

**FACTORS INFLUENCING WOMEN PARTICIPATION IN VOCATIONAL
EDUCATION IN MASASI DISTRICT, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS OF THE DEGREE OF MASTERS IN EDUCATION,
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN
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CERTIFICATION

The undersigned certifies that has read and hereby recommends for the acceptance by The Open University of Tanzania a research titled “Factors influencing Women Participation in Vocational Education Masasi District, Tanzania” in fulfillment of the requirement for the award of Masters Degree In Education, Administration, Planning And Policy Studies (Med Apps).

.....
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Date

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DEDICATION

This work is dedicated to my lovely family.

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ABSTRACT

The study investigated on factors influencing women participation in vocational education in Masasi district, Tanzania. Three objectives guided the study: assess level of women involvement in Vocational education in Masasi district, examine factors affecting women participation in Vocational education Masasi district and explain strategies can be employed to increase women participation in Vocational education in Masasi district. Survey design was employed. Questionnaire and document were used. Findings revealed that the level of involvement of female in vocation education in Masasi is low. Female apart from showing interest in tailoring, secretarial and computer and binding books they showed serious and low enrolment in trades of motor vehicle mechanic, masonry, carpentry, electrical installation, plumbing and auto electricity trades. Further, the results showed that to a great extent female participation was affected by centre management factors such as lack of centre gender committee to handle sexual harassment issues, lack of career guidance and counseling, other factors associated with low female participation in vocation education in Masasi was related to financial problems of parents and poor loan scheme (HELSEB) to eliminate vocation education students from sponsorship, in addition lack of female role model teachers and low awareness of parents on the need for education was identified as factors causing low female participation in vocation education in Masasi. Lastly, prohibiting child marriage; establishing centres for female attachments to learn and practice practical skills, policy to favour female in Vocation Education and attractive and innovative trade such as hair style and saloon were stated strategies to improve women participation in vocation education. Recommendations to address the problem are attached.

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LIST OF ABBREVIATIONS

DEO	District Education Officer
DV	Development Vision
FDC	Folk Development Community
GMI	German-Malaysia Institute
IRC	International Rescue Committee
LMA	Labour Market Analyst
MSW	Micro soft word
NGOs	Non - Governmental Organizations
RVTSC	Mtwara Regional Vocational Training and Services Centre
SZE	South East Zone
SPSS	Statistical package for Social Sciences
URT	United Republic of Tanzania
VET	Vocational Education Training
VETA	Vocational Education Training Authority
VTC	Vocational Training Centre

CHAPTER ONE

1.0 INTRODUCTION

This chapter presents background to the problem, statement of the problem, purpose and objective of the study, and research question, significance of the study, conceptual frame work and definition of the key terms, delimitation and limitation of the study.

1.1 Background to the Problem

Vocation is a general term, which means occupation or work or one's means of livelihood. In ordinary sense, the term vocation could be used for a lower level of jobs including carpentry, bricklaying, tailoring, motor mechanic, installation mechanics, welding, rewiring, basket making, gold milling and so on. In principle, Vocational education and Technical education are types of education which complement each other. While vocational education includes technical education, vocational education on the other hand provides training or retraining programs designed to prepare people to enter into paid employment in any recognized occupation. Lovat, et al (2010) added that skills provided in vocational education are commonly "manual" rather than intellectual. Goel (2009) also pointed out that in a much broader sense vocational education covers education and skill development at all levels – both through formal and non-formal programs. In the Vocational education syllabuses, subjects like Mathematics, technical drawings, engineering science and computer science are the basic subjects in technical Education. (VETA HQ reviewed curriculum, 2013).

According to Stockyard (1980), women were still lagging behind as regards to training in technical skills. The importance of vocational education and training in technical skills for women could not be denied. In developed countries such as the United States of America and Germany, training in technical skills had become an important agenda in their national plan. They viewed training in different skills as a “panacea” for solving unemployment. Wanzel (1994) who was the Management Director of the German-Malaysia Institute (GMI) once stated; “In Germany, vocational schools were the first choice. To enter University or get academic qualification had become the second choice. It had become the priority for German people to acquire skills before they went further study in university”.

Sheng et al. (1996) stated that vocational education could prepare women on various skills in different occupations. However, career in vocational fields mostly “practice” gender segregation. Burge and Culver (1990) stated that gender inequality exists in almost all societies. Most fields of vocational training prioritize gender; for example fashion design, health and household economics were traditionally for women while car mechanics, carpentry and agriculture are for men.

Boserup (1987) conducted studies on forms of occupation among women in Latin America, Middle East, East and South Asia and Africa. He noted that there were three forms of occupations among women. Firstly, in industrial countries, primary in West Europe and North America; there were high rate of women in clerical work and only a few in professional jobs. Secondly, in Latin America, the pattern was different; here more women were in professional areas rather than clerical work and

thirdly, the distribution of female workers in Africa and Asia was at a low rate in both professional and clerical fields.

UNESCO's (1996-2001) revealed that women and girls in Africa had special place in current medium-term strategy. This group has been recognized as one of the priority groups for action. In this context a special project on vocational education for girls in Africa was launched in 1996 with the aim of reducing gender disparities in vocational training (Barthes, et al 2001).

In Tanzania, although the provision of education including vocational education has been liberalized since 1995, the participation of women in vocational education has been lagging behind. According to URT (2003), BEST 2005 – 2009 reported that in 2007, a total of 145,423 students were enrolled in VETA courses of which 53 percent were males and 47 percent were females (MoEVT, 2009).

The Vocational Educational and Training Authority (VETA) was established by an Act of Parliament No. 1 of 1994 charged with broad tasks of coordinating, regulating, financing, Promoting and providing vocational education and training in Tanzania. The history of VETA dates back to 1940 when the Apprenticeship Ordinance was enacted to guide training in the industry. The Vocational Training Act of 1974, which established the National Vocational Training Division, was replaced by the Vocational Educational and Training Act. of 1994. Mission: To ensure provision of quality VET that meets labour market needs, through effective regulation, coordination, financing, and promotion, in collaboration with

stakeholders". Vision: An excellent VET system that is capable of supporting national social economic development in a global context". The Centers like Ndanda which works in the context of VETA, provides vocation education skills cannot be met if the community ignores the role of vocation education by not enrolling their female trainees in the center. This will not enable the Nation to realize the nation industrialization hence fail to stimulate the national economic development. Therefore, the problem of female low enrollment in Vocation education needs to be investigated and addressed squirrelly.

1.2 Statement of the Problem

Vocational Education which produces personal of different skills in areas of auto-electricity, electric installation, motor vehicles mechanics and many other trades seems not to be opted and accepted by women students at Ndanda Vocational Education center, Masasi. For example (Figure 1) just 1.6% among women students opted and enrolled in Motor vehicle mechanics, and only 0% opted and enrolled in welding fabrication. The general trend of low Enrollment at Ndanda Vocational Education, signals low formulation of needed skills among women. This in-turn will limit their ability to be employed or self employment in informal sector or public sector. This, will in-turn reduces the level of productivity the nation can get from its personnel. The women with low or no skilled will not earn money and they are likely to fall into large group of poverty.

This will not contribute significant to the industrial sector as the nation is expecting to achieve. There is need hence to ascertain the clear level of involvement, the factor

that affect their participation in Vocational Education and suggest possible strategies to improve women participation in Vocational Education in Ndanda, Masasi district.

