

**ANALYSIS OF COMMUNITY PERCEPTIONS ON VOCATIONAL
EDUCATION AND TRAINING IN SHINYANGA REGION: A REFLECTION
FROM OWNERS OF VOCATIONAL TRAINING CENTERS.**

MILINGWA SUMBI

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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ADMINISTRATION**

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania the dissertation titled “**Analysis of Community Perceptions on Vocational Education and Training in Shinyanga Region: A reflection from owners of vocational training centers**”, in partial fulfilment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MEDAPPS) of the Open University of Tanzania.

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Dr. Newton Kyando
(Supervisor)

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Date

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DECLARATION

I, **MILINGWA SUMBI**, declare that the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as original mine. It is hereby presented in partial fulfilment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

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Signature

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Date

DEDICATION

This dissertation is dedicated to my lovely wife Madam Salome Peter Luyumbu, to her tolerance during preparation of this dissertation particularly during my absence at home. Also, special dedication should be handed over to my lovely children whose names are Geoffrey, Goodluck, Godbless, Greyson and Glory for their encouragement and love to me during my time of studies.

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ABSTRACT

Education and appropriate skills training are key important to individual and National development. Inadequate development level in Vocational Education and training (VET) in a country, leads to poor industrial development. In Tanzania, today and before independence, the technical or vocational skills offered created a negative attitude where few students opt for technical or vocational education. This hampers creativity, innovation and acquisition of entrepreneurial skills which are vital to the development of technologies that would lead to rural industrialization. Technical or vocational programs have been identified as major hygiene for youth development and training, yet have very low enrollment. This study investigated Community Perception on Vocational Education and Training in Shinyanga Region: a reflection from owners of vocational training centers. The population of the study included 170 of respondents from Shinyanga Region. Purposive sampling technique was used to select the study sample. An interview schedule was the instrument used for data collection. Content analysis was applied on the qualitative data collected. Findings indicated, negative community attitudes and poor image on VET owners are reasons for low enrollment levels. These findings are likely to stimulate action on restructuring the management of youth polytechnics to raise public appeal.

Keywords: *Vocational Education Centers, Vocational Education and Training Centers Owners, Public and Private Vocational Education and Training centers*

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT	vi
ABSTRACT	vii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF ABBREVIATIONS	xiv
CHAPTER ONE	1
INTRODUCTION AND BACKGROUND TO THE PROBLEM	1
1.1 Introduction	1
1.2 Background of the Problem.....	2
1.3 Statement of the Problem	4
1.4 Objectives.....	5
1.4.1 General Objective.....	5
1.4.2 Specific Objectives.....	5
1.5 Research Questions	6
1.6 Significance of the Study	6
1.7 Scope of the Study.....	6
1.8 Limitations of the Study.....	7
1.9 Organization of the Study	7
1.9.1 Chapter Summary.....	8

CHAPTER TWO	9
LITERATURE REVIEW.....	9
2.1 Introduction	9
2.2 The General Overview of Vocational Skills	9
2.3 Vocational Education and Training System in Tanzania.....	14
2.4 Vocational Knowledge.....	16
2.5 Theoretical Literature Review on Vocational Education and Training	18
2.5.1 Vocational Education and Training (VET) and Development.....	19
2.6 Theories Related to the Study	20
2.6.1 Professional Theory.....	21
2.6.2 Theory and Practice Theory	21
2.6.3 Behaviorists Learning Theory.....	22
2.6.4 Constructivist Learning Theory	23
2.7 Empirical Literature	24
2.8 Research Gap.....	28
2.9 Chapter Summary.....	29
CHAPTER THREE	30
RESEARCH METHODOLOGY	30
3.1 Introduction	30
3.2 Research Philosophy	30
3.3 Research Design.....	31
3.4 Study Area.....	31
3.5 Characteristics for Selection.....	32
3.5.1 Sampled of Training Centers of the Study	32

3.5.2	Trainers.....	33
3.5.3	Owners	34
3.5.4	Parents	34
3.5.5	Students	34
3.6	Data Collection Methods and Instruments	34
3.6.1	Interview.....	35
3.6.2	Focus Group Discussion.....	36
3.6.3	Documentary Review	37
3.6.4	Observation	37
3.7	Validation of Research Instruments	38
3.7.1	Trustworthiness of the Instrument.....	38
3.8	Research Ethical Issues	39
3.9	Chapter Summary.....	40
	CHAPTER FOUR.....	41
	DATA ANALYSIS, INTERPRETATION AND DISCUSSION.....	41
4.1	Introduction	41
4.2	Data Analysis Procedure and Presentation.....	41
4.3	Codes Analysis and Interpretation	42
4.4	Demographic Characteristics of Respondents.....	43
4.5	Stakeholders perception on VET skills	44
4.6	Understanding of Community on VET Programs.....	46
4.7	Sources of VET Information in the Community	47
4.8	Community’s Attitudes Towards the Courses Offered by VET	48
4.9	VET Policy and Guidelines.....	49

4.9.1	Trend Development of Vocational Education and Training (VET).....	54
4.9.2	Summary of Chapter	56
	CHAPTER FIVE.....	58
	CONCLUSION AND RECOMMENDATIONS	58
5.1	Introduction	58
5.2	Conclusion.....	58
5.3	Recommendations	59
5.4	Recommendation for the Immediate Effect	59
5.5	Recommendation for the Further Studies.....	60
	REFERENCES.....	61
	APPENDICES	69

LIST OF TABLES

Table 3.1:	Composition of the Sample Size (N=170).....	32
Table 4.1:	Demographic characteristics of respondents N=170	43
Table 4.2:	The age distribution of respondents.....	44
Table 4.3:	VET institutions by category and ownership.....	56
Table 4.4:	Zonal distribution of VET Institutions.....	56

LIST OF FIGURES

Figure 3.1: Study map of Shinyanga Region 31

Figure 3.2: Sex of respondents by percentage 33

LIST OF ABBREVIATIONS

DED	District Executive Director
DEO-	District Education Officer
EFA-	Education for All
ETP-	Education and Training Policy
ILO	International Labor of Organization
KDVTC	Kahama District Vocational Training Center
MC-	Municipal Council
MED-APPs	Master of Education in Administration, Planning and Policy studies
MOEVT	Ministry of Education, Vocational and Training
RAO-	Region Administrative Officer
REO	Regional Education Officer
RSLO-	Regional Statistics and Logistic Officer
RAEO	Regional Academic Officer
MSEO-	Municipal Secondary Education Officer
MSAO-	Municipal Secondary Academic Officer
MSLO-	Municipal Statistics and Logistic Officer
MAEO	Municipal Adult Education Officer
NTA	National Technical Award
NVTD	National Vocational Training Division
PSLE	Primary School Leaving Examination
SAP	Strategic Action Plan
SDG	Sustainable Development Goals
SFSVTC	St. Francis De Sales Vocational Training Center

UN	United Nations
UNDP-	United Nations Development Program
UNESCO-	United Nations Educational, Scientific and Cultural Organization,
UNSDS	United Nations Sustainable Development Summit
URT	United Republic of Tanzania
VET	Vocation Education and Training
VETA	Vocation Education Training Authority

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

According to the Skills Gap Analysis Report of the Government of Tanzania and the National Policy's on Youth Development (TNPYD 2007), intends to create an enabling environment that builds the capacity of young people and promotes employment opportunities and access to social security. The policy focuses on a number of areas including employment, healthcare, education, the roles of local agencies, HIV/AIDS and ICTs (Government of Tanzania, 2007). Youth unemployment remains a major challenge, both at global and National level. In Tanzania youth unemployment stands at 11.5 percent.

Majority of the youth are found in the rural areas and due to the scarce resources, they migrate to towns to compete for the scarce job opportunities. They end up in the slums where they are vulnerable to recruitment into gangs and militia groups to eke out a living. Upon realizing this, the Government of Tanzania in the partnership of private sectors is continuing to restructure technical or vocational education institutions with emphasis on the crucial role of youth polytechnics (The World Bank, 2007). This training will harness the creativity and innovativeness of the youth through relevant education and skills training programs. Ultimately, it will prepare the country in focusing on realization of the millennium development goals and Tanzanian Vision 2030. The Youth Polytechnics to (YPS) have been initiated not only to solve the problem of unemployment but also to offer an alternative path for

attainment of skills under the technical, industrial and vocational education and training program.

1.2 Background of the Problem

According to The World Bank (1991) Vocation Education and Training is defined as a sector within the education system poses a number of difficulties. For the most part, general and academic education is seen as that which builds analytical skills, knowledge and critical thinking, while VET develops craftsmanship, practical experience and practical problem-solving. However, this simple distinction does not hold up to scrutiny. Critical thinking and analytical skills are needed in the case of a good plumber or electrician who must routinely make judgments in order to solve problems. Equally, a good surgeon needs a large set of practical skills to masterfully operate a patient. Geert (2008) defines Vocational education and Training (VET) program as a form of education which mainly leads participants into the acquisition of practical skills know-how and attitude necessary for employment in a particular occupation, group of occupations or self-employment. Its main role of providing skills that improve productivity, raise income levels and improve access to employability has been widely recognized, the emphasis is put on the importance of VET as a 'master key' for alleviating poverty, promotion of peace and environmental conservation to improve quality of human life and promote sustainable development in Africa and in the global world.

According to Bogonko (1992) the negative attitude towards vocational education dates back to the colonial history of Tanzania and Africa at all. Academic education

was perceived to have a higher social status than vocational education. This also means that they generate opportunities that attract higher wages in white collar jobs, creating a stereotype that those working under the technical field are second-class workers. The report from the Government of the Republic of Kenya (1999) points out that the vocational education introduced in Kenya before independence helped its graduates to perform subordinate tasks while foreigners supervised them.

This created a negative attitude and as a result few students opt for vocational education especially in rural areas. This, therefore, would cripple creativity, innovation and entrepreneurial skills, which are vital to the development of technologies that lead to industrialization.

Ngerechi, (2005) argues that for African countries to cater for the changing technological systems and economic development, a change of attitude towards vocational education must be addressed. The author further suggests that the Vocation Education Training (VET) education system should not create inequalities in the education system. Instead it should provide good quality vocational education and training comparable to general academic education to avoid suspicion on quality by the society and raise public appeal. The skills gap analysis report published by the Government of Kenya (2011) finds that the buildings and other teaching learning resources in public youth polytechnics are in poor condition compared to other public learning institutions. This could also create an impression that the youth polytechnics are of less importance as training institutions.

Tilak (2006) observed that vocational education is an equity measure with a rural bias; it allows the rural community to acquire skills, develop talents and creativity. It serves the needs of the relatively poor by providing employment opportunities within the rural set up. However, contrary to the foregoing argument, the low enrolment seems to suggest otherwise.

1.3 Statement of the Problem

Despite various efforts that have been taken by the government of Tanzania to reduce unemployment to the society by establishing vocational education and training centers, reforming educational policies and curriculum, campaigning the role of vocational education and training (VET) to the society and the country at large, unemployment in Tanzania still increasing and people still suffer. According to Phillip's report (2011), vocational education and training is poorly viewed and perceived among the community, because many of them consider vocational skills to be of a low status option and route for the less able. There is also an apparent lack of awareness and wrong perception of communities towards Vocational education. According to Bogonko (1992) the negative attitude towards vocational skills dates back to the colonial history of Tanzania and Africa at all. Academic education was perceived to have a higher social status than vocational skills. This also means that they generate opportunities that attract higher wages in white collar jobs, creating a stereotype that those working under the technical field are second-class workers.

A researcher was prompted to conduct this research since there were fewer researches conducted in Shinyanga region exploring the cases related to perceptions

of the community towards vocational skills. So, the development vocational educational and training centers for both private and government in Shinyanga depend upon the positive perception of the communities which are the main people to whom they send their children into those centers for obtaining skills and knowledge as the result of self-employment among the graduates.

1.4 Objectives

The following were the general and specific objectives.

1.4.1 General Objective

Investigation of community perception towards vocational skills on youth enrolment for skills training: A case of Shinyanga Region.

