**ANALYSIS OF COMMUNITY PERCEPTIONS ON VOCATIONAL EDUCATION AND TRAINING: REFLECTION FROM LEARNERS IN THE TRAINING INSTITUTIONS IN SENGEREMA DISTRICT**.

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**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled *“Analysis of Community Perceptions on VET: A Reflection from Learners in the Vocational Education and Training Institutions in Sengerema District”.**In Partial Fulfilment Of The Requirements For The Degree Of Master Of Education In Administration, Planning And Policy Studies (Med- Apps) Department Of Educational Planning And Administration Of The Open University Of Tanzania.*

**………………………………………..**

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**DECLARATION**

I, **Denis MgangaVedastus**, do hereby declare that this dissertation is my own original work and that it has not been presented, and will not be presented, to any other University for a similar or any other degree award.

**……………………………….**

**Signature**

**………………………......**

**Date**

**DEDICATION**

This work is dedicated to my late father Vedastus Biseko Mganga and to my lovely mother Paschazia Ludovico Msita for their more support since my educational life, my mother for support and guidance throughout my educational life; to my beloved wife Benadetha Mwakami Kiyenze who was so patient while I studied. To them, I believe God is good he will also guide you to fulfil your dreams

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**TABLE OF CONTENT**

**CERTIFICATION** ii

**DECLARATION** iii

**DEDICATION** iv

**COPYRIGHT** v

**ACKNOWLEDGEMENT** vi

**LIST OF TABLES** xii

**LIST OF FIGURES** xiii

**ABSTRACT** xiv

**LIST OF ABBTRVIATION** xv

**CHAPTER ONE** 1

**1.0 INTRODUCTION AND BACKGROUND INFORMATION** 1

1.1 Introduction 1

1.2 Background to the Study 1

1.3 Statement of the Research problem 4

1.4 The purpose of the study 6

1.4.1 General Objective 6

1.4.2 Specific objectives 6

1.4.3 Research questions 7

1.5 Scope of the Study 7

1.6 Significance of the Study 7

1.7 Definition of Key Terms 8

1.7.2 Access and Equity 8

1.7.3 Perception 9

1.8 Organization of the Study 9

1.9 Aspect of the Next Chapter 9

**CHAPTER TWO** 10

**2.0** **LITERATURE REVIEW** 10

2.1 Introduction 10

2.2 Conceptual Framework 10

2.2.1 Theoretical Underpinning of Vocational Education and Training 11

2.2.1.1 Self – Determination Theory (SDT) 11

2.2.1.2 Behaviourist Learning Theory 13

2.2.1.3 Cognitive Learning theory 15

2.2.2 Modals 15

2.2.2.1 A Modal of Psychomotor Skills 15

2.2.2.2 Apprenticeship Modal of Learning in VET 17

2.3 Empirical Literature Review 18

2.3.1 Vocational Training in Europe 18

2.3.2 Vocational Education and Training in India 19

2.3.3 Vocational Education and Training in (EA) East Africa 20

2.4 Research Gap 21

2.5 Folk Development Colleges (FDCs) 22

2.6 School Age Structure in Tanzania 23

**CHAPTER THREE** 25

**3.0 RESEARCH METHODOLOGY** 25

3.1 Introduction 25

3.2 Research Approach 25

3.3 Area of the study 25

3.4 Research design 26

3.5 Sampling technique 27

3.6 Sample Size 27

3.6.1 Target Population. 27

3.7 Data Collection Methods and source of Data 27

3.7.1 Interview 28

3.7.2 Documentary Review 29

3.8 Data processing and Analysis 29

3.9 Limitation of the study 30

3.10 Validity and Reliability of the Research Instruments 31

3.11 Ethical Consideration 32

**CHAPTER FOUR** 33

**4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDING** 33

4.1 Introduction 33

4.1.1 Data analysis and coding 33

4.2 Demographic Information of Participants 34

4.2.1 Age of learners 35

4.2.2 Sex of the respondents 38

4.2.3 Educational Level of Learners 39

4.2.4 Residence of VET learners 41

4.3 Understanding of Leaners Perception on the Vocational Education and Training. 44

4.3.1 Brief Description of Vocational Education and Training 44

4.3.2 Learners Source of Information about Vocational Education and Training. 46

4.3.3 Learners Interest to VET and why They Were Interested to VET 48

Experience do Learners Have on the Provision and Access of VET 51

4.4.1. The General Overview 51

4.4.2 Things Learners Like in Vocational Education and Training 52

4.4.3 Learners opinion on the things dislike in VET programmes 56

4.4.4 Ways Learners Access the Learning Materials in VET Programmes 59

4.4.5 Motivation to Learners in Vocational Education and Training Programmes 61

4.5 Issues of provision and access of VET as featured in the existing policy. 64

4.5.1 The Overview of VET policy and Guideline 64

4.5.2 Learners Understanding on the Policy and Guideline of VET 65

4.5.3 Learners Expectation after Vocational Education and Training Programmes 67

4.5.4 Learners’ Opinions on the Requirements to Enrol in VET Programmes 70

4.5.5 Learners Opinions on Guideline Governing VET Programmes 72

4.6 The Developing Trends on the Provision and Access of VET issues 74

4.6.1 The Overview 74

4.6.1 Perception of Learners Before Enrolled in VET institutions 75

4.6.2.1VET was Seems to be for Slow Learners from School Failures 77

4.6.2.2 VET Graduates Work for Cheap Unskilled Labour 78

4.6.2.3 VET Expenses in Response to the Community Income 79

4.6.2.4 Inadequate Training due Poor Facility Workshops 82

4.6.1 Perception of Learners After Enrolled to VET Institutes 83

4.6.1 Developing Trends of Enrolment of Learners in VET institutions 84

4.6.5 Developing Trends in Enrolment with the Capacity of VET’s Capacity 88

**CHAPTER FIVE** 92

**5.0 SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATION** 92

5.1 Introduction 92

5.2 Summary of the Major Findings 92

5.2.1 To evaluate the understanding of the stakeholders on VET institutions 92

5.2.2 To assess the experience of learners on provision and access of VET 94

5.2.3 To examine issues of provision and access of VET as featured in the 95

5.2.4 To explore the developing trends on provision and access of VET 96

5.3 Conclusion 97

5.4 Recommendations 99

5.4.1 Recommendation for Policy Actions 100

5.4.2 Further Research Areas 101

**REFERENCES** 103

**APPENDICES** 112

**LIST OF TABLES**

Table 4.1 Distribution of the respondents and sample size (N= 95) 34

Table 4.2: Distribution of Respondents by Sampling Techniques (N = 95) 35

Table 4.3: Distribution of age in years of VET learners’ involved in the study 36

Table 4.4: Sex of learners respondents involved in the study 38

Table 4.5: Levels of education of learners who involved in the research study 40

Table 4.6: Residence of leaners in VET programmes involved in the study 42

Table 4.7: Learners understanding about VET and their source of information 47

Table 4.8: Learners interest to VET and factors for joining of VET programmes 50

Table 4.9: Learners opinions on the things like in VET programmes 55

Table 4.10: Learners opinion on the things they dislike in VET programmes 58

Table 4.11: Ways Learners access the learning materials in VET institutes 60

Table 4.12: motivation to learners in vocational education and training programmes 63

Table 4.13: Learners expectation after VET programmes 68

Table 4.14 Learner’s opinion on the requirements to join VET programmes 72

Table 4.15: Learners opinions on guideline governing VET programmes 74

Table 4.16: Learners perception before enrolled VET programmes 76

Table 4.17: Factors for negative perceptions before Learners enrol into VET 77

Table 4.18 Learners parents’ source of income for VET expenses 80

Table 4.19: Developing trends of learner’s enrolment for 2017 to 2021 86

Table 4.20: Enrolment of learner’s with capacity of VET in 2021 Academic year 89

**LIST OF FIGURES**

Figure 2.1:Conceptual Framework to show things that may influence the Community (learners) perception on Vocational Education Training programmes 11

Figure 3.2: Map of Mwanza Region Showing Sengerema District 26

Figure 4.1: Age of the respondents 37

Figure 4.2 showing levels of education of VET learners involved in the study. 41

Figure 4.3Residence distributions of learners in VET enrolled for 2021 academic year 43

Figure 4.4 Good things do learners like in Vocational Education and Training 55

Figure 4.6 Expectation of learners’ after VET programmes 69

Figure 4.7 Learners parents and guardians source of income 81

Figure 4.7 enrolment of learners in VET institutes from 2018 - 2021 85

Figure 4.9 Enrolment trends in vocational education by sex 2016/17 - 2018/19 87

Figure 4.10 Enrolled learners with capacity of VET institutes for 2021 academic year. 90

# **ABSTRACT**

Perception plays a vital role in anything one should be interested to acquire. This research aims to analyse of community perceptions on Vocational Education and Training (VET) institutions in Sengerema district. The objective of this study was to assess perceptions of the community on vocational education and training in the Sengerema district. The study was mainly qualitative in approach and a case study design was used using both purposive and random sampling procedure. Five vocational education and training institutes were involved in this study, which includes Sengerema FDC, Karumo FDC, Sengerema Vocational Training Centre (VTC), Elabs Institutes of Science and Technology, and the fifth college was Sengerema Modern Era Training College (SMETCO). A total number of 95 respondents made up of 75 VET learners, 15parents and 05 teachers (instructors) who took part in this study. Data was collected through in-depth interview and documentary review methods. Data were analysed by means of descriptive statistics appropriate for responding to the principle questions asked to learners’ respondents in the vocational education and training programmes, instructors and parents. The finding revealed that learners in VET had negative perception before they enrolled in the VET programmes. Therefore the study conclude that the perception of learners towards vocational education and training were negative. The study recommended a consideration for the teaching profession to improved taking the case of attracting working environment in making the VET institutions more attractive for learners and instructors.

***Keyword:*** *Community perception, Vocational Education and Training (VET)*

*Vocational Education Learner, Vocational Institutions VET in Tanzania.*

**LIST OF ABBTRVIATION**

CBO Community Based Organisation

CSO Civil Society Organizations

CTE Career and technical Education

DED District Executive Director

DEO District Education Officer

DAS District Administrative Secretary

EA East Africa

ELABS Elimu Laboratory Service

ESDP Education Sector Development Programme

ESR Education for Self-Reliance

FDCs Folk Development Colleges

FBO Faith Based Organizations

HND Higher National Diploma

GOT Government of Tanzania

ILO International Labour Organization

I.T.I.s Industrial training institutes

MOEC Ministry of Education and Culture

NECTA National Examination Council of Tanzania

NGO Non-Governmental Organizations

NVTD National Vocational Training Division

SMETCO Sengerema modern Era Training College

SDT Self Determination Theory

SIDO Small Industries Development Organisation

TSH Tanzania Shillings

UNESCO United Nations Education, Science and Culture Organization

UNDP United National Development Programme

UNIDO United National Industrial Development Organisation

URT United Republic of Tanzania

VET Vocational Education and Training

VTC Vocational Training College

VETA Vocational Education and Training Authority

# CHAPTER ONE

# 1.0 INTRODUCTION AND BACKGROUND INFORMATION

**1.1 Introduction**

### This chapter presents an overview of the study which provides the research background, statement of the problem, research general and specific objectives, research questions, definition of the key terms, organisation of research proposal, significant of the study and the scope of the study. The aim of this study is to assess the perception of the community towards vocational education and training (VET) programmes in Sengerema district purposely reflecting on the learners in VET institutions.

## 1.2 Background to the Study

Vocational education and training (VET) is the process of teaching skills or knowledge that is necessary for particular job (Hartmann, 2017).Also, Lee (2020) stated that vocational education and training is any type of job related learning that raises an individual's productivity. It includes the learning in formal vocational education and technical school programmes, located in training centres, institutes and in the work place.

In Tanzanian context, vocational education and training (VET) has been designed to prepare, update or retrain artisans for employment at the semi-skilled or skilled level. The subject taught in these centres includes motor vehicle mechanics, electrical installation, driving, plumbing, tailoring, masonry, carpentry, agriculture, livestock production and processing. This kind of education and training is provided on the-job or off-the-job or a combination of the two (URT, 1996).However, there is no clear distinction of the definition between vocational education and vocational training as long as all definition simply means the processes that prepare a person for a particular job. Generally, vocational education normally refers to a teaching and learning of skills related to particular job, while vocational training refers to the processes of learning the skills that a person need to do a job (Ashburn&Razack, 2020).

For the sake of this study, vocational education and training is taken operationally as one concept. Human capital is the most widely known theory. It is the stock of knowledge, skills and competences a person has, which affect readiness to perform productive labour all of which can be developed by education and training. Human capital can depreciate when knowledge, skills and competences become obsolete, for example, due to technological development (Andriani 2021).

Vocational education and training in Tanzania started since 1960s, as National Vocational Training Division (NVTD) under the ministry of labour and manpower development. NVTD was established in 1974 by the Parliament Act of 1972.

Thereafter, the ministry of labour and manpower formed a task force to investigate the whole operation of the division. The task force comes up with various recommendations and one those recommendations were to establish a new vocational education body. Therefore, Vocational Education and Training Authority (VETA) were established by the Parliament by 1994. VETA is responsible with broad tasks of coordinating, regulating, financing, promoting and providing vocational education and training in Tanzania.

The development of Education Policy in Tanzania in 1967 played an important role in the orientation and provision of Vocational Education and Training (Rogers 2019). In 1967 the former president of the United Republic of Tanzania (URT) introduced a new idea of Education for Self-Reliance (ESR) to be included in education policy which emphasised that primary school should be a circle for education in itself and not merely a selection step and mechanism for further education (Mwakyambiki, 2018).

The aim of Education for Self-Reliance was that primary schools should prepare the children and students for life in villages and communities. The major objective was to set up an effective educational and training instrument which would equip young people with skills applicable and relevant to the mainly rural environment. Mbughuni (2017) emphasized that, in the following years school curricula had been changed and income generating units as well as agricultural practical activities has been attached to school programmes. The combination of theory and practice was intended through productive works on farms and in workshops. It was expected that through this approach, work ethics would be enhanced, an attitude of becoming involved in the activities of the communities developed, and an atmosphere of continuous learning created.

Osidipe (2017) however, argues that the provision of public technical and vocational training is less than adequate as it often offers insufficient opportunities for practice and is biased toward white collar jobs in the urban wage sector. It provides courses that are often rigid and too standardized to meet the many skills needs at the workplace and often include little accountability and few incentives to monitor and adjust to changes in the demand for skills of formal and informal sectors. The vocational education and training institutes face challenges of having less capital in the form of skills, knowledge and experience, savings and credit, and more difficult access to business networks and sources of information. In Tanzania there are growing numbers of largely unskilled new entrants into the labour market who are not well trained to meet the needs of society. (URT, 2003; UNIDO, ILO, UNDP, 2002). For instance in Tanzania youths of 15 to 35 years old represent the largest group in the population and most of them move to urban areas with the hope of securing employment either as self- employment or in industries. The community and young people consider the vocational training centres to be the areas were training is for those who failed the school or they have no option for further learning opportunities. As a consequence, there is less competition for places for training opportunities and entrance tests are employed as the principal selection mechanism is seems to be weak.

Furthermore observation shows that the youths who complete their training in the vocational training every year in the district fail to gain employment and work under low wage payment in the street, in general every year thousands of graduates are completing vocational education and other training colleges but there are no jobs hence the perception that VET is not of great important as compared to other sector such as health and education.

## Statement of the Research problem

The needs of vocational education and training in Tanzania is very important with the fact that, the numbers of learners graduates who successfully complete standard seven is higher compared to the numbers students absorbed by the available secondary schools. However there are form four leavers who perform poorly in their final examinations and were not possibly selected to join advanced secondary studies and other certificate colleges. Never the less, there are primary and secondary learners who drops schooling and therefore didn’t complete their studies for with different number of reasons. In case of female students these problems is more pronounced especially pregnancies is still threatening secondary education as majority of female learners after giving birth remains homeless or perform household employment while poorly paid. Therefore all these schools leavers when combined together needs to have alternatives way to continue with learning in formal or non - formal which is possibly be the vocational education and training programmes (VET).

What is important is to find out the actual practices, which are the results of perception and whether these practices have any significance to the community reflected. Currently, a big number of students graduating from Ordinary secondary schools level neither continues with advanced level secondary schools nor join other training colleges as stated before. Both the policies for vocational education and training and national employment policy would stand a better chance to fill the gap of technicians.

However few studies to understand the learner’s perception in vocational education and training have been conducted to answer the several questions. One of the most important is whether they enrolled in VET with positive or negative perception and if the developing of their perception after enrolment in the vocational education and training. This study therefore intended to analyses community perception on vocational education and training while reflecting on learners in the vocational education and training institutes in Sengerema District. Therefore it is on that basis where this research is put in place to study various perceptions of learners enrolled in the VET institutions were sample of five among the available VET institutes were taken. To achieve the desired findings, interviews and documentary review were used for information’s collection while descriptive analysis was used for data analysis.

* 1. The purpose of the study

This section has the following parts which mainly give out what was expected to be learnt when analysing the perception of community on Vocational Education and Training institutes on enrolment of learners from both public and private institutions. These parts are General objectives, Specific objectives and Research questions.

* + 1. **General Objective**

The general objective of this study was to analyse the perception of community on Vocational Education and Training enrolment; a reflection from VET learners from Sengerema district council.

* + 1. **Specific objectives**

In order to achieve the above general objective, the study intends to meet the following specific objectives:

1. To Evaluate the understanding of the stakeholders on VET institutions from the learners’ perspective
2. To assess the experience of learners on provision and access of VET.
3. To examine issues of provision and access of VET as featured in the existing policy and guidelines.
4. To explore the developing trends on provision and access of VET.

1.4.3 Research questions

This study seeks to answer the questions raised in here:

1. What is the understanding of the stakeholders on VET institutions?
2. What experience do learners have on provision and access of VET?
3. What issues of provision and access of VET are as featured in the existing policy and guideline?
4. What developing trends on provision and access of VET?
   1. Scope of the Study

The study was confined to learners from both VET learners from public (Government) and private institutes in Sengerema district, Mwanza region. The researcher intended to investigate perception of the community towards the vocational education and training, reflection from learners in Sengerema district. The study involved teachers or VET instructors, parents and learners from the selected vocation education and training institutions since these are the people who can provide relevant information for the study.

* 1. **Significance of the Study**

This study has both practical and theoretical application. Firstly, the study is intended to raise the understanding of the community about the potential availability of the opportunity to learn vocational education and training in the district and avoid the dependence only on colleges and universities for their further studies. Secondly, the study is expected to raise the awareness of learners and other stakeholders like parents on how the vocational education and training may have impacts to their children after complete the primary and secondary education levels. Thirdly, the study is expected to expand the understanding of what really happens by visiting the vocational institutions available in the area of study giving some insight into learners, it might make both trainers and learners more conscious of the possible problems and help them address these problems more effectively. Finally, the findings may be interesting to education stakeholders such as NGOs and education leaders especially those deals with VET programme in Tanzania and worldwide.