Table1.1: indicates Students enrollment by Gender at Ndanda VTC in 2014 to 2017

S/N	Trade	2014		2015		2016		2017		TOTAL PECENTAGE	
		M	F	M	F	M	F	M	F	M	F
01	Motor vehicle Mechanics	17	-	20	-	19	01	19	01	98.6	1.6
02	Plumbing Installation	10	-	12	01	09	01	10	01	93.1	6.9
03	Welding Fabrication	15	-	14	-	10	-	16	-	100	0
04	Carpentry and Joinery	34	02	43	03	26	01	28	02	94.2	5.8
05	Computer and secretarial	-	30	-	29	-	27	-	24	00	100
06	Masonry and brick laying	34	02	43	03	26	01	28	02	94.2	5.8
07	Electrical Installation	06	02	06	02	13	06	13	07	69	31
08	Printing and Book binding	05	01	05	01	05	01	03	05	77.7	22.3
09	Tailoring	-	-	-	-	-	-	01	07	12.5	87.5
	TOTAL	121	37	145	39	95	37	108	54		

Source: Ndanda VTC Records Data, 2017

1.3 Objectives of the study

1.3.1 Main objective

The main objective of the study was to explore the factors affecting women participation in vocational education in Masasi district.

1.3.2 Research Objectives

- i) Assess level of women involvement in Vocational education in Masasi district
- ii) Examine factors affecting women participation in Vocational education Masasi district.
- iii) Explain strategies can be employed to increase women participation in Vocational education in Masasi, district

1.4 Research Questions

- i) What is the level of involvement of the women in the vocation education training in Ndanda, Masasi district?
- ii) What are the factors affecting the women participation in vocation education in Ndanda, Masasi district?
- iii) What strategies can be employed to improve women participation in vocation education in Ndanda, Masasi district?

1.5 Significance of the Study

The study is beneficial to the Ministry of Education and Vocational training, educators and policy makers as this study provides them with necessary information on factors affecting women participation in vocational Education. Also the findings of this study will enable the government and other stakeholders to tackle the issue of low participation of women in vocational education. And lastly the study provides baseline information to the future researchers on the recent status of women participation in vocational education.

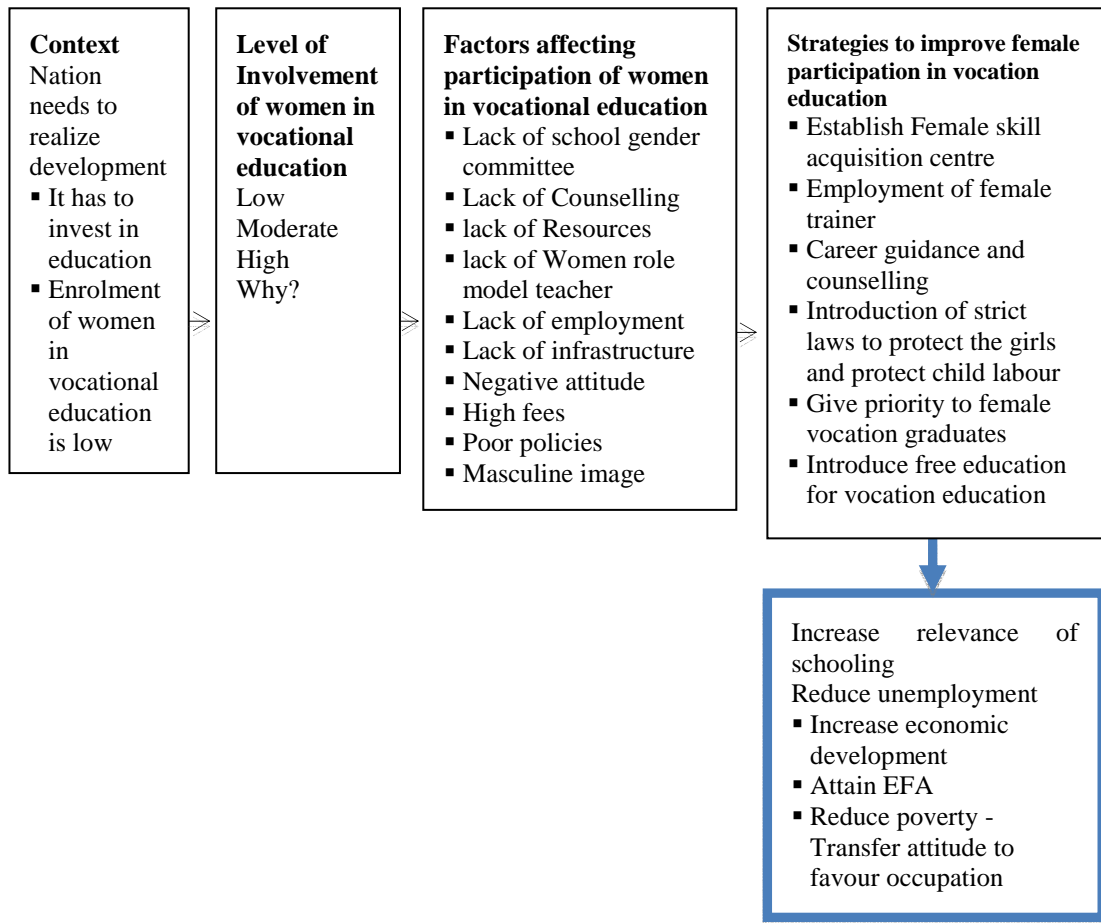


Figure 1.1: A Conceptual Framework on Studying Women Participation in Vocational Education

1.6 Conceptual Framework

Establishment of Vocational Education centres worldwide (Amadorme, 2013) recognizes that the involvement of youth will yield the better employment, reduce poverty, develop good/positive attitude among population occupation work. Literature review on involvement of women in vocational education has however indicated that, in Tanzania in particular, the women involvement is low, while country like Tanzania would realize development by improving skills of its population like women, the enrolment in Vocational Education is low. To

understand the problem there is need to investigate on the variables on level of involvement, specific factors affecting women participation in vocational Education and the recommend on the strategies to improve women participation in Vocational Education. All these are in line to realize the goal of establishment of Vocational Education Centres which include rising employment, reducing poverty and develop positive attitude towards occupational work to realize **National development**.

1.7 Limitation of the study

The study had financial constraints. That made the research to adjust some of the costs in order to meet all activities of the study. However, the participants were very supportive on this matter by providing proper information that made the research be successful

1.8 Delimitation of the study

The delimitation of the study is normally an explanation of the scope of the study. This allowed the researcher to specify a certain area of study in Mtwara region. That being the case, study was conducted at Ndanda Vocational training centres in Masasi District. The reason for sampling Masasi was that the District has four Vocational training centres among them; there was Ndanda being the oldest vocational training centre in Mtwara region, which is very resourceful training centre in which the researcher is employed as Instructor and Trainer.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

The chapter presents the literature review. The chapter covers the aspect of concept of vocational education, the theory that explains the female involvement in education. Further the chapter presents the general review on the factors that influence female participation in education followed by the empirical review. At the end of the chapter, the literature gap is provided.

2.1.1 Concept of Vocation Education

Adelakum et al (2015) hold that Vocation Education is the kind of education that adds the competencies, practical skills, attitude and knowledge to the individual to perform the industrial work or production for the purpose of realizing development. UNESCO (2015) holds that vocation education is a comprehensive term referring to those aspects of educational process of adding knowledge to an individual. This study will use and adopt the definition stated by both Adelakum and UNESCO.