1.4.2 Specific Objectives

The purpose of the study was to determine community perception towards vocational skills and its influence on youth enrolment in vocational programs in Shinyanga Region. Specific objectives were as follows: -

- i) To determine the community perception towards vocational skills
- ii) To determine the perceived benefits of youth enrollment in vocational education programs
- iii) To assess the community's perceptions towards the courses offered in vocational education and training centers
- iv) To examine education policy and guidelines as the features of education system in supporting the provision of vocational skills

1.5 Research Questions

- i) What is the community perception towards vocational skills?
- ii) How do communities benefit from youth enrollment in vocational education programs?
- iii) What is the community perceptions towards the courses offered in vocational education and training centers?
- iv) How are education policy and guidelines as the features of the education system in supporting the provision of vocational skills?

1.6 Significance of the Study

The study findings will contribute to the better understanding of various communities' expectations of the standard vocational skills for learners' long -term growth and development. The study intended to provide data that will assist in providing successful skills to the learners in order for them to absorb the demand of vocational skills. Furthermore, expertise and skills are critical for vocational education policy makers, decision-makers, implementers and curriculum developers because they can determine the level of progress in vocational education and training in both youth and aged people's economies. The research will provide literature on vocational education and training centers as a result of the report.

1.7 Scope of the Study

The study examined how the general public felt about vocational training and the potential capabilities it may give learners in terms of personal and national development in Shinyanga Region. They researcher therefore intends to gather data

from a number of sources, including VET trainers and trainees, VET proprietors, VETA officers, District education officers, ex-students, and the general public (parents). This will make it possible for the researcher to produce accurate study results, and the study will also be used to address the worries of parents regarding the caliber and potential skills that learners are supplied by VETA for their future development in Shinyanga Region.

1.8 Limitations of the Study

Finding respondents who could effectively participate in the study was hampered by factors like other parents who were involved in education not being willing to participate without payment and some of those who were willing but geographically difficult to reach in their areas due to financial issues. The issue was resolved by emphasizing to (participants) the value of conducting such a study in the community, and the researcher required focus groups in order to readily reach them. The problem prompted the researcher to use a small sample size, as indicated in the section on population sample size.

1.9 Organization of the Study

The study is divided into five chapters. The first chapter of which contains an introduction and background of the problem, statement of the research problem, a list of research objectives, as well as information about the significance, scope and limitation of the study. The literature reviews which based on the study itself about "Analysis of community perceptions on vocational education and training in Shinyanga Region: A reflection from owners of vocational training centers", the

general overview of vocational skills, vocational education and training system in Tanzania, vocational knowledge, theoretical literature review on VET, VET development particularly at global level, theories related to the study, empirical literature and the research gap which influenced the researcher to conduct this study

are covered in the second chapter. Chapter three covers on test methodology, which includes the research design, study area, research population, sampling design, data collection methods, instruments or techniques such as interview, Focus Group Discussion, documentary review and observation, validity of the research instruments and ethical issues of the research. The fourth chapter addresses on data analysis, interpretation and discussion of the study findings. However, on the last fifth chapter, covers all about conclusion, recommendations for the immediate effects and further studies in relation to the findings of the study in chapter four.

1.9.1 Chapter Summary

This chapter has covered the introduction, background of the problem, statement of the problem, purpose of the study, research objectives, significance of the study, scope of the study, limitations of the study and organization of the study as intended by the researcher in this study. Therefore, chapter two is subjective to literature related to research problems in all levels in context to African vocational education and training centers.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter addresses recent research on the subject of how various stakeholders perceive the Vocational skills. It contains a theoretical and empirical analysis of prior work in the area. The chapter opens with an overview of vocational skills through the Vocational Education Training system (VET), the VET system globally, historical viewpoints of VET in Tanzania's VET system, and a discussion of Tanzania's VET system today.

2.2 The General Overview of Vocational Skills

Both knowledge-based societies and emerging nations must place a high priority on investing in Vocational skills. The UNESCO Revised Recommendation on Technical and Vocational Education and Training makes the following observations:

'Given the immense scientific, technological and socio-economic development, either in progress or envisaged, which characterizes the present era, particularly globalization and the revolution in information and communication technology, technical and vocational education should be a vital aspect of the educational process in all countries' (UNESCO, 2001).

Vocational Education is important as it enriches a person for life and it provides the competences which are necessary in a democratic society. Societal and economic development depends on the strength of Vocational Education Training as it provides access to skills and entry routes into the labor market. For under-privileged and

marginalized groups in particular, it can be an important route towards a better life (Kamu et al., 2017).

It is necessary to assess the political arena in which VET is embedded. For most international organizations, VET has not always received the highest priority. In the context of the growing importance accorded to lifelong learning and the current global financial and economic crisis, policymakers increasingly focus on the importance of VET. Indeed, UNESCO-UNEVOC (the International Center for Technical and Vocational Education and Training) has recently received a new mandate to develop new areas of expertise; the ILO has given VET an important position in its Decent Work Agenda; and the Organization for Economic Cooperation and Development (OECD) has undertaken an extensive review of VET policies in a number of its member states.

Silverberg, Warner, Fong and Goodwin (2004) on a vocational education report in the U.S argue that in Eighty-five years ago the federal government first committed to vocational education as a national priority. Since then, the enterprise has grown to encompass a wide variety of activities, participants, and purposes. Currently, nearly half of all high school students and about one-third of college students are involved in vocational programs as a major part of their studies. Perhaps as many as 40 million adults-one engage in short-term, postsecondary occupational training. These individuals come to vocational education for different reasons, participate in different ways, and take different paths afterwards. In an era in which strong skills and lifelong learning are rewarded, the nature and impact of student experiences in

vocational education could have important implications for the nation's workforce and America's place in the global economy.

The National Assessment of Vocational Education (NAVE) report found that Vocational education has important short- and medium-run earning benefits for most students at both the secondary and postsecondary levels, and these benefits extend to those who are economically disadvantaged (Silverberg et al, 2004).

Vocational training is substantially less popular and less centrally organized in the US, but interest in such programs is rising as firms have expressed concerns regarding the lack of qualified job applicants for positions requiring VET (Schulze 2016, Rugaber 2017). While the US labor force is projected to grow about 0.5% annually, employment in the construction and health care sectors that are typically served by apprenticeship programs (Torpey 2013) is expected to grow twice as fast making enrollment in and completion of VET programs particularly important. As in Europe, most formal apprenticeship programs take about four years to complete (Torpey 2013), though in the US less time is spent in the classroom, and firms and trainees bear more of the costs (Bilginsoy 2003). Investments in VET do provide a return. Simple comparisons indicate that persons with a vocational education in Denmark have lifetime earnings that are 15% higher as compared to those with only a compulsory education (Danish Employers' Association 2009). Jepsen et al. (2014) find recipients of community college based vocational education in the US experience a significant boost in earnings and employment in the years immediately following receipt.

Carneiro et al. (2010) and Eichhorst et al. (2015) also report higher employment probabilities for those completing VET as compared to those completing a more academically focused upper secondary degree. The report shows that, Enrollment does not guarantee completion in either the academic or the vocational track. On-time graduation rates are actually lowered for vocational as compared to academic upper secondary programs in the OECD (64% versus 76%).

The economics literature on VET is limited.

Colding et al. (2009) examine enrollment in and dropout from VET programs in Denmark, but have no controls for prior academic performance. Bilginsoy (2003) examines dropout and completion from construction-type apprenticeships in the US, but also has no information on ability. One might suppose that performance in VET programs is not particularly dependent on academic performance, but Dickerson and McIntosh (2013) find such controls to be critically important in their analysis of the choice of post-compulsory education (vocational or academic) in England.

According to Kinyanjui (2007), a negative attitude towards vocational education is not only among the community members, but also manifested among teachers or instructors and learners as they feel inadequate academically. This acts against effective mentorship from the teachers. The lack of business mentors or positive role models within the rural 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 youth have developed a culture of dislike for practical based courses.

This may have militated against the concept of self-employment and rural industrialization propagated by vocational training through youth polytechnics.

The optional nature of technical subjects in secondary education tends to create the impression that the non-technical subjects are more important. This attitude is strengthened by the recurrent inadequate budgetary allocation by the government to TIVETs and the recent developments where technical institutions and national polytechnics are being transformed into universities to offer non-technical subjects (Muindi, 2011). The fact that technical or vocational education is not well established in the public Universities reinforces the attitude as observed by Mahinda and Mcleanard (2004).

Semejju (2004) found that Technical or Vocational education has not recovered from the tainted image as it is still seen as low-quality education; community involvement would create a better understanding of the socio-economic benefits of the youth vocational centers to the development of the catchment area. Community involvement promotes a sense of ownership and increases accountability to avoid misuse of resources. The community may also be involved in curriculum design and implementation to ensure that courses offered are appropriate to the available opportunities and socio-economic development activities in the area (ILO, 2001).

The programs in the youth polytechnics lack public appeal and stature due to negative publicity and poor image arising from the physical structures and the traditional nature of the courses offered. For them to take their rightful place in the community, youth polytechnic 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 (UNDP, 2005), and an increase in enrolment.

2.3 Vocational Education and Training System in Tanzania

According to William (2021), the Tanzanian government recognizes the overall goal of improving people's quality of life and the education sector is reliant on Tanzanians. Instead, in 1997, the government launched the Education Sector Development Programme (ESDP) under ETP OF 1995 which aimed to improve education and training in order to reduce poverty in the countryside as a response to the 1967 policy.

There have been a lot of campaigns since then that the government initiated towards improving the provision of education and training. The major initiatives among others were Primary Education Development Programme (PEDP), the Secondary Education Development Programme (SEDP), the Folk Education Development Programme (FEDP), Teacher Development and Management Strategy (TDMS). The government also was aware of Technical Vocational Education and training system (TVETs) roles in the provision of skills which are essential for growth and competitiveness of economy, especially in an era of economic integration and rapid technological changes despite its importance, TVET has been expanding slowly in Tanzania for quite some time, thus unable to match with the ever-growing demands of technical personnel in appropriate levels for all sectors of the economy, in this

regard, the government is committed to implement the Technical and Vocational Education Development Program (TVETDP) to revitalize the sub-sector of Technical and Vocational Education and Training with aim of fostering economic growth; alleviating poverty through the creation of wealth; and facilitating the achievement of the 2025 Vision by providing quality technical experts in both sectors.

Technical and Vocational Education and Training (TVET) is viewed as a tool in implementing and promoting sustainable development in Tanzania. TVET institutions are major suppliers of workforce who will be in the forefront in dealing directly with sustainable issues. It is an integral part of the whole education system in the United Republic of Tanzania and aims at guiding and promoting the development of citizenship and an appreciation of the cultures, customs, and traditions of Tanzania (William, 2021) In particular, TVET programmes aim to enable and expand the acquisition of life skills needed to meet the changing needs of industry and the economy.

According to William (2021), VET in Tanzania is defined to mean training leading to a skilled occupation. Learners in VET centers are hence pursuing competence-based training to become skilled workers for meeting the specific requirements of occupations and upon successful completion they are awarded competency certificates - National Vocational Awards (NVA) Levels I – III for the relevant trades. Entry qualifications to the long VET courses vary from primary to secondary school education, depending on the course, and also through progression within the

VET qualifications. VET graduates with NVA III may also be eligible for progression into TET.

Entry qualifications to the long VET courses vary from primary to secondary school education, depending on the course, and also through progression within the VET qualifications. VET graduates with NVA III may also be eligible for progression into TET.

According to NACTVET (2021), the provision of TVET is enshrined in global and national policies, programmes and strategies. These include Development Goals 2030; Tanzania Development Vision (TDV) 2025; the Five-Year Development Plan (FYDP) II 2016/2017-2020/2021, NSDS 2017; Education and Training Policy 2014; Technical Education and Training Policy 1996; Vocational Education and Training Act 1994; Technical and Vocational Training Programme TVETDP 2014-2018; TVETDP 2021-2026; the Ruling Party Election Manifesto 2020 -2025 and NACTVET Act 2021. All these policies, strategies and visions focus on bringing equitable access and quality of TVET in Tanzania.

