goals were also identified as a key factor influencing trainees' department selection. The study found that students who had clear career goals and aspirations were more likely to choose departments that aligned with their plans. The analysis showed a significant relationship between career goals and department choice, indicating that students consider their long-term objectives when deciding their academic path.

The findings indicate external factors that lead/influence students to make improper department selections Peer influence emerged as a significant factor affecting students' decisions when choosing a department. The study found that students were influenced by their peers' choices and preferences, leading to a tendency to follow the masses when selecting a department. Peer pressure can impact students' independent decision-making and result in choices that may not align with their interests or goals. Parental pressure was identified as another external factor that influenced trainees' department selection. The study exposed that parental expectations and guidance played a significant role in influencing students' decisions about their academic track. Students who experienced pressure from their parents to choose a specific department were more likely to fulfill their wishes, even if it did not align with their interests or goals.

The findings indicate factors related to trainee's perceptions of their choice of department Limited knowledge about TVET was a factor that significantly influenced trainees'

department selection. The study showed that students who lacked information about TVET programs were more likely to make the wrong decisions about their department choices. This lack of knowledge could lead to mismatched expectations and dissatisfaction with the chosen field of study. Work environments can also impact students' department choices, with students considering factors such as employment opportunities and future work considerations when selecting a department. However, the student has not joined to hard skills and only focuses on soft skills. The study showed that students do not give value to the potential for future employment. The findings indicate support for students with decision-making regarding first choice of department Teachers and counselors need to be aware of the influence on students' department selection and provide support to help students make choices that are in line with their aspirations and strengths. The importance of career guidance and counseling is to help students clarify their goals and make informed choices about their education and training. The students need support for open communication between students, parents, and educators to ensure those students' choices are based on their aspirations and abilities rather than external pressures.

5.3. Conclusion

The goal of the research done at Addis Ababa Tegbareid Polytechnic College was to find out what influences trainees' department selections and to shed light on how students make decisions. The study's mixed research technique, which combined quantitative and qualitative approaches, allowed for the identification of numerous critical characteristics that have a major influence on trainees' department selection. These variables include individual interests, professional aspirations, a lack of understanding regarding technical and vocational education and training (TVET), peer pressure, family expectations, and workplace settings. The study's conclusions provide insight into the intricate interactions between these variables and how they affect trainees' choices of departments.

The findings indicate that factors influencing Trainees’ personal-related factors during the selection Personal Interest: The study also highlighted the impact of personal interest on trainees' department choices, with 52.46% of respondents agreeing that it influenced their decision-making process. The study found that a substantial percentage of respondents considered personal interest as a significant factor in their decision-making process when selecting a department. Career Goals: The research identified career goals as another

influential factor in trainees' department selection, with 48.18% of respondents agreeing that career goals played a significant role in their decision-making process.

On the other hand, those factors lead/influence students to make improper department selections Parental pressure: the research identified parental pressure as another influential factor in trainees' department selection, with 55.22% of respondents agreeing that parental influence played a significant role in their decision-making process. This finding emphasizes the importance of engaging parents in the educational journey of their students and providing them with accurate information about TVET and the potential benefits of different departments. Peer Influence: The research identified peer influence as another influential factor in trainees' department selection, with 48.4% of respondents agreeing that peer influence played a significant role in their decision-making process. Participants acknowledged the impact of peer influence on their department selection.

Concerning factors related to trainees' perceptions of their choice of department, the study revealed that 55.22% of respondents agreed that their department selection was affected by their limited knowledge of TVET and stressed the importance of providing comprehensive information and guidance to students to help them make informed decisions. Work environments: The study also highlighted the impact of work environments on trainees' department choices, with 55.22% of respondents agreeing that work environments influenced their decision-making process.

Concerning interviews 16 leaders were selected as respondents to assist students with decision-making regarding the initial choice of department By enhancing career guidance programs, increasing awareness campaigns, engaging parents, providing exposure to work environments, and offering tailored support services, educational institutions can empower students to make informed and fulfilling decisions regarding their department selection. The study's numerical findings, including the average agreement levels and statistical significance of factors such as limited knowledge about TVET, parental pressure, and work environments, provide valuable insights into the decision-making processes of trainees and highlight the need for an all-inclusive approach to supporting students in their educational and career pathways for the department's choice of trainees.

5.4. Recommendation

Based on the research study's findings, Addis Ababa Tegbareid Polytechnic College provides useful suggestions for stakeholders, legislators, and educational institutions to improve trainees' decision-making processes. Colleges may establish a knowledgeable and encouraging atmosphere that enables trainees to make significant decisions about their department selection that are in line with their interests, objectives, and aspirations by addressing the elements that have been identified and offering all-encompassing support to students:

1. **Enhanced Career Guidance Programs:** Trainees can make well-informed decisions that are in line with their interests and goals by having access to extensive career guidance program that inform them about different departments, career paths, and opportunities within Technical and Vocational Education and Training (TVET).Training (TVET) can help them make informed decisions aligned with their interests and aspirations.