2.1.2 School related factors

URT (2003) pointed out that Girls and women were not getting equal opportunity in completing and in accessing themselves in all levels of learning. The pedagogy was unfriendly a girl child, especially in teaching mathematics, technical and science subjects. Such subjects required competitiveness and some degree of assertiveness which girls often lacked. On the other hand poor enrolment ratios of girls to boys

especially at tertiary levels as well as girls' performance in classrooms in all levels were low. Numbers of girls who got practical skills after primary education were low compared to boys, in fact only 6 percent of girls enrolled for vocational training centres. Such an incidence should be considered a limitation in view of the fact that only 15 percent of Tanzanian's (boys and girls) proceed to secondary education.

According to URT (2005), Vocational Training Institutions were established to cater for girls and boys, the majority of girls had been left out of the mainstream of vocational training. The challenge was to encourage girls and women to take up non-traditional or male dominated trades. At the same time more vocational trades were needed to be established to cater for females. In addition women who joined vocational training colleges which offered non-traditional skills such as plumbing, mechanics and masonry, were still limited.

Fawcett and Howden (1998) suggested steps that could be taken to attract females' interest in technical fields, including firstly, adding technical training for women and improving women's productivity in service sector such as ,tourism, textiles and office work. Secondly, adding new courses for women in new technologies such as information communication technology (ICT); thirdly, changing the curriculum that was commonly specialized for men to guarantee broader opportunities for women such as auto mechanics, electrical installation, carpentry and metal work.

The Swann Report (1985) stressed that teachers were key elements in the education process. They played an essential role in nurturing student interests towards subjects they taught. Therefore, an important characteristic for teachers was to raise students'

interest including girls through their teaching. Based on existing findings; the role of a school was to enhance women participation in vocational education. Schools needed to set up quality career guidance and counseling unit for students and should ensure that operation and activities in a school were carried out professionally. A school should hire a qualified career guidance teacher so that he or she could assist students especially girls in making career choices.

2.1.3 Community Related Factors

Girls and women in Tanzania had far less access to quality education and training than boys and men. Traditional gender stereotyped roles still denied girls 'access to formal education, especially beyond primary level. In theory, girls were faced with same education opportunity structure as boys. In practice, however, socio-cultural constraints still inhibited the education of girls beyond a certain level. Perrone et al. (2001) also pointed out that lack of women participation in non-traditional career occurred because women often faced gender discrimination, sexual disturbances at work and obstacle to get high positions.

International Rescue Committee (IRC, 2009) conducted interview for students on the assessment of primary factors contributing to low female participation in TVET, particularly for training in traditionally male trade; included lack of awareness about benefit from TVET, insufficient financial support, financial consideration, and concern about future job prospects.

Education and Training Policy (1995): recognized low rates of participation of women in education. The policy indicated that the slow growth of the participation

rates of women at primary, secondary and tertiary levels of education attributed by cultural preferences for educating male children, high dropout rates due to early marriages and pregnancies. The intention of the policy was to promote women education at all levels of education.

National Science and Technology Policy (1996): recognized that women participation in science and technology had been minimal. Therefore, the policy promoted participation of women in promotion and utilization of science and technology. In order to enhance active participation of women in promotion and utilization of science and technology, policy advised the government to review policies and establish plans to increase proportion of women participation in decision making and planning as well as take deliberate measures to raise level of literacy among females. The policy further noted need to expand enrolment of female children in education institutions, increase education institutions, and increase education training opportunities for women and girls in science and technology.

Gender and Women Development Policy (1999): advocated that education was a key to liberation and an important tool to alleviate socio-economic problems. Women faced constraints to access education and training at all levels. The problems included unfriendly pedagogy especially in teaching of mathematics, technical and science subjects, which required competitiveness and some degree of assertiveness which girls often lacked. Truancy, pregnancy, economic hardships and early marriages constrained girls from completing their schooling. Existing social attitudes

favoured and promoted boys' education and paid less interest in the education for girls.

Development Vision (DV) 2025: recognized existence of gender inequality in Tanzania therefore advocated for the need to ensure gender equality and the empowerment of women in all socio-economic and political relations and culture.

The report emphasized that education should be treated as a strategic agent for mindset transformation and for the creation of well-educated nation, sufficiently equipped with knowledge needed to competently and competitively solve development challenges. In that light, the education system should be restructured and transformed qualitatively with a focus on promoting creativity and problem solving.

2.1.4 Physical Facilities Related Factors

Norhazizi (2008), expressed that factors which hindered female students from taking certain technical fields could be summarized as firstly, technical field was a field that required its workers to have high physical and mental endurance and durability. Secondly, there was lack of encouragement from family, peers and teachers. Thirdly, female students seldom were they given a chance to prove that their capability was equal to males. Fourthly, female students were lacking confidence in certain fields. Fifthly, the gentleness in females caused them to be timid to venture.

According to Ediaghonya, Agbaje and Suberu (2012) the inadequacies of facilities, and infrastructural materials, had equally not helped out in boosting participation of women in technical and vocational programmes.

Cinterfor (1992) expressed that the duration of the training program was an important factor for females' participation in vocational education programs, because of the dual house-hold/child care and work responsibilities of most female participants, time costs of female trainees, particularly in long apprenticeship. Cinterfor (*op.cit*) recommended that, shorter the duration of a class, the higher women's participation rates and the lower the drop – out rates during the program could be expected.

World Bank (1991), noted that female participation in vocational education often lacked basic mathematics, reading skills, knowledge of basic concepts and terminology to benefit from specific skills training offered in highly technical classes.

The review had also pointed out that community factors which affected women participation in vocational education were policies, parents, social and NGOs. As regards to school aspects, female participation in vocational education was influenced by school administration, curriculum, role of teachers and students. Lastly physical facilities that affected women participation in vocational education were nature of occupation, training facilities and environment and time allocated for the courses. The review had pointed out various initiatives taken to address the issue of low participation of women in vocational education in different parts of the world. Questions which needed thorough exploration included, reports written by former researchers which acted as a guide for improving women participation seriousness of the problem? Yet no such kind of research had been conducted in Masasi District.

Such questions and the like have prompted this current study to be done so as to explore further, challenges which were hindering women participation in vocational education in Masasi district in particular.

2.2 Empirical Review

2.2.1 Women Participation/Involvement in Vocational Education

The Nations worldwide recognizes the provision of Education as a tool for development. Many nations including Tanzania adopted the provision of Education through vocational education. However, the report URT (2003) showed that total of 145:423 students enrolled in VETA courses, 53% percent of this total was male students and 47% were female.

Adelakum et al (2015) hold that women and girls are underrepresented in career Technical Education Programmes, that prepare students for career in high paying occupation like Science, Technology, Engineering and Mathematics; the skilled trade and other occupation traditionally done by men. Idris (2013) did a study which was sought to examine the enrolment of females in technical and vocational education in Kano state of Nigeria. The data were obtained from technical colleges and secondary schools offering technical courses in the state with a sample of 220 males and females technical teachers as well as 233 males and females final year technical students in the state. The results revealed that the level of enrolment of females in the area of technical and vocational education is quite low. The study recommended that the government needs to provide institutions that will carter for the females' gender for the purpose of economic development of the state and the country at large.

2.2.2 Factors Affecting Participation of Female in Vocational Education

There are reasonable literatures showing factors affecting participation of female students in vocational education across the globe. Akipotohwo et al (2016) hold that female participation in vocational is associated with poor entry level, lack of recognition and discrimination against the graduates, further assert that the participation of female is low due to inadequate facilities, infrastructure materials, qualified teachers and career counselors. Other factors pointed were low value placed by society on the value of vocational education by assuming it is education for lowest class and a last resort option for youth and for people of low intelligent, low achievers and low status occupation.