2.4 Vocational Knowledge

System-wide analysis of VET brings to the fore issues of what kinds of subject knowledge as well as practical skills should be taught to learners at which levels; related to this is the fraught literature on the relationship between theory and practice. South Africa, probably because of the very strong attempt to introduce outcomes-based education in both the school system and the rest of the education and training

system, Allais, (2011) has produced a relatively substantial body of research into these issues, Shalem, (2018). Much of this has argued for the need for subject- and discipline-based curricula as the basis for meaningful work as well as the broader frame within which practical skills and knowledge are located. Recent research has explored the nature of practical knowledge and its relationships to disciplinary knowledge in disciplines such as engineering, Smit, (2018) and Wolff,(2018) with possible application for VET.

Gamble, (2018) argues that the outcomes or competence-based approach has derived from crude labor market analysis; by contrast, labor process analysis reveals how different jobs with the same title are often very different and how the nature of knowledge used at work differs dramatically within the same ostensible occupational role.

A related but distinct strand of work has sought to draw on German understandings of holistic competence for thinking about the wider dimensions of occupational competence that include work processes, occupational identity and social and environmental responsibility as core components, Eicker, Haseloff, and Lennartz,(2017) and Obinnim,(2018).

This work has fed into thinking about teacher education for VET systems in a number of African countries. A major challenge for imagining new vocational provision lies in understanding the knowledge basis of new programmes, qualifications and occupations. This literature points to the need to get beyond crude technical approaches to what skills appear to be needed at the surface level, and to

consider what knowledge, as well as skills, is required for transformative VET. Here there are clear potential connections to both the community development approach's Freirean roots and to the sustainable development approach's emphasis on participatory, inclusive knowledge formation and on boundary-crossing learning. However, here too there is a need to expand from the approach's South African center. In doing so, it will need to engage more with other traditions of knowledge, especially in the context of the rise of decoloniality debates.

2.5 Theoretical Literature Review on Vocational Education and Training

Whilst there has been much vocational theories and policy on Vocational Education and Training, UNESCO, (2013), there are small strands of research on the vocational education and training system that are less focused on efficiency-focused policy reform, and more on critique.

Stevenson (2005), researching on VET in Australia remarks that 'wherever one looks, the place for the vocational appears to be similar, the vocational is at the bottom of a hierarchy of knowledge and value, it is a stream of learning available to the "*lower achiever*", it is governed in a paternalistic way with highly circumscribed degrees of freedom over content and process, it is legitimated solely in industrial and other utilitarian terms, rather than in the connections among different kinds of meaning making, and it is preserved for occupations of lower status'. Instead, Stevenson adopts a view from John Dewey in that a 'vocation means nothing but such a direction of life activities as renders them perceptibly significant to a person, because of the consequences they accomplish, and also useful to his associates'

However, while such a definition does rise the status of what ‘vocational’ is, it does not solve the practical problem of difficulties in being able to identify VET provision in certain institutions. In such an approach, vocationalism is important for all types of studies. Indeed, even for academics, meaning to their own work often arises in application.

Moodie (2002) analyses existing definitions in four dimensions - epistemological, teleological, hierarchical and pragmatic. He argues that a definition is needed on all four levels, stating that ‘one may consider vocational education and training to be the development and application of knowledge and skills for middle-level occupations needed by society from time to time’ (p.260). Such a pragmatic definition seems to match the approach of UNESCO in its Revised Recommendation on Technical and Vocational Education and Training (TVET), giving preference to the term ‘technical and vocational education and training’ over the term ‘vocational education and training’. The mentioned recommendation states that ‘technical and vocational education’ is used as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life’ (UNESCO, 2001, p. 2).

2.5.1 Vocational Education and Training (VET) and Development

The industrialized world invests more in vocational schooling than the developing world. The UNESCO Institute of Statistics (UIS) finds a simple correlation between

the two, as ‘the greater a country’s Gross Domestic Product per capita, the greater its secondary Percentage of Technical or Vocational Enrolment’ (UIS, 2006). However, surprisingly, there is little in the relevant literature to support the link between VET and development. With a few exceptions, the standard conclusion is that it is wiser for governments to invest in general education than in VET. This line of reasoning has been set on the pretext of ‘the vocational school fallacy’ a term coined by Foster when researching the externalities of Western education reform in Ghana in 1965.

A second influential strand of work originates from authors linked to the World Bank, who argue that while VET can be important for growing economies, the organization of VET should be minimal, with strong private sector involvement both in terms of organizing supply and creating demand. A third factor is the EFA agenda, which according to some made ‘VET fall from grace’ (McGrath, 2002).

2.6 Theories Related to the Study

Theories of vocational education and training are the foundation framework which vocational education is built upon. Vocational education and training theories are stated to be effective and efficient to learning experiences in the classroom as a replica of what is obtainable in the practical life situation, making the theories basis for providing individuals with the required skills to be self-reliant. The understanding and application of these theories are necessary for effective teaching of vocational education subjects.

Theories provide goals, norms and standards. Theories are a body of knowledge which may or may not be associated with a particular explanatory model. To theorize

is to develop this body of knowledge (Thomas, 2007). Theories of vocational education refer to scientific theories, a well confirmed type of explanation of nature, made in a way consistent with scientific methods and fulfilling the criteria required by modern science. Among the theories used in this study are:

2.6.1 Professional Theory

Houle in (1980) in his theory of professional education argue that; continuing professional education, including clarifying the profession's functions, mastery of theoretical knowledge, self enhancement, formal training, credentialing, creation of subculture, legal reinforcement, public acceptance, ethical practice, penalties and relations to users of services. He believes that the ultimate aim of continuing professional education is to prepare practitioners not only to use the best ideas and techniques of the moment but also to expect that they will be modified or replaced. He also believes that the primary responsibility for learning should rest with the individual and the community at large to the goals of continuing professional education should be concerned with the entire process of professionalization.

2.6.2 Theory and Practice Theory

Theory and Practice as Parts of Wholeness Theory and practice in different learners and activities especially in the community to the working place. The division of theory and practice often refers to what is done in the different places, for example school and workplace, where the theory is connected to school and practice to the workplace. For instance, "at school, there is more theory" and at our workplace it is "just practice". The theory is the fundamental thing, and that is what you learn in the

first semesters at school. Furthermore, this basic education the learners need in order to “develop further at their workplace learning. Theory and practice as a whole In order to understand wholeness, both theory and practice are needed.

2.6.3 Behaviorists Learning Theory

Behaviorists' learning theory emphasized the role of the environment in determining behavior (Rabinowitz, 2004), whereby activities in the environment will lead something to occur in the mind, which then causes some behavior to occur (Rabinowitz, 2004; Flanagan, 1991). Hence, the instructional designer will use this theory by paying attention to the setting of the environment where the vocational education and training are taking place in the whole process of learning and teaching among the students and the teachers. Also it emphasizes how the community contributes to the learners in undertaking and enrolling in vocational education and training centers.

In addition, behaviorism provides some concepts or assumptions for assessment purposes like in the examination in vocational education and training centers. For example, the welding syllabuses normally integrate theories with other useful applications, such as, behavior shaping and behavior modification and task analysis (Hassan, 2011; Juhmani, 2018).

Peel's (2005) conducted a study to examine the impact of behaviorism on creating coaching practice or integrated vocational training, that allows specific ‘goal objectives’ and ‘reinforcement’ processes to be adopted to respond to the practice issues, to strengthen the adoption of good coaching practice.

2.6.4 Constructivist Learning Theory

Constructivism is a learning theory that involves the experiences and contexts that make the students willing and enabled to learn (McGriff, 2001). Constructivist learning design focuses on activity that allows creation and recreate past experience of students and the modification to new learning.

Students are core matter while teachers just act as facilitators (Botto, Schorr, & Lema 2006). In vocational education and training centers, the theory plays the role on how communities become a catalyst in the vocational training for the attainment of skills and knowledge required in the labor market. For example, a study by Zainuddin and Sahrir (2015) investigated the validity of constructivism, second language acquisition and multimedia learning theories and design principles.

The study also highlighted the need to recognize the effect of community coaching, feedback and performance improvement. However, this study will focuses on community perception on vocational education and training, lack of explanation on the approaches or strategies to assess and evaluate the ‘goal setting’ or ‘goal objectives’ against performance to the VET graduate from different vocational training centers, 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, behaviorisms, together with its basic assumptions that a stimulus will cause the increase of community participation in vocational education and training specifically in training centers in Shinyanga region

2.7 Empirical Literature

Vocational education and training is vital to the development of the community and national at large, since training centers prepare human resources for the aim of increasing Development in productivity in Tanzania especially in Shinyanga region. Development means the improvement of production from low stage to high stage and from one step to an improved one through vocational education and training by “know how.”

Skilled persons have important roles to play in transforming various sectors of the economy including, agriculture, industry, construction industry services, in urban and rural areas, schools and many other development activities. Evidence from the Past years of vocational education and training include achievements; shed some light on the government's efforts in investing in skills and knowledge development. Majority of graduates have acquired knowledge and skills to enable them to engage in productive activities.

There is no doubt that vocational graduates are now working in various areas of the government and private sector as the result of reduction of the poverty within the community concern like that of Shinyanga region. Some of the reports show that the graduates of the vocational training are engaged in production activities through self-employment using vocational knowledge and skills acquired in formal and informal training including apprenticeships and in the provision of services.

Ainley, (1993) argue that, ‘the vocational education and training academic divisions outlined in earlier sections have persisted in educational developments to the

community over the last half century, the changing nature and demands of national and the labor market have meant that the skills and knowledge of reference have increasing community perception on the contribution of VET centers to the students. Changes in the meanings and popular conceptions to the owners and societal in the socioeconomic issues 'class' and 'skill' have paralleled developments in capitalism in the move from low to the high production also, (Ainley,1993) state that the transformations of productivity in production especially in oil production from 1970s was influenced by the graduate from vocational education and training through the skills and knowledge obtained from vocational training centers as it reduce the youth unemployment have been matched by reformulations of the role of VET, Flude & Sieminski,(1999).

However, the study has not been able to trace all graduates due to financial constraints. Hence little is known about the impact of vocational training of individual graduates and the national development at large. Therefore, evidence seems to suggest that, there is limited information on evaluation of the community perception on the vocational training achievements in terms of its impact on development although there is every signal to indicate that the impact is impressive and seen as it enhances the productivity in the community, societal and national at large.

Thus, the community participation to the development of vocational and training centers in Shinyanga has positive changes, these concepts lead to a view perception in development as a duty of all people, and an argument that person and individual

centers development must be built on the existing skills and knowledge and capacities of people as argued by Ellerman's terms (2005 and 2007).

The community participation in the vocational education and training require higher levels of concentration, deeper analytical abilities on the training centers dealing with vocational training, and improved thought processing (NEA, 2014). The participation of the community in the vocational training Centers requires the involvement and participatory decision making among the community and the government at large, specifically the curriculum developer in designing VET curriculum. Understanding and knowledge are needed in the current job market as they enable better performance among graduates to serve customers, develop better products, and continuously improve themselves within an ever changing in the global economy (Scott, 2015).

Employee's vocational skills and knowledge will be able to compare evidence, evaluate competing proposals and make responsible decisions (Scott, 2015). Despite their vocational education and training abilities, students' future career success may have as much to do with their ability to work with co-workers, sell ideas, and manage their time (Goldberg, 2006). These skills need to be taught in vocational education and training centers in order to prepare students to be members of a larger community with a voice and a sense of responsibility to others (Ananiadou & Claro, 2009). Similarly, with the availability and advancement of ICT, much of the work is accomplished in teams, across geographic and language boundaries (NEA, 2014). As a result, employees are required to have the ability to collaborate with people across

the world whom they may never meet face-to-face (Dede, 2009; Kay & Greenhill, 2011). These skills of vocational training should be gained in training centers when working collaboratively in groups during various class projects.

According Redecker et al, (2010) to Communities consider vocational education and training in terms of a socioeconomic hierarchy. For those who fail to meet the requirement to proceed in secondary school education, their first choice is accredited vocational training at a VTC or FDC, followed by non-accredited vocational training from informal sector apprenticeship. The establishment of vocational education and training which contributes to the extension of training to the FDCs was the most ambitious undertaking by the community so as to train adults to acquire some basic skills to solve the employment problems in the nation and creating. The FDCs emerged in 1975 as adult post-literacy institutions, providing programmes related to the needs of rural communities. Initially the FDCs were known as rural farmers' training centers.