* 1. **Definition of Key Terms**
     1. **Vocational Education and Training** (VET), is also called Career and Technical Education (CTE). It prepares learners for jobs that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation, hence the term, in which the learner participates. It is sometimes referred to as technical education, as the learner directly develops expertise in a particular group of techniques and technology (González et al 2019).

1.7.2 Access and Equity

Access to education means the availability of opportunities to the target population regardless of gender to participate in educational programme. Equity means the fairness, just treatment, balanced recognition and appreciation of both women's and men's potential in the distribution and allocation of educational resources to various segments of the society (URT, 1996).

**1.7.3 Perception**

Perception can be interpreted as an understanding and assessment of a person on a matter based on knowledge and experience associated with it. Tlapana&Myeki, (2020) defines perception as the experience of the objects, events, or relationships obtained by inferring information and interpreting messages. Kasim&Fachriah, (2018)explain that perception includes three basic processes, namely selection, organization, and interpretation coming from the senses.

* 1. **Organization of the Study**

The study has been organized into five chapters. The next chapter (chapter two) presents the reviews of the related literatures. Chapter three deals with research methodology whereas data presentation, findings and discussion of the findings are in chapter four. Chapter five includes summary of the major findings, conclusion and recommendations have been presented there.

* 1. **1.9 Aspect of the Next Chapter**

The chapter covered the literature review which includes theories, models, conceptual framework and empirical studies from Europe particularly from German, Asia represented by India and lastly from East Africa in the country of Uganda.

**CHAPTER TWO**

**2.0 LITERATURE REVIEW**

**2.1 Introduction**

This chapter covered three main theories, namely, the Self-Determination Theory Self-determination theory (SDT), behaviour theory, and the cognitive theory, with an objective to detect the strengths of each theory in relation to formal education and specifically VET. It also consists of empirical literature review and conceptual framework of the study.

**2.2 Conceptual Framework**

The variables shown in the conceptual framework in Figure 1 include the background variables namely sex, age, home residence of learners and educational level of learner’s. The independent variables include social factors and training factors. The learner’s background factors will have direct influence on all the independent variables. The independent variables will have direct influence on the dependent variable which is perception of learners towards the VET programmes. The basis of the conceptual framework is to show how the learner’s background factors, social factors and training factors contribute to learner’s perception on the

vocational education and training.

**DEPENDENT**

**VARIABLE**

**VA**

**INDEPENDENT VARIABLES**

**BACKGROUND**



**Figure 2.1: Conceptual Framework to show things that may influence the Community (learners) perception on Vocational Education Training programmes**

2.2.1 Theoretical Underpinning of Vocational Education and Training

2.2.1.1 Self – Determination Theory (SDT)

Self-determination theory (SDT) is a theory of human motivation and it has proposed that humans needed to fulfil the following three basic psychological needs – autonomy, competence and relatedness. These needs were considered crucial for healthy functioning across several realms of human life (Ryan &Deci, 2020). The need for autonomy referred to behaviours that were volitional and self-initiated. The need for competence was defined as a feeling of being efficient while interacting within the social environment and the need for relatedness referred to the bonding or sense of belongingness between individuals or groups. The theory also posited that in a variety of contexts, satisfaction of these needs facilitated motivation among human beings (Ryan &Vansteenkiste, 2021). Self-determination theory also made the point that behaviours could be intrinsically or extrinsically motivated. Intrinsically motivated behaviours would have internal locus of control meaning that one’s actions were performed for pleasure and satisfaction. In contrast, extrinsically motivated behaviours would be controlled by external demands and they were not carried out in light of an interest in the activity itself (Deci& Ryan, 2020).

SDT has presented four types of extrinsic motivational behaviours on a continuum that moved from lower to higher forms of motivation. Both external regulations were considered controlling forms of motivation, whereas identified regulation, integrated regulation, and intrinsic motivation were regarded as self-determined motivation. Motivation deriving from identified regulation would result in actions that might not be interesting to perform but were still personally valuable to individuals. Finally, integrated regulation was considered as the most self-determined form of extrinsic motivation whereby behaviour was fully internalized and self-determined.

Therefore, in learning organizations which had created an optimal context that supported basic needs, this would result in facilitating motivation. It is evident that VET programmes play a central role in the economic prosperity of developing countries like Tanzania. With the provision of VET programmes a great number of unskilled and unemployed individuals could be trained in essential skills and competences to be able to earn a livelihood. However, the general perception towards VET programmes in developing countries is poor as it carries the negative impression of a non-academic field or the second choice and not being considered part of mainstream education. This rather unfavourable perception has somewhat also contributed as a push factor for VET students to drop out from their programme of study.

Therefore, in VET institutions it has become essential to create a learning environment that could facilitate satisfaction of the SDT’s three psychological needs so as to enable students the opportunity to experience higher self-esteem, to take responsibility of their actions, and to feel connected to the institution and the choices they have made. Self-determination theory highlights the importance of satisfying the need to be competent, especially for the tasks that will require effort and dedication, for example, in terms of satisfactory performance at school or at the workplace. It represents the need to accept challenging tasks and master them to feel efficacious.

Therefore, if teachers and administrators are able to create an environment or culture that can facilitate experiences of autonomy and competence, students will be able to develop identified regulation. When this happens, students can begin to value learning and appreciate the importance of completing their studies and become professionally trained graduates ready to take save the society.

**2.2.1.2 Behaviourist Learning Theory**

Behaviourist learning theory emphasized the role of the environment in determining behaviour (Hassan &Wai, 2019), whereby, an event or activities in the environment will cause something to happen in the mind, which then causes some behaviour to occur.

Hence, the instructional designer will use this theory by paying attention to the setting of the environment where events or activities take place, and possible to manipulate the consequences of different behavioural responses (Hassan &Wai, 2019) or teachers would present lesson objectives with some hints or cues in a linear fashion to lead students to a specific behaviour, and use effect to reinforce the specific behaviour.

Kaplain (2018) conducted a study to examine the impact of behaviourism on creating coaching practice or integrated technique, that allow specific ‘goal objectives’ and ‘reinforcement’ process to be adopted to response on the practice issues, to strengthen the adoption of good coaching practice. The study also highlighted the needs to recognise the effect of coaching feedback and performance improvement.

However, this article only focuses on coaching community, lack of explanation on the approaches or strategies to assess and evaluate the goal setting or goal objectives against performance, as well as, failure to measure the relationship between coaching feedback and associated improvement in performance, and failure to establish this relationship is cause in part by our learning theories, or more specifically, behaviourism, together with its basic assumptions that a stimulus will cause a response.

A study by Bacon et al. (2018) explained that, the behavioural reinforcement/incentives approach and behavioural learning techniques used in the interventions / treatments programs, including related social skills development programs, such as, reasoning and rehabilitation programs conducted in laboratory studies to control subhuman and human behaviour patterns, have effectively reduced recidivism rates for offenders in prison, jail, probation, or parole settings using experimental methods. However, this article only focuses on drug abuse settings and measure the behavioural reinforcement/incentives approach or techniques using experimentation method, without explaining the internal instructional processes involved in developing the treatments programs.

**2.2.1.3 Cognitive Learning theory**

Cognitive theory will assist learner to obtain the thinking techniques in order to improve performance in job (Ross, 2018), because the learning occurs was based on how information is encoding, storage, and retrieval in the human memory (Safaan, 2017). For example, findings from Hua’s (2016) study reported a good level of program quality and achieved good performance on instruction, interactivity, and technique aspects that allow share approach to integrate information literacy within academic programmes, more effective techniques to curriculum design based on the different model.

However, this study was lack of cognitive load measurement techniques if it is to continue to use as a framework for instructional design. In addition, the study also lack explanation about the constructs itself, results in problems with validity and reliability issue, hence, it may not useful when tested in classrooms or real-world scenarios.

**2.2.2 Modals**

**2.2.2.1 A Modal of Psychomotor Skills**

This model explains the stages involved in learning skills or exhibiting various aspects of psychomotor domain. Each stage influences the subsequent one. The model appears comprehensive in stating learning objectives because it conforms to the requirement of psychomotor behaviour in terms of diversities i.e. cognitive and affective. For instance, Mohammed (2020) Padelford observed that the perceiving stage involves: sensing symbols; cue selections; translating and internalizing. These belong to the perceptual cognitive domain. The second stage of motivation involves externally and internally directed satisfaction, which belong to the perceptual and affective domain. The third stage of imitating involves mentally manipulating the forms, patterns or sequence of actions and mimicking a series of events, patterns of procedures followed.

This contains perceptual, affective and cognitive domains. The fourth stage also reflects perceptual, affective, cognitive and psychomotor domains. The fifth stage of adapting involves diagnosing, reaching, adjusting and problem solving. This also contains affective, cognitive and psychomotor domains. The sixth stage of innovating involves experimenting, expressing and symbolizing. This also contains affective, cognitive and psychomotor.

Therefore, analysing the Padelford model it could be said that the first three levels are internal while the remaining three are externally observable and each stage leads to the other. Also, it could be said that the model has taken care of the fact that psychomotor behaviour contains affective and cognitive behaviour.

This agrees with the observations by Pregonet (2020) and Okwelle et al (2017) that for a skill to be psychomotor it must have cognitive action, the receiving and use of perceived symbols, and of value system and physical action to facilitate it.

In Nigeria, Akpan et al (2019) employed this theory when he developed and validated laboratory-based tests for assessing practical skills of HND students in electronic maintenance and repair. Similarly, Okwelle (2017) applied this theory in his study on the development and validation of instrument for assessing practical skills in radio and television systems in technical colleges.

**2.2.2.2**  **Apprenticeship Modal of Learning in VET**

Apprenticeship is a mode of learning, focusing on a specific learning site as well as a form of legitimate organisational setting in order to qualify and educate young adults for work and society. Enabling them to receive full membership in an occupationally determined small community, apprenticeship used to be an informal arrangement of teaching and learning historically. Today, apprenticeship is one type of VET which suits the demands of trade and industry in a proper way.

The technological changes, however, will readjust the character of apprenticeships which have become more and more a basis for further education and training. Associations of trade and labour define standards of teaching and learning that have to be adopted in vocational training and schools. Nowadays, it is the state who supervises and governs VET. Apprenticeship is a common enterprise of state, associations or chambers, trades and educational stakeholders and one way to organise VET which is itself ideally a part of an education system of any country.

A definition of apprenticeship is important insofar, as the term apprenticeship describes a formal kind of learning which always includes school attendance in countries with dual models of work. Even in dual system-countries apprenticeships are not as unique. In Switzerland, the regional diversity is quite high, especially between German-speaking and French speaking cantons where apprenticeships are differently spread.

However, the apprenticeship model is dominant in VET. In the last years, a strong integration of VET in the so-called “educational space” took place. Formerly, separated tracks of academic education and vocational education and training were more intertwined. This permeability has led to a stronger influence of meritocratic logic in all parts of the education system. School-based learning and achievement is important for the access to even VET and enables young adults to continue in higher education (Billet, 2019).

**2.3 Empirical Literature Review**

**2.3.1 Vocational Training in Europe**

The foundation of the German VET system is a dual training approach based on the apprenticeship model, which combines (theoretical) knowledge acquired in vocational schools and (practical) workplace training in the company. From this principle derives the specific governance structure by which the federal states take responsibility for the school-based component and companies organise and provide the company-based training.

This partnership reflects a corresponding cost sharing model, one crucial stabilising factor in the system: costs are shared between the state and the private sector, but also between small and large firms, as well as employers and apprentices, who receive an allowance under a training contract that increases with each year of training.

Despite financial constraints following the economic recession of 2018, firms upheld their commitment to providing vocational training, not least because the number of school leavers started to decrease and shortages of skilled labour began to affect some segments of the economy, in particular in the logistics sector, some technical domains and personal social services (Maier *et al.,* 2018).

Despite skill shortages, on the demand side about 24,000 young people trying to enter the vocational track were left without training placements in 2018. This gap points to a certain mismatch between skill supply and demand, but also to the challenge of getting into training and employment a considerable number of young people who do not have the necessary skills and qualifications to access a vocational programme.

**2.3.2 Vocational Education and Training in India**

In India, believes that vocational education and training is the key to the task of nation-building. It is also a well-accepted fact that providing the right knowledge and skills to the youth can ensure the overall national progress and economic growth. The Indian education system recognizes the role of education and particularly Vocational Education. Vocational training in India is provided on a full-time as well as part-time basis. Full-time programs are generally offered through I.T.I.s Industrial training institutes.

National Council for Vocational Training, an advisory body, was set up by the Government of India in the year 1956. The National Council is chaired by the Minister of Labour, with members from different Central and State Government Departments Vocational training has been successful in India only in industrial training institutes and that too in engineering trades. There are many private institutes in India which offer courses in vocational training and finishing, but most of them have not been recognized by the Government and it required steps that should be taken to recognize appropriate institutes those fulfil the underlined criteria and there is a high drop-out rate at Secondary level that affects much enrolment of learners into the vocational education and training in general.

**2.3.3 Vocational Education and Training in (EA) East Africa**

The recognition of formal vocational training started with the establishment of Artisanal Training Organizations in 1950s where the objective was to develop, operate and promote an efficient, system of Industrial Vocational training in the country. Prior to this, vocational activities were so informal and disorganized that a negative attitude had developed, to the extent that vocational education was treated as reserved to academic failures. In order to accelerate vocational training in the country, Uganda established a Directorate of Industrial Training in the Ministry of Labour in 1974

In practice in Uganda, enrolment in institutions of technical and higher education does not correspond to the country's manpower needs. The enrolment mechanism used is one where each institution receives its enrolment targets from the Ministry of Education and Sports. In the absence of any valid indication of manpower demand, the targets are set to the previous year's enrolment and to available training capacity. Thus the output of the educational and training system is unlikely to be in harmony with the demand for manpower in any category of skills.

A practical difficulty is that Uganda's manpower planning does not provide a reliable framework for tackling the country's manpower training needs. Historically, it has never focused on training, but has been preoccupied with the expansion of training institutions to cater for increased population. Since then, due partly to problems of methodology and data, and due to the central importance of finance in determining the actual development of education and training, manpower planning has become a residual bureaucratic activity disconnected from the country's overall development planning.

**2.4 Research Gap**

Globally, the demand and insist for VET is increasing and requirements remain high especially in Africa and Tanzania in particular. VET helps to reduce poverty and empower youth to choose freely and being responsible for different careers such as; electrical installation, welding and metal fabrication, plumbing and pipe fittings, masonry and brick laying, designing sewing and cloth technology to mention few URT,(2000).

Several studies conducted on the factors contributing to ignoring and dropping out from school but no study carried out to assess the perception of community towards Vocational education training enrolment. There are different studies conducted in perception of community towards the vocational education and training in different areas of our country but not in Sengerema district that is the reasons for researcher decided to select as the area of study.

Different studies were made basing on the expansion and quality of vocational training education in developing countries needs professional support in Uganda, the study on the views of students in vocational education and training basing on the expectations and perceptions was also made in Europe particularly in German, the other study was made in India on determining the perception of the school students/learners towards vocational education and training career.

In Tanzania the study was basing on perception of Maasai Community towards Vocational Education and Training, but none of these studies were based on Tanzania surrounding and that which does didn’t focus on learners perceptions in vocational education institutes, particularly in Sengerema district. Therefore, the study was motivated to assess the perceptions of the community in the vocational learning institutions in Tanzania, every profession has the way in which its participants are motivated to join or to develop their career within that direction, as the result, the perception of community or learners will determine the worthiness of that profession within the country, since the perception of an individual is the reflection of the demand and value of certain professional, the study was influenced to fill that knowledge gap.

Consequently, the study is going to explore information that fill the gap by clearing up and show the way forward to mitigate the factors affecting perception of the community towards vocational education training enrolment in Sengerema District. The results provide ways to raise awareness among community particularly young boys and girls to join VET for best achievement of the intended educational goals for their sustainable development.

**2.5 Folk Development Colleges (FDCs)**

Started with a programmes launched in 1975 by the government in collaboration with the Swedish Government. Through financial and technical assistance from Sweden, 25 FDCs were constructed during the first phase, beginning late 1975. By 1992, there were 52 FDCs in the Mainland Tanzania

There were three specific objectives of FDCs. The first was to stimulate and motivate learning of adult men and women; the second was to facilitate follow-up activities related to literacy campaigns; and lastly was the objective of providing knowledge and skills useful in rural life (Glover (2019), MOEC, 1975). Both short term and long-term courses in three main areas were offered.

These were general education (including social, economic and political studies, mathematics, the natural sciences, agriculture, nutrition, hygiene and sanitation); skill training in a variety of trades and crafts, farm management, book keeping, home economics, carpentry, masonry etc.; and cultural training (e.g. local cultural arts, music, folk songs, traditional folk dance and drama).

The relevance of FDC programmes to the local community as well as to individuals is confirmed by Glover (2019) who points out that out of all ex-trainees sampled by an evaluation study, 68% stayed and worked in the villages while 32 % went out to search for work outside villages.

**2.6 School Age Structure in Tanzania**

The school age structure was very important to this study in order to understand the recommended age of learners at each level that will tell the maturity of individual and probably how does the respective age have influence on the perception of community towards vocational education and training. According to Mkonongwa & Komba (2018) the structure of formal education system in Tanzanian context starts with pre - primary (2 years), then by primary education (7 years), ordinary level secondary education (4 years), followed by advanced level secondary education (2 years); and Higher education is 3 years plus.

The school age starts from 5 - 6 years of age for pre – primary and 7 years for primary (7 – 13years in the primary), 14 -17 years ordinary secondary level and 18 – 19 years for advanced level secondary education. Ordinary level secondary school leavers are the students who have gone through ordinary secondary school education. Few of these students continue with advanced secondary education for two years while the rest join various job oriented training courses or stay at home.