Ayonmike et al (2014) hold that the factors which affect participation of female in vocational education in Nigeria include: poor societal perception, poor entry level, poor attitude, lack of recognition, discrimination against the graduates of Vocational Education. International scholars have pointed also the factors affecting participation of female in vocational education to be social cultural practice which do not accept girls cannot take up tough job like those developed by vocational education trades, attitude factor (role of female and male) in society and absence of female role model teachers.

2.2.3 Strategies to Improve Female Participation in Vocational Education

Haimanot (2014) holds that female participation could be improved in vocational education in Ethiopia by organizing tutorial programme, organizing gender

workshop for parents and students and creating good employment opportunities for females.

Akpotohwo et al (2016) hold further that six strategies would help to improve women participation in vocational education. These include;-establishment of formal and non informal female skill acquisition centres, employment of female trainers from other state to serve as role models, creating conducive environment for practicing formal entrepreneurial to advocacy by government and policy makers for implementation of female oriented technical and vocational programme and career guidance and counseling, technical and vocational programme be provided to all female students.

Adelakun et al (2015) hold that the Nigerian Government to improve participation of women/female in vocational education they must adopt: good policy which forms female students to access education of all types including vocational education. Further, the government must establish laws which protect girls from early marriages and child abuse; introduce graduates from vocational education and establishing effective guidance and counselling to counseling them in carrier choice.

2.3 Research Gap

The literature done on the participation of women/female in vocational education across the globe have raised issues of concern related to female level of involvement being low, various factor being identified to affect female participation in education and some strategies to improve female participation in vocational education. Despite

of the review, it was not clearly shown in the accessed literature what is the level of involvement for girls in vocational education in Masasi and what specific factors are responsible for female vocational education as well as what strategies can be used to improve female participation with vocational education in Masasi, hence the need to address this gap is vital.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research methodology, research design, area of study, population, sample and sampling procedure, data collection methods and data analysis.

3.2 Area of the Study

The study was conducted in Masasi District. The district covers an area of 4429.9 sq. km. It was located between latitude 10 to 120 south and between longitude 36 and 38 degrees East. The district was bordered by Nachingwea district to the North, Lindi and Newala district in the East, Ruvuma River and Mozambique in the South and Nanyumbu district the West. Masasi District was sampled for the study because of the existence of four VTCs which formed a specific cluster in Mtwara region compared to other districts.

3.3 Research Design

Yin (2011) holds that, researchers seek to use strong designs so as to strengthen the validity of their studies and to ensure that data are collected properly to address the research topic being studied, while Orodho (2003) stresses that, research design is the plan, scheme or outline that is used to generate answer to the research problem. Kothari (2003), defines research design as the conceptual structure within which research is conducted. It constitutes the blueprint for the collection, measurement and

analysis of data. De Vaus (2001) identifies explaining different blueprints for planning researches one of them is the case study design which attempt to conduct an in-depth study of a particular research problem rather than a statistical survey. Mlyuka (2011) holds that research design is an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose; it guides a researcher in the process of collecting, analyzing and interpreting data for achieving the objectives of the study. This study employed survey design. Survey design uses the questionnaire to seek opinion on the investigate topic. The use of survey in the study was rational because the topic wanted to investigate on the factor that influence female participation in vocation education, obtaining these description survey was thought to be useful as I could allow respondents to opine on the factors that cause the problem in a short time to meet the time frame of data collection and reduce the costs as opposed to interviews which could have extended the data collection processes.

3.4 Data Collection Instruments

The instruments used were questionnaires, and documentary reviews.

3.4.1 Questionnaire

Participants who filled questionnaires were, teachers and students. Questionnaires were used because they permit an involvement of large number of participants within a short time. The questionnaire composed had three questions, the first question asked and intended to elicit the opinion of the respondents on the level of involvement where the respondents mentioned the characteristics of the involvement

at the centre. The second question comprised of the questionnaire intended to elicit the opinion of the respondents on the factors that cause low participation of the female trainee at the centre. The likert scale was structured under five point scale and it covered themes of: centre management factors, family factor and social-cultural factors. The last question was composed as an open questionnaire where it intended to ask on the strategies that could be used by the community to improve female participation in vocation education. Since there is no methods that is complete or effective in data collection methods, the researcher opted to use additional documents to triangulate the methods for increasing the credibility of the research results as recommended by Gray (2009) and Ptton (2004).

3.4.2 Documentary Review

The researcher used documentary review from Vocational training centres; data sources like attendance reports, enrollment and graduate statistics were noted. The teacher supply and the center tuition fee for programmes offered were reviewed as well. Registration records for the Ndanda center was also reviewed to see the trend of the students registration at the center.

3.5 Population

Population means the combination of the group of object or individual of the same characteristics and up on the sample for research is drawn (Kothari, 2004). The study was therefore done to the community of Masasi where the students and teachers and the vocation education officers were drawn.

3.6 Sample and Sampling Technique

Silvaman (1997) recommends that the use of sample in the survey is usually large as compared to the interviews. This study used sample of one hundred respondents, randomly selected as recommended by Silvaman (1997). Teachers and students were involved in the Vocation education programmes thus were expected to have information about the training challenges and the way the female involvement could be improved, hence their selection and involvement in the sample was important to fulfill the objectives of the study. Other Vocational officers were involved as they are involved in the development and planning of the center in regard to the vocation education training, hence their inclusion was sought significant to address the objectives of the study.

Table 3.2: The Sample of the Study

Category	Respondents
Teachers	8
Students	70
Centre principals	4
Patents	10
Stakeholders	5
DEO	1
VETA Zonal officers	2
Total	100

Source: Researcher's sample size of participants for the study March 2017

3.7 Data Analysis

The questionnaire were supplied to the respondents in Ndanda district. Responses were tallied to obtain the frequencies of the responses. By the support of the SPSS Version 22 the questionnaire were coded. This produced the tables and percentages

of the responses that showed how the respondents reacted or opined on the statement related to the factors that hinder women participation in vocation education in Ndanda district. The responses were structured using the likert scale of five points. The side of the strongly agree and agree were taken as agree and the side of strongly disagree and disagree were take as disagree. Un-decided were taken as its. The data was then presented and described using percentages. Open ended question was presented in tables and then described accordingly.

3.8 Ethical Issues

The researcher observed and avoided ethical predicaments which are the right to research and acquire knowledge and the right of individual research participants of self-determination, privacy and dignity by having the obligation to protect the anonymity of research participants and to keep research data confidentially, individual right to privacy of all information relating to a person's physical and mental condition, person circumstances and social relationships which is not already in the public domain. The information that respondents gave were confidentially kept. According to Creswell(2009), respecting of the site where the research takes place and gaining permission before entering a site is very paramount in research. An introductory letter was obtained from the Directorate of postgraduate studies of the Open University of Tanzania, stating the aims and purpose of the study and the need for the participants to give their consent and co-operation. This was sent to Masasi District Executive Director [DED] and finally to Education Department of Masasi district council in order to gain access to the schools, participants, and official

document that facilitates the study. A copy of the letter was given to the Heads of the selected schools for clarity.

CHAPTER FOUR

4.0 DATA PRESENTATION

4.1 Introduction

This chapter presents data collected from the field on the factors for /influencing female participation in vocation Education in Masasi district, Mtwara. The data are presented under three themes, namely Women involvement in vocation education, factors affecting female participation in vocation education and strategies which can be employed to improve female participation in vocation education.