There are 52 FDCs in the country which are providing craft knowledge and skills in different fields of occupation, including carpentry, brick/block laying, electrical, auto mechanics, farming and home economics. Current training objectives relate mostly to the needs of the formal sector instead of the targeted needs of the informal sector. Also, while the target group of the FDCs is supposed to be adults, most of the trainees are young primary-school leavers (Redecker et al, 2010).

Traditional apprenticeship can have a positive effect on employment and earnings through vocational education and training. Apprenticeship is cost-effective mainly because it has greater efficiency in the acquisition of skills on the job. Learning by doing under actual production conditions, rather than off-the-job formal training modes where the trainee spends most of his/her time at the training centers, ensures sound mastery of skills. Also, trainees spend relatively limited periods of time in formal instruction. Thus, during most of the duration of the apprenticeship, they are productively employed so that both direct training costs and income foregone are generally much lower than at alternative training centers.

In response to the same vocational education and training (vocational) revolution, Dewey's writings have been highly influential in arguing for an education which stresses the vocational training and social meaning of a vocation education (Dewey,1916) with the aim increasing vocational and training centers within the community to enhance the development of economic issues.

2.8 Research Gap

Through the measures which were taken by the government of Tanzania to improve productivity from the graduates in vocational and training, there are a number of studies on the education system which are associated with Vocational Education and Training. Many studies conducted on vocational education and training concentrated on contributions of vocational education and training to economic development, challenges which facing vocational education and training like financial constraints and very few of them made insights on perceptions of stakeholders on vocational

education and training. Also, the current research concerns the contribution of vocational education and training in social economic development and how it helps the community to generate employment among the youth. Therefore, this study intends to bridge this knowledge gap by assessing community perceptions on vocational education and training to the owners of the vocational education and training centers specifically in Shinyanga Region.

2.9 Chapter Summary

A review of literature was carried out as guided by the study objectives. What came out clearly from the literature review was that, if training institutions fail to provide the quality training that produces competence for graduates from VET or VTCs, and if the training offered cannot equip trainees with marketable skills, then VET institutes might not be accepted by society, thereby this endangers the country's overall education system, Haile Selassie, (2015). Despite the rationale for the introduction of safety nets such as bursaries and the constituency development fund in the education sector, there are increasing concerns over the limited finances on VET institutions to provide quality education and training Mwangi, (2019). Therefore, for youth polytechnics to succeed in their endeavor of education and training, they require a sound financial base to run smoothly. The objective of the study was to establish the perceptions of the community reflections on VET owners in the Shinyanga Region.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology defined as the specific procedures or techniques used to identify, select, process and analyze information about a topic. The methodology section answers two main questions: how was the data collected, or generated? How was it analyzed? (Kravitz 2022). The section covers research design, study area, research approach, population, sample, sampling technique and procedures, sources of data, data collection methods and instruments, data analysis, validity and reliability of data and ethical consideration.

3.2 Research Philosophy

This study used the descriptive survey design. The population for the study included members of the community in the areas where the vocational centers are located. Out of the eight vocational centers in the Region, seven (7) were purposely selected for the study on the basis of the number of trainees enrolled and how long the institution had existed at the time of the study.

Snowball sampling and random sampling techniques were used to select a sample size of 170 respondents from parents of students, students, educational officers, experts in these centers and opinion leaders from the local community. An interview schedule was used to collect data from the respondents, which was analyzed qualitatively. Experts in educational research validated the instruments.

3.3 Research Design

According to Prabhat and Meenu (2015) a research design is defined as a framework or plan for a study that is used as a guide in collecting and analyzing the data. It is a blueprint that is followed in completing a study for collection, measurement and analysis of data. Actually, it is a map that is usually developed to guide the research. The essential merit of research design is to plan for a research paradigm and empirical information to be gathered in relation to the optimum time, resources, and effort expenditure.

3.4 Study Area

The study was directed in Shinyanga Region as shown in the map bellow;

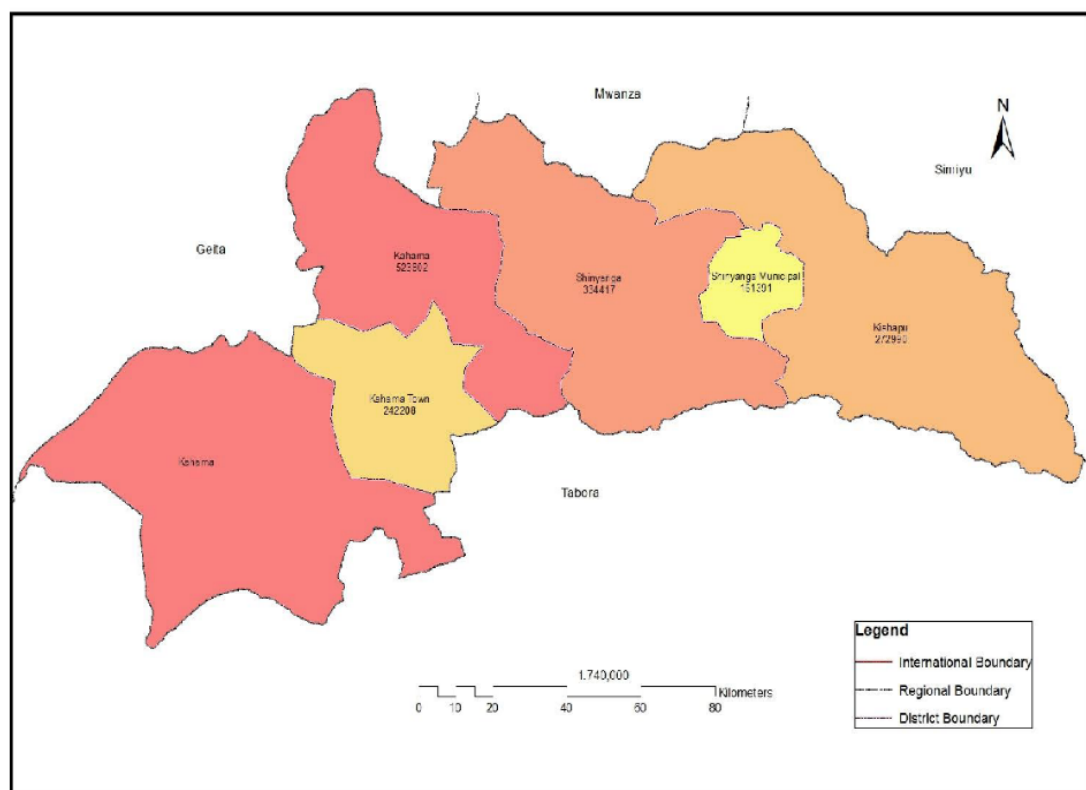


Figure 3.1: Study map of Shinyanga Region

Source: URT Census, (2012)

3.5 Characteristics for Selection

Characteristics for selecting a population are basic to consider in relation with the variables in the study (Majid, 2018). In this study, a researcher was prompted to use respondents who have four criteria; working experiences, age, location and education level.

3.5.1 Sampled of Training Centers of the Study

The sampled centers in this study were selected from the Shinyanga Region areas with vocational education centers. The criteria used in the selecting were that, they had the lowest enrolments of students and low participation of community in VET centers.

It was expected that important information could be collected from the centers based on experiences of low enrolment of students as compared to other colleges and universities. The study includes the total number of 170 people from various areas in the vocational education and training centers in Shinyanga region. Thus, 08 principles on centers, 07 board members, 80 students, 10 Educational officers, 20 parents, 40 trainers and 05 centers managers. The number of the participants were obtained through randomly sampling and stratified sampling.

Table 3.1: Composition of the Sample Size (N=170)

S/N	Categories of respondents	Female	Percentage	Male	percentage
1	College principals	05	5	03	5
2	Board members	05	5	02	3
3	Students	50	45	30	51
4	Education officers	07	6	03	5
5	Parents	13	12	07	12
6	Trainers	29	26	11	19
7	College managers	02	1	03	5
TOTAL		111	100	59	100

Source: Field data, (2021)

In this study, the numbers of females (65%) were higher in comparison to the males' numbers (35%); these implied females are many in VET institutions in Shinyanga Region. The number of respondents were arrived by developing random sampling technique where by various question items were developed with the response of "YES" and "NO" and members of the community during the community meeting were asked to take one piece of paper from many and those who got pieces written "YES" were direct included in the research. The method was developed as every member had an equal chance of participating, thus to reduce such bias, random sampling was seen to be a good technique of getting respondents.

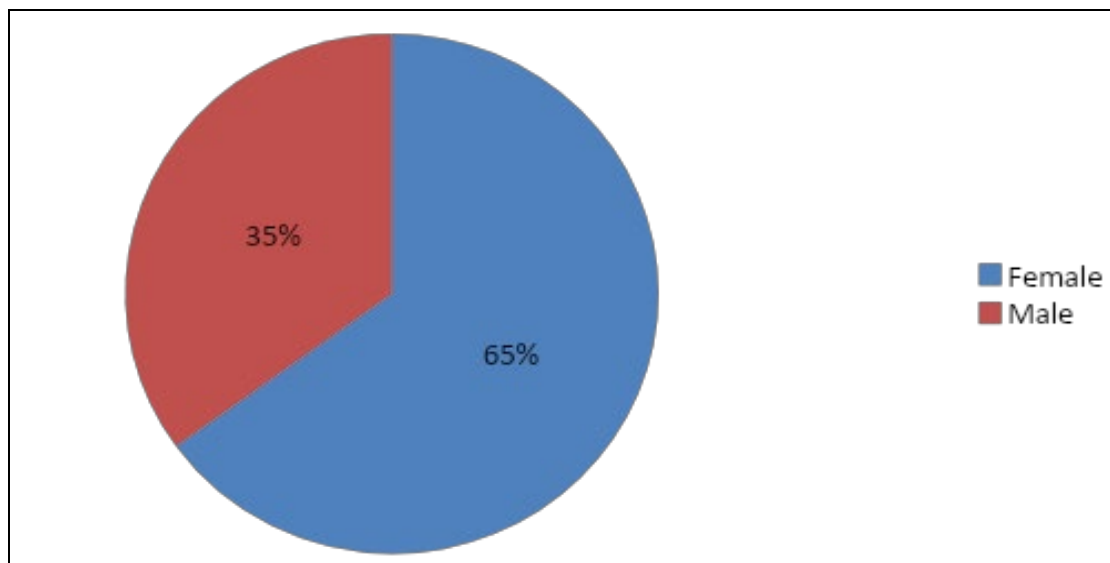


Figure 3.2: Sex of respondents by percentage

Field source, 2021

3.5.2 Trainers

The selection of trainers in this study was on the basis that they were directly involved in teaching and learning processes in these VET centers.

3.5.3 Owners

Regional and District Education Officers, principals, managers, board members and owners of private VET centers, were selected because they are administrators of these vocational and training centers in Regional and district level of the targeted area. Therefore, they are knowledgeable about the functions of the VET centers where they are supervising.

3.5.4 Parents

Parents in this study were selected on the principle that they are prominent stakeholders of the college in their areas also parents who had no students in VET institutions were selected because they could show their attitudes towards VET and VTCs and therefore, they could give probable reasons and issues related to low enrolment of students.

3.5.5 Students

Students were selected because they presently have information that they could provide about their studies, college infrastructures, teachers and their expectations after graduating.

3.6 Data Collection Methods and Instruments

Data collection in research refers to gathering of specific information aimed at proving or refuting some facts Barrett, (2018). In order to obtain the required data, interviews, interview guide questions, and focus group discussions, questions only for students, documentary review, and observation checklist were the instruments

which were also used to obtain data. These data collection methods and its instruments as described in the sections as follows in the table:

3.6.1 Interview

Most interviews in the study were conducted through the use of interview guide questions face-to-face and which aided the researcher's opportunity to observe and capture nonverbal reactions of the participants. In two cases, participants were able to sit face-to-face interviews. The interview guides were conducted orally and held by guided interviews' questions. Collecting data through interviews with participants is a characteristic of qualitative studies. Interviews give the most direct and straightforward approach to gathering detailed and rich data Barrett, (2018).

A structured interview was used to collect data from Regional and District Education Officers, Principals, Trainers, students, board members and Parents.