**CHAPTER THREE**

**3.0 RESEARCH METHODOLOGY**

**3.1 Introduction**

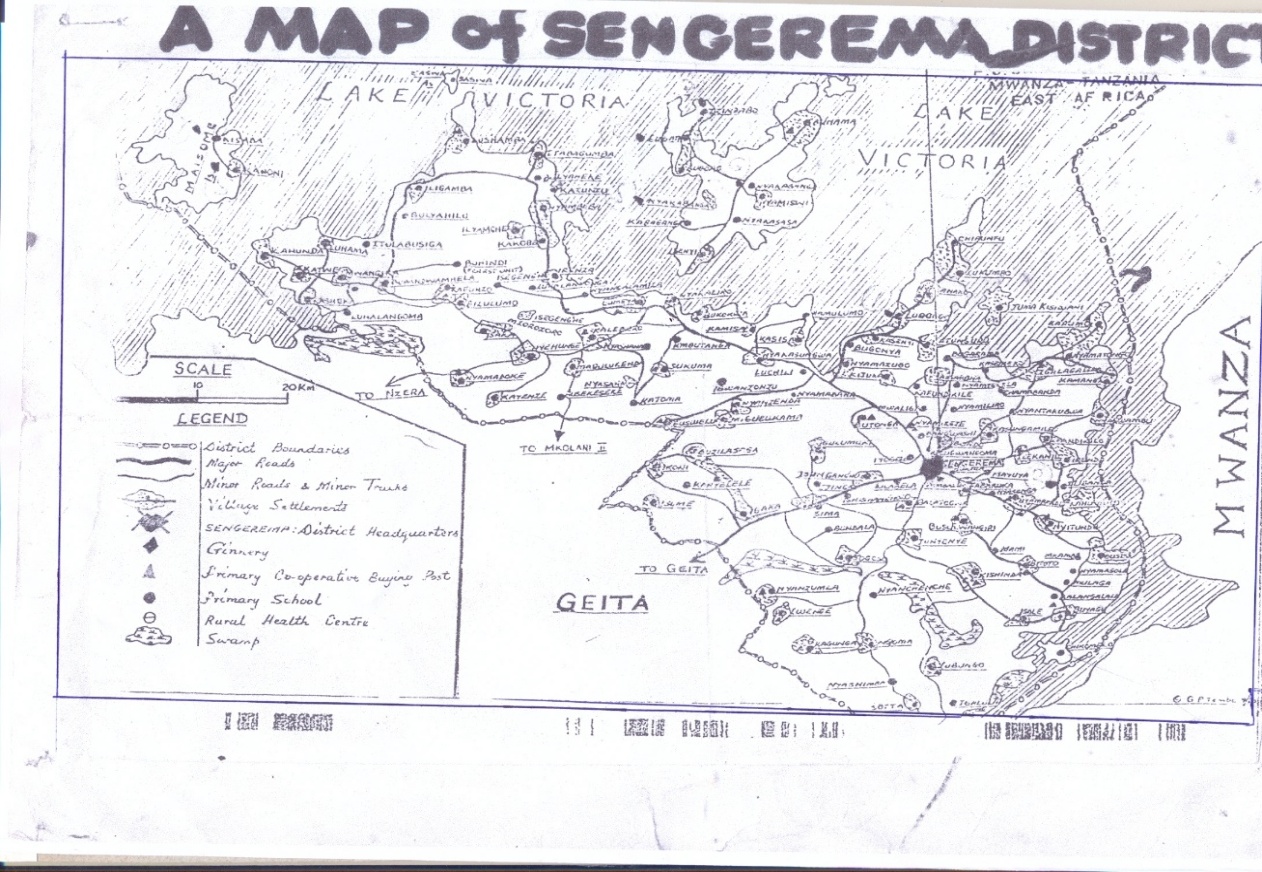
The previous chapter presented a review of associated literature but this chapter presents issues related to research methodology used in the study. It covers the research design applied in conducting the study, the study area; target population, Sampling Technique, Unit and sample size, sampling procedures are provided in this chapter and concluded with the ethical consideration used by a researcher to collect data morally without violating ethics.

**3.2 Research Approach**

This study employed qualitative research approach. Selection of research qualitative approaches was been largely influenced by the research questions of the study which specifically aimed at analysing perception of the community on vocational education and training. In short, qualitative research approaches present findings in terms of understanding, perceptions, imagination perspectives, views, opinion and so on. So, qualitative research approach has also been applied in this study; the intention is to comprehend participants‟ views, opinions and perception behaviours as cemented by Queirós et al (2017), the qualitative research approach is concerned with assessment of views, opinions and behaviour.

**3.3 Area of the study**

Selection of the case for study depends on various justifications such as financial support, immediacy, possibility to get access to data and information, suitability of the case whether the case is typical of other cases. According to Clementson (2019), when selecting case studies, balance and variety are important but opportunity to learn is of primary importance. Due to the possibility of opportunity to learn, that is accessibility of data and information, this study was actualized at Sengerema District Council in Mwanza region.



Source: Sengerema district council, 2012

**Figure 3.2: Map of Mwanza Region Showing Sengerema District**

**3.4 Research design**

This study employed case study research design, where data was collected at one point in time from a sample selected to describe some larger population as well as determine the relationships between variables during the study (Queirós*et al,*2017).Parikh (2016) propose the use of case study design because it enables the researcher to use instruments like interview and documentary reviews which enable in understanding of social realities and draw attention to processes.

**3.5 Sampling technique**

The researcher employed probability and non- probability sampling procedures to select the study sample. In probability sampling the researcher used simple random sampling so as to avoid biasness and to provide equal chance for everyone to be selected and participate in the study. In non-probability sampling the researcher used purposive sampling so as to select respondents according to his/ her convenience to the study.

**3.6 Sample Size**

The area selected has large population with 10 vocational institutions; therefore sample size of the study used included at least 5 vocational institutions and about 75 respondents who represented others. 15 respondents were selected from each vocational education institutions and 05 instructors, one from each vocational education and training institutes

**3.6.1 Target Population.**

The target population in this study were learners in Vocational Education Training institutions. Instructors and parents of the learners in VET institutions who living in Sengerema district

**3.7 Data Collection Methods and source of Data**

Data were collected from both primary and secondary sources. These included books, journals, internet, and published and unpublished data source from the field. Collection of primary data was comprises interviews (see appendix 1, 2, 3 and 4) while collection of secondary was comprised documentary review. (See appendix 5)

**3.7.1 Interview**

An interview was used as tool to collect data, which was conducted to a selected number of respondents (learners in vocational education and training) of both sexes. The respondents were approached at their institutes, explained the purpose of the research and the content of the upcoming interview, consent was given after which the interviews took place. In order to make sure that the interviews covered all important topics or specific objectives, an interviews guide was developed to guide the process, however, the researcher did not strict himself to the interview guide. All interviews were conducted with only one respondent at ago.

The interview was administered in English language; however translation in Kiswahili was made were possible to the respondents to meet the specific objectives. Each respondent was approached personally by the researcher, interview question was introduced and after consent from the interviewee, one question after another was read, a respondent was given, and the researcher recorded the answer on the data analysis sheet prepared before. The interview was translated in Kiswahili as suggested by Abrahms (2020), since it might decrease the risk of misunderstanding and affecting the results of the study. In addition to the interviews, the study also made intensive use of secondary information’s obtained from the field as stated above; this consisted of books, reports, articles, conference reports and website by using suitable phrase and search words.

**3.7.2 Documentary Review**

Documentary analysis method was used because it is relatively inexpensive, good source of background information’s that will provide a behind scenes that will look at the information that may not be directly observable and that may also bring up issues not noted by other means. As of this case researcher was employed this type of data collection method to the study so as to manage the collected information that will help to understand the history, opinion, and operation as long as the perception of the community towards vocational education and training institutions in Tanzania will be of concern.

**3.8 Data processing and Analysis**

In view of this study, data analysis involved interviewing, discussion, and respondents responses (answers) were entered in the prepared table with the use of computer and the responses from learners, instructors and parents were merged with the goal of highlighting useful information’s which will help in making suggestions and conclusion for decision making. In accordance with the employed research approach in this study, data analysis process blends both qualitative analysis and documentary analysis.

In this study, the interview responses were carefully read and listened respectively to determine specific objectives, thought about the perception of community towards the vocational education and training. These statements were broken down, compared one with another, examined and classified, eventually leading to the establishment of different themes on the perception of the community towards the vocational education and training.

Therefore while analysing data from the interview the researcher involved qualitative content analysis for open responses and documents statistics for quantitative data. The qualitative aspect focuses on the verbal data analysis, where attention was paid, in order to provide much richer, more detailed, and more accurate information from the 95 respondents (Erken&Bodemer, 2019). Qualitative data involved coding and categorizing data into themes for the purpose of creating meaningful sentences for easy analysis. These enabled the researcher to make an extensive report and a brief summary, and extract exact findings and suggested some recommendations on the perception of community towards the vocational education and training.

**3.9 Limitation of the study**

In the process of carrying out this study, the limitations uncounted were the following:

1. Some of learners in these VET institutes were day scholars which made the challenge in breaking the academic routine leading to disturbances to both instructors and learners who were selected as respondent. Also the distance walked by learners from their residence to the VET institutes made it impossible to conduct the research beyond 1:00 pm.
2. Another limitation was language barrier, as the interview questions were prepared in English language, but at VET learners use Kiswahili to learn their studies. Therefore the researcher made efforts to make translations to the respondents so that to collect enough information’s for analysis and interpretations and recommendations of the study.
3. Availability of documents to some VET institutions was made difficulties to access some information’s since there were no appropriate way of access the required information’s of the institutes.

**3.10 Validity and Reliability of the Research Instruments**

Findings of this study conformed to certain criteria of evaluation. The issue of validity and reliability was considered to find the possibility of replication of the study if conducted with the same participants and the same context. In this study, two data collection instruments were used (interview and documentary review) were used to strengthen the validity and reliability of findings. Validity have been demonstrated or addressed by the degree of honesty, depth of coverage of data and the extent of triangulation. Internal validity was observed in terms of study coherence and logic arguments to reach conclusions whereas external validity was considered by relating findings to other studies and generalizing results to a wide population. Reliability, on the other hand refers to the consistency of research findings (Zhang & Soergel 2020). In order to improve reliability the researcher observes the clarity of instructions given to those using the instrument. This technique helped to overcome the problem of relying on only one method while at the same time increasing the validity of the data. In addition to that, the researcher conducted a pilot study in one of VET institutions in Sengerema district in order to make the research instruments valid and reliable. This was necessary for correction of some ambiguities and inadequacies that might prevail in this study for data collection instruments. The sample for pilot study included only 10 VET learners and one instructor among the selected VET institutes. Basing on the results from the pilot study, some corrections were made in the study instruments.

**3.11 Ethical Consideration**

This was done in order to avoid misunderstandings and quarrels with the respondents. Ethics are culturally constructed so they differ widely. The researcher considered ethics in a much broader cross-cultural way. Data misuse or disclosure at the wrong time or to the wrong client or organ can result in the most unfortunate consequences for an individual, group or institution. In this study, the issue of informed consent and confidentiality for respondents were highly considered. In the field, familiarization with the respondents was done in order to seek their consent. The respondents were assured beforehand that the information they provided will be kept confidential and private and will be used only for the research purpose. In effecting human rights, the respondents were free to withdraw at any time during data collection and during the interview sessions.

**CHAPTER FOUR**

1. **DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDING**

**4.1 Introduction**

The chapter deals with collected data and findings from the fields and discussion from the analysed data. The first section was based analysis of coded data and second part on demographic characteristics of the respondents. The third part focuses on the exploration of the understanding on VET programmes and source of information’s from learners on vocational education and training. The fourth section focuses on evaluating the perception of community on vocational education training enrolment. The fifth section focuses on developing trends on vocational education and training institutions regarding on learner’s enrolment in VET programmes.

**4.1.1 Data analysis and coding**

Qualitative data from the VET institutes were coded by letters as VET **A**, **B**, **C**. **D** and **E** and every respondent learner, parent and instructor involved in the study was coded by number as respondent learner, parents or instructor, for instance the first respondent learner was named as **L1** to the last learner**L15** (Learner number **15**), the same coding style was used to parents and instructors. Therefore code for the VET institutes and respondent learners and her/his position it form the code of such**AL1**, **BLl2**, **DL9**means the first letter is for VET institute, the second letter is for learner and the last is the number or position of the respondent learner. The same coding were used to code instructors, where **AR2**presents instructor from VET **A**(**A** stands for VET, **R2**stands for instructor and 2 for his/ her position**.** The parents was coded as **P1**, **P2** to **P15**, where **P** for parent, and number**1** is the position of respondent parent, the category of the parents were not considered important because of parents were purposely selected during interview. This coding was important for providing the reference and extremely information’s from the respondents from the field which build the evidence and supporting discussion of the study.

**4.2 Demographic Information of Participants**

The demographic characteristics of participants are discussed under Age, Sex, and Education level, occupation of learner’s parents and guardians and home residence of learners within their community. This was analysed to identify the demographic characteristics of the participant for the present study. The distribution of respondents were sampled by two techniques, 75 learners and 5 instructors were selected randomly, while 15 parents were selected purposely and makes sample size to be 95 respondents. This numbers of respondents were considered enough to the researcher to collect information’s and provide useful data for this study. Table 4.1 presents the numbers of respondents category involved in the research study.

**Table4.1 Distribution of the respondents and sample size (N= 95)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| VET NAME | Category of respondents | | | Total |
| Learners | Instructors | parents |
| VET A | 15 | 01 | 03 | 19 |
| VET B | 15 | 01 | 03 | 19 |
| VET C | 15 | 01 | 03 | 19 |
| VET D | 15 | 01 | 03 | 19 |
| VET E | 15 | 01 | 03 | 19 |
| **Total** | **75 (79%)** | **05 (05%)** | **15 (16%)** | **95 (100%)** |

Source**:** Research findings (2021)

**Table 4.2: Distribution of Respondents by Sampling Techniques (N = 95)**

|  |  |  |
| --- | --- | --- |
| Sampling technique | Sample size | Percentage |
| Random sampling | 80 | 84% |
| Purposively sampling | 15 | 16% |
| **Total** | **95** | **100** |

Source: Research findings (2021)

**4.2.1 Age of learners**

The age of the learners were considered to be important to the study to assess whether there was any significant influence on the perception of learners on vocational education and training enrolment. It was found that the age of learners ranked from 15 years to 24 years old were found to be dominant age for learners to enrol in the vocational education and training which were about 90% of learners are positioned.

The age expected for most of learners to be standard one is 7 years (URT 1995) then it is expected that if they enrol for VET programmes after primary studies would range from 15 to 18 years in which most of them they likely to complete primary schools (15 years) and 18 years have completed ordinary secondary schools. The age distribution was in respect with age for secondary education especially advanced level secondary schools, certificates and diploma but also for vocational education and training enrolment as VET objectives has no limit for enrolment, only 06% were found to be age within the range primary schools, probably they dropped their primary studies and lead them to join vocational education and training programme. As found with study vocational education and training learners have been influenced by different groups of people so that can enrol into vocational education and training institutes which is several to none in relation to the future of any community. The power can be observed in two groups, which are parents, guardians and teachers that influence the decision of learners. With this age ranging from 15 – 24 years old learners’ in vocational education and training are capable of being influenced by their parents and teachers in a positive thinking about vocational education and training. The table4.3 shows the distributions of age of the learners in each year category in both frequency and percentage.

**Table 4.3: Distribution of age in years of VET learners’ involved in the study**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| VET NAME | AGE DISTRIBUTION (YEARS) LEARNERS | | | | | TOTAL |
| 10- 14 | 15-19 | 20- 24 | 25 -29 | 30- 34 |
| VET A | 02 | 01 | 12 | 00 | 00 | 15 |
| VET B | 01 | 03 | 11 | 00 | 00 | 15 |
| VET C | 02 | 04 | 08 | 01 | 00 | 15 |
| VET D | 00 | 02 | 11 | 02 | 00 | 15 |
| VET E | 00 | 01 | 14 | 00 | 00 | 15 |
| **TOTAL** | **05**  **(06%)** | **11**  **(15%)** | **56 (75%)** | **03 (04%)** | **00 (00%)** | **75**  **(100%)** |

Source: Study Findings, (2021)

However of the findings of age found in VET learners discussed above, the age ranged 25 – 29, 30 – 34 were found to have very few learners with 04% and 00% respectively number of learners enrolled in VET programmes (refer table 4.3 above) regardless of the fact that any aged person having ability to learn can enrol in the vocational education and training programmes. The situation may have been caused by this group have ready involved in other productive work or employed themselves hence found that the vocational education and training of no longer important to them. The study done by Gweyi (2021) found that relative to young individuals were more involved in VET programmes while those aged above 25 find the training programmes less effective when come to the issue to obtain job after their programmes.

Therefore with this finding the study revealed that VET learners can be traced early in the age ranged between 15 - 24 years. This age category learners are found out of primary school but in ordinary secondary schools. With these arguments it is better for VET institutes to have tendencies to visit learners in their respective schools and share information’s and programmes available to their institutes.

Source: Study findings, (2021)

**Figure 4.1: Age of the respondents**

From the figure 4.1 above, pie chart shows that 06% of the learners were aged between 10 -14, (Blue colour) 15% were found with age ranged 15 – 19, (Red colour) 75% of learners were aged between 20-24 (Green colour) which appear to be dominant age for learners in most of VET programmes studied in the VET institutes and the last group of learners were aged 25 – 29 (purple) with only 04%.

**4.2.2 Sex of the respondents**

Sex of learners respondents were considered important in this study so that the information’s collected be gender balance enrolled which obtained in VET institutions through random selection from enrolment documents in coordinator’s office. The findings show that more than half of all respondents (64%) were males and remainder (36%) were female learners’. Probably this finding was probably to the fact that of males tends to have interest to technical subjects and are able to handle technical skills than female and therefore were enrolled more in VET programmes as compared to female learners’. Female learners tends to have low interest with technical skills but rather professional work such as teaching, nursing, tourism, cookery, banking and other related work. Table 4.4 shows the sex of learners respondents involved in this study.

**Table 4.4: Sex of learners respondents involved in the study**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sex | Frequency | Percent | Valid Percent | Cumulative Percent |
| male | 48 | 64 | 64 | 69 |
| female | 27 | 36 | 36 | 34 |
| **Total** | **75** | **100** | **100.** | **100** |

Source: Study findings, (2021)

Moreover the enrolment of VET learners with respect to sex as reported by education sector performance report (2018/19) where for the three years of the academic study from 2016/17 to 2018/19 the results shows that for 2018/17 a total 222683 vocational educational and training learners were enrolled in different vocational education and training institutions. Furthermore the report shows that 54% of VET learners were males while the female learners were found to be 46%, however the report covered whole Tanzania mainland, which still shows that female learners in the vocational education and training were relatively low compared to the males who were likely to enrol more in VET institutes in Tanzania probably with the same factors.