2. **Increased Awareness Campaigns:** Educating trainees, parents, and other stakeholders about the various departments at the college, the advantages of Technical and Vocational Education and Training (TVET), and the variety of career options accessible can help dispel myths and improve comprehension.

3. **Parental Engagement and Education:** Reducing unwarranted parental pressure and assisting trainees in making decisions that are in line with their interests and aspirations can be accomplished by involving parents in the decision-making process and giving them accurate information about TVET and the professional pathways their children can follow.

4. **Peer Support Programs:** Establishing peer support programs that empower trainees to make independent decisions while also considering the influence of their peers can create a supportive environment where students can exchange ideas and perspectives on department selection.

5. **Work Environment Exposure:** Providing opportunities for trainees to gain exposure to different work environments related to their chosen departments can help them better understand the practical applications of their studies and make more informed decisions based on their experiences.

6. **Collaboration with Industry Partners:** Collaborating with industry partners to provide insights into current market demands, employment opportunities, and industry trends can help trainees make informed decisions that align with the evolving needs of the workforce.

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APPENDIX-I

AN ASSESSMENT OF FACTORS INFLUENCING DEPARTMENT SELECTION OF TRAINEES: IN THE CASE OF ADDIS ABABATEGBAREID POLYTECHNIC COLLEGE

Department of leadership & Management Federal TVET Institute

Addis Ababa, Ethiopia

Dear respondents,

I am a postgraduate student in the Department of TVET leadership & management. At present, I am researching the an assessment factors influencing department selection of trainees: in the case of Addis Ababa tegbareid polytechnic college.

About the Questionnaire

This questionnaire asks for information about an assessment factors influencing department selection of trainees: in the case of Addis Ababa tegbareid polytechnic college. It should take approximately 30 minutes to complete. All questions can be answered by marking**(√)** or **(x)** the one most appropriate answer.

Confidentiality

All facts collected in this study will be treated confidentially. You are requested to objectively and independently help the researcher to fill the attached questionnaire. Please be assured that the information given by you are greatest confidentiality and for research purposes only. When you have completed this questionnaire, please return it to the researcher. When in doubt about any aspect of the questionnaire, or if you would like more information about it or the study, you can meet the researcher face -to- face or by the following address:

***Mobile**: +251-912873071*

Email: *hailul088@gmail.com*

Addis Ababa, Ethiopia.

PART-I

Personal Data

Direction: Please put a **"√"** mark in the appropriate box that corresponds to your choice or write the necessary information needed in brief on the space provided where ever necessary.

1. Institutions: Addis Ababa tegbaried polytechnic college
2. Department……..

3. Gender A Male ☐ B. Female ☐

3. AGE

A) 16-25 ☐ B) 26-30 ☐ C) 31-35 ☐ D) 36-40 ☐ E) Above 40 ☐

4. Training Level: _____

5. What was your GPA at grade _____

PART-II

Questionnaire for Trainees

Q1. What are the factors influencing Trainees' Personal related factors during the selection of departments?

This part of the questionnaire contains closed-ended items that are the factors influencing trainees during the selection of departments. Based on the concept of each item, please select the option that directly represent your opinion on the factors influencing trainees during the selection of departments and rate the following using a scales where;

1=Strongly Disagree (SD); 2=Disagree (D); 3= Neutral Agree (NA); 4=Agree (A);

5=Strongly Agree (SA)

No		1(SD)	2(D)	3(NA)	4(A)	5(SA)
Objectives Personal Interest						
1.1	I can compare my abilities and possibilities with my department alternatives.					
1.2	Personal skills and abilities affected your choice of department.					
1.3	Personal career expectations affected your choice of department.					
1.4	I chose my department choice path after I analyzed all possibilities.					
1.5	I chose my department based on the subject matter that is usually easy for me.					
Objectives Career Goals						
1.6	Potential scholarships opportunities for further studies affect my department choice.					
1.7	I considered other people's opinions and constructive ideas related to department choice					
1.8	I learnt about vocational education from the social media.					
1.9	I received information about vocational education from newspapers.					
1.10	I received information about vocational education from my friends.					
1.11	I talked to others to obtain information for easier decision-making on my department choice.					

As a student/trainee, what major challenges did you face when you choice of theDepartment? In terms: Personal interest, Future career goals

Q2 What External factors that lead/influence students to make improper department selections?