The data collected related to objectives, which were to find out the understanding of owners and their perceptions over enrolment and features on VET in Shinyanga Region. Other sections were to assess the perceptions of the community towards VET and VTCs. Also the data collection instrument was used to collect data from participants in the interview guide. Structured interview schedules are employed in the study. The interviews were conducted orally and held by guided interviews' questions. Collecting data through interviews with participants is a characteristic of qualitative studies. Interviews give the most direct and straightforward approach to gathering detailed and rich data Barrett, (2018).

3.6.2 Focus Group Discussion

Focus Groups are special types of groups in terms of their purpose, size, composition and procedures. Focus group discussion is usually composed of 6-12 individuals who share certain characteristics, which are relevant for the study (Leech *et al*, 2017).

Focus group discussions are viewed as an interview technique where multiple research participants simultaneously produce data on a specific issue (Plummer, 2017).

In this study, focus group discussion was conducted only to students according to their presence in different colleges. Also, focus group discussion question technique was used in this study so as to allow people to express their ideas freely. In addition, it provides interaction among participants that stimulates to air their views, their feelings, perception and beliefs that they would not express if interviewed individually (Bhalalusesa, 1998). This instrument was used to collect data about teachers' view on CLT implementation and the challenges they face during implementation. In the same way; Focus Groups are special types of groups in terms of their purpose, size, composition and procedures. A focus group discussion is usually composed of 6-12 individuals who share certain characteristics, which are relevant for the study (Leech *et al*, 2017). Focus group discussions are viewed as an interview technique where multiple research participants simultaneously produce data on a specific issue (Plummer, 2017).

And lastly, it is a research technique used to collect data through group interaction. The group comprises a small number of carefully selected people who discuss a

given topic (Nicholls, 2020). In this study focus groups applied to students where open-ended questions were set to collect their responses. The groups of five (05) students were organized.

3.6.3 Documentary Review

A documentary review is a process of reading various reports, data, and statistics in the office or any place associated with the issue of study (Kothari, 2019). Under documentary review, documentary review schedule where conducted in this study and the researcher read reports and records of students' enrolment, course programmes, curriculum and sources of funds for VET as well as VTCs. The history of VTC and VET and their roles were obtained from the Ministry of Education, Science and Technology. The researcher used documentary reviews like ETP (URT, 2014) and Incorporated inputs by Stakeholders and TVET-TWG report, (2013/2014 – 2017/2018).

Generally, a researcher intended to use documentary review to obtain real data for the student enrollment from various centers which provide vocational training, evaluate and assess the number of students enrolled in each surveyed VET centers concurrently to programmes and courses offered in each college. Therefore, these data were purposefully to get an analysis of perceptions from respondents in a study.

3.6.4 Observation

Observation is a tool that provides information about actual behavior (Kombo and Tromp, 2016,). According to Tuchman (Creswell, 2014), observation is the most

commonly used method especially in studies relating to behavioral sciences. In this study, the method was used by the aid of an observation checklist to observe the number of students, teaching and learning environment such as availability of classrooms, workshops and workshop facilities. According to Tuchman (Creswell, 2014), observation is the most commonly used method especially in studies relating to behavioral sciences. In this study, the method was used by the aid of an observation checklist to observe the number of students, teaching and learning environment such as availability of classrooms, workshops and workshop facilities.

3.7 Validation of Research Instruments

Validity of the research instruments used in this study were, interview guide question, observation guide, documentary review, focus group discussion question and observation checklist established initially by discussing the drafts with colleagues in Master of Education, Administration, Planning and Policy studies (MED- APPs) of the Open University of Tanzania. The drafts were then discussed with the supervisor and later, a pre- testing conducted in Shinyanga Region Vocational Education and Training centers. Based on the pre-testing exercise, important adjustments were made before the research instruments were fully used in the study.

3.7.1 Trustworthiness of the Instrument

Validity in qualitative research is an important element to effective research which defines the worthiness of the piece of research that is whether, by using certain methods, we are investigating what we say we are investigating. In the view of

Leonora (2021), “validity is the touchstone of all types of educational research”, and hence it is vital that it remains faithful to all kinds of research traditions.

The study addressed validity and credibility. The supervisors reviewed and analyzed the contents of the interview guides and focus group discussion guide to ascertain that the instruments were suitable for the purpose for which they were set. They offered suggestions which the researcher used in making the necessary corrections and improvements on the instruments. The researcher ensured trustworthiness through early familiarity with the VET centers first before data collection. This was achieved through consultation of the appropriate documents and initial visits to the VET centers.

Thus, the instrument which is used in the study, was according to the requirement of the data which was obtained within the concerned centers of vocational education and training depending on the nature of the data like primary data and secondary data.

3.8 Research Ethical Issues

According to Connett, (2020) social researchers should be ethical in the collection and analysis of data, and also in the dissemination of findings. Researchers are expected to respect the rights and dignity of those who are participating in the research project; avoid any harm to participants arising from their involvement in the research; and operate with honesty and integrity.

From the above principles of ethical consideration, the researcher asked for permission from authorities before carrying out the study. In this case a research clearance letter was provided by the directorate of post graduate and research consultancy of the open university of Tanzania. This research clearance letter enabled the researcher to get permission from regional and district levels to collect data from VET institutions. The permission letters from the Open University of Tanzania in Shinyanga Region educational administrators are found in appendices. Participants were informed who was conducting research, the contact of the researcher and information about the research including the objectives of the research. Confidentiality and security of data were assured to participants.

3.9 Chapter Summary

This chapter focused on the methodological issues of the study. It described research design and research approach which provided an overview on how the study was organized and conducted. It further dealt with the location where the study was conducted. Moreover, it described how data were collected by explaining instruments which were used in data collection and how validity and reliability was maximized in research instruments. As raw data rarely provide answers to research questions, the chapter also elaborated procedures which were done in analyzing raw data. It also dealt with sampling procedures, ethical issues as well as limitations which the researcher encountered during the research process. The next chapter presents analysis and discusses empirical findings of the study.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter aimed to analyze the community perceptions on Vocational Education and Training in Shinyanga Region: a reflection from Owners of Vocational Training centers. In this study, there are four main themes which were analyzed, interpreted and discussed to get the findings such as understanding issues from VET, experience of VET issues from owners and the community, featured factors of VET and development trends of VET centers and the community. In the four main themes, twelve sub- themes also were discussed regarding to the four research questions underlined, using interview guided questions, simple random sampling, purposive sampling and focus group discussions conducted from students only, data was gathered and analyzed thematically.

A qualitative approach was used to interpret and discuss the data and analysis was done by thematic analysis. Whereas the focal area included Owners' perceptions, the students' perceptions, board members' perceptions, parents' perceptions, administrators' and trainer's perception were employed as stakeholders on vocational education and training among VET institutions in Shinyanga Region.

4.2 Data Analysis Procedure and Presentation

According to Ogony (2017), data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences. It

involves covering underlying structures, extracting important variables, detecting any anomalies and testing any underlying assumptions (Ogony, 2017). The writer mentioned three ways a researcher can present data after analysis. These are; using statistical techniques, using graphical techniques and using a combination of both. In this study a combination of both techniques were used including the use of tables and pie-charts. As far as a descriptive design is concerned narration was also used in the presentation of the findings.

4.3 Codes Analysis and Interpretation

Analysis of data was made by thematic analysis whereby data was coded according to their similarities and repetitions, respondents were marked with numeric symbols and letters based on their participation in the study. The study perceptions empirically targeted to VET owners who were eight but because there were few colleges the researcher used owners, principals and educational officers who were grouped in one category (PVE) stands for owners, principals and educational officers, Board Members(BM) where seven interviewed (BM1-BM7), center managers (CoM) where five were interviewed (CoM1-CoM5), Trainers (Tr) stands for trainers among forty interviewed(Tr1-Tr40), students(St) from various colleges were interviewed in focus group discussion where a number of eighty students were reached out(St1-St80) and parents of VET students were interviewed from various villages and centers(Pa1-Pa20).

In this study, colleges were indicated in a symbolic manner to meet confidentiality. Therefore, eight colleges were observed in a study which includes Buhangija FDC

(Bh), Mwanva FDC (Mw), Tembo VTC (Te), Bugisi VTC (Bu), Shinyanga Polytechnic Institute (Pi), St Francis De Sales Technical institute (Sf), Shinyanga VETA (Sve) and Kahama District Vocational Training Center (Kd).

4.4 Demographic Characteristics of Respondents

This section presents respondents' information on socio - economic characteristics which include sex, age, and education level. The number of respondents were arrived by developing random sampling technique where by various question items were developed with the response of "YES" and "NO" and members of the community during the community meeting were asked to take one piece of paper from many and those who got pieces written "YES" were direct included in the research. The method was developed as every member had an equal chance of participating, thus to reduce such bias, random sampling was seen to be a good technique of getting respondents.

Table 4.1: Demographic characteristics of respondents N=170

Respondents	Sex		Total	Education level				
	Male	Female		P.E	Certificate	Diploma	Degree	Masters
Parents	13	07	20	07	03	02	08	-
Principals	05	03	08	-	-	01	05	02
VET board members	05	02	07	-	-	03	04	-
College Managers	03	02	05	-	-	02	02	01
Students	50	30	80	62	10	08	-	-
Trainers	29	11	40	-	16	18	06	-
Ed. Officers	07	03	10	-	-	-	06	04
Total	112	58	170	69	29	34	31	07

Source: Field data (2021)

A researcher employed the level of education of respondents so as to get their perception and recommendations based on knowledge and understanding. In this study, 69 of the respondents had a primary school leaving examination (PSLE),

while others had fairly education; however, a researcher used them to obtain findings.

Table 4.2: The age distribution of respondents

Age of respondents	Frequency	Cumulative frequency	Percentages (%)
15-20	53	53	31
25-30	60	113	35
35-40	40	153	24
45-50+	17	170	100

Source: Field data, (2021)

The age distribution of respondents 31% (n = 53) were in the age of 15-20 who were youths (students and some trainers), 35% (n= 60) were in the age of 25-30, (students, some trainers and guardians) , 24% (n = 40) were in the age of 35-40, education officers, parents and some trainers) and 10% (n = 17) were in the age above 45-50+ (these included parents, board members, principals and education officers). From the explanation above, a researcher was prompted to use these respondents since they were able to give the relevant information related to the case study with regards to ethical consideration, hence were easily accessible. Therefore, the demographic structure in this study plays a vital role in the perception on Vocational education and training, especially to the data collected from the respondents.

4.5 Stakeholders perception on VET skills

Based on the question “What is the community perception towards vocational skills” that was asked to the respondents with the aim of knowing the skills being provided from vocational centers. The responses were as; community responses as to whether

they thought the training centers in their areas were effective training institutions. All the respondents (100%) confirmed that they are aware of the existence of vocational centers. Probing further on the role of these institutions as sources of youth training in skills, (17%) felt that vocational centers were good for training people with intellectual disabilities. These responses were rated as negative, positive or neutral. Those whose responses were 'yes' to the statements were rated as negative, while those whose responses were 'no' were rated positive.

The study was also interested in finding out what the community thought of the courses offered by the vocational center; the question was directed to parents as one of the education stockholders in the community. The description shows a summary of the responses on community attitudes towards the courses offered. The results showed that 60% of the respondents felt that the vocational education and training courses were only good for those who could not afford to train in other institutions. Further, 24% and 16% respectively felt that the courses were good for non-academic performers and school drop-outs. The finding found that what is being provided did not correlate to the real life of community members.

Others responded as vocational centers take responsibility for reducing poverty among the community but only few members take their children to vocational centers with the belief that VETA was introduced for disabilities and failures (students with lower qualification in their studies especially those who failed in the ordinary secondary levels and primary level).

4.6 Understanding of Community on VET Programs

On assessing understanding of community on VET programs regarding student's enrolment on VET centers when interviewed, 90.9% of the VET owners said that, VET are centers which prepare youths to get employment by employing themselves, employing others or be employed by government sectors or private sectors by imparting them with vocational and training knowledge, which is currently needed in the world market. One of them added that:

"...VET provides skills and knowledge to the people in the society which in return help them to get employment to different organization and also help them to employ themselves and employ others (PVE₂)".