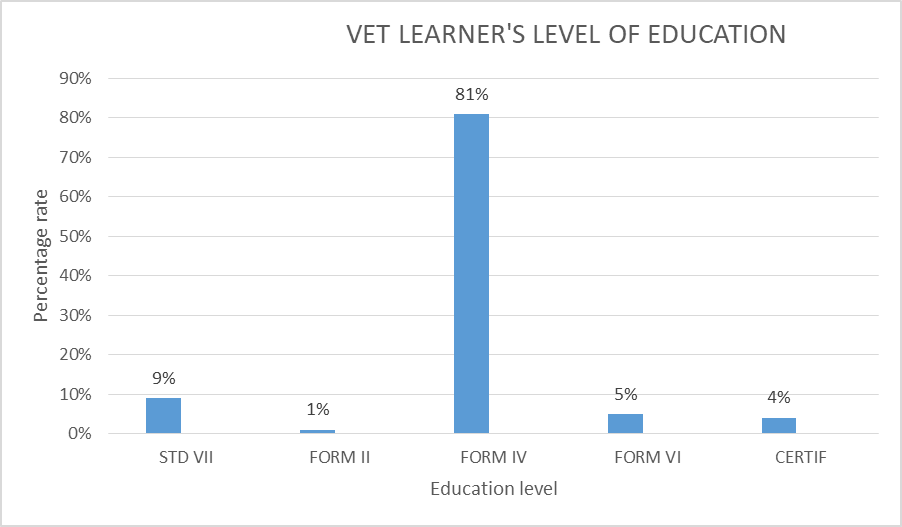
**4.2.3 Educational Level of Learners**

The findings indicate that majority of the respondents (81%) had received ordinary secondary school (form four) and few had advanced secondary education (form six) which was 04%. Also the study found that the number of learners from primary leavers attending the vocational education and training were very few compared to form four leavers. This high drop of primary leavers to enrol in VET institutes may be probably directed to the reason that majority of the primary graduates are selected to continue with ordinary secondary education but also the results of free education policy initiated by government as was introduced since 2016, for these two reasons might has influenced the community to select more secondary education than the vocational educational and training as to avoid the fee expense to be paid in VET institutes. It was found that in Government vocational education and training institutions, the VET fees stands up to TSH 160,000/= to complete the programmes excluding street accommodation, transport facilities and workshop requirements while in privates institutions ranges from TSH 750,000/= to 1,500,000/= depending to duration of the programmes. However for short programmes which takes three to six months the expenses ranges from 250,000/= to 500,000/= Therefore the chance for vocational education and training learners remains for those have ability to pay VET expenses, likewise those who has direct interest with VET programmes and possibly from form four failures of NECTA results and have no qualifications for advanced level secondary school and other colleges’. Therefore, the objectives of VETA of promoting and provides vocational education and training according to needs, within the framework of overall national socio – economic development plans and polices (VETA, 2010) failed because a considerable number of primary leavers are left behind in the street and most of them driving motorcycle business (boarder boarder) with no enough knowledge of driving which is provided by vocational education and training institutions. Table 4.5 shows the distribution of education level of learners for five selected VET institutes in 2021 academic year.

**Table 4.5: Levels of education of learners who involved in the research study**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| NAME | Level of education of learners in the study | | | | | |
| STD vii | form ii | form iv | form vi | cert | total |
| VET A | 1 | 1 | 12 | 1 | 0 | 15 |
| VET B | 1 | 0 | 12 | 2 | 0 | 15 |
| VET C | 3 | 0 | 12 | 0 | 0 | 15 |
| VET D | 0 | 0 | 14 | 0 | 1 | 15 |
| VET E | 2 | 0 | 11 | 1 | 1 | 15 |
| **TOTAL** | **7 (9.3%)** | **1 (1.3%)** | **61 (81.3%)** | **4 (5.3%)** | **2 (2.6%)** | **75 (100%)** |

Source: Study findings, (2021).

Source: Study findings, 2021

**Figure 4.2showing levels of education of VET learners involved in the study.**

Bar graph showing level of learner’s education sampled during the research study in vocational education and training institutes used. From the figure 4.1 above the tallest bar shows that the highest number of learners in VET were form four leavers followed by standard seven, form six, certificates and very few learners who probably drops their studies from secondary form two.

**4.2.4 Residence of VET learners**

Table 4.6shows that 37 % of the VET learners who were from rural areas while 63 % were from urban area. The implication of these results is that the majority of the respondent reside in urban area where are expected to access opportunity for employment or self - employment after VET programmes for them to earn life. Many programmes provided in vocation education and training institutes such as electronics, mechanicals, computer studies, masonry, technical drawing, motor vehicle driving, entrepreneurship, business studies usually are more applicable in urban areas than in the rural environment. However the location of the VET institutions are likely to be in urban areas than in the rural, therefore has encouraged learners in urban to focus them and possibly some may be attending the VET programmes from their home residence and therefore reduce the cost to accommodation. Graduates from VET a programme who works in community and earn their life were working in urban areas than in the rural probably become their role model. Nevertheless means income of parents and guardians it possible for those from the urban areas to manage the expenses compared to the rural areas were the source to earn income is limited. Table 4.6 shows the residence distribution of learners in five VET institutions involved in this study.

**Table 4.6: Residence of leaners in VET programmes involved in the study**

|  |  |  |  |
| --- | --- | --- | --- |
| VET NAME | Residence of learners | | Total |
| Rural | Urban |
| VET A | 04 | 11 | 15 |
| VET B | 06 | 09 | 15 |
| VET C | 08 | 07 | 15 |
| VET D | 05 | 10 | 15 |
| VET E | 05 | 10 | 15 |
| **TOTAL** | **28 (37 %)** | **47 (63 %)** | **75 (100%)** |

Source: Study findings, (2021)

Other possible reasons for the VET learner who involved in this study predominantly in urban areas might be contributed by the location of the vocational education and training institutes. The study found that the location of VET A, B, D and E are in urban centre (refer table 4.6 above) except for VET C which were located in the rural areas. Therefore the availability of VET institutes to the community has created impacts to VET learner’s enrolments as majority of learners were accommodated in street and other coming from their residence due to lack of hostel for accommodation.

With this findings VET institutes probably enrol more learners from the urban areas as compared to the rural environments. Various studies argue that virtually every aspect of early human development, from the brain’s evolving circuitry to the child’s capacity for empathy, is affected by the environments and experiences that are encountered in a cumulative fashion, beginning in the prenatal period and extending throughout the early childhood years (Garcia *et al*, 2021).

**Figure 4.3 Residence distributions of learners in VET enrolled for 2021**

**academic year**

Figure 4.4 above presents a pie chart to show VET learner’s residence who involved in this stud. The researcher found that 63% of learners were from the urban area while only 37% were from the rural areas. The majority of learners from urban areas were found to be four leavers with poor or failure results in form four results. Probably this may have been contributed to the factors that there are considerable large number of graduates from form four and six in urban areas than in the rural environments. And possibly they poor performance in their final examination results and therefore they have to find the alternative way to access learning, hence lack of qualifications for advanced secondary schools and colleges certificates may have influenced them to select the vocational education and training programmes as education path, however there are migration of educated learners of different level of education from the rural to the urban centres for the secure education and employment may also contribute to rise number of learners in urban areas.

The low number of rural learners of 37% probably may be contributed by availability of alternatives to work for other economic activities available in the rural areas including agricultural, fishing and other unskilled related activities which lack in the urban areas except to involve in small business or to take a root for vocational education and training programmes available around the urban environments.

* 1. **Understanding of Leaners Perception on the Vocational Education and Training.**

**4.3.1 Brief Description of Vocational Education and Training**

The findings revealed that VET learners’ had a general good knowledge of vocational education and training as colleges which are providing technical knowledge and education skills which will enable them to access employment or work independently. However the study found that 51% VET learners had a general knowledge about vocational education and training programmes. The general description of majority of respondents learners were reported as vocational education was mainly designed for learning technical skills knowledge. This knowledge shown by VET learners imply that the community and VET institutes had played a role to provide education and information’s to people about the vocational education and training programmes.

In respect with the findings reported above, the researcher found that VET learners had ordinary secondary education as reported in level of education of learners in the demographic information (81%) and therefore possibly teachers had contributed the VET learners to have a primary understanding about VET programmes and the role played by these institutes in the community. However it further supported by the facts that learners who were enrolled in VET institutes come from different areas of the country from the rural to urban environments but were no discrepancy of their arguments which were well aligned with the meaning and the role of vocational education and training in the community.

Regardless of the responses provided on the meaning of vocational education and training there were other learners’ who provided other reflection of VET as VETA which reported by 43%responses and the researcher categories in group of unclear meaning of the VET while of the same category were not aware that the FDC institutes were in the same category with VET and run their programmes as other vocational education and training institutes, as one of the respondents argued during the interview;

*“From what I know, this college I am studying is known as VETA. I was aware about VETA since I was a student of secondary school, since the college is near by the way to School; therefore I was always met with some of the students studying to that college.* ***(EL15)***

The study found that only 6% of the respondents had totally no clear understanding of VET and FDC, the study considered them to be neutral, probably they had their meaning but may fail to express and give a clear meaning of Vocational Education and Training regardless the guide given to them to explains their understanding. Table 4.7 summarise the general understanding of learners on vocational education and training.

**4.3.2 Learners Source of Information about Vocational Education and Training**.

The study finds that 25% of learners in vocational training got information through the community, this comprises community of all groups of people who surrounds the learners in their environment where they live, and however parents and guardians were mentioned by the learners as the major source of their information about vocational education and training. Therefore according to this study all mother, father, uncle, grandfather and relatives were categorised in the community.

The second source of information was media which reported by 13% only of VET learners, source which reported were televisions, magazine, radio and internet. It is found that regardless majority of learners who were from urban areas where it is expected to have many source of media for information, this group media had few respondents, then it is argued that either these media are not fully utilized to inform the community about the vocational education and training or the community itself does not use media to access different information concerning education and especially the vocational education and training,

One the other hand 62% were reported to have information’s from their school teachers and from fellow students as discussed above the school is part of the community, however the researcher decided to categorise this as special group as majority of learners in VET programmes are likely to come from schools (primary and secondary) before enter or enrol in the vocational education and training programmes. Thakker&Bakshi (2021) argued that a teacher can play a vital and key role in building and influencing the perception of their learners. The teacher who in the form of a negative influence can deteriorate the student perception as the student can follow the wrong steps by the path shown by the teacher.

Table 4.7 shows the understanding of learners about VET and different source of information’s to learners about vocational education and training.

**Table 4.7: Learners understanding about VET and their source of information**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| VET NAME | Description on VET | | | Source of Information’s | | |
| Unclear | Clear  (Good) | Neutral | School | media | Community |
| VET A | 05 | 08 | 02 | 11 | 02 | 02 |
| VET B | 04 | 09 | 02 | 09 | 03 | 03 |
| VET C | 10 | 04 | 01 | 08 | 00 | 07 |
| VET D | 07 | 08 | 00 | 10 | 01 | 04 |
| VET E | 06 | 09 | 00 | 08 | 04 | 03 |
| **TOTAL** | **32**  **(43%)** | **38**  **(51%)** | **05**  **(06%)** | **46**  **(62%)** | **10**  **(13%)** | **19**  **(25%)** |

Source: study findings, (2021)

From 4.7 table above, (51%) of learners had clear and good understanding about VET when they were in ordinary secondary school probably might be caused by the reason that, students who are candidates for the final examinations in secondary schools these are four and six, their teachers might have an advice on their careers especially for students whose their subject progress is poor, therefore this is time students were likely to access information concerning vocational education and training that why this score (51%) corresponds with the source of information of learners in vocational education and training which was from the teachers (62%).

* + 1. **Learners Interest to VET and why They Were Interested to VET**

The respondents were asked to on interest in vocational education and training programme. However the researcher associated learners interest to VET programmes with the reasons provided so as to have a general understanding on whether learners enrolled VET programmes for his/her interest or not. The factors were analysed and presented in the table 4.8. The findings showed that 59 % of the respondents had direct to interest to VET programmes since were in primary and secondary studies. However the respondents didn’t provide the reason of their performance on standard seven examinations while respondents from ordinary secondary school argued that their performance in previous secondary schools made them to have interest to VET programmes because the form four final results made them to select such path due to the fact that they had no choice but take the vocational education and training programmes.

In other side the study found that 41 % respondents showed that they had no interest to VET programmes but they decided themselves to enrol after having an advice from their parents, guardians and teachers. Regardless of the advice provided it was found that the previous reason for VET programmes interest was also contributed to failure to four final results which had forced majority learners with no interest to select vocational education and training as the first optional while looking for other alternatives after their VET programmes.

Probably lack of vocational subjects among the subjects taught in secondary and primary schools curriculum had contributed to learners to lack interest with VET programmes as reported by (41%) of the respondents. However lack of interest for female learners were seems to be more serious and therefore they had contribute a lot on the above percentage (41%), with no interest towards VET programmes as one of the female learner respondent argued during an interview;

*“No, to be honest Sir, I had no interest with vocational education and training courses, after failure to my form four final examination, It was very difficult to me to have advanced secondary education, is when my parents asked me to join this college”. (****DL12****)*

Kim (2021) argued that young people avoid VET programmes in favour of an academic education, as they regard vocational education and training as preparing them for unemployment or for work that is repetitive, boring and underpaid. Meanwhile VET learners’ argued that the community still not agree with technician from the vocational education and training institutions with the evidence that people tend to provide work without considering whether an individual is trained or not. However the experience shows that the community tends to ignore and not appreciate VET technicians as they compared them with local technicians who were found to perform different works. Table 4.8 below shows learners’ interest to vocational education and training and factors recommended.

**Table 4.8: Learners interest to VET and factors for joining of VET programmes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| VET NAME | interest to VET | | factors to enrol VET programmes | | |
| interested | uninterested | Need of skills | parents advice | failure to iv results |
| VET A | 07 | 08 | 05 | 02 | 08 |
| VET B | 11 | 04 | 08 | 03 | 04 |
| VET C | 08 | 07 | 04 | 03 | 08 |
| VET D | 08 | 07 | 05 | 01 | 09 |
| VET E | 10 | 05 | 06 | 03 | 06 |
| TOTAL | 44 (59%) | 31 (41%) | 28 (37%) | 12 (16%) | 35 (47%) |

Source: Study findings, 2021

Table 4.8 above presents findings to shows the VET learners enrolment with two categories one category was whether VET learners were interested or not and second category were the factors influenced learners to join vocational education and training institutions,59% of respondents showed had interest with VET programmes, the factors correspondents with needs of skills and lack for selection for further secondary school education and other colleges (failure to form four final results) as one of the interested respondents studying Motor vehicle mechanics lamented during an interview;

*“Yes sir, Vocational education and training skills (meaning Ufundi) profession are that I prefer because since I was young even before taking my secondary school, actually technical skills is dream occupation”. (EL8)*

As raised through this discussion, such kind of confident argument was because of clear understanding of the knowledge the learner had received either from parents and guardians, teachers and community in generals. Bakshi*et al* (2019) argued that in perception building, it is critical for an individual to be fully knowledgeable. Individuals, who have the knowledge of the best methods and processes and can implement the same in the right frame of mind produce world class products, can give world class services. In today’s environment, the knowledge needs to be updated from time to time through various training and development programs.

Furthermore, Edwards et al. (2021) contended that in choosing vocational or other options there is a range of factors influencing young people in decision-making. These are the availability of opportunities, the influence of others: family members, peers, teachers, careers officers; interest in the subjects; quantity and quality of information available about further education and/or training, and about the careers to which they may lead; and personal factors such as self-concept, identity, enjoyment and confidence. Thus the guidance and counselling to students becomes an essential aspect.

* 1. **Experience do Learners Have on the Provision and Access of VET**

**4.4.1. The General Overview**

This was the second objective with questions aimed to assess VET learners experience on provision and access to Vocational education and training programmes, the interview questions asked were on the best things do learners they like in their VET institutes programmes. Contrary to the first question, second question was aimed things learners were not interested in VET institutions programmes, the third question was to access learners experience on the ways they access learning materials in VET institutions and the fourth question was intended to know what kind of motivation learners were experienced in the VET institutions and programmes provided.

**4.4.2 Things Learners Like in Vocational Education and Training**

In table 4.9shows that 16% of VET learners they like electrical installation programme as among the programmes provided in VET institutes, learners argue that the electrical installation programmes were easily to understand especially when taught with practical activities. However the researcher found that probably VET learners were likely to be influenced with the possibility to access employment in public and private institutions as electricity used in every aspect of life of human life. Also, with the expansion and distribution of electricity done by the government through REA across the country has created a need for electrical technicians in both urban and rural environments.

On practical learning during the training, the respondent’s learners argued that they like the methods of learning with practical training as involves theories and practical sessions. However, the lack of well-equipped workshops reduce their performance and this contribute to poor work ability to compete for work in the community and industrials works. A good practical training method of training is respected in teaching and learning and is observed in the performance and achievements of the any learner. Vocational education and training strives for quality assurance in education that is to improve the standards of training education provided. Therefore, quality practical training should be a goal which each VET institutes intends to achieve as stipulated in its objectives; (VETA Objectives) the vision of what is perceived better cannot be achieved if deliberate measures are not taken.

However 48%of VET respondents said that they like practical learning provided by their VET institutes, and this was seen as a prominent interest for majority of VET learners’. With this regards it is noted that practical learning is the more preferably in VET programmes learning than theoretical learning. Learners in vocational training should spend significantly more time practicing tangible skills that they will need and can apply to the workplace. The focus of their studies is on acquiring knowledge and competencies that they need to work proficiently in their chosen field. With this style of learning, work experience becomes an actual part of the course itself, rather than something to be pursued outside of course time through internships or low-level jobs. VET learners’ have the opportunity to graduate with practical experience in their chosen field, which helps them hit the ground running once they begin their full-time job oriented. More interesting 33 % VET of learners they like the use Swahili language as medium of teaching and learning of their subjects with very few VET learners’ with different issues reported by 03% which will be discussed in the next paragraph collectively as others which includes sports and games, tourisms, music and dance. In the light with this study on the use Swahili language in teaching and learning VET learners’ argued that in their ordinary secondary school English language was an obstacle in learning, and if is used in the vocational education and training as were secondary school, it might contribute difficulties to learn. Probably this has caused by lack of basic knowledge about the English language subject. Furthermore most of secondary schools in the rural areas lack enough subjects’ teachers including English language and therefore students tend to fails this subject and as a result create negative perceptions on the subject. However English language is still important to VET learners as it used for higher levels of VET studies including level III and VET universities. Therefore with discussion there were arguments of improving English language to both primary and secondary schools which will inculcate the interest to learners of each category. In line with this discussion the students at secondary levels also should be encouraged on the importance of the subject even if has interest to vocational education and training programmes. It has been noted that students tend to ignore some subjects because they said themselves it is not of their career. The respondent’s learners who reported Swahili language in teaching and learning, argued that, the Swahili language is preferred to learners because they understand well the concepts given by their instructors and facilitate communication between instructors and learners in the vocational education and training, however one of the instructor commented in the discussion to verify what has been reported by the VET learners,

*“You know, we receive learners with poor performance from secondary schools, to train them practical subjects with English language will be heavier! And then heavier task, therefore the use of Swahili at least facilitate learning in our institutes, to tell you the truth learners enjoy very much learning in Swahili subject than English Language” (****AR5****)*

**Table 4.9: Learners opinions on the things like in VET programmes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| NAME | Experience do learners have on provision and access to VET programmes | | | | |
| Practical training | Electrical installation | Swahili  language | Others | TOTAL |
| VET A | 10 | 03 | 02 | 00 | 15 |
| VET B | 08 | 02 | 05 | 00 | 15 |
| VET C | 09 | 01 | 05 | 00 | 15 |
| VET D | 04 | 04 | 06 | 01 | 15 |
| VET E | 05 | 03 | 06 | 01 | 15 |
| TOTAL | 36 (48%) | 13 (16%) | 24 (33%) | 02 (03%) | 75 (100%) |

Source: Study findings, 2021

Source: study findings (2021)

**Figure 4.4 Good things do learners like in Vocational Education and Training**

As shown to the figure 4.5 above the bar graph shows that were reported to that practical training was the most thing VET learners are likely in their VET programmes. However issues like sports and games, music and study tours also were like to be important for VET learners. As study revealed in the age of VET learners in the previous discussion, hence the majority of learners in the vocational education and training were aged ranged to 15 to 25, it was possibly to be interested with sports and games as sports as attracts their attentions of young boys and girls of such category. However sports and games were well programmed to the VET institutions which helps learners to improve their health and refresh their minds, this can contribute to good understanding of subjects and reduce rate of learner’s dropouts of their programmes.