4.2 Female Involvement Vocation Education

The documentary review at Ndanda vocation training centre indicated that female are lowly involved in vocation education programs as indicated in the following table.

The documents data captured between 2014-2017, Table 4.1, indicated that female were lowly enrolling in Motor vehicle Machanics (1.6%), Plumbing installation (6.9), Welding fabrication (0.0%). And they only showed good involvement in vocation education trades of secretarial and computer (100%) and Tailoring (87.5%).

Table 4.1

Table 4.1: Indicates Students Enrollment by Gender at Ndanda VTC in 2014 to 2017

s/n	Trade	2014		2015		2016		2017		TOTAL PERCENTAGE	
		M	F	M	F	M	F	M	F	M	F
01	Motor vehicle Mechanics	17	-	20	-	19	01	19	01	98.6	1.6
02	Plumbing Installation	10	-	12	01	09	01	10	01	93.1	6.9
03	Welding Fabrication	15	-	14	-	10	-	16	-	100	0
04	Carpentry and Joinery	34	02	43	03	26	01	28	02	94.2	5.8
05	Computer and secretarial	-	30	-	29	-	27	-	24	00	100
06	Masonry and brick laying	34	02	43	03	26	01	28	02	94.2	5.8
07	Electrical Installation	06	02	06	02	13	06	13	07	69	31
08	Printing and Book binding	05	01	05	01	05	01	03	05	77.7	22.3
09	Tailoring	-	-	-	-	-	-	01	07	12.5	87.5
	TOTAL	121	37	145	39	95	37	108	54		

Source: Ndanda VTC Records Data, 2017

Open ended questionnaire revealed that female involvement at Ndanda vocational training centre is characterized by the following features few girls enrolled in different vocation trades, low enrolled compared to boys; poor girls attendance at the centre and few girls graduate across different vocation trades.

Table 4.2: Data on factors affecting female participation in Vocation Education

S/N	Centre Related Factors	(SA)	(A)	(U)	(D)	(SD)
1	Lack of affective gender committee in the centre responsible for female trainees	68 (68)	16 (16%)	4 (4%)	8 (8%)	4 (4%)
2	Lack of support from the management of the centre to support female trainees in particular	76 (76%)	10 (10%)	02 (2%)	04 (4%)	8 (8%)
3	Lack of pre- orientation (induction programme) about the centre and its environment	60 (60%)	24 (24%)	6 (6%)	6 (6%)	4 (4%)
4	Lack of initiation from management to support female trainees in particular	84 (84%)	10 (10%)	2 (2%)	2 (2%)	2 (2%)
5	Lack of guidance and counseling	56 (56%)	20 (20%)	8 (8%)	12 (12%)	4 (4%)

The table above was obtained after administering a questionnaire to the respondents. The questionnaire seeks opinion on the factors under college factors that affect female participation in vocation education centre.

It was revealed under item one that, (84%) agreed with the statement that female participation in vocation education in Masasi was caused by lack of effective gender committee in the college, while (12%) disagreed and (4%) were undecided.

Questionnaire results also revealed (86%) of the respondents agreed with the statement that take of support from the centre management caused low participation of female in Masasi vocation education centre, while (12%) disagreed with statement and (2%) where undecided on the statement.

Questionnaire results under item 3 indicated that, (84%) of the respondents agreed with the statement that poor participation of female in vocation education in Masasi was due to lack of pre-orientation about the programs/trades offered and centre environment, while (10%) disagreed and (6%) were undecided on the statement.

Questionnaire under item 4 showed that, (94%) of the respondents agreed with the statement that, female low participation is caused by lack of initiation from the management to support female trainees, whiles (4%) disagreed with the statement and (8%) were undecided on the statement.

Lastly, questionnaire under item 5 indicated that, (76%) of the respondents agreed with the statement that low participation of female in vocation education in Masasi is

caused by lack of guidance and counseling while (16%) disagreed with the statement, and (8%) were undecided.

Table 4.3: Family Factor and How They Affect Female Participation

D	Family Related Factors	SA	A	U	D	SD
1	Females have household responsibilities	84 (84%)	8 (8%)	4 (4%)	2 (2%)	2 (2%)
2	Parents financial problem	68 (68%)	16 (16%)	2 (2%)	8 (8%)	6 (6%)
3	Low awareness of parents to girls education	60 (60%)	24 (24%)	8 (8%)	6 (6%)	2 (2%)
4	Family size	16 (16%)	8 (8%)	6 (6%)	18 (18%)	52 (52%)
5	Parents education level	56 (56%)	20 (20%)	4 (4%)	12 (12%)	8 (8%)

The questionnaire results under family factor and how they affect female participation in vocation education has five statements questionnaire under item 1 showed that, (92%) of the respondents agreed that low female participation in vocation education was caused by females to home house responsibilities to attend, while (40%) disagreed with the statement and 4 were undecided.

Questionnaire under item 2 indicated that (84%) of the respondents agreed with the statement that low participation in vocation education is due to parents financial problems, while (14%) disagreed, and (2%) undecided.

Questionnaire under item 3 showed that, (84%) of the respondents agreed that low participation of female in vocation education in Masasi is caused by low awareness of parents to girls' education, while (8%) disagreed and (6%) undecided.

Questionnaire under item 4, revealed that, (70%) of the respondents disagreed with the statement that family size was associated with low participation of female in vocation education in Masasi, while (24%) agreed with the statement and (6%) were undecided.

Lastly, questionnaire items 5 indicated that (76%) agreed with the statement that low participation in vocation education is caused by parental education level, while (20%) disagreed and (4%) were undecided.

Table 4.4: Social-Cultural Factors and Its Influence on Female Participation

E	Socio-cultural factors	SA	A	U	D	SD
1	Early marriage	14 (14%)	8 (8%)	4 (4%)	16 (16%)	58 (58%)
2	Religious beliefs	4 (4%)	16 (16%)	2(2%)	18 (18%)	60 (60%)
3	Lack of role model female teachers	84 (84%)	8 (8%)	4 (4%)	2 (2%)	2 (2%)
4	Poor interest of females “to education among society”	62 (62%)	18 (18%)	2 (2%)	8 (8%)	10 (10%)
5	Giving poor priority for female education by parents.	78 (78%)	14 (14%)	4 (4%)	2 (2%)	2 (2%)

Questionnaire response under social-cultural factors and its influence on female participation in vocation education has five items. The questionnaire under item 1 revealed that (74%) of the respondents disagreed with the statement that how female participation vocation education in Masasi district is caused by early marriage, while (22%) agreed with the statement and (4%) undecided.

Questionnaire item 2, revealed that Religions belief did not contribute to low participation in vocation education, where respondents disagreed with the statements by (78%) while (20%) agreed, and (2%) undecided.

Questionnaire under item 3, indicated that, (92%) of the respondents agreed that low participation in education in Masasi was due to lack of role model female teachers, while (40%) disagreed and (40%) undecided.

Questionnaire under item 4 indicated that (80%) of the respondents agreed with the statement that poor participation of female in vocation education in Masasi was due to poor interest of female education among society members, while (18%) disagreed, (2%) were undecided.

Questionnaire, under item 5 indicate that, (92%) of the respondents agreed with the statement that low participation in female in vocation education was due to the fact that the parent are giving poor priority to female education, while (40%) disagreed and (40%) were undecided.

4.3 Data on Strategies Which Can Be Employed To Improve Female Participation in Vocation Education in Masasi District

The questionnaire summarized strategies recommended by respondents in the following table.