This part of the questionnaire contains closed-ended items that focus on factors lead students to make improper department selections. Based on the concept of each item, please select the option that directly represent your opinion on the factors lead students to make improper department selections and rate the following using a scales where;

1=Strongly Disagree (SD); 2=Disagree (D); 3= Neutral Agree (NA); 4=Agree (A);

5=Strongly Agree (SA)

No		1(SD)	2(D)	3(NA)	4(A)	5(SA)
Objectives parental pressure						
2.1	My parents have great influence in my choice of department.					
2.2	Parents' career information influenced your choice of department.					
2.3	My parents are the ones who are choosing my department.					
2.4	I made my career choice after completing primary education					
2.5	My parents always ask me about my department choice					
2.6	I was allowed to revise my career choice after examination results were Released and depending on my grades.					
Objectives peer influence						
2.7	My friend's preference of course affects my decision in choice of department.					
2.8	Academic achievement/grades affected your choice of department					
2.9	I made my choice when I was still in primary school.					
2.10	My friend's choice of training selection affects my decision in choice of department.					
2.11	Desire to choose a particular subject because friends chose the same department.					

As a student/trainee, what major challenges did you face when you choice of theDepartment? In term: Peer influence, parental pressure

_____

_____

Q3.What are factors related to trainee's perception towards being of their choice of departments.

This part of the questionnaire contains closed-ended items that focus factors related to trainee's perceptions of their choice of departments. Based on the concept of each item, please select the option that directly represent your influencing decision-making about training programs within the chosen department from an external and internal perspective and rate the following using a scales where;

1=Strongly Disagree (SD); 2=Disagree (D); 3= Neutral Agree (NA); 4=Agree (A); 5=Strongly Agree (SA)

No	**,**	**1(SD)**	**2(D)**	**3(NA)**	**4(A)**	**5(SA)**
Objectives Work environments						
3.1	Good prospects in obtaining a first job without any prior experience affect my department choice					
3.2	Employment opportunities affect my department choice					
3.3	I understand the marketability of my department when I choice.					
3.4	I consider the place of my future work in when choice of department.					
3.5	I consider the work I will get after finishing my college in choice of department.					
Objectives Limited knowledge about TVET						
3.6	This is the only TVET College that provides my academic needs					
3.7	I like to spend my spare time doing manual work.					
3.8	Do you get the relevant information about career guidance and counseling					
3.9	I know TVET before I joined this program					
3.10	I am interested in learning TVET related course					
3.11	I enjoy the program and hope to participate in the future					

As a student/trainee, what major challenges did you face when you choice of the Department? In terms :Work environments and limited knowledge about TVET

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Thank you very much for your time and your valuable contributions; We will keep in touch. Have a good day!!!

PART-III

Sumy Structure Interview Questions, for Department heads, and Vocational guidance and councilors and Trainees council representatives Dean

Research Topic

Good morning/ afternoon leaders

This interview has been designed to gather data for the fulfilment of the thesis requirement for I am a postgraduate student in the Department of TVET leadership & management. Thank you for participating in the interview on **"**an assessment factors influencing department selection of trainees: in the case of Addis Ababa Tegbareid polytechnic college**".** The overall aim and objective of this study is to describe and identify the Personal interest, Career Goals, peer influence, parental pressure Work environment or Employment opportunities, Limited knowledge about TVET which help to link an assessment factors influencing department selection of trainees: in the case of Addis Ababa Tegbareid polytechnic college. The report of this study's findings will be handed to each individual that participate in the interview. This is to justify the transparency for each interviewee.

Confidentiality

All facts collected in this study will be treated confidentially. You may decline any interview questions that you do not wish to answer. There are no known or anticipated risks from participating in this study. Because of the potentially sensitive nature of the study, every effort has been made to protect your anonymity. The data collected from the survey will be maintained on the researcher's computer and the replied interview will be properly locked. The data will never be shared with others without your prior consent. If you require further information on this study, or have any questions or suggestions, please contact me directly at face -to- face or by the following address:

***Mobile**: +251-912873071*

Email: *hailul088@gmail.com*

Addis Ababa, Ethiopia.

Do you have any questions or concerns to be addressed before we continue?

1. Gender

I) Male II) Female

2. Respondent current job category within the College.

I/ V/dean (OBT) II/ vocational guidance and counseling III Departments Heads

3. Respondent service year in the College.

I) 1– 5 years II) 6-10 years III) 11-15 years IV) >16 years

4. The educational background of the respondent.

I) Certificate II) Diploma III) Degree IV) Masters of degree V) PhD

Semi-structured interview Questions guide for selected

4. How assist students with decision making regarding initial choice of departments?

1. In your opinion do you believe personal interest affect to student when choice of Department? If your answer is yes, please explain.

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2. In your opinion do you believe *Career Goals* affect to student when choice of Department? If your answer is yes, please explain.

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2. In your opinion do you believe *peer influence* affect to student when choice of Department? If your answer is yes, please explain.

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4. In your opinion do you believe *parental pressure* affect to student when choice of Department? If your answer is yes, please explain.

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6. In your opinion do you believe a *Work environment or Employment opportunities* are considered when the student is coming for department selection in the college? If your answer is yes, please explain.

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6. In your opinion do you believe *Limited knowledge about TVET* is considered when the student is coming for department selection in the college? If your answer is yes, please explain.

Before I windup my interview questions, do you have any comments, suggestions or comments?

Thank you very much for your time and your valuable contributions; we will keep in touch. Have a good day