**4.4.3 Learners opinion on the things dislike in VET programmes**

Respondents in the field were asked to identify some important issues that they dislike in VET programmes. The researcher restricted to the issues concerning learning and teaching programmes so as avoid having unnecessary responses out of the questions. The findings revealed that about 44% of learners they are not interested with engineering science which is basically physics subject taught in secondary schools.

The findings revealed that this might be contributed to the fact that, the physics subject is taken as an optional subject in secondary school curriculum and therefore majority of students tend to drop the subject when they enter form three to form four. Additionally, the subject tends to lack enough teachers especially in most of the public schools in the rural areas. Therefore when learners enrol in VET programmes and then the subject is required to be studied with application of engineering science it become very difficult for VET learners to learn and even fail for the next level of their studies. Regardless of this factor, however the subject was still important to VET learners especially learners who doing the programmes dealing with electrical and mechanical engineering might have some contributions to the application with physics. It was agreed that it better to these subjects to be taught well and possibly encouraged to be studied all students’ without having optional.

However communication skills was also reported in the response (10%), which is English language subject as it known in primary and secondary schools, it was found that in VET programmes level one and two (I & II), the medium language of learning and teaching is Swahili language, therefore again English language become an obstacle for learners in VET institutes for their best performance. Probably this may became more serious for primary lavers as majority of their subjects were taught in Swahili language.

Learning Mathematics in their programmes was seen as not of learner’s interest in which about 43% said they are not interested the subject and further argued that they failed the subject in their secondary four results. For those who completed only standard seven, the situational become worse. There were others things mentioned like theory learning than practical as was expected by VET learners. This was contributed by lack of workshops and other facilities for practical learning as has been reported by one of the respondent during the interview;

*You know, our programmes include more practical training, we just sometimes learning theories in the classrooms!!! When I was joining VET programmes I was expecting to find a lot of machines and different tools to learn practical skills, but is quite different we also learn mathematics which is very difficult to us! After low we are just technicians (Fundi) we don’t need such difficulties calculation instead of simple measurements example (width and length in cm or km) are enough for us!” (****BL9)***

Such kind of findings could probably be contributed by the lack of vocational subjects among the subjects taught in both primary and secondary schools' curriculum. The provisions of some pre-vocational courses which would include practical activities like in agriculture, wood­works, electronics, mechanics, masonry, technical drawing, local crafts and business studies usually help to change the student's perceptions towards vocational education (Malukela, 2021). Table 4.10 shows the opinions of the things learners in the vocational education and training institutes dislike and they are not interest with them.

**Table 4.10: Learners opinion on the things they dislike in VET programmes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| NAME | Learners dislike in vocational education and training programmes | | | | |
| Engineering Science | Communication skills | Mathematics | Others | TOTAL |
| VET A | 08 | 01 | 06 | 00 | 15 |
| VET B | 11 | 02 | 00 | 02 | 15 |
| VET C | 11 | 03 | 01 | 00 | 15 |
| VET D | 03 | 02 | 10 | 00 | 15 |
| VET E | 00 | 00 | 15 | 00 | 15 |
| TOTAL | 33 (44%) | 08 (10%) | 32 (43%) | (03%) | 75 (100%) |

Source: Study findings, (2021)

Table 4.10 presents the arguments on the things learners dislike in vocational education and training institutes. The study found 44% of respondents that strongly dislike engineering science and 32% Mathematics while 10% of respondents reported on communication skills probably due poor baseline of the subjects at both primary and secondary schools, in its discussion the research came to realize that the response were provided by primary leavers as one of the respondents argued during an interview;

*“It rather better to introduce other subjects like Kiswahili or Business studies in VET programmes than Engineering Science and Mathematics because those subjects have been tough to me since I was in secondary school (****AL3****)”*

**4.4.4 Ways Learners Access the Learning Materials in VET Programmes**

When the respondents were asked about the ways they access learning materials for the different programmes in VET institutes. The results in Table 4.11 shows that 16 % learners were able to accesses some learning materials from internet by using few computers available in their institutes and sometimes using local internet café in nearby the centre, however the information’s available were still in English and not in Swahili language used to teaching and learning, therefore the application of this methods was still have challenges to be fully utilized by VET learners. With this argument it was found that in VET institutes programmes, learners were required to take one of the basic computer courses so that to equip each learner graduated from VET programmes to have basic knowledge of computer, the challenge was the availability of the computers and even there were no computer rooms for training. Also the study found that 23% VET learners were using manuals/ books which they obtained from their VET friends who have been the graduates from VET programmes. However the training manuals were available to training centres and learners have access to make photocopying for their extra reading. Probably poor distribution of training manuals and books has created the learning and teaching becomes very difficulties in the vocational education and training. Furthermore it was found that there were no libraries for the learners to visit and make their references. The availability of teaching manuals and books in the libraries was found to be important as majority of learners were lamenting as one of the obstacle to them in learning.

The study finds more that 61% VET learners expressed their feeling as were said that they have no ways among the previous as discussed above, their responses was no way (unspecified) however in their responses discussion it was found that they depends only their instructors and their class members as one of the respondents lamented strongly during the interview;

*“We have no way here! (remains quite a bit) you don’t know, there are many hold backs our professional more interesting we have even no enough instructors for some programmes while we have registered for the programme, we don’t know whether we leave or to change for other courses, some been inadequate books, no library even computers for internet and very, very poor workshops with no facilities which adds to poor practical teaching environment”* ***(EL7)***

**Table 4.11: Ways Learners access the learning materials in VET institutes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| VET NAME | Means to access the learning materials in VET institutes | | | |
| Internet | Books/manuals | Unspecified | TOTAL |
| VET A | 02 | 03 | 10 | 15 |
| VET B | 03 | 04 | 07 | 15 |
| VET C | 00 | 01 | 14 | 15 |
| VET D | 05 | 05 | 06 | 15 |
| VET E | 02 | 04 | 09 | 15 |
| TOTAL | 12 (16%) | 17 (23%) | 46 (61%) | 75 (100%) |

Source: Study findings, (2021)

In the light with the discussion above, the VET instructors take the lead in disseminating learning materials to their learners. When the instructors were asked the source of learning materials to their learners, the response was that there are no specific books or a single source to collect learning and teaching materials, but the instructors is responsible to find learning materials from internet or few manuals which is available in the VET institutes or to visit regional library for making reference. However instructors may borrow VET manuals from other institutes and photocopying for learners access. Also instructor’s has ability to extract learning materials from internet and edit to suit the requirements of learners. Probably lack of internet facilities may hinder this important and easy way of learning to fully utilized by the VET institutes.

* + 1. **Motivation to Learners in Vocational Education and Training Programmes**

The asked question was to find which motivation factors are seen as the most important by learners considered as incentive for attraction of learners in the vocational education and training programmes. The aim is to analyse findings in the light of existing motivation in the VET institutions. Motivation is the state of being incited to action. People are motivated to do something if they believe it is likely that it will bring desired result. People who are well motivated take action that they expect will achieve their clearly defined goals (Coccia, 2019). While points of view of other authors is much more focused on cognitive processes that influence peoples’ behaviour.

The study findings disclosed that there should be a dynamic motivation to be provided to learners in VET institutes since motivation are very important for VET performance. However the findings with this regards shows about 57% said that they have been funded with the government being paid with institute fees. Probably this motivation from the government has contributed to increase enrolment in VET institutes as can be observed in table 4.12. However the increase and the motivation was provided to one of selected vocational education and training, in the district only VET B was given opportunity to enrol learners who has funded by the government.

Other 23% of learners have been supported by the community through their member of parliament by providing them with accommodation, and this was done for female learners. However it was find that accommodation was available for few learners only as majority of learners were day scholars while for private institutions hostels were used to accommodate learners. In other hand 20% they didn’t specify their kind of motivations, however there were argued that they didn’t have any favour from their institutes and community in general. The study finds that learners should be provided with learning facilities such as laboratory coat, boots and eye protective equipment which are very important during the practical session as it done by other government technical colleges. Furthermore there is a need for the government to support the industrial practical training in term of providing allowance which will assist learners while they are out of their institutes, probably lack of such support has contributed to VET learners fails to attend practical training (field) and therefore VET learners may end up of not finishing their practical training session as the cost needed to accommodate themselves since some face the scarcity of source of income because of parents and guardians dependence.

The findings revealed that there is need to have capacity building supported by government and other partnerships through facilitating vocational skill trainings especially for VET female learners by providing them with accommodations, this may encourage them so that even after primary or secondary school, female learners are able to sustain themselves VET programmes and build their future and develop their knowledge and skills when enrolled to vocational education and training. Table 4.12shows the motivation of learners in vocational education and training institutions.

**Table 4.12: motivation to learners in vocational education and training programmes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| VET NAME | Motivation to learners in VET programmes | | | |
| unspecified | Funded with accommodation | Funded with fees | TOTAL |
| VET A | 02 | 03 | 10 | 15 |
| VET B | 04 | 00 | 11 | 15 |
| VET C | 02 | 04 | 09 | 15 |
| VET D | 05 | 04 | 06 | 15 |
| VET E | 02 | 06 | 07 | 15 |
| TOTAL | 15 (20%) | 17 (23%) | 43 (57%) | 75 (100%) |

Source: Study findings, (2021)

In line with the findings above motivation can affect learners learning activities so that in the end is an attempt to achieve the learning achievement field and expertise optimally. Motivation can encourage learners for further improve and maintain their achievement in the field of technical skills. When learners are motivated well will show higher value in their performance in term of learning skills and when compared with vocational education and training graduate who successfully work within the community and they have managed to earn life. However may have motivated learners have high levels of morale and commitment towards the learning and achieve the skills expected form the training.

* 1. **Issues of provision and access of VET as featured in the existing policy.**
     1. **The Overview of VET policy and Guideline**

Vocational Education Training is the type of education and training is associated with acquisition of skills for wage employment, self-employment or further vocational and professional advancement. It covers the commercial, technical, work study programmes and apprentice training programmes undertaken by ministries, NGOs and private organisations (URT, 1995). Therefore the most prominent vocational education and training institutions include National Vocational Training Centre, Folk Development Colleges, Technical Secondary Schools and Private Vocational Schools and Centres.

The admission requirements to formal and non – formal vocational education and training courses ranges from primary schools leavers to anybody with a subsequent level of education wishing to acquire requisite skills for his/her employment or self – advancement.

The Tanzanian government formulated some policies so as to promote various sector such as Education Training Policy (ETP) of 1995 and 2014, employment policy, National Youth Development of 2007 and so on. In this study the major concerns is education training policy which includes both Technical and Vocational Education.

The major objective of the Educational Training Policy was to one, to produce trained and skilled youth and adults who will provide the needed labour for improved performance in industry and other economic and social service sectors, two to provide young and adult persons with opportunities to acquire skills in production, service, entrepreneurship and business management and three to enable the productive and service sectors to train and develop their human resources.

In line with the objectives policy of vocational education and training (VET) above the researcher aimed to know to what extent the learners understand the policy and guideline guide the VET programmes. Second the researcher intended to know the expectation of learners in the vocational education and training after completing duration their programmes, three the respondents was required to explain the requirements to join the vocational education and training and the fourth questions was aimed by the researcher comments the respondents to comments the guideline and policy inputs to training mode to make vocational educational and training more attractive to learners.

* + 1. **Learners Understanding on the Policy and Guideline of VET**

The Vocation Education and Training Authority (VETA) is a corporate body established by the Vocational Education and Training (VET) Act No. 1 of 1994 under the provisions of the vocational education and training cap 82 Revised Edition 2006. With this regards these guideline for monitoring and evaluation of VET implementation were available in the coordinators office and was provided to the researcher as documentary reviews.

However when the respondents asked their understanding on guideline and policy of vocational education and training, majority of the respondents were not aware of any policy objectives concerning vocational education and training. When further the researcher asked whether there were any guideline provided to them before make selection to the programmes they were doing, the response were that no any guideline and information available to the respondents as one of the respondent reported during the interview session;

*“No, speaking for myself I haven’t experience any information’s concerning Policy and Guideline, actually I know nothing about those issue, even now after being selected to join this college we have not yet told about Policy and guideline regarding to vocational education and training, and because you’re here please you may give some of those policy!!!” (****EL8)***

However, the researcher finds guidelines for monitoring and evaluation of VET implantation as reviewed by VET of September , 2013 which aid in general management and other regulations used by the vocational education and training. The study revealed that there is a need for the VETA organs to make more efforts to reach the majority of learners who are still in primary and secondary schools so as to equip them with information’s about the vocational education and training as one of the instructor respondent resolved during the interview;

*“It is better to have schools workshops and seminars which may be prepared by our ministry and its stakeholders on sharing these issues of policy and guidelines about VET, I’m working for teaching in VET institutes for time but these VET policy and its objectives are still not well known, we have no any workshops and seminars to update our understanding since I was employed” (****AR4****)*

**4.5.3 Learners Expectation after Vocational Education and Training Programmes**

As the ETP (1995) emphasizes that education should prepares VET learners for the labour market and must provide opportunities to acquire useful knowledge and skills for employment and self-employment. The respondents were asked their expectation to do after vocational education and training programmes. The results in Table 4.14 below shows that 52% VET learners they were expecting on employment from the government and private sector after VET programmes while only 21% of the VET respondents responded that they will work on their own work either with parents and guardians workshops in other way they depends on self-employment. However 27% of VET respondents were expecting both of the two either to be employed or work independently in their workshops.

Regarding this findings majority of learners who didn’t put forward the need for self-employment (52%) and (27%) after their programmes in vocational education and training are in contrary with the objective of the employment policy of 2008 which state that there is a need also to remove the negative perception of youths to be self employed by sensitizing them on the employment potentials in the private sector (URT, 2008) Also the government recognition of youths that they will be given priorities and their skills enhanced to participate in formulating, developing and implementing employment creation programmes and action plans at different levels.

Komba and Mkonongwa (2018) argued that there is a great mismatch between the active labour force and available decent jobs. Number of decent employment opportunities is far low if it is compared by demand for jobs as stimulated by high growth rates of labour force. Thus self-employment becomes fundamental to this great labour force generated. If the trend of youth to look for only white collar jobs is left to persist then the diminishing of nation value is compromised.

The employment policy (URT, 2008) insisted that enabling environment should be put in place whereby important inputs to enhance youth employment, such as infrastructure, skills training, vocational guidance and counselling, capacity building, business development and financial services for business start-up and improvement, would be made available by the Government, Private sector, civil society organizations (CSOs) and other employment stakeholders. Table 4.13 below shows the expectations of learners in VET institution after completing their programmes.

**Table 4.13: Learners expectation after VET programmes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| NAME | Learners expectation after VET programmes | | | |
| Self - employment | Employment | Other | TOTAL |
| VET A | 01 | 10 | 04 | 15 |
| VET B | 02 | 11 | 02 | 15 |
| VET C | 04 | 07 | 04 | 15 |
| VET D | 05 | 04 | 06 | 15 |
| VET E | 04 | 07 | 04 | 15 |
| TOTAL | 16 (21%) | 39 (52%) | 20 (27%) | 75 (100%) |

Source: Study findings, (2021)

However VET learner’s expectations are set at different personal standards. Learner’s expectations and perceptions towards vocational educational programme has everything to do with what the benefit programme will be with regard to employment or independent employed, status and lifestyle. Probably due to the negative perception towards VET programmes 27% VET of learners (table 4.13) have no confidence that the VET programmes could bring success into their future

Source: study findings (2021)

**Figure 4.6 Expectation of learners’ after VET programmes**

Figure 4.6 bar graph above shows the expectation of learners after their completion of VET programmes, it was revealed that learners knows (21%) that VET was designed to enable people for employing themselves, however 52% and 27% probably believe on employment from government and private sector, probably this may be influenced with the needs of the government to establish more industries and this has been the major agenda of the government by encouraging stakeholders and investors to establish industries in the country and that youth will be trained to work as one of the respondent from electrical installation said;

*“You know Teacher, having that chance of joining vocational education and training profession skills is the credit itself, I am so happy to join this professional because it is one of the professional that provide employment immediately after studies, like TANESCO needs day workers every day (Vibarua) (****CL1)***

**4.5.4 Learners’ Opinions on the Requirements to Enrol in VETP rogrammes**

VET is offered at different levels of educational systems and in a variety of educational institutions. Tran & Dempsey (2017) makes this very clear, noting that VET programmes can be provided to any learner with notable education level, as the programme designed to enable the learner to acquire knowledge and skills that meet recognised standards necessary to perform a particular job. VET programmes can be offered by educational institutions including schools, Technical and Education) colleges, Adult and Community Education and universities; public, private and non-government providers of education and training; industry, in-house and organization-specific training; and small business and private training consultants. Moreover principles and rules that lay down the foundations of contemporary vocational training are discussed in details in (Benatov et al, 2021)

However for the Folks Development Colleges’ the main aim was anyone above the age of 18 and regardless of their level of education of learner, have a chance to join the college. Therefore, those who have never attended school or dropped out at any class level, as well as ordinary and advanced secondary graduates, and those holding a diploma or a degree without any vocational skills, are eligible to enrol with the Folks Development College. The enrolment of learners on Folk Development System programmed is done after a needs assessment, which determines what type of course should be offered to the learner.

With regards the requirements for VET discussed above for enrolment, study finds that 12% of respondents said that the requirements to enrol VET programmes is standard seven leavers, probably this was to the presence of standard seven leavers who were enrolled in VET programmes while there are other levels of education in their VET institutes, also the study finds that 46% argued that the right candidates is form four leavers, this were found to largest group of responses with high percentage probably majority of learners in the vocational education and training were form four leavers as appears in the level of education of respondents involved in this study. There were only 2% VET respondents said that the form six leavers is the best candidate for VET programmes while 40% reported that any levels of education and with VET interest can become a right candidate for VET programmes.