On other hand respondent from PVE1 stated that;

"...VET provides young men and women skills which increase their competence in performing duties in the organization. VET graduates employ others because most of them initiate small industries like welding, carpentry and other industries (PVE₁)".

Also, respondent Tr2 added that;

"Vocational Education and Training colleges can bring change economically in the community and country at large, because VET graduates can be able to establish their industries and make all community wealth (Tr₂)".

On the other side respondent Tr6 pointed out that;

"Vocational education and training can change the community; graduates from VET have enough knowledge and skills of developing their own industries (Tr₆)".

On top of that respondent PVE1 stated that,

"VET centers help the youths to get employment or being employed them and others get direct employment to the industries immediately after completing their VET studies (Tr₁₂)".

One respondent revealed that;

“VET is the college which provides skills and knowledge to the graduate so as to get self-employment and avoid being dependent on relatives (St₁)”.

Another respondent cemented that;

“VET institution provide course which enable the students and graduate to obtain skills and knowledge which are necessary in the working places and help the graduate to become independent in the case of employment opportunities (Tr₄)”

The test of the success of VET is the employability of the graduate, personal development, opportunity for further education and career development, public acceptance, and image. But all these cannot be attained if there are no students in VET colleges and when parents and the community do not prefer taking their children into VET colleges.

Also, this was supported by (URT, 2013a) which pointed out that, Vocational Education Training will help the country to meet the increasing demand of the expanding industrial economy.

4.7 Sources of VET Information in the Community

On the interview guide questions, the respondent stated that, Community get VET information through different advertisement like radios, televisions, posters, in community meetings, in schools and through formers students from VET, one among VET owners responded that;

I always use posters and advertising in radios as well as social media to get the targeted people, also I made physical visits to different schools (PVE₃)”.

One respondent added that;

“The VET information we receive are mismatch to the demand and the people who are in need to join VET college, since it was mainly base in urban area more than in rural areas which led to the low enrolment of the students in both private and government VET institutions (Pa5)’’.

Private institutions which provide VET courses are able to distribute the information on VET through various ways such as, through mass media, magazine, and television and even within different seminars, as the result of the private sector dealing with VET courses to have more students than that of government institutions. One respondent revealed that,

“...The information on VET college was found in the media, magazine, through seminars and even from x-students from various VET institutions (Tr9)’’.

Also, these ideas supported by Alvunger & Johansson, (2017) who revealed that, VET is not only a method of skills training, but also a means of efficiently transmitting capabilities in a framework of employability, productivity, and sustainable growth but they didn't show how youths or community can be developed and have economic sustainability while there are very few students in VET centers.

Therefore, understanding of VET will help owners and the community to allow their children to enroll in VET colleges, and the government concern on students' entering qualification should also be modified.

4.8 Community's Attitudes Towards the Courses Offered by VET

The finding shows that the largely negative attitude expressed by the respondents had perceptions that were not supportive of vocational centers while the positive were

supportive This large percentage (60%) with negative perceptions shows that though the vocational Centers are located within the community, they did not view them as credible institutions for skills training. Surprisingly, the respondents are parents and members of the community and the negativity demonstrates that they may not encourage their children to enroll in these institutions. The courses offered did not relate to the local activities either through provision of goods and services. This perception is also supported by Kinyanjui, (2007) who observed that the institutions lacked public appeal and that the courses were too traditional to attract the youth.

The results indicate that the community did not perceive VET programs as important training institutions. This may also suggest that those who enrolled their children only did so as the last resort because the fees charged are low hence affordable. For the institutions to gain acceptance in the community, they must be seen to contribute positively in terms of enhancing the quality of the lives of the community members. The old program which started in 1966 then referred to as ‘village’ polytechnics, was mandated to train the rural youth with knowledge skills and attitude leading to self-employment. This would raise the living standards of the community and initiate rural industrialization (Kings, 2005). This study observed that this objective has not been accomplished, due to community attitudes towards the VET courses which affect enrolment and security of workshops and equipment in these institutions.

4.9 VET Policy and Guidelines

The government of Tanzania has launched the policy which deals with VET as Ministry of Education and Vocational Training which was formally operated under

numerous policies such as , the Education and Training Policy (1994), the Vocational Education and Training Policy (1996), National Higher Education Policy (1999) and National ICT Policy for Basic Education (2007), these policies worked under the education and training of 2014 (ETP-2014) which based on three objectives, quality education, access to all and equity education to all Tanzanians in the education relating to VET.

Also such policy of ETP-2014 had provided general guidelines for increasing enrolment rate of private sectors dealing with VET; to increase education and training opportunities equally, to broaden the scope for financing education and training; to review leadership structure by empowering the responsibilities at school and college dealing with VET; community, district and regional levels; to improve the quality of education; to strengthen relationship between formal education and education out of formal education sectors and to facilitate the development of culture for self-employment to the youths. And lastly through ETP-2014, the government will strengthen the management of VET, evaluation of VET and administrative capacity in the education and training sector.

On VET policy, guidelines and related features, here respondents responded on policy issues on VET, VET guidelines for better performance of VET centers and knowledge to the community and the procedures for fees for technical centers and how the government is involved.

On VET policies and guidelines, the majority of the respondents stated that the

Government has clear policy and guidelines for these centers, for both private and government centers which provide vocational training.

One of the respondents revealed that,

Even education leaders who we expect to monitor and evaluate performance of the policy don't understand the policy and guidelines which guide the provision and access of VET in their area (PVE₆).

Another respondent added that;

"I don't know exactly about VET policies and guidelines, but I think they use ETP 2014, many private centers have their own guidelines (PVE₃)".

The provision of the education system dealing with VET centers in Shinyanga Region for both private and government varies due to the policy which governs them. Participants said an acceptable VET education policy is a stepping stone towards Tanzania's industrial development. However, the low perception of VET is because education policy is centralized in the VET centers in Tanzania specifically Shinyanga Region. Vocational Education and Training (VET) is needed to be a priority among the community and national at large. VET can produce people who can solve society's challenges and technical problems, people who can open small industries that will gradually grow into a large industry. These were evidenced by one respondent who stated that;

"In private sector they use the policy which is more flexible more than that of the government, means that some stakeholders such as, students, teachers, principal, managers and parents were involved in the formulation and implementation of the both curriculum and policy dealing with VET centers. Unlike that of the government institutions (St₅)".

Another respondent pointed out that; the curriculum and policy which govern VET in Shinyanga Region in Tanzania, should relate with the context of the real situations, in this reason, it needs the involvement of the different stakeholders from the process of formulation to the implementation stage of VET policy and guidelines especially in the lower level means from the grass roots. This also was supported by another participant who sees VET colleges as colleges for people who lack institutional economy which help these VET institutions to stand firmly in implementing policies which would make students who graduate from VET colleges marketable. One respondent pointed that;

“Most VET government colleges in Shinyanga Region fail to implement policies since they have financial constraints which contribute to lack of heavy and modern learning resources and equipment. For example, in my college we have only two vehicles which are used by 100 students who are taking motor vehicle mechanics courses, hence this contributes to poor responses of parents to bring their children into these colleges, (PVE₈)”.

The formulation and implementation of the curriculum and policy which used in VET centers involved the teacher from the recognized colleges and higher learning institution dealing with vocational education and training to the lower learning institution, as the result it mismatch to the needs and demand of the users especially the graduate from such colleges: it does not involves the teachers and other stakeholders, since the process used “top-down approach” which never give the room to the different groups of the people to participate in the whole process. Such a process happens as the result of inheriting the education system from the colonial master which was there for the European interest especially in the whole process of African colonization.

African VET is grounded in an inadequate theory of learning and practice of both VET and development, and fail to fully account for political economy histories emerging out of colonial regimes that shape both what is present and what is absent in VET policies and debates McGrath, (2015). As such, they are of limited help in driving us forward in the directions and at the pace necessary to confront the accelerating challenges faced by the VET institution especially for that of the Government.

The policy of the education system provided by VET, basically that of the education and training policy of 2014, gives more priority to vocational education and training especially training centers dealing with vocational studies. Even the Government itself gives more importance to higher education. But in reality, VET centers can create job creators and people who can be employed as producers. This endeavor is geared towards contributing to job creation and self-employment (MoEVT, 2007). We need more producers and workers (blue-collar jobs) than the manager (white-collar jobs) for more development. Those producers can be produced from TVET vocational and training centers.

Thus, the findings revealed that; the process of formulating the curriculum and policy implementation which is used in VET centers for both private and government, there is the need of involving stakeholders from the initial stage to the last stage in its uses. And there is the need for the government to make a review on the curriculum and policy used in VET centers, so as to become relevant with the demands of the community in achieving its goals in socio-economic issues basing from individual

level to the national level. Therefore, the Government should put an emphasis to help students and parents in VET centers to meet their expected needs.

4.9.1 Trend Development of Vocational Education and Training (VET)

In the VET development issues, about 120 of the respondents stated that there are changes on VET programs regardless of government or private centers like VTCs and FDC. In the past five or ten years, nowadays VET colleges have experienced development in infrastructures and skilled teachers. One of the respondents revealed that,

“The changes in VET entrance qualifications, slight enrollment of students is increasing and somehow currently parents give financial support to their children in order to manage their studies at VET colleges (PVE2)”.

Also, another respondent added that;

“VET centers in Shinyanga Region increase as the result of the requirement of skills and knowledge obtained from VET demanded in the employability’s opportunities and in the labor market (Pa4)”.

VET colleges provide courses relating to practical training depending on the demand of the labor market through development of science and technology. For example, in Tanzania, there is the construction of VET centers in each District from 2017 to date which led to increased enrolment rate of the students in VET. One of the respondents added that;

“The constructions of VET Centers facilitate the availability of the skills and knowledge which are required in the community and nation as whole toward millennium development goals of 2025” (St3)”.

On the same line one respondent stated that, VET centers is the one which provide practical training in Tanzania both private and government institution have increased

enrolment rate of the students from one year to another year due to the availability of the facilities required in VET centers so as to provide quality, access and equity education system of VET to the students. As the number of the students increase in VET Centers, also the people with skills and knowledge required in the working place, reduce the number of dependent people in the community.

“For example, the finding shows that, ‘the program which was ranced by the Hon. Prime Minister Kasimu Majaliwa Kasimu from 2020 for sending the students into various VET centers to attain skills and knowledge in practical training enable the number of graduates with competency based in the labor market to increase, as the result of reducing and solving the problem of unemployment rate among the youth in Tanzania.

Nevertheless, the development of VET centers in the Shinyanga Region contributed much by the advancement of science and technology especially in production areas like in the industry, as the result demand of the people increased with required skills and knowledge. The basic reason is to increase employability and production in Tanzania due to the development of science and technology in the industrialization process. The development of the industry led to the high demand of graduates with capabilities in the working place. So, there is the need for the government to provide soft loans and grants to the VET colleges for both private and government to enable students to have enough resources in teaching and learning process. By 2019/2020, there were a total of 779 Vocational Education Training (VET) institutions in Tanzania; of which 657 (84.3%) were private institutions and only 122 were public VET institutions (URT, 2021). However, the public sector has more category A&B VET institutions than the private sector whose about 97% of its VET institutions are categories C&D.

Table 4.3: VET institutions by category and ownership

Category	Public VET Institutions			Private VET Institutions		
	2017/2018	2018/2019	2019/2020	2017/2018	2018/2019	2019/2020
A	N/A	10	10	N/A	4	4
B	N/A	15	15	N/A	13	13
C	N/A	53	55	N/A	342	529
D	N/A	10	10	N/A	167	233
TOTAL	N/A	88	90	N/A	526	779

Source: URT, 2021

According to TVET Indicators Report (URT, 2021) the total number of VET centers has increased from 779 in 2019/2020 to 822 in 2021. Dar es Salaam city has the highest number (142) of VET centers in all most all forms of ownership. It has 122 private VET institutions in addition to 16 public VET centers found in the city. Arusha is second to Dar es Salaam in terms of the total number of VET centers (67) followed by Mwanza, Kilimanjaro, etc. Simiyu region and Katavi have the smallest number of VET centers relative to other regions.