Table 4.5: The Strategies Are To Improve Female Participation in Vocation Education in Masasi District

	Strategies	Frequencies
	Strategies recommended	
1	Mass education the advantages of vocation to women and roles of women in the society	25
2	Giving priority in employing skilled women graduates	26
3	Addressing all discrimination which discourage girl education	37
4	Introduce trades which attract women participation in vocation education	09
5	Policy which address and advocate women vocation skills education	16
6	Employ women role model to teach girls vocational education	25
7	Priorities in employment of female vocation education graduates	39
8	Deliberate establishment of centre for attachment for girls during training	47
9	Remove tuition fee to girls to join vocation education.	49

CHAPTER FIVE

5.0 DISCUSSION OF FINDINGS

5.1 Introduction

The chapter presents discussion of findings. The findings are presented under three themes namely the female involvement participation of female in vocation education training and strategies could be employed to improve female participation in vocation education.

5.2 The Female Involvement in Vocation Education in Masasi

The results Table 4.1 has clearly indicated that between 2014-2017, female students poorly enrolled in vocation trades. The result has shown that, leaving aside tailoring, secretarial and computer where there enrolment was above 70%, in trades of, carpentry, electrical installation, masonry, motor vehicle mechanics and welding; female were low enrolled in those trades. Many girls in Southern Regions of Tanzania, in particular Masasi do not get advantage of accessing education due to society perception and cultural practice. The girls when hardly complete standard seven and they are ready for marriage, they enter Unyago. This practice encourages early marriages and the parents consideration for further education is minimal. In addition these girls are not expected to undergo further training, as their early marriage would bring advantage of bride price to the family, possibly try to reduce the family poverty. Ngugi et al (2017) hold that girls are lowly enrolled in Kenya polytechnic colleges due to early marriages, prostitution and child labour. The Nation currently is in a move to industrialization. The requirement for industrialization is to

have people who would be skilled in various sectors including construction, hotels tourism, small engineering industries and consultancies services (electricity, motor vehicle mechanics and tailoring). Given status of low enrolment of women in vocational education, low enrolment is to limit their effort to involve in the production. Consequently, their role will be insignificant, and they are likely to fall in to the group of poverty.

The above finding extends the findings established by Idris (2015), where using survey observed that female in Kano state, Nigeria were lowly enrolling in vocational education programs and this, they were insignificantly contributing to the process on National development in Nigeria. Haimonot (2014) sees that women/female involvement is a strategy for increasing employment opportunities to female. Given low level of involvement not in Masasi district, it is obvious female will continue to be marginalized as they don't have acquired practical skills to work in the labour market. This, consequently will rise women insecurity, un employment and increase poverty to female population.

5.3 Factors Affecting Participation of Female in Vocational Education in Masasi District

5.3.1 Centre Related Factors Affecting Female Participation Vocation Education in Masasi

The results from questionnaire all together indicated that, female participation in vocation education was affected by lack of Gender committee at the centre to handle girls complaints (sexual complaints), lack of support from the management, lack of

pre-orientation to girls on the choice of programs offered and lack of guidance and counseling. For example, many of the programme that intends to build practical skills such as carpentry, plumbing or motor vehicle mechanics involve interaction among course tutors and trainees. In this scenario girls fear interaction would results sexual harassment, as a result, they decide to go far soft trades eg., Computer and secretarial or tailoring.

The result has indicated that the female low participate in vocation education due to lack of counseling and career counseling at this time young girls are not having vision of how relevant practical skills are they just assume their parents took them to the centre for them to grow. At this moment the centre is required to have career counseling to help young girls to see the relevant of the skills acquired and the future employment and self-dependence. Since many of the centres like Masasi have no trained career counselors, young girls do not see the need to enroll into the trade for acquiring practical skills needed in the labour market. This finding is supported by, Akipotohwo et al (2016) who did a study on constraints and strategies embarrassing female enrollment in vocational and technology education programme in Niger Della University, Bayelsa, state, Nigeria. The results revealed that female participation in vocation education and technology programme was low due to the college to lack an appropriate vocational guidance and counseling.

In another study, however, Haimanot (2014) did a study on the participation of female students in Technical and vocational education and training polytechnic college. The findings revealed that, counseling and career choice was not a strong

factor affecting female participation in vocation education in Ethiopia. This could explain that factors which affect female participation vocation education are varying with time and space.

5.3.2 Family Related Factor Affecting Participation of Female in Vocation Education

5.3.2.1 Financial Problems of Parents

The questionnaire results indicated that female participated lowly in vocation education trade in Masasi due to lack of finance. The economy of southern region, Mtwara in particular has been relying on cashew nut production.

The crisis of products of cashew nuts in Mtwara, Masasi has caused many families to fail to send their children to schools. Vocation Education at Ndanda vocational training centre charges the training course at the rate of tsh 500,000 for boarding and tsh 300,000 for day scholars per year. This amount is far too high for common family to afford. The negligence of sponsorship system (HELSEB) to sponsor only, students who are doing degree programmes, kept and marginalized the students taking vocational education to enjoy sponsorship of any type consequently, many girls are not attending vocational education and they lack relevant practical working skills.

5.3.2.2 Low Awareness of Parents to Girls' Education

Indeed many of rural society did not get chance to attend schools. Equally, Masasi people this factor limits their ability to fore see the need for training for their

daughters. Given tradition practices which assume a girl will be soon be married and join another family, girls' priority to access training is limited in Masasi district.

5.3.2.2 Religions Belief as a Factor for Low Participation of Female in Vocation Education

It is noted from the questionnaire that respondents disagreed (78%) with the statement that religious belief affect participation of female in vocation education. This could explain that, Masasi district was under area which was settled by Christian brothers. Christian since those times, has been propagating values of prayers and work, a motto of Benedictines brothers. In this context many of the Christian parents to take their sons and daughters to lean vocational skills such as piggery, agriculture and carpentry which was popular in early times before independence and after independence. Hence it can be said that low participation in vocation is not related by Christian Religious belief factor.

5.3.2.4 Lack of role model of female teachers

The questionnaire results has shown that at Ndanda, Masasi vocational education can, there shortage of vocation female teachers to encourage female students to enroll, persist and complete their vocational programme. Taking the biological nature of female students and nature of tasks involved in vocation education training centres, would be a factor causing low interest in the trade of motor vehicle mechanics, carpentry, masonry, plumbing, and Auto-electric installation.

Hence, the need of female role model is very essential to remove fear, building confidence and sustain interest in learning these trade tests practical skills.

As a support of the above finding, Adelakum et al (2015) recommend that, vocation administration centre should consider providing adding of women's number in the colleges to be the source of encouragement to the female vocation students. In Tanzania context, a female Technician, or craft is seen as one unique, having male hormones, like arrogant and like not fit to be married. This funding is further echoed by Akipotohovo et al (2016) who did a study on contracts and strategies for enhancing female enrollment in Niger delta University Baylsa state, Nigeria, the finding indicated that female students were low participating in vocation education due to lack of female role models.

5.4 Strategies to Improve Female Participation in Vocation Education

Generally, the open questionnaire showed that the following were most rated strategies to improve female participation in vocation education. These were: remove tuition fees to girls to join vocation education; prohibit child marriage; establish centres for girls attachments; provide employment for girls graduate from vocational education; employ women role model. Other strategies mentioned were; policy to farm female vocational education; innovative and attractive trades to attract female and need of labour market.

5.4.1 Prohibit Child Marriage

The Tanzanian marriage Act 1970 gives room for female at the age of 14 to be married provided, the parents have provided approval for that. Human right activists

in Tanzania and Gender networking are all against this law, as it gives no chance for the girl to continue with education like vocation education. Vigorous measures, advocacy to declare that female age for marriage should be at 18 is highly recommended strategies if female access to education is to be realized in Tanzania.