However this findings have led to the researcher to realize that the VET respondents they know very little information’s about VET enrolment qualifications, probably this is because information’s are not well disseminated to pupils and students as were in primary and secondary schools respectively, there are little efforts to inform them about VET and its requirements and its programmes till they graduates their studies and probably performs poorly in their final results, it is when begins to finds different alternatives to continue with their studies like VET programmes and other polytechnics colleges. Corwin et al (2020). Argued that when the society is well informed it is likely to have high perception over a specific aspect since information has the power to change human lives as it can increase the quality of human experience and create new environments and direction.

**Table 4.14 Learner’s opinion on the requirements to join VET programmes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| NAME | Opinion on requirements to join VET programmes | | | | |
| Standard VII | Form IV | Form VI | Any level education | TOTAL |
| VET A | 02 | 06 | 01 | 06 | 15 |
| VET B | 02 | 10 | 00 | 03 | 15 |
| VET C | 03 | 05 | 00 | 07 | 15 |
| VET D | 02 | 06 | 01 | 06 | 15 |
| VET E | 02 | 08 | 01 | 04 | 15 |
| **TOTAL** | **09 (12%)** | **35 (46%)** | **03 (02%)** | **26(40%)** | **75 (100%)** |

Source: Study findings, (2021)

Table 4.14;shows the understanding learners on the requirements to enrol in vocational education and training programmes. However according to ETP (2014) the admission requirements to formal and non - formal vocational education and training courses ranges from primary school leavers to anybody with a subsequent level of education of education wishing to acquire requisite skills for his/her employment or self - advancement.

**4.5.5 Learners Opinions on Guideline Governing VET Programmes**

Regardless of not being more aware about policy and guideline governing VET programmes, the researcher found that it was better for learners to put their opinions on way the programmes they are being implemented. The VET respondents reported that there were needs for VET guideline add more day on the practical training session, commonly known as field practical or sometime industrial training, the period learners were supposed to learn and work outside their institutes.

According to finding it was reported that learners took two (2) months during the field practical, VET learners comments that at least three months will be enough to them to acquire technical skills, working machines and experiences as was reported by 40% of respondents, however respondents emphasized on learning by hands on skills instead of theoretical study which involves a lot of creaming definitions and several concepts concerning their subjects. The respondents further argued that when they decided to enrol for VET programmes the intension was to learn skills which they lack from the previous. 45% of the respondents insisted on having improved workshops with modern and facilities which will enable them to work with different equipment especially in industries, as the respondents argued that when go to practical training they finds some difficulties to equipment’s which are not available to VET workshops. 15% of respondents argued on allowance provided during the practical training, the government is providing allowance for other technical colleges like DIT (Dar es Salam Institute of Technology), this facilitate them and manage to finish their practical training. As reported by respondents it observed that some of the respondents fails to attend this session due to lack enough source of income of their family, hence to have inadequate practical training which in turns to improper VET graduates.

Inadequate practical training as results of lack of proper preparation of instructors for specialized subjects, completely undermine the use of scientific knowledge and skills in most VET project as well hindered the overall integration of practical education into broader curriculum. However other argument was on the provision of hostel for accommodation especially for female learners’, the government in collaboration with stakeholders should ensure that there is a full accommodation for learners who enrolled in VET through sustainable measures. These measures should involve mobilizing parents and local government to supervise VET through shared participation by creating workshops, seminars, set up of small projects at their local communities and capacity building to promote self-employment for graduates from VET.

Table 4.15;shows VET learner’s opinions on guideline governing vocational education and training institutes

**Table 4.15: Learners opinions on guideline governing VET programmes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| NAME | Guideline and learning opinion from VET learners | | | | |
| Practical training | Morden facilities | Field allowance | Residence for accommodation | TOTAL |
| VET A | 05 | 04 | 02 | 04 | 15 |
| VET B | 04 | 06 | 01 | 04 | 15 |
| VET C | 03 | 07 | 03 | 02 | 15 |
| VET D | 02 | 10 | 01 | 02 | 15 |
| VET E | 02 | 07 | 04 | 02 | 15 |
| **TOTAL** | **16 (21%)** | **34 (45%)** | **11 (15%)** | **14 (19%)** | **75 (100%)** |

Source: Study findings, (2021)

**4.6 The Developing Trends on the Provision and Access of VET issues**

**4.6.1 The Overview**

This was the last section with objective aimed by a researcher evaluate on the developing trends on the provision and access of vocational education and training which was aimed from the respondents. The questions asked were only four which aimed to find responses from the VET learners’, the question was what the perception of the learners before enrolled to vocational education and training, second were also to know the perception of learners in VET after they enrolled in vocational education and training, question three was based prosperity of VET in future and the fourth question were based on the enrolment capacity of VET as compared to the number of learners enrolled for 2021 academic year. To analyse this, the researcher also use documentary reviews after collection of learner’s enrolments available in the coordinators offices of in each VET institutes visited by the study. However with interview discussion, the VET learners’ showed VET were doing better in respect with improvement of its programmes and introduction of short courses with low expenses affordable by the community.

**4.6.1 Perception of Learners Before Enrolled in VET institutions**

Various meaning of perception has been defined by scholars, as defined in the previous part of the key terms definition in part 1.7.3 page 8 perception it can be defined as our recognition and interpretation of sensory information. However one can also think of perception as a process where we take in sensory information from our environment and use that information in order to interact with our environment. Through this concept a person can come up with meaningful of a certain idea after having a perception of such things and therefore perception allows us to take the sensory information in and make it into something meaningful.

However when respondents were asked about their perception on VET before they enrolled for different programmes provided by vocational education and training. The aim of the question was to know whether learner’s perceptions were positive, negative or neutral towards the VET programmes. The responses were analysed based on the three categories mentioned above. The responses revealed that 60% of learners had negative perception towards VET before enrolled into VET programmes while only 31% of learners showed the passion of positive perception of having skills from vocational education and training. In connection with that 09% of the VET learners, according to responses provided shows that they were neither positive nor negative, the researcher classified as the neutral group. Table 4.16 below shows the responses of learners’ perception before enrolled to vocational education and training programmes

**Table 4.16: Learners perception before enrolled VET programmes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| NAME | Learners perception before enrolled VET programmes | | | |
| Positive | Negative | Neutral | TOTAL |
| VET A | 01 | 12 | 02 | 15 |
| VET B | 05 | 10 | 00 | 15 |
| VET C | 06 | 06 | 03 | 15 |
| VET D | 05 | 09 | 01 | 15 |
| VET E | 06 | 08 | 01 | 15 |
| TOTAL | 23 (31%) | 45 (60%) | 07 (09%) | 75 (100%) |

Source: Study findings, (2021)

In contrast with the interest of learners, responses shows that by the time to enrol into VET programmes 59% of learners had interest to enrol into the vocational education and training programmes while 31% said that they were not interested with VET programmes regardless of being enrolled for programmes. However with this findings in table 4.16 above, majority of learners had negative (60%) perception with VET programmes while only 31% showed to have positive perception towards vocational education and training programmes. Therefore it discussed that learners may have negative perception of VET programmes but when good advice, counselling and information’s about opportunity and advantages available in VET programmes with time of learning may lead VET learners to have proper image of VET and build positive perception of vocational education and training. But it must be remembered that learners with interest to VET programmes some had their reasons like failure to form four results as discussed before and therefore the choice for the vocational education and training programmes become inevitable.

However by consideration of 60% of learners with negative perception of VET programmes before enrolled in VET, the researcher asked further for VET learners to with negative perception to provide factors which were contributing to negative perception of learners towards the vocational education and training programmes during the interviews. Regardless of several factors which made to create fear to 60% of negative perceptions, the following factors were raised by VET learners from provided responses to contribute for negative perception of learners before enrolled in VET programmes as summarised in the table 4.17.

**Table 4.17: Factors for negative perceptions before Learners enrol into VET**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Factors for Negative perception | Frequency | Percent | Valid Percent | Cumulative Percent |
| VET expenses | 8 | 18 | 18 | 18 |
| Cheap unskilled labour | 10 | 22 | 22 | 40 |
| Inadequate training | 12 | 27 | 27 | 67 |
| For school failure | 11 | 24 | 24 | 91 |
| Neutral | 04 | 09 | 09 | 100 |
| Total | 45 |  |  |  |

Source: Study findings (2021)

**4.6.2.1VET was Seems to be for Slow Learners from School Failures**

Among the negative perception respondent’s 24% shows that their perception was that when individual who enrol in vocational education and training programmes were labelled by the community that he/she has failed the school. This was known even at school that if a student fails his/ her subject is likely to be asked to take the path for vocational education training programmes. With this notation it is found that learners should be guided with positive perception towards VET programmes even if has failed the primary or secondary school subjects, and argued that whenever the situation persist of labelling students who enrol in vocational education and training as failures, then it will take time for majority of learners to select VET programmes as they do for other colleges of nursing, engineering and teaching professionals.

However, studies show that negative perception towards vocational education dates back to the colonial history of Tanzania. Academic education was perceived to have a higher social status than vocational education. This also means that they generate opportunities that attracted higher wages in white collar jobs, creating a stereotype that those working under the technical and vocational training field as second-class workers. (Andiema2021)

*“No to be honest Sir, I strongly not confinable, I am not satisfied with me been selected in joining Vocational educational and training professional, it was just because I failed four results and therefore I didn’t, have any choice”. (****DL6****)*

**4.6.2.2VET Graduates Work for Cheap Unskilled Labour**

The responses were provided by 22% of negative perception VET learners’. the study finds that learners’ believes that even without VET programmes individuals can work for cheap unskilled labour, in another means that they VET graduates and other local technicians had no different in the community in term of work payments. This cultural beliefs affects very much most of the learner’s in the community by the reason that they can perform VET works without passing or learning programmes provided by vocational educational and training, even those enrol for different programmes tend to drop out or fails to complete their studies and work for street workshops.

As Sripan&Sujirorakul (2020) observed, problems with vocational education include learner’s dropping out in order to engage in cheap unskilled labour, a lack of career counselling and of systemically planned career paths for vocational learners. The high drop-out rate is in spite of the fact that the Tanzania government has made significant efforts to improve the quality of Vocational Education and Training.

For example, VETA has made great efforts to improve vocational educations and skills training but more efforts are yet to be made to building VET institutes at least each region and innovation of the available FDCs and VET as the means to attract and increase the enrolment of learners, enhance the quality of learning and VET learners can have access for further training in higher learning institutions. VETA ought to be concerned more with quality, control and assurance instead of provide vocational education and training programmes. Entrepreneurship need to be included in the curricula to equip recipients with the necessary education and skills for managing enterprises through customer care and improved finishing’s not to mention the need to mechanize their activities.

**4.6.2.3 VET Expenses in Response to the Community Income**

The provision of free education for primary and ordinary secondary schools introduced by Tanzania government has enforced majority of primary leavers to join the secondary education as compared to VET which is provided under parents and guardians expenses. In line with that findings VET is given the last chance after all the required candidates are absorbed by secondary schools, as negative perception argued that they were avoid the expenses payable under the VET programmes. However the researcher analysed the source of income of the learners’ parents as reported in the table 4.18shows that only 19% of learners in VET responses involved in this study were from peasants families and 04% were from unspecified job who argued that regardless of the needs of skills for their children’s, the VET programmes has been expensive to them to access, as a results they tend to take their children to learn in the streets technicians such as welding’s, masonry, carpentry and tailoring were they manage the expenses possibly this factors has contributed reduce the number of enrolment of learners in VET programmes.

**Table 4.18 Learners parents’ source of income for VET expenses**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| NAME | Source of income of parents/guardians | | | | |
| Workers | Business | Peasants | Unspecified | Total |
| VET A | 04 | 07 | 02 | 02 | 15 |
| VET B | 05 | 05 | 05 | 00 | 15 |
| VET C | 06 | 03 | 06 | 00 | 15 |
| VET D | 09 | 03 | 01 | 02 | 15 |
| VET E | 08 | 07 | 00 | 00 | 15 |
| **TOTAL** | **32**  **(43%)** | **25**  **(33%)** | **14**  **(19%)** | **04**  **(05%)** | **75**  **(100%)** |

Source: Study findings, (2021)

Source: Study findings (2021)

**Figure 4.7 Learners parents and guardians source of income**

However the study finds that learners from workers and business were relatively high as shown in figure 4.6 above. 43% were from workers while 33% were from business families. The reasonable factors may be due to good source of income and therefore can handle VET expenses as compared to peasants and other unspecified source of income.

Kumar *et al* (2021) argued that means for resource allocation in developing countries do not favour vocational education, as it is more expensive to sustain than general education. The authors further argue that most of the developing countries do not allow the provision of sufficient resources for vocational education due to budgetary constraints. As a result, the returns from the system are very poor. This trends also contribute to promote negative perception of the community towards VET programmes.

**4.6.2.4 Inadequate Training due Poor Facility Workshops**

VET graduates in the community are regarded as technicians with low quality of training, experience shows that community does not appreciate the ability potentials provided by VET institutes. There are many leaners in the street who work under local technician with the sense that VET does not produce competent skilled technicians. The study finds that 27% of VET learners feared with negative perception that even they enrol in VET and after their programmes will not be appreciated by the community.

According to Kiplagat*et al* (2017), a negative perception towards vocational education is not only among the community members, but also manifested among instructors and learners as they feel inadequate academically. This acts against effective mentorship from the instructors. The lack of successful VET mentors or positive role models within the community set up whom the youth can look upon with admiration, reinforces this perception. Having been used to a curriculum that is too academic and theoretical, the learners have developed a behaviour of dislike for practical based courses as one of the respondent argued during the interview;

*“You know, trainings provided here are poor, not enough to face the growing of science and technology while workshops facilities and the content that covers vocational training education is not sufficient, there is also a contraction in teaching methodology, in level one we learn in Swahili and level two. In level three they learn in English language, this is a little bit challenging! (****CL5)***

The optional nature of technical subjects provides in vocational education and training in secondary education tends to create the impression that the non-technical subjects are more important. This perception is strengthened by expansion of higher learning institutions and the recent developments where technical institutions are being transformed into universities to offer non-technical subjects (Handayani*et al*, 2020).

However there are more efforts to improve VET education which have improved the learning and training in most of the VET institutes. For the private VET institutes have done more better on the provision on VET programmes, the challenges on privates institutions remains on reduce of VET fees so that can be affordable to the community.

**4.6.1 Perception of Learners After Enrolled to VET Institutes**

When the respondent’s learner’s asked by the researcher about their perception towards VET after they enrolled for their programmes, majority of the respondents who were responded as negative perceptions argued that they were not aware about the usefulness and great opportunity provided by VET institutions. Negative perception was due to lack of potential information’s about the vocational education and training. Further argument was that if people will be informed well and graduates from VET being respected as other technician from Technical colleges, negative perception possess in community towards VET with time will probably change with time to positive as graduate from these institutes will be able to manage life and create employment to others as one of the respondents narrated during the interview discussion;

*“I can speak for myself, no, I did not join vocational training professional just for the sake of employment! My father is a business man working with electrical equipments; I want to work with my father while being self-employed. (CL11)*

**4.6.1 Developing Trends of Enrolment of Learners in VET institutions**

In order to know the developing trends of learners in VET and how they perceive VET in future and its prosperity, the respondents enrolment of VET learners shows that the trend were progressively increasing of number of learners for different programmes. Data obtained from coordinator officer, reported that the ratio of learners to instructors has changed from **1:15** to **1: 40** for the three past years. However the researcher was not interested with the ratio of learner per instructors, but this was only used to show the trends of learner’s enrolment in VET institutions.

Furthermore, the documentary review was done on the number of learners enrolled in the past five years in VET institutes visited through enrolment documents available at the VET institutions from 2017 to 2021. Figure 4.7 shows enrolment formal and female for the respective year of the study.

Source: Study findings (2021)

**Figure 4.7 enrolment of learners in VET institutes from 2018 - 2021**

However the findings in figure 4.7 above shows that more than half of the enrolments (70%) were males at least the four years (refer table 4.18) and less than (30%) were female learners. But for 2021 academic year the number of males drops by 02% to 68%while the number of females rise up to 32%. With this finding male learners are likely to enrol more in vocational education and training than female learners. Probably male learners are more pronounced with technical subjects than female learners while female tends to like professional subjects like nursing, banking, tourism and hotel management.

Additionally, enrolment rates were still less in private institutions (VET D and E) possibly due to high expenses payable by private institutions, it was found that the cost ranges from Tsh. **750,000/=** to **1.500,000/=**depending to the duration of the programmes when this is compared to government institutions was relatively low which costs **160,000/=** for two years, but also the VET institutes lack the accommodation for learners, therefore learners need to accommodate themselves in street house which also adds the expenses, as a results drops enrolment learners in government institutions, also workshops facilities were note provided VET institutes which is expensive to meet. Table 4.19 shows development trends of the enrolment of learners in VET institutions from 2017 to 2021.

**Table 4.19: Developing trends of learner’s enrolment for 2017 to 2021**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| NAME |  | | Developing Trends for Learners enrolment from 2017 - 2021 | | | | | | | |
| **2017** | | **2018** | | **2019** | | **2020** | | **2021** | |
| M | F | M | F | M | F | M | F | M | F |
| VET A | 88 | 45 | 58 | 29 | 51 | 36 | 84 | 74 | 98 | 26 |
| VET B | 152 | 15 | 138 | 30 | 131 | 23 | 197 | 103 | 181 | 157 |
| VET C | 78 | 13 | 119 | 07 | 114 | 15 | 145 | 41 | 154 | 56 |
| VET D | 81 | 27 | 91 | 39 | 110 | 58 | 134 | 61 | 152 | 75 |
| VET E | 60 | 18 | 119 | 10 | 134 | 13 | 124 | 17 | 130 | 60 |
| TOTAL | 399 | 118 | 525 | 115 | 541 | 145 | 684 | 296 | 815 | 380 |
| % | 77% | 23% | 82% | 18% | 79% | 21% | 70% | 30% | 68% | 32% |

Source: study findings (2021)

In contrast, the enrolment data for Vocational Education and Training reported by Education Sector Performance Report 2018/2019 shows a massive increase of 86.8% between 2017/18 and 2018/19 (see Figure 4.5). However two reasons were explained with this increase one was new vocational fields/programmes were introduced in 2018/19, making the vocational education more appealing; and two the data collected this year covers 12 months (January to December), instead of four months (by 31st March in each year).

Therefore it is hoped that this increasing trend of enrolment in vocational education programmes will impact the labour market and the economy with the critical supply of competent vocational workers to fill the low and middle skilled jobs available in the country. The figure 4.9 is the bar graph to shows that country wise reported by VETA as the enrolment in vocational education and training was massive increased. Contrary this enrolment when compared to enrolment studied in this District possibly shows differences in the sense that enrolment in the District is slowly increasing and not massive as in the whole country. This can be caused with reason that in some areas possibly learners have enrolled more especially in regions with more VET institutes have enrolled more of learners while this study was studied few VET institutes district. However learners’ enrolment have improved possibly for year 2019/20 to 2021 in vocational education and training programmes due to the intervene of government to support and funds fees for VET programmes for few selected institutes in the country.