Table 4.4: Zonal distribution of VET Institutions

S/N	Name of Zone	VET Institutions in 2020/2021
1	Lake Zone	158
2	Northern Zone	147
3	Southern Zone	56
4	Southern Highlands	94
5.	Central Zone	110
5	Western Zone	31
6	Eastern Zone	212
Total		822

Source: URT, 2021

4.9.2 Summary of Chapter

According to specific objectives of the study, the findings revealed that respondents have positive perceptions on VET colleges, but the researcher has tried to put some

way forward of which the government should implement to bring understanding and awareness of the community on provision of VET institutions in Shinyanga Region and the nation at large. Therefore, chapter five has an insight which is accompanied with summary, conclusion and recommendations of the study and further studies to be done.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

Conclusion and recommendations in this chapter presents a summary on this report basing on findings and discussion that have been done above. It also suggests some recommendations which have been taken into consideration by the community perception on the vocational education and training in Tanzania specifically vocational and training centers in Shinyanga Region. Apart from the recommendations, the study responded to the vocational education and training policies in the vocational centers among the owners of vocational training centers, government and policy makers.

5.2 Conclusion

Based on the analysis of the participants' responses to the survey questions, it can be concluded that the community attitude towards the vocational education and training (VET) is generally negative and that technical or vocational education is perceived as a preserve for the poor and non-academic performers in the society. The courses offered only lead to blue collar jobs; as a result, the community did not perceive them to have any economic benefit.

The community is a main stakeholder in the vocational programs and ownership may be encouraged for them to be good ambassadors. Despite that, the view about community perceptions' is still largely negative and the government should further explore more opportunities to erase that perception. By providing technical or

vocational training that matches the technological developments in place, the situation would attract more students and reduce suspicion on the part of the community. Positive community attitude towards vocational education will be created if Tanzania will achieve its rural development goal as envisaged in vision2030.

5.3 Recommendations

Based on the findings, it is recommended that the vocational education and training should further increase its involvement in activities such as construction of cattle dips, churches and caring for the environment in the rural areas would increase public awareness. This would enhance positive attitudes among the community and in return increase the level of enrolment and productivity. It is also recommended that the vocational programs can be venues that will offer short courses to farmers and community groups. These courses will be tailored to address the problems that affect the everyday living of the communities and it will strengthen the reputation and image of vocational skills as reliable centers for learning and holistic development.

The government is also urged to consider matching the skills training with the job market and the development needs in the catchment area; this will make the graduates competitive not only in Tanzania but also in the world at large.

5.4 Recommendation for the Immediate Effect

The education policies regardless of their expenses should be reformed frequently in relation to dynamic changes in social, cultural, political and economic needs among

the citizens and the world at large; the communities are the main stakeholders in the education development and VET owners should take time to encourage them so as to be good ambassadors. Despite that, the view about VET programs and student enrollment are still largely negative and the government should further explore more opportunities to erase that perception.

5.5 Recommendation for the Further Studies

The further research on a larger scale may be conducted to explore on how best to implement the recommendations made in this study and also, Study on comparative education particularly in VET institutions between Tanzania and other developed countries like Finland and Singapore.

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APPENDICES

Appendix I: Guide questions for interview on VET Owners'/Principals

Dear Sir/Madam,

The main objective of this interview guide is to know the *“Analysis of community perceptions on Vocational Educational Training (VET) in Shinyanga Region: A reflection from owners of vocational training centers”* in Shinyanga Region. Therefore, you are asked to give appropriate responses for all interview questions to the best of your knowledge and skills. Your readiness and participation is highly appreciated and credited. Also, your responses will be ethically kept with more privacy, confidentiality and be used in educational issues only especially on VET in Shinyanga region-Tanzania and the competitive world in general.

A: Personal information

Please **circle** in the corresponding response(s)

1. Gender
 - a) Male
 - b) Female
2. Age of respondents
 - a) 15-20years
 - b) 25-30 years
 - c) 35-40 years
 - d) 45-50+years
3. What is your highest level of education?
 - a) Primary
 - b) Certificate of profession
 - c) Diploma
 - d) Bachelor degree
4. Master's degree

Working Experience

 - a) 0-5 years
 - b) 10-15 years

- c) 20-25 years
- d) 30-35+ years

B: Guided interview questions on VET for Owners'/Principals

This section intended to understand the “Analysis of community perceptions on VET in Shinyanga Region: A reflection from owners of vocational training centers” in Shinyanga Region.

1. How your vocational training centers infrastructures in your VET have impacts on student’s academic achievements
2. In which ways do you recruit your learners?
3. What are the qualifications required for the learners to enroll in VET institutions?
4. In your experience, what are the factors that make VET attractive to the students and their parents?
5. How teaching and learning practices influence the learner to enroll in vocational educational and training institutions?
6. Are there any policies affecting implementation of VET institutions?
7. What are the services provided in your institution which led to improved teaching and learning processes?
8. What can you comment about recruitment and retaining of tutors in your institution?
9. What is your general opinion about the funds you receive and collect to run the college?
10. Do you think learning and teaching materials are outdated in meeting labor market demands?
11. Kindly elaborate the effectiveness of the implementation of the curriculum taught in the VETs
12. What are the Government’s perceptions on VET from five years ago to date?

Thank you for your cooperation

Appendix II: Interview guide questions on VET for REO/RAO/RSLO/RAEO/MSEO/MSAO/MSLO/MAEO

Region Name:

District/Council

Position

Date:

Dear Sir/Madam,

The main objective of this interview guide is to know the *“Analysis of community perceptions on Vocational Educational Training (VET) in Shinyanga Region: A reflection from owners of vocational training centers”* in Shinyanga Region. Therefore, you are asked to give appropriate responses for all interview questions to the best of your knowledge and skills. Your readiness and participation is highly appreciated and credited. Also, your responses will be ethically kept with more privacy and confidentiality and be used in educational issues only, especially on VET in Shinyanga Region-Tanzania and the competitive world in general.

A: Personal information/Qualifications:

Please, tick () in the right box to complete the information:

- i) Age;
 - a) 25 – 35 Years ()
 - b) 35 – 45 Years ()
 - c) 45 – 55 Years ()
 - d) 55+Years ()
- ii) Sex;
 - a) Male ()
 - b) Female ()
- iii) Education qualifications;
 - a) Certificate ()
 - b) Diploma ()

- c) Advanced Diploma ()
- d) Bachelor of Education ()
- e) Bachelor of Engineering ()
- f) Master ()

(g) Any others (), specify.....

iv) Do have you attended any short or long course/programme?

Yes () No ()

v) Working experience on VET:

- a) 1-5years ()
- b) 5-10 years ()
- c) 10-15 years ()
- d) 15-20 years ()
- e) over 20 ()

B. Guided interview questions, especially on the perceptions on VET REO/RAO/RSLO/RAEO/MSEO/MSAO/MSLO/MAEO in Shinyanga Region-Tanzania.

1. What are the qualifications required for the learners to enrol on VET?
2. How did the facilities which are found in VETC relate to the number of learners who enrolled in VET?
3. The numbers of the tutors who are found on VET, are they sufficient to the demand of learners?
4. Which management skills do you employ to ensure the success of the VETs in Shinyanga Region?
5. Are there any policies affecting implementation of VET institutions?
6. Kindly elaborate the effectiveness of the implementation of the curriculum taught in the VETs
7. What are the Government's perceptions on VET from five years ago to date?
8. As the regional educational officer, how did you ensure the sustainability of investment on VET?

9. Even though the numbers of the students who graduate from four, some of them enroll in high level, and few of them enroll in VET. Why is there a low enrollment rate on VET despite VET having low cost especially for the government institutions?
10. How courses which are provided by VETs meet the requirements of the Millennium Development Goals especially in developing countries to the labor markets?
11. What are the changes brought by VET graduates to the socio-economic development of the community?
12. What are the challenges which are likely to encounter the development of VET institutions in Tanzania?

Thank you for your cooperation

Appendix III: Interview guide questions on VET for Trainers.

College Name:

Reg. No:

Teaching and Learning Programme/Course:

Date:

Dear, Sir/Madam,

The main objective of this interview guide is to know the “*Analysis of community perceptions on Vocational Educational Training (VET) in Shinyanga Region: A reflection from owners of vocational training centers*” in Shinyanga Region. Therefore you are asked to give appropriate responses for all interview questions to the best of your knowledge and skills. Your readiness and participation is highly appreciated and credited. Also, your responses will be ethically kept with more privacy and confidentiality and be used in educational issues only, especially on VET in Shinyanga region-Tanzania and the competitive world in general.

A. Personal information and qualification:Please **circle** in the corresponding response(s)

1. Gender
 - a) Male
 - b) Female
2. Age of respondents:
 - a) 15-20 years
 - b) 25-30 years
 - c) 35-40 years
 - d) 45-50+years
3. What is your highest level of education
 - a) Primary education
 - b) Certificate of profession
 - c) Diploma
 - d) Bachelor degree
 - e) Master’s degree
4. Working Experience

- a) 0-5 years
- b) 10-15 years
- c) 20-25 years
- d) 30-35+ years

B. Guided interview questions of VET Trainers especially on the perception on VET in Shinyanga Region-Tanzania and the world in general

1. Why did you decide to join this career at VET centers?
2. What are the courses which are provided in this vocational education training center?
3. What are the perceptions of learners in your course?
4. Through your experience of working at this institution, what are the perceptions and participation of parents in vocational education training centers?
5. Are there any challenges in professional qualification on implementing your responsibilities on VET?
6. Have ever taken any measures to parents to attract enrolment of learners at your college as the working station?
7. Do you think the courses taught in your college are relevant with the current labor market in the Shinyanga region and the world at large?
8. What are the entrance qualifications for enrolling the learners at your college?
Mention them
9. Are there any policies which guide the implementation of curriculum of an educational system on VET at your college?
10. Is there any turnover of tutors/trainers at your college?
11. Can you compare the past and the existing framework (policies and regulations) on VET?
12. What are the future expectations of VET to meet the existing labor market in the competitive organization in the Shinyanga region and the world at large?

Thank you for your cooperation

Appendix IV: Hojaji la wazazi/walezi

Ndugu Mzazi/Mlezi,

Dodoso hili limelenga hasa kusaidia kutoa taarifa sahihi zinazohusu “*Mchanganuo wa uelewa wa jamii kuhusu vyuo vya elimu na mafunzo ya ufundi stadi Mkoani Shinyanga: hasa kwa wamiliki wa vituo vya mafunzo stadi*”. Kwa heshima na taadhima, ninakualika katika kujibu maswali nitayokuuliza. Ninakuahidi kuwa taarifa utakazozitoa zitakuwa ni kati yangu mimi na wewe na kwa matumizi ya kielimu katika vyuo vya Elimu na Mafunzo ya Ufundi Stadi, jamii ya Kitanzania na dunia kwa ujumla wake katika soko la ushindani wa ajira.

Sehemu ya I: Jaza nafasi zilizo wazi:

- i) Mtaa
- ii) Kata.....
- iii) Wilaya
- iv) Mkoa

A. Zungushia duara jibu sahihi linalokuhusu

- i) Jinsi
 - a) Me
 - b) Ke
- ii) Umri
 - a) Miaka 15-24
 - b) Miaka 25-34
 - c) Miaka 35-44
 - d) Miaka 45+
- iii) Kiwango cha elimu
 - a) Msingi
 - b) Sekondari
 - c) Diploma ya kawaida au ya juu
 - d) Digrii na zaidi

- iv) Shughuli za uzalishaji mali
 - a) Mkulima wa mazao
 - b) Biashara
 - c) Ufugaji
 - d) Shughuli zingine

Sehemu ya II: Maswali ya Mada

B. Toa majibu yaliyo sahihi katika maswali hapa chini yanayolenga uelewa, uzoefu , sifa na maendeleo ya vyuo vya mafunzo na elimu ya ufundi.