5.4.2 Establish Centres for Attachments as a Strategy

Vocational education as it has been defined by UNESCO (2005) involves additional training about practical skills, attitude, competence for industrial productivity; it requires students to have strong skills to be attached to different field experience to learn the relevant skills. Akipotohwo et al (2016) did a study on constraints and strategies for enhancing female enrollment in vocational and technical education programme in Niger, Delta University, Boylsa state, Nigeria, the finding indicated that male participation in vocation education could be improved by creating conducive environment for practicing female entrepreneurs to transform and practice their acquired skills in the classrooms.

5.4.3 Policy to Favour Female in Vocational Education as a Strategy

The New education policy of (2014) accommodates and recognized the importance of vocational education training centre in transforming the National development in Tanzania. However, there is a need to have a well-focused policy to target the female disadvantaged group which has been magnetized by having low enrolment ret in vocation education centres. The above finding if further extended by Akpitothwo et al (2016) who hold that, to improve female participation in vocation education centre,

implementation of affirmative policies in favour of female especially with admission; employment and appointment must be seriously considered.

5.4.4 Attractive and Innovative Trades to Attract Female to Join the Vocation Education

Ngugi et al (2017) is of the view that many of the policy technique programmes in Kenya were once not attracting many enrollments because it had outdated curriculum. Masasi vocational education centre may not be far from this trauma for example. It was noted that, trade of Hair making and saloon was not offered. Currently even universities like the Open University of Tanzania has developed one year certificate course for hair making, and indeed the course has enrolled over 300 students in the first intake of 2014/15. This is to say, the vocation education centres like Masasi needs to renew its curriculum to innovate its courses to reflect the high demanded trades if it has to keep its relevancy of education alive; as once suggested by (Amadorme 2013), that vocation education services to function as tool for importing individuals with skills and knowledge necessary for making the Individuals a product member of the society.

CHAPTER SIX

6.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The chapter presents, summary, conclusion and recommendation for further studies. It also presents the implication of the findings.

6.2 Summary

The study was conducted in Masasi district. It focused on factors affecting woman participation in vocation Education. The study was guided by survey design, where questionnaire was mainly employed to seek opinion from respondents on level of involvement of female in participation in vocation education, factors influencing affecting female participants in education and strategies to improve female participants in vocation education in Masasi district.

6.3 Findings

The first research questions inquired on what is the level of involvement of female participation in vocation education in Masasi district. The findings showed that / revealed that the level of involvement is **low**. Female apart from showing interest in tailoring, secretarial and computer and food processing, they showed serious and low enrolment in trades of motor vehicle mechanic, masonry, carpentry, electrical installation, plumbing and auto electricity trades. This scenario limited them to acquire necessary practical skills to compete in the labour market, as a result, encroached in the circle of poverty, insecurity and unemployment.

The second research questions inquired on what are the factors affecting female participation in vocation education on Masasi district? The results showed that to a great extent female participation was affected by centre management factors such as lack of centre gender committee to handle sexual harassment issues, lack of career guidance and counseling, other factors associated with low female participation in vocation education in Masasi was related to financial problems of parents and poor loan scheme (HELSB) to eliminate vocation education students from sponsorship, in addition lack of female role model teachers and low awareness of parents on the need for education was identified as factors causing low female participation in vocation education in Masasi.

Lastly, the third research questions inquired on the strategies to improve female participation in vocation education in Masasi district. The findings revealed that there were a number of strategies, however, the following emerged to be recommended mostly, these include: prohibiting child marriage; establishing centres for female attachments to learn and practice practical skills, policy to favour female in vocation Education and attractive and innovative trade such as hair style and saloon.

6.4 Implication of Findings

What has been found in Masasi vocation Education centre of low involvement in vocation education trades is connoting that the female will not acquire practical skills and competence as the worldwide goal of vocation education advocates. In this context they will lack necessary working skills to be employed in various sectors

thus retards the national development plans and increase their insecurity and unemployment and increase poverty levels.

The study has also revealed the need for Masasi and other vocational training centres in Tanzania to review its curriculum so that it reflect innovative courses to be useful in the current labor market.

The finding has implication of reviewing education policy so that it create conducive learning environments such as sponsorship to potential vocation education students, establishing attachments centres is highly needed. As it is these involvements that will create large working and skilled force to transform the Nation to the industrialized economy as the President John Pombe Magufuli aspires.

6.5 Recommendations for Action

It was noted that the center due to it's the catholic inclination it does not offer some trade that are useful and highly demanded like hair style and saloon, it is recommend that the vocation education center has to change its position and adopt to the demand driven course that will attract more female and address the need of the market.

As the government is moving towards the vision of industrialization, it cannot transform its economy without middle class working artisans with skills and working attitudes, the need for massive training is imperative and this will only be possible if some huddles of high charges of fees are removed and the coverage of the Higher

Education Students' Loans Board to sponsor the vocation education potential students is put in practice.

The establishment of the large center across the country to handle the potential attachment of the vocational education trainees is needed and it has to work across the whole country.

There is stereotype issue, the female Vocational Education graduates must be given priority in employment vacancies or start by the government of the entrepreneurial centers to allow the trainees to link the theory and practice aiming to practice the learned skills and provide the chance for increasing female productivity.

6.6 Recommendation for Further Research

The study was conducted in Masasi district focusing on the factors affecting female participation in vocation education. Another study is recommended to be extended in other vocation education centres to reveal what factors affect female in those regions.

A tone of rationale of vocation education in improving National economic development by contributing to industrial productivity has been stated in this study. A further study on how exactly vocation education contribute the family, and national economy is recommended as a next study.

Perception of community on the benefits and challenges of vocation education need to be explored by the next study.

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APPENDICES

APPENDIX I: BUDGET FOR THE RESEARCH STUDY

Item	Particulars	Amount in TShs
Stationery	3 Reams of paper TShs 20,000 @ 4 Clip Files TShs 5,000 @	80,000/=
Photocopying	Questionnaires 2pg x 108 TShs 50 @ page	10,800/=
Typing and Printing	35 pages (Proposal) x 5 25 pages (Report) x 5 TShs 500 @ page	150,000/=
Transport	For 12 weeks 3 days / week. TShs 3,000 @ day	108,000/=
Meals	For 12 weeks 3 days / week. TShs 5,000 @ day	180,000/=
Telephone	Phone communications	60,000/ =
Additional expenses	Internet search & Binding	100,000/=
TOTAL EXPENSES		688,800/=

**APPENDIX II: THE QUESTIONNAIRES GUIDE FOR CENTRE
PRINCIPALS, TRAINERS AND TRAINEES ON THE PARTICIPATION OF
WOMEN IN VOCATION EDUCATION IN MASASI DISTRICT**

Q1 Explain the level of women participation in vocational education in Masasi district:

Q2 Give your opinion on the factors affecting women participation in vocation education in Masasi district by ticking against the given statement

Scale: Strongly agree (SA); Agree (A); Undecided (UD); Disagree (D) and strongly disagree (SD)

Sn	Statement	(SA)	(A)	(U)	(D)	(SD)
A	College related factors					
	Lack of effective gender committee in the college responsible for female trainees.					
	Lack of support from the management of the college to support female trainees in particular.					
	Lack of pre-orientation (induction program) about the college and its environment					
	Lack of initiation from management to support female trainees in particular					
	Lack of guidance and counseling					
B	Student related factors					
	Low class room participation					
	Low group work participation					
	Attempting individual project					
	Low in working assignment					
C	Family related factors					
	Females have household responsibilities					
	Parents financial problem					

	Low awareness of parents to girls education					
	Family size					
	Parents educational level					
E	Socio-cultural factors					
	Early marriage					
	Fear of abduction					
	Religious beliefs					
	Lack of role model female teachers					
	Poor interest of females" to education					
	Giving poor priority for female education by parents					

Q3What strategies can be put in place to encourage female participation in vocational education in Masasi district program?