Source: VETA (2019)

**Figure 4.9 Enrolment trends in vocational education by sex 2016/17 - 2018/19**

**4.6.5 Developing Trends in Enrolment with the Capacity of VET’s Capacity**

Vocational education and training institutes in Sengerema district is offered in 8 training institutions, three of which are private with capacity to enrol more than 800 learners, with this study only two VET institutions were studies which includes VET **D** and VET **E** with the capacity to enrol 650 learners. However they were enrolled only 351 learners out of 650 of the capacity to enrol learners, this shows that enrolment of learners in private institutions is still insufficient as was compared to its enrolment capacity in VET for government institutions.

However, VET owned by the government, two of them are FDCs and one are VET vocational training which were conducted by the researcher. Table 4.20shows enrolment capacity for the VET owned by government is 1540 (VET A, B and C) but only 827 learners were enrolled for different courses for 2021 academic year. In order to have a clear understanding on the development trend of learner’s enrolment in VET, the researcher made the analysis of these five VET institutes studied with the enrolment capacity of each institute with the number of learners enrolled for 2021. The study finds that for year 2021, the VET institutes enrolled 53.9% of learners in different programmes while 46.1% was a chance available for enrolment but were different enrolled due to the scarcity of learners for learning programmes in the vocational education and training (Refer table 4.20).

**Table 4.20: Enrolment of learner’s with capacity of VET in 2021 Academic year**

|  |  |  |  |
| --- | --- | --- | --- |
| VET NAME | enrolled | unrolled | Capacity |
| VET A | 90 (48.6%) | 95 (51.3%) | 185 (100%) |
| VET B | 206 (54.5%) | 172 (45.5%) | 378 (100%) |
| VET C | 201 (60.0%) | 140 (40.0%) | 350 (100%) |
| VET D | 127 (56.4%) | 98 (43.6%) | 225 (100%) |
| VET E | 124 (49.6%) | 126 (50.4%) | 250 (100%) |
| **Percent (Average)** | **53.9%** | **46.1%** | **100%** |

Source: Study findings, (2021)

Table 4.20 above presents the enrolment of learners in VET institutions for year 2021 academic year, the results shows that only three VET’s were able to enrol more than 50% of enrolment capacity (VET **B**, 54.5%, VET **C** 60.0%, VET **D** 56.6%). However enrolment shows the increase as compared to the previous years (Table 4.19 above). Probably the funding provided to some VET in the country including VET C in the District for April 2021, has contributed to increase of enrolment of learners for the selected vocational education and training (VET C), this has contributed to rise enrolment in the VET institutions. But low rate in enrolment has associated with the reasons of expenses especially in private VET institutions and negative perception of the community.

Source: Study findings (2021)

**Figure 4.10 Enrolled learners with capacity of VET institutes for 2021 academic year.**

Meanwhile, if 46.1% were not enrolled for only 5 VET institutes taken by the study, by considering other VET institutes found in the district, there are considerable number of learners’ who could been enrolled for VET programmes in this district. Opportunity for learners’ enrolment in VET programmes has been reported to increase year after a year but with this consideration of VET capacity to enrol learners (Refers figure 4.8 above)it is therefore few number of learners’ in VET institutions in the District and possibly country wise regardless the efforts done by Tanzania government to provide funds for few selected vocational education and training who has qualification according to VET to join different programmes still there were availability of chance in VET institutes, possible lack of enough instructors and class room facilities minimized the enrolment.

The fact that vocational education and training continues to grow and be sustained, demonstrates the existence of effective demand for VET institutes in the country, their usefulness to the individuals, to who receive VET programmes and to the development of the nation through the construction and build the economy, fabrication of furniture’s and frames for windows and doors, provision of facilities, furniture’s in VET offices and in their homes. The growing private sector involvement in the vocational education, skills training and development constituting very important collaborative efforts between the government, private sector and other stakeholders in the development process of VET programmes for growth of the nation.

However, regarding the discussion above on the developing trends of learners enrolments there are the possibility of VET programmes to enrol more learners in the programmes if some few factors will be considered and taken as the challenges for improvements. One and most important is improvements of VET programmes by ensuring learners’ learn with accordance with development of science of technology. It was found that VET institutes still learn in inadequate facilities with poor workshops which make VET learners inferior in the work after their programmes. Possibly with this kind of learning may be promoting contributing to promote negative perception among the learners’ in VET programmes but also discouraging others to enrol in the vocational education and training programmes.

**CHAPTER FIVE**

**5.0 SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATION**

**5.1 Introduction**

This chapter presents a summary of the research study findings, conclusions and recommendations. The emerging implications for action and research are also drawn from the conclusions. Thereafter, recommendations for policy action and for further research are provided.

**5.2 Summary of the Major Findings**

The summary of the major findings from the study are presented in accordance with themes drawn from research questions and its objectives. The themes in line with research objects, these were as follows. The objective one of the study was to evaluate the understanding of stakeholders on vocational education and training institutions from the learner’s perspectives. In objective theme two the task was to assess the experience of learners on provision and access of VET, the third objective theme were to examine issues of provision access of VET as featured in existing policy and guideline and the last four objective theme were to explore the developing trends on provision and access of VET programmes. However the summary of the major findings was discussed in accordance of one objective theme to the last so as to have a clear flow of the research study findings.

**5.2.1 To evaluate the understanding of the stakeholders on VET institutions**

In this objective the findings revealed that learners have general knowledge on the VET institutions, majority of the respondents were aware about VET programmes and perceived positively with VET programmes. Possibly, this knowledge on VET programmes was due to availability of VET institutions located around their areas and learners were likely to access information’s from the community in general. But also there are possibility of media such as televisions, radio and newspapers may have played its role to inform the community about vocational education and training. For instance, Learners in vocational education and training institutions were enrolled from different regions of the country, and the responses provided were reflecting the general knowledge as discussed in this research study. This might also be caused appearing of VET institutions with inclusion of new programmes such as entrepreneurship and information technology with computers studies might also contributed to be widely applied by of learners from their community.

Parents and guardians as one of the stakeholders in the community showed a sense commitment and understanding the needs of vocational education and training institutes. In their interviews responses the parents and guardians adds the needs to involve the community ownership and the means to increases accountability and encourage more youth in their areas to enrol in vocational education and training. With this regards the researcher found that there are needs of the community to be involved in curriculum implementation to ensure that courses offered are appropriate to the available opportunities and socio-economic development activities in the respective areas. The programs in some of vocational education and training lack public support and stature due to negative publicity and poor image arising from the physical structures and the traditional nature of the programmes offered. For them to take their rightful place in the community, vocational education and training courses need to be more responsive to the development activities of the areas as well as the technology in place.

This may be in terms of participating in social economic activities and projects that address the immediate needs of the society. This approach may lead to increased community acceptance and an increase in enrolment of learners in vocational education and training institutes. However the community surrounding the vocational education and training institutions prayed in big role in management support and security of the resources owned by VET institutes.

**5.2.2 To assess the experience of learners on provision and access of VET**

The responses from learners showed good experiences in the vocational training by analysing the need and emphasize of learning for practical skills performance and therefore vocational training institutions requires great facilities so that learners to acquire and grasp techniques to handle jobs with different technological challenges associated with the work they expected to work for. With this experience on vocational education and training issues, VET learners’ emphases on practical training in the sense that should involves hands activities which enhance skills, the concept was that practical learning for skills subjects such as electrical installation, mechanical engineering and computer studies in vocational education and training should be insisted on practical doing. The researcher has revealed that vocational education and training institutions can have an economic solution by involving learner’s to perform works like welding, painting and building construction in the community in order to improve learner’s skills of life standards and rise funds of the institutes.

However vocational education and training institutions face some challenges especially number of instructors as compared to numbers of learners enrolled, as a results learners do not have access to enrol in some programmes such as mechanics and electric installation due to instructors ‘scarcity. The numbers female of learners were insufficient compared to men’s probably the community have the perceptions of taking men’s more to vocational training and compared to female learners ‘However VET learners’ experience were challenged with poor learning facilities, actually has remains a major problem in most of VET institutes visited by the researcher, yet available facilities are not used efficiently. Acute shortage of workshops facilities, good quality classrooms is a major obstacle to raising the quality of training in these institutes. As the ETP (1995) emphasises that education should prepares VET learners for the labour market and must provide opportunities to acquire useful knowledge and skills for employment and self-employment.

**5.2.3 To examine issues of provision and access of VET as featured in the** **existing policy and guideline**

With this study vocational educational education and training policy and guideline require VET learners to know their responsibility after the course of programme. Learners need to be supported by these policy and guideline of establishing their own workshops for self – employment. If this notion will be clear to both VET stakeholders, the government achievement on provision of vocational education and training in the community will come up with meanings. However there were poor understanding on policy and guideline governing VET for learners, parents and even instructors. Therefore there is a need of government with collaboration with private institutions take this as the challenge to establish seminars and workshops for education, encouragement and short course training in the community to as the means to pass guidelines geared with VET and the requirement of VET policy and guidelines. This might reduce the idea that graduates from VET programmes must be employed after completing the course but rather to work on own duties. But also this will depend on how the government will provide support to both VET institutes and learners.

**5.2.4 To explore the developing trends on provision and access of VET**

In studying the trends of vocational education and training institutions consideration was on the entrants of learners in these institutions, there were a progress of increase of learners enrolments per year, however this was very low as regardless the capacity of enrolment of VET institutions were not reached. Due to this argument it is observed that the development trend and objective for vocational educational and training is slowly progressively increasing, and therefore VET institutes will make better in future as the number of learners from schools especially secondary schools is increasing but also situation of employment in many sector is dropping and VET will remains the only optional were people can get both education, training and self-employment.

Hopeful the vocational training will continue as the only area were people of different age will earn their life and this will reduce the negative perception of learners on VET programmes, with regards of this study the perception of learners in VET institutes were negative and becomes positive as learners know the position of vocational education and training in the community. With this trends the study found and is expected that the vocational educational will continue to make better and attract more learners to select and enrol for different programmes provided in the vocational educational and training.

However the trends in learners’ enrolment should be proportional with the improvement in VET institutes programmes so that the graduates from VET will continue to produce quality technicians who will be acceptable in the country and across the border. Moreover the trends in negative perception of VET learners as schools failures from primary and secondary schools needs to be resolved by the community and the whole stakeholders and avoid to bypass VET graduates as technicians with low quality of training. This will encourage more learners’ to enrol in the VET and possibly the enrolment will be further improved. As the government continue to construct more VET institutes across the country there is a need to have strategic plan to enrol learners’. What is expected is to see these VET institutes are full of learners’ due to the fact that there are enough learners’ from primary and secondary schools. Enrolment trends of VET learners’ should be in proportional with the capacity of VET institutes, this is important for VET institutes to collect enough funds to run their institutes, insufficient enrolment reduce the capability of VET institutes to run administrable and management programmes.

**5.3 Conclusion**

The majority VET learners in the vocational education and training showed to have positive interest to VET programmes after being enrolled into the programmes. In other hands few of VET learners showed had no interest to vocational education and training, but because no alternative to accesses further education from other education institutes they decided to join VET institutions. Also the findings revealed that more than 50% of learners they said Kiswahili language were the best language in VET programmes compared with English language because it facilitate learning and make them to understand well from their instructors. However, the positive perception on vocational education and training programmes might be contributed in VET learners through Kiswahili languages.

Therefore the study conclude that the perception of learners on vocational education and training were negative. Majority of learners in VET institutions were form four failures leavers and therefore, they have no other choice rather than to take paths of the vocational training. Probably lack of some subjects and general knowledge of VET in the secondary school curriculum has contributing to this factor. With good and more ambitious the study found that parents, guardians and instructors have positive perception on vocational education and training. There is no doubt that the finding that there is a high rate of enrolment into vocational education and technical skills training as reported by Education Sector Performance Report of 2918/2019 is suggestive of the increases of vocational education and skills training among youths. What is critical for VET is the need to improve its quality so that they can find a market of learners’ not only within this Tanzania but also beyond its borders. VET learners’ should be productive in the sense of involving in productions of vocational products like simple machines, furniture’s and ability to rehabilitate mechanics materials like motorcycles and motor cars should find a market beyond the borders because of their high of quality of learners graduated and products from their institutes. The perception observed is that VET is experiencing a tarnished reputation stemming largely from their deficiencies and a poor community image. This then becomes the reason that VET institutions they are the last option for learners rejected by other colleges and universities.

5.4 Recommendations

i). There is a need for the Ministry education, science and technology particularly the Institute of Curriculum Development to revisit the philosophy of education for self-reliance so that vocational subjects forms part of the curriculum studied in Ordinary and Advanced Secondary School level of education. This will facilitate learners in both level of education to have the culture to love vocational education and training studies and reduce the notion that VET is for primary and secondary failures.

In respect to this concept, school curriculum should incorporate vocational subjects like agricultural sciences, needle works, cookery, carpentry, plumbing, brickworks and metal works from the primary schools through which positive perception towards vocational education and training may be cultivated and inspired to pupils.

ii). Education should be provided to the community to emphases on vocational education and training for females. The findings shows that only 31% of female learners were enrolled in VET institutes for 2021 academic year while 69% of men’s learners were enrolled in VET institutes. (Refer table 4.16 on developing trends of learners’ enrolments), nevertheless this enrolments trend were existing for several years with few enrolments of female learners in VET institutions’.

Therefore with education on the importance and opportunity available in the VET institutions especially for females, through workshops and seminars may help to raise female learners in VET institutes. However parents and guardians should play key role to observe talents of their children (learners) by involving them in various activities performed by parents and guardians which may be relating with programmes provided with VET and keep on advising on their future career according to ability to take vocational education and training studies.

iii).The government in collaboration with non-government organizations (NGOs) including faith based organizations (FBOs) should increase the number of vocational education and training centres and should be evenly distributed particularly in the rural areas where primary and secondary leavers tends to migrate to town for opportunity of learning and training. Moreover as per recommendation number one above, the government should provide support for females who are able and interested to take vocational education and training, doing so will encourage the female to enrol in VET institutes and eventually raise the number of learners in VET programmes.

However this should go hand with hand with looking the expenses to run these institutions. As found with this study majority of VET learners were from the worker and business families with income which may manage the cost for VET programmes, with this respect the distribution of VET institutes should consider peasants who lack constant income and this is likely to affect very much the enrolment of learners in the vocational education and training especially from the peasants class.

**5.4.1 Recommendation for Policy Actions**

The ministry of Education, Science and Technology (MoEST) has to be aware of the age of the majority of learners enrolled for vocational education and training in Tanzania, which it could help the curriculum developer in designing and writing information’s as reflecting this age category that may attract both instructors and learners towards promoting VET programmes. This results from the findings of the study of VET learners were found to range 15 - 24 years old than the older age who are likely to involve more in productive work and not VET programmes as they consider as waste of time and resources.

The government has to provide funds for VET institutes so as reduce the school fees to be payable by learners, this is considered important as the number of learners from the low peasant income have been affected very much. The study recommends a consideration for the teaching profession to improved taking the case of attracting working environment in making the VET institutions more attractive for learners and instructors’.

There is a need of District Education Officers (DEOs) and VETA organisation bodies to make a thorough supervision on VET’s institutes learning workshops facilities and provide supports. The Vocational training institutes have been facing a challenge which needs immediate solution to provide quality learning and training environment.

Finally, the MoEST should train more instructors as done in secondary school so as to reduce the burden of work for the few instructors available. However the quality of graduates’ from VET programmes is important and should be under control to avoid the production of inefficient technicians.

**5.4.2 Further Research Areas**

Apart from this study there are remaining areas which need to be further researched, including:

1. How VET curriculum developers can merge with current global labour market  
   demand based on the growing of science and Technology.

ii. The extent to which various vocational education stakeholders particularly parents are involved in the VET programmes issues.

iii. Facilitation of practical training to assure qualifications of learners from

VET institutes and regular review of learning programmes to meet the demand of society

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**APPENDICES**

**Appendix 1:**

1. Interview questions for VET learners

This study is a partial fulfilment of Master’s Degree at the Open University of Tanzania. The purpose of this Study is to “**analysis of community perceptions on Vocational Education and Training: a reflection from learners in the training institutions in Sengerema District’**

**Part A: Respondents Profile**

Please Tick on the right answer

|  |  |
| --- | --- |
| 1. What is your age?  Between 15 - 19 years  Between 20 – 24 years  Between 25 – 29 years  Between 30 – 34 years  Others specify | 2. Gender?  Male  Female |
| 3. What is your home residence?  In the village  In the urban  Others (Specify)  Not sure | 4. What is your level of education?  Standard seven  Form four  Form six  Others (Specify) |

Part B: An interview questions for Learners in the vocational education and training

|  |  |  |
| --- | --- | --- |
| **TARGET**  **GROUP** | **OBJECTIVES** | **QUESTIONS** |
| LEARNERS | 1.UNDERSTANDING OF STAKEHOLDERS  (LEARNERS) | 1. Whendid you know about VET? Explain  2. How did you get information to about VET?  3. Who give you advice before join VET programmes?  4. Give reason(s) for selecting VET as you first choice |

|  |  |  |
| --- | --- | --- |
| **TARGET**  **GROUP** | **OBJECTIVE** | **QUESTIONS** |
| LEARNERS | 2.Asses the experiences of learners have on provision & access to VET | 5. What are best things you like in VET programme in your institute?  6. What you dislike in the provision and access of VET programmes?  7. What facilities provided in accessing learning materials in your VET programmes?  8. What is other factor contributed to you to join VET programmes? |

|  |  |  |
| --- | --- | --- |
| **TARGET GROUP** | **OBJECTIVES** | **QUESTIONS** |
| LEARNERS | 3. FEATURES IN THE EXISTING POLICY AND GUIDELINES | 9. What are policy and guideline of VET you know?  10. What is your expectation after your studies?  11. What are requirements to join VET you know?  12. Comments guideline governing VET programmes. |
| **TARGET**  **GROUP** | **OBJECTIVES** | **QUESTIONS** |
| LEARNERS | DEVELOPING TRENDS ON PROVISION AND ACCESS OF VET | 13. What was your perception before enrol VET?  14. What is your perception after you have enrolled to VET?  15. What is the future of VET in enrolling learners?  16. Comment on learner’s enrolment in VET? |

**Appendix 2:**

1. Interview questions for Parents/ Guardian

Part A: Respondents Profile

Please Tick on the right answer

|  |  |
| --- | --- |
| 1. What is your age?  Between 25 - 34 years  Between 35 – 44 years  Between 45 – 54 years  Others (Specify) | 2. Gender?  Male  Female |
| 3. Occupation  Workers  Peasants  Business  Others (Specify) | 4. Educational qualification  Standard seven  Form four  Form six  Others (Specify) |

Part B: Interview questions for parents /guardians

|  |  |
| --- | --- |
| **OBJECTIVES** | **QUESTIONS** |
| UNDERSTANDING OF STAKEHOLDERS (PARENTS) | 1. How do you know about VET?  2. How did you have information about VET?  3. What are programme (s) provided by VET you like most?  4. What are the usefulness of VET graduates in the community? |

|  |  |
| --- | --- |
| **OBJECTIVES** | **QUESTIONS** |
| ASSESS THE EXPERIENCE OF PARENTS | 5. What are the good things you know about VET?  6. How the knowledge VET help youth for their daily life?  7. Suggest the ways should be employed in VET programmes?  8. Is there any known problem(s) you know that hinder VET development in Sengerema district? Explain |
| FEATURES IN THE EXISTING POLICY AND GUIDELINES | 9. What are policy and guideline of VET you know?  10. What is you expectation after your studies?  11. What are requirements to join VET you know?  12. Comments guideline governing VET programmes. |
| EXPLORE THE DEVELOPING TRENDS | 13. What was you perception before enrol VET?  14. What is your perception after you have enrolled to VET?  15. What is the future of VET in enrolling learners?  16. Comment on learner’s enrolment in VET? |

**Appendix 3:**

**In depth interview for VET instructors**

My name is **Denis Mganga Vedastus,** a Master’s Student from Open University of Tanzania. I am conducting a research on **the perceptions of the community towards vocational education and training, particularly in Sengerema district.** Your participation on answering this interview questions could make this research be effective and complete. Therefore I am kindly requesting your attention to answermy questions below to the best of your knowledge and ability.