1. Je, unaelewa nini kuhusu Vyuo vya Elimu na Mafunzo ya Ufundi stadi?
2. Kama mkazi wa eneo hili, Vyuo vya Elimu na Mafunzo ya Ufundi stadi vilianza lini hapa?
3. Je, wewe binafsi ulipata wapi taarifa kuhusu vyuo vya Elimu na Mafunzo ya Ufundi stadi katika Mkoa wa Shinyanga?
4. Kwa uzoefu wako binafsi unapenda wanafunzi wanaojiunga na vyuo vya Elimu na Mafunzo ya Ufundi stadi kusoma fani zipi?
5. Kuna umuhimu gani wa fani ulizo zitaja hapo juu katika maendeleo ya jamii?
6. Wanafunzi wanaomaliza katika vyuo vya Elimu na Mafunzo ya Ufundi, wanaajiriwa na serikali au wanajajiri wenyewe?
7. Wazazi wanafahamu kuhusu uwepo wa vyuo vya Elimu na Mafunzo ya Ufundi katika Mkoa wa Shinyanga?
8. Je, miondombinu ya vyuo vya Elimu na Mafunzo ya Ufundi, inaridhisha kwa muonekano katika kukidhi matakwa ya ufundishaji na ujifunzaji kwa wanafunzi?
9. Ni kweli kwamba katika vyuo vya Elimu na Mafunzo ya Ufundi Mkoani Shinyanga vinakabiliwa na mapungufu mengi. Je, unawez kutaja baadhi ya mapungufu hayo?
10. Je, ni mikakati gani inafanywa na serikali katika kuhakikisha kuwa elimu inayotolewa na vyuo vya Elimu na Mafunzo ya Ufundi vinaboreshwa ili kukidhi matakwa ya jamii kwa ujumla wake?

11. Kuna utofauti gani wa uelewa wa wazazi kuhusu vyuo vya Elimu na Mafunzo ya Ufundi inayotolewa katika Mkoa wa Shinyanga kutoka mwaka 2000-2010, 2011-2020?
12. Je, vifaa pamoja na fani zinzatolewa na vyuo vya Elimu na Mafunzo ya Ufundi, vinahusiana na uhitaji wa soko la ajira kwa Vijana kulingana na maendeleo ya elimu, sayansi na teknolojia ndani ya Mkoa wa Shinyanga nchini Tanzania na dunia kwa ujumla wake?

Asante kwa Ushirikiano Wako

Appendix V: Hojaji ya Wanafunzi

Ndugu, Mwanafunzi,

Dodoso hili limelenga hasa kusaidia kutoa taarifa sahihi zinazohusu “*Mchanganuo wa uelewa wa jamii kuhusu vyuo vya elimu na mafunzo ya ufundi Mkoani Shinyanga: hasa kwa wamiliki wa vituo vya mafunzo stadi*”. Kwa heshima na taadhima, ninakualika katika kujibu maswali nitayokuuliza. Ninakuahidi kuwa taarifa utakazozitoa zitakuwa ni kati yangu mimi na wewe na kwa matumizi ya kielimu katika vyuo vya Elimu na Mafunzo ya Ufundi, jamii ya Kitanzania na dunia kwa ujumla wake katika soko la ushindani wa ajira kwa vijana wanaomaliza vyuo mbalimbali vya ufundi.

Sehem ya I

Jina la chuo

Nambari ya usajili ya chuo

Fani

Tarehe

A: Zungushia duara jibu linalokuhusu tu

- i) Jinsi:
 - a) Me
 - b) Ke
- ii) Umri:
 - a) Miaka 15=24
 - b) Miaka 25-34
 - c) Miaka 35-44
 - d) Miaka 45+

Sehemu ya II: Maswali ya Mada

B: Toa maelezokuhusu maswali yafuatayo hapa chini:

1. Unafahamu nini kuhusu vyuo vya Elimu na Mafunzo ya Ufundi?
2. Ulipata wapi taarifa kuhusu vyuo vya Elimu na Mafunzo ya Ufundi?

3. Ni kitu gani kilikushawishi kujiunga na chuo cha Elimu ya Mafunzo na Ufundi?
4. Je, kwa uzoefu wako, unajua umuhimu wa vyuo vya Elimu na Mafunzo ya Ufundi unayojifunza kwa sasa?
5. Katika maisha baada ya mafunzo ya Elimu na Mafunzo ya Ufundi, utawala wa chuo unahusika katika kuwatafutia wahitimu soko la ajira ndani na nje ya nchi?
6. Kwa mtazamo wako, ni fani zipi wanapenda kusoma wanafunzi kwa wingi hapa chuoni?
7. Je, kwa hapa chuoni, unahusishwaje katika shughuli za kiutawala na uongozi ukiwa katika mafunzo?
8. Je, fani unayosoma, inahusiana na mahitaji ya soko la ajira katika uhitaji wa maendeleo ya elimu, sayansi na teknolojia?
9. Vyuo vya Elimu na Mafunzo ya Ufundi vinatoa wahitimu wenye utaalamu na ujuzi wa kutengeneza vitu mbalimbali kwa ngazi ya Wilaya, Mkoa, Taifa hadi Duniani kote. Je, kuna bidhaa umewahi kuziona katika maeneo unayoishi zilizotengenezwa na wahitimu hao? Na kama zipo, waweza kuzitaja?
10. Katika Mkoa wa Shinyanga kuna vyuo vya Elimu ya Mafunzo na Ufundi vya serikali, watu binafsi pamoja na mashirika. Je, kuna tofauti gani ya Elimu inayotolewa na vyuo vya serikali na vyuo ambavyo siyo vya serikali?
11. Kuna changamoto gani unazozipata katika fani unayosoma hapa chuoni katika suala zima la ujifunzaji na ufundishwaji? Je, kama zipo, zimetatuliwaje?
12. Je, una ujumbe gani kwa serikali kuhusiana na Elimu inayotolewa na vyuo vya Elimu na Mafunzo ya Ufundi?

Asante kwa Ushirikiano Wako

Appendix VI: Introductory Letters

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409
Dar es Salaam, Tanzania
<http://www.openuniversity.ac.tz>



Tel: 255-22-2668992/2668445
ext.2101
Fax: 255-22-2668759
E-mail: dpgs@out.ac.tz

Our Ref: PG201802754

Date: 06th August, 2020.

REGIONAL ADMINISTRATIVE SECRETARY,
P. O. BOX 320,
SHINYANGA.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No. 55 in the official Gazette. The act was however replaced by the Open University of Tanzania charter of 2005, which became operational on 1st January 2007. In line with the later, the Open University mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **MILINGWA SUMBI** whose **Reg. No: PG201802754** pursuing Master of Education in Administration, Planning and Policy Studies (MEDAPPS). We hereby grant this clearance to conduct a research titled *"Analysis of community perceptions on VET: A reflection from Owners of Training institutions in Shinyanga region"*. He will collect his data in Vocational Training Centers (VTCs) in Shinyanga Region from 15th August, 2020 to 25th September, 2021.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thanks you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

Prof. Hossea Rwegoshora
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA



THE UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL
GOVERNMENT
KISHAPU DISTRICT COUNCIL



(ALL CORRESPONDENCE TO BE DIRECTED TO DISTRICT EXECUTIVE DIRECTOR)

Phone: 0282770020,
Fax: 0282770019,
Email: info@kishapudc.go.tz
Website: www.kishapudc.go.tz

District Executive Director,
P.O.Box. 1288,
KISHAPU.

Ref. No. KDC/D.20/34/VOLI/79
Regional Commissioner's Officer,
P.O.Box 320,
SHINYANGA

24th September, 2021

RE: RESEARCH ATTACHMENT FOR. MILIGWA SUMBL.

Reference made to the above heading.

Back to your letter which where dated on 26th July,2021 asking for the chance to conduct research work in regard to your student from Open University pursuing Master of Education in Administration, Planning Policy Student (MEDAPPS) which the research is concerned with the "Analysis of community perceptions on VET: A reflection from Owners of Training instructions in Shinyanga Region".

I therefore inform you that your request has been accepted without economic implication and your student must report to District Secondary Educational Officer for other Directives.

Thank you for your co-operation.

George Magembe
For, District Executive Director
KISHAPU

DISTRICT EXECUTIVE DIRECTOR
P.O. Box 1288
KISHAPU

- COPY.
➤ DSEO-KISHAPU DC
➤ MILIGWA SUMBL.

The United Republic of Tanzania
PRESIDENT'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

Telegrams "REGCOM" Shinyanga
 Tel. No: 028 -2762222
 Fax No: -2762310
 E Mail: ras.shinyanga@tamisemi.go.tz
In reply please quote:-



Regional Commissioner's Office,
 P. O. Box 320,
Shinyanga.

Ref. No. AB 271/290/01" N"/124

26th July, 2021

Municipal Directors,
Shinyanga and Kahama Municipal Councils,

District Executive Directors,
Shinyanga, Kishapu, Ushetu and Msalala

Re: RESEARCH CLEARANCE

Reference is made to the above mentioned subject regarding permission in favour of **MILIGWA SUMBI**, whose Reg No: PG201802754 and **TIHO JUMA** whose Reg. No: PG201901266 students from Open University pursuing Master of Education in Administration, Planning and Policy Studies (MEDAPPS)

2. This is to inform you that approval has been granted to allow him to conduct research titled "**Analysis of community perceptions on VET: A reflection from Owners of Training institutions in Shinyanga Region**". A case study of Vocational Training Centres (VTCs) in Shinyanga Region.
3. Please note that she will be obliged to adhere to the relevant rules and regulations concerned during her undertakings.

Thank you for your cooperation.

Rwago

Neema S. Rwegoshora

**For: REGIONAL ADMINISTRATIVE SECRETARY
 SHINYANGA.**

Copy: Miligwa Sumbi

Tiho Juma



THE UNITED REPUBLIC OF TANZANIA
 President's Office Regional Administration and
 Local Government
SHINYANGA MUNICIPAL COUNCIL



Municipal Director's Office, Box. 28 Chamaguha Street, Shinyanga.
 Phone: 028-2763213, Email Address: md@shinyangamc.go.tz, Website: www.shinyangamc.go.tz

In reply please quote;

Ref. No. SHY/MC/E.10/30 VOL X/3

Date 06th August, 2021.

Head of Primary Education and Secondary Education,
 P.BOX 28
SHINYANGA.

[Handwritten signature]
 MPED
 06/08/2021
 SHINYANGA MUNICIPAL COUNCIL

RE: MILINGWA SUMBI

The above named is a student of open university Pursuing a master of Education in administration, planning and policy student

2. As a part of the requirements for his Programme, he is required to collect data for his research project titled "**analysis of community perceptions on vet; a reflection from owners of training institution in Shinyanga region**" in our Municipality.
3. Furthermore, our institution does not incur any cost which will involve financial aspect pertaining to His research work demand. On other hand your student will be obliged to adhere rules and regulations of our Institution for the whole period of her research work.
4. Thanks in advance.

[Handwritten signature]
 V. I. Lumelezi
For: MUNICIPAL DIRECTOR

[Handwritten signature]
 Noted
 6/8/2021
 JIMU YA SEKONDARI
 SHINYANGA

Copy to: Milingwa Sumbi
 MEDAPPS-SHINYANGA



JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS, TAWALA ZA MIKOA NA SERIKALI
ZA MITAA
HALMASHAURI YA MANISPAA YA KAHAMA



Unapojibutafadhalitaja:

Kumb. Na. KMC/P.20/02VOLIII/8

03 Agosti, 2021.

Mkuu wa Idara,
Idara ya Elimu Msingi/Elimu Sekondari,
S.L.P 472,
KAHAMA.

**YAH: KUMTAMBULISHA KWAKO MWANAFUNZI WA CHUO KIKUU HURIA
TANZANIA**

Tafadhali husika na mada tajwa hapo juu.

Namleta kwako **Ndg, Milingwa Sumbi** ambaye ni Mwanafunzi katika Chuo Kikuu Huria Tanzania ambaye anasoma masomo ya **Shahada ya Uzamili** ameomba kuja kufanya Utafiti katika Halmashauri ya Manispaa ya Kahama utafiti wake utahusiana na **"Analysis of Community Perception on VET: A Reflection From Owners in Training Institutions at Kahama Municipal Council."**

Ofisi ya Mkurugenzi wa Halmashauri ya Manispaa ya Kahama imekubali maombi yake ya kufanya utafiti Katika Idara ya Elimu Msingi/Elimu Sekondari Halmashauri ya Manispaa ya Kahama.

Kwa barua hii, mpokee na kumpa Ushirikiano ili aweze kufanikisha Utafiti wake.

Nakutakia kazi njema.

Mussa E. Maduhu
**Kny. MKURUGENZI WA MANISPAA
KAHAMA**