APPENDIX III: REQUEST LETTER FOR RESEARCH PERMIT

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759 Dar es Salaam, Tanzania,
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.2101
Fax: 255-22-2668759,
E-mail: drpc@out.ac.tz

18/6/2015,

District Executive Director,

MASASI.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you Mr; **Luoga Sigisbert Reg. HD/E/059/T.13**, who is a Master student at the Open University of Tanzania. By this letter, Mr **Luoga Sigisbert** has been granted clearance to conduct research in the country. The title of his research is "**FACTORS INFLUENCING WOMEN PARTICIPATION IN VOCATIONAL EDUCATION IN TANZANIA: A CASE OF MASASI DISTRICT**". The research will be conducted in Masasi District Council. The period which this permission has been granted is from 18/06/2015 to 18/8/2015.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.

Yours sincerely,

Prof Hossea Rwegoshora

For: VICE CHANCELLOR

OPEN UNIVERSITY OF TANZANIA

APPENDIX IV: RESEARCH PERMIT FOR DATA COLLECTION

MASASI DISTRICT COUNCIL

(All letters to be directed to District Executive Director)

Phone: 023 - 2510013, 2510031.
 Fax: 023 - 2510031, 2510652, 2510752.
 E-mail: ded.masasi@gmail.com
 Planning.masasi@gmail.com



S.L.P. 60,
 Masasi,
 Mtwara,
 TANZANIA.

In reply please quote

Ref. No: MDC/E 10/2/VOL.III /.....

Date: 31/07/2015

VICE CHANCELLOR
 OPEN UNIVERSITY OF TANZANIA
 BOX 2

RE: FIELD ATTACHMENT REQUEST FOR MR WOGA SIGISBERT

Reference is made to your letter dated 18/6/2015 with Ref. No. with the heading stipulated above.

I am glad to inform you that, the Council is accepted your Student named above to conduct his training in our organization from 18/6/2015 to 18/8/2015

This offer is given with the condition that, the council will not shoulder any financial assistance for him, due to financial constrains.

Warmly welcome to work with us.

Thanks,


 Husna Sijaona
 For: DISTRICT EXECUTIVE DIRECTOR
 MASASI

**APPENDIX V: INTRODUCTORY LETTER TO THE PRINCIPALS OF
VOCATIONAL TRAINING CENTRES**

Luoga Sigisbert
Abbey Ndanda
P.O BOX 25
Ndanda – Masasi
01/08/2015

Dear Colleagues

I am a post-graduate student, pursuing master's degree at The Open University of Tanzania. The title of my study is **“FACTORS INFULENCING WOMEN PARTICIPATION IN VOCATIONAL EDUCATION IN TANZANIA: A CASE OF MASASI DISTRICT”**

I am asking you to assist me in responding to the questionnaire I am sending to you. Your participation in this study will provide me with necessary data that will lead me to the completion of my study successful. May I commit myself to assure you to handle all the information you provide me strictly confidentially

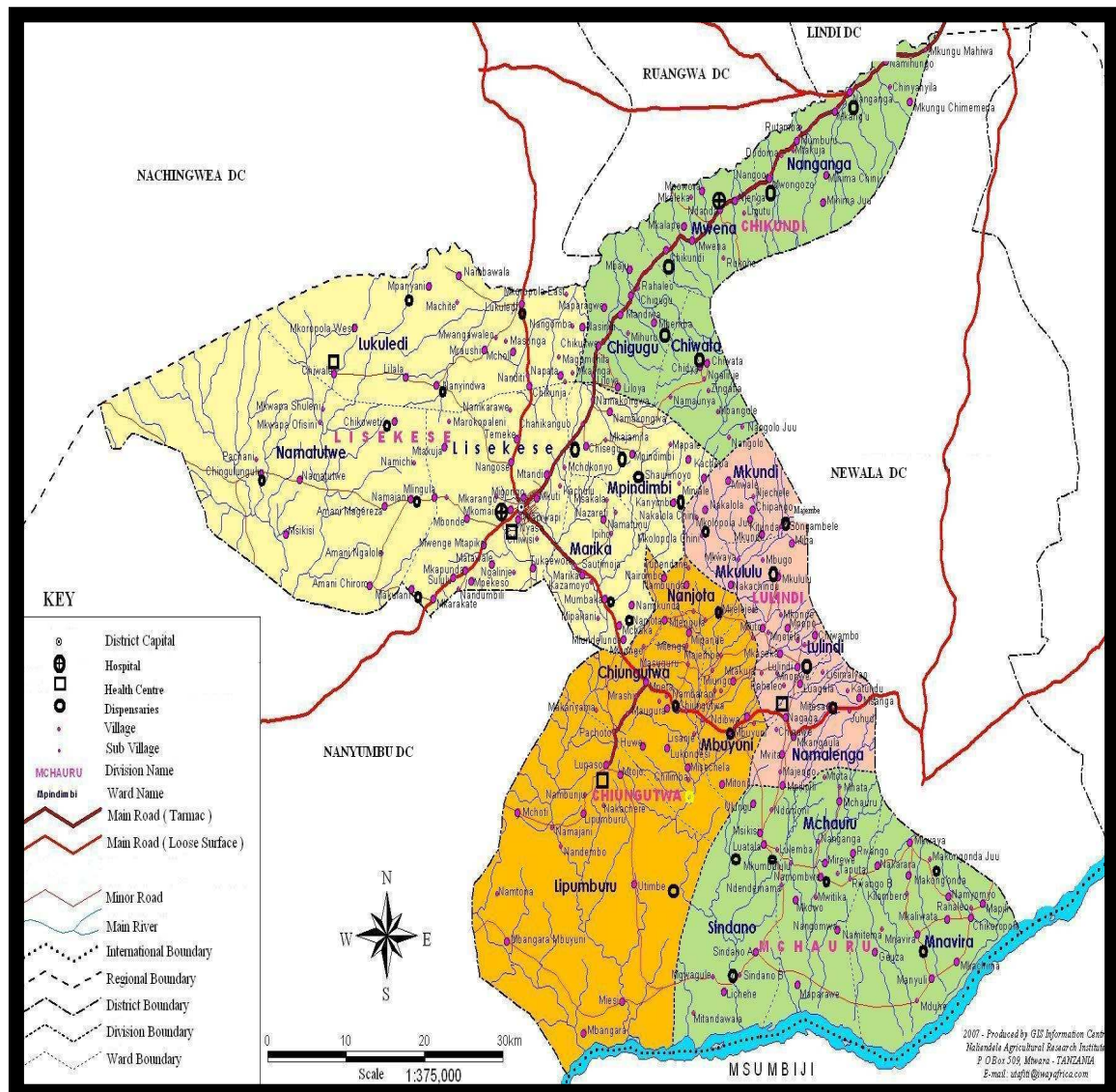
I forerun my sincere thanks for your participation and cooperation

Yours truly,



Luoga, S

APPENDIX VI: MAP OF MASASI DISTRICT



Source: District Executive Director of Masasi, 20th July 2015