Please I request your attention and respond to the questions below so as to facilitate my research.

|  |  |
| --- | --- |
| **OBJECTIVES** | **QUESTIONS** |
| UNDERSTANDING OF THE STAKEHOLDERS  (INSTRUCTORS) | 1. How can you explain VET?  2. How did the community have access to VET information?  3. What are the strategies to rise enrolment of learners to the VET institutions in the district?  4. What are challenges (s) you know hinder learner’senrolment the VET institutions? |

|  |  |
| --- | --- |
| **OBJECTIVES** | **QUESTIONS** |
| ASSESS THE EXPERIENCE OF LEARNERS | 5. To what extent VET is useful in Sengerema District?  6. Where are VET graduates works after their studies?  7. How do you assist the VET graduates to access for employment in government sector?  8. What are the difficulties face the VET graduates to the market of the employment? |

|  |  |
| --- | --- |
| **OBJECTIVES** | **QUESTIONS** |
| FEATURES IN THE EXISTING POLICY AND GUIDELINE | 9.How VET policy is useful learner’s enrolment in your institution?  10. How the VET guideline help you to enrol learners in your institutions?  11.How the VET policy of 1995 and 2014 friendly to both learners and instructors  12. Whatare the problem (s) you face with regard to the policy and guideline in leaners enrolment in VET? |

|  |  |
| --- | --- |
| **OBJECTIVES** | **INTERVIEW QUESTIONS** |
| EXPLORE THE DEVELOPING TRENDS | 13.What are the perception of learners before enrolled in VET?  14. What are the perception of learners at the present time?  15 How do you comment on VET programmes in future?  16. What enrolment of learner’s strategies in VET programs in your institution? |

**Thank you for your time**

**Appendix 4: Documentary Review**

**A: Learners enrolments in VET for different programmes from 2017- 2021**

1. **SENGEREMA FDC**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PROGRAMME NAME** | **ENROLMENT PER ACADEMIC YEAR** | | | | | | | | | |
| **2017** | | **2018** | | **2019** | | **2020** | | **2021** | |
| **F** | **M** | **F** | **M** | **F** | **M** | **F** | **M** | **F** | **M** |
| ELECTRICAL INSTALATION | 14 | 86 | 20 | 82 | 18 | 81 | 39 | 110 | 47 | 152 |
| MOTORVEHICLE MECHANICS | 01 | 44 | -- | 43 | -- | 36 | 01 | 64 | 02 | 70 |
| WELDINGA&METAL FABRICATION | -- | 10 | 01 | 07 | 01 | 08 | 02 | 10 | 03 | 31 |
| MASONRY AND BRICKLAYING | -- | 09 | -- | 05 | -- | 05 | 01 | 08 | 01 | 18 |
| CAPENTRY AND JOINERY | -- | -- | -- | 01 | -- | 01 | -- | 02 | -- | 04 |
| SEWING & DESIGN TECHNOLOGY | -- | 03 | 09 | -- | 04 | -- | 58 | -- | 81 | -- |
| AUTO ELECTRICAL | -- | -- | -- | -- | -- | -- | -- | 02 | 01 | 12 |
| UPISHI | -- | -- | -- | -- | -- | -- | 04 | 01 | 14 | 02 |
| **TOTAL INTAKE PER ACADEMIC YEAR** | **15** | **152** | **30** | **138** | **23** | **131** | **103** | **197** | **147** | **289** |

1. **KARUMO FDC**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PROGRAMME NAME** | **ENROLMENT PER ACADEMIC YEAR** | | | | | | | | | |
| **2017** | | **2018** | | **2019** | | **2020** | | **2021** | |
| F | M | F | M | F | M | F | M | F | M |
| ELECTRICAL INSTALATION | 01 | 16 | - | 10 | 03 | 36 | 11 | 46 | 15 | 45 |
| MOTORVEHICLE MECHANICS | -- | 12 | 02 | 20 | 01 | 25 | 06 | 31 | 12 | 23 |
| WELDINGA&METAL FABRICATION | 04 | 21 | -- | 26 | -- | 20 | 01 | 21 | -- | 23 |
| MASONRY AND BRICKLAYING | -- | 13 | -- | 19 | -- | 25 | -- | 16 | 06 | 16 |
| CAPENTRY AND JOINERY | 01 | 11 | 02 | 21 | 01 | 16 | -- | 11 | 01 | 19 |
| SEWING & DESIGN TECHNOLOGY | 06 | -- | 02 | 10 | 08 | 01 | 13 | 01 | 07 | 01 |
| AUTO ELECTRICAL | -- | 05 | 01 | 13 | 01 | 19 | 06 | 19 | 03 | 27 |
| UPISHI | 01 | -- | -- | -- | 02 | 02 | 04 | --- | 12 | -- |
| **TOTAL INTAKE PER ACADEMIC YEAR** | **13** | **78** | **07** | **119** | **16** | **114** | **41** | **145** | **56** | **154** |

1. **SENGEREMA VTC**

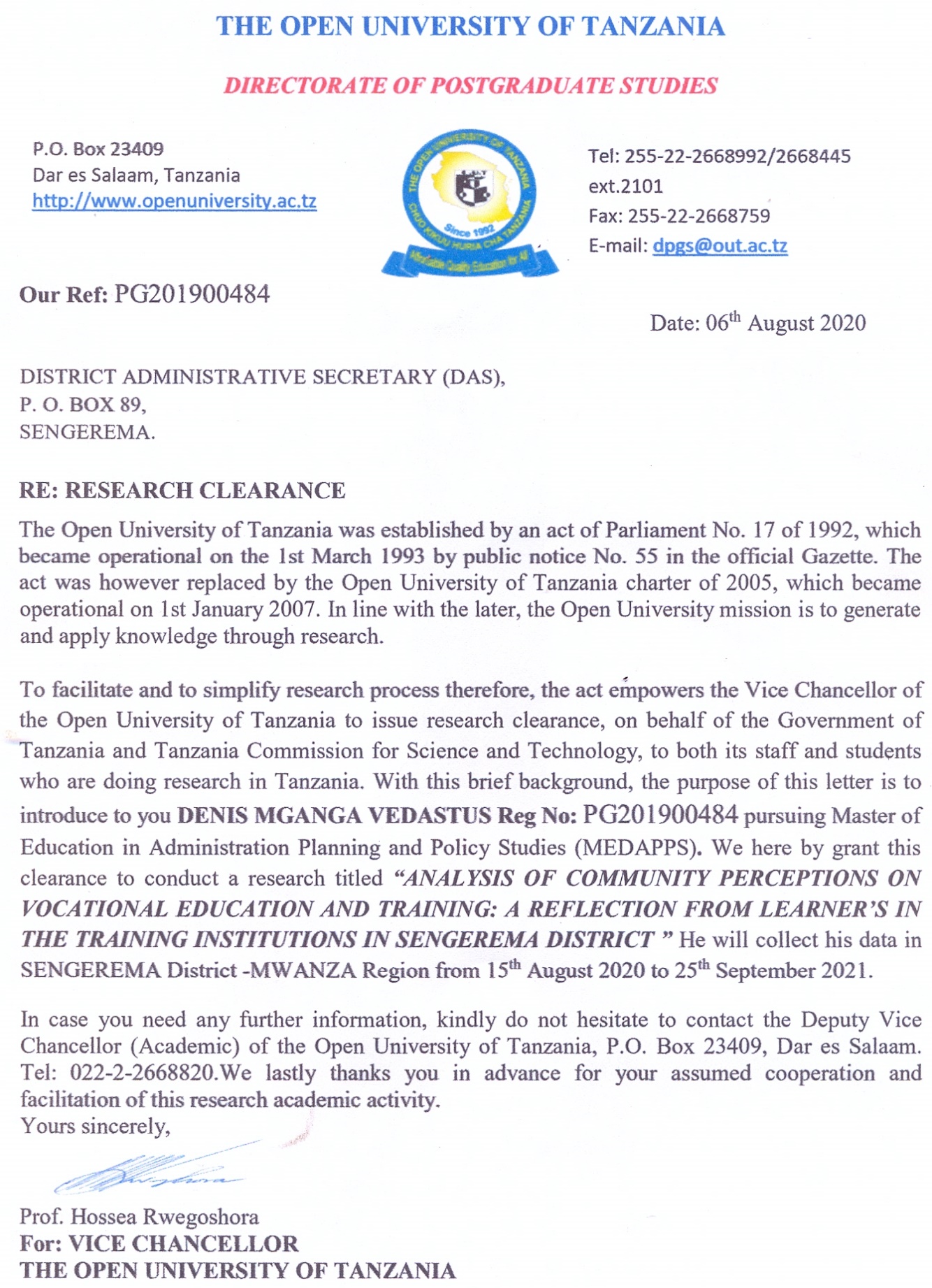
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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PROGRAMME NAME** | **ENROLMENT PER ACADEMIC YEAR** | | | | | | | | | |
| **2017** | | **2018** | | **2019** | | **2020** | | **2021** | |
| F | M | F | M | F | M | F | M | F | M |
| DOMESTIC ELECTRICAL INSTALATION | 03 | 15 | 05 | 21 | 01 | 28 | 12 | 36 | 17 | 33 |
| MOTORVEHICLE MECHANICS | -- | 23 | 01 | 12 | 03 | 31 | -- | 23 | 05 | 25 |
| WELDINGA&METAL FABRICATION | -- | 06 | -- | 14 | 01 | 12 | -- | 20 | -- | 15 |
| MASONRY AND BRICKLAYING | -- | 05 | -- | 11 | -- | 10 | 01 | 06 | -- | 10 |
| CAPENTRY AND JOINERY | -- | 06 | -- | 12 | -- | 11 | -- | 13 | 03 | 08 |
| SEWING & DESIGN TECHNOLOGY | 04 | -- | 02 | -- | -- | -- | 02 | -- | 06 | 11 |
| AUTO ELECTRICAL | 02 | 14 | 01 | 49 | 01 | 22 | -- | 26 | 11 | 29 |
| FOOD PRODUCTIN | -- | -- | 01 | -- | 01 | -- | 02 | -- | 12 | 05 |
| **TOTAL INTAKE PER ACADEMIC YEAR** | **09** | **69** | **10** | **119** | **07** | **114** | **17** | **124** | **54** | **136** |

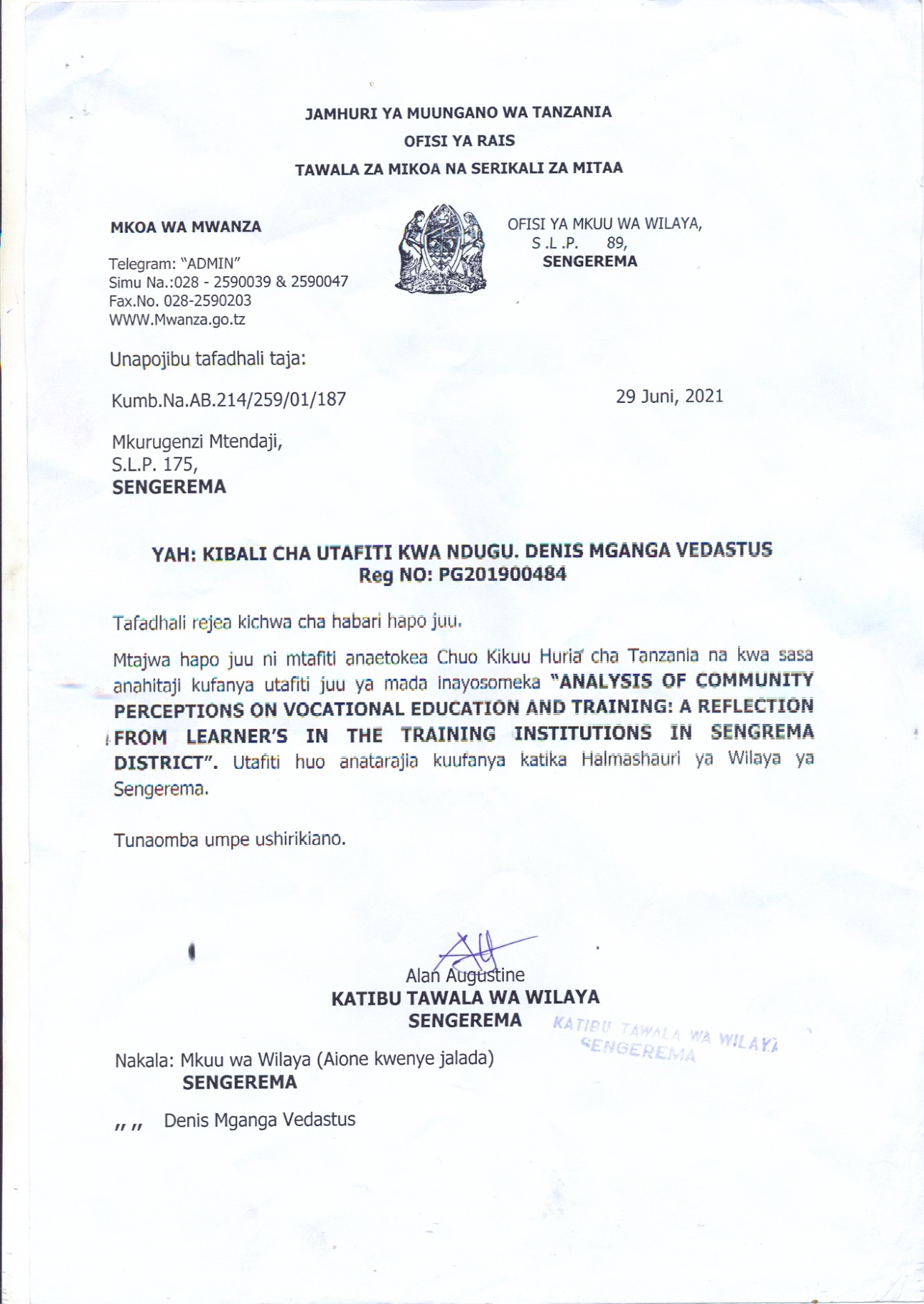
1. **ELABS INSTITUTE OF SCIENCE AND TECHNOLOGY**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PROGRAMME NAME** | **ENROLMENT PER ACADEMIC YEAR** | | | | | | | | | |
| **2017** | | **2018** | | **2019** | | **2020** | | **2021** | |
| F | M | F | M | F | M | F | M | F | M |
| ELECTRICAL INSTALATION | 06 | 11 | 02 | 16 | 01 | 19 | 06 | 19 | 05 | 21 |
| MOTORVEHICLE MECHANICS | -- | 09 | 01 | 08 | 02 | 11 | -- | 12 | 01 | 12 |
| WELDINGA&METAL FABRICATION | -- | 05 | 03 | 11 | -- | 09 | -- | 11 | -- | 09 |
| MOTORVEHICLE DRIVING | 04 | 18 | 06 | 06 | 05 | 09 | 11 | 12 | 05 | 11 |
| CAPENTRY AND JOINERY | -- | 05 | -- | 03 | -- | 02 | -- | 06 | 01 | 06 |
| PLUMBING | -- | 02 | 01 | 06 | 02 | 01 | -- | 03 | -- | 05 |
| AUTO ELECTRICAL | 01 | 12 | --- | 05 | 02 | 12 | 03 | 12 | 02 | 08 |
| LABORATORY ASSISTANCE | 16 | 18 | 26 | 36 | 41 | 52 | 41 | 59 | 61 | 80 |
| **TOTAL INTAKE PER ACADEMIC YEAR** | **27** | **81** | **39** | **91** | **53** | **115** | **61** | **134** | **75** | **152** |

1. **SENGEREMA MODERN ERA TRAINING COLLEGE (SMETCO)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PROGRAMME NAME** | **ENROLMENT PER ACADEMIC YEAR** | | | | | | | | | |
| **2017** | | **2018** | | **2019** | | **2020** | | **2021** | |
| F | M | F | M | F | M | F | M | F | M |
| ELECTRICAL INSTALATION | 28 | 40 | 17 | 20 | 11 | 15 | 19 | 30 | 09 | 29 |
| MOTORVEHICLE MECHANICS | -- | 24 | -- | 30 | 15 | 24 | 30 | 35 | -- | 47 |
| MOTORVEHICLE DRIVING | 01 | 10 | -- | 08 | -- | 12 | -- | 09 | -- | 10 |
| WELDINGA&METAL FABRICATION | -- | -- | --- | -- | -- | -- | -- | -- | -- | 02 |
| MASONRY AND BRICKLAYING | -- | -- | -- | --- | --- | -- | -- | -- | -- | -- |
| CAPENTRY AND JOINERY | -- | -- | -- | --- | -- | -- | -- | -- | -- | -- |
| SEWING & DESIGN TECHNOLOGY | 16 | 05 | 12 | -- | -- | --- | -- | -- | -- | 02 |
| AUTO ELECTRICAL | -- | 09 | -- | -- | 10 | 20 | 25 | 16 | 17 | 08 |
| **TOTAL INTAKE PER ACADEMIC YEAR** | **45** | **88** | **29** | **58** | **36** | **71** | **74** | **90** | **26** | **98** |



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