

**ANALYSIS OF COMMUNITY PERCEPTIONS ON VET: EMPIRICAL
EVIDENCE FROM OWNERS OF TRAINING INSTITUTIONS IN GEITA
REGION**

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation titled “*Analysis of Community Perceptions on VET: Empirical Evidence from Owners of Training Institutions in Geita region*”. In partial fulfillment 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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I **Rehema Bakari Makalanga**, 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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ABSTRACT

The aim of this dissertation is to analyze the community perception on VET with the empirical evidence from owners of training institutions particularly in Geita region. However, vocational training in Tanzania is offered by variety of training providers. Estimations from 1995 indicate players ranging from private training providers, mission and trade schools, government institutions and training institutions owned and run by VETA. Data from 1995 reveal an enrolment capacity of approximately 36,000 trainees all over the country. A prominent provider of Centre based vocational training is the Ministry of Community Development Women Affairs and Children .The implementation of education and training policy was carried out through legislations ,regulations, guidelines and Education Sector Development Program prepared in 1997; through this program, the primary education development plan (PEDEP) the secondary education development plan(SEDEP) ,the higher education development plan(HEDEP) and Technical and Vocational Training Education Development Plan(TVTEDP) were conceived. The education and training structure is dominated by an academic structure with a mentality of filtering the finalists so as to select some few with the big academic capability to continue studying up to the university level. Automatically it is expected that ,those who are not selected might join the vocational training institutions, However, regarding to a large number of form four leavers, unemployed youths , low school fees at VET institutions, there is a low number of entrants into these VET institutions, this work will evaluate the owners of VET institutions in relation to number of entrants into their institutions.

Keywords: *Community perception, VET, training institutions, Geita region*

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LIST OF ABBREVIATIONS

ACE	Adult community education
CBET	Competence based education and training
CCA-VET	Critical capabilities account of vocational education and training.
CEO	Chief executive officer
ETP	Educational and training policy.
FDC	Focal development centre.
GED	General Education
HEDEP	Higher education development plans
MCDWAC	Ministry of community development, women affairs and children
PEDEP	Primary education development plans
SADC	Southern African Development Community.
SEDEP	Secondary education development plans
SIDA	Swedish international development agency
SIDO	Small Industries Development Organisation
SMME	Small, medium and micro enterprises
TIE	Tanzania institute of education.
TVET	Technical Vocational Education and Training
TVTEDP	Technical vocation and training education development plans
UNESCO	United Nations Educational, Scientific and Cultural Organization
VET	Vocational education and training.
VTC	Vocational training centre.

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE PROBLEM

1.1 Introduction

Traditionally, the development of Education Policy in Tanzania played an important role in the orientation and provision of vocational education and training. Vocational training in Tanzania is offered by a variety of training providers. Estimations from 1995 indicate players ranging from Private Training Providers (companies and small workshops), Mission and trade schools, Government Training Institutions, and Training Institutions owned by VETA. (Bonn 2000) According to the VET Act from 1994 VETA has the responsibility to co-ordinate VET among different players. It is against that background that VETA assigned the study on Vocational and Training by Government in Tanzania, the example of community oriented Vocational Training in Folk Development Colleges which should in particular provide an overview of government actors in vocational education and training in Tanzania and to identify areas of co-operation with VETA, prepare case studies of FDCs under the Ministry of Community Development, Women affairs and Children (MCDWAC), focusing on selected aspects (Bonn 2000). In general the provision of vocational education and training in Tanzania is characterized by various owners like company based training, private operators, governmental providers as well as church linked VTCs. However, this study was dealing with the analysis of owner's perception on training institutions particularly in Geita region.

1.2 Background Of The Problem

At this level, the research has shown what is already known about the owners perception on VET Institutions, where by taking a reference from Adult Community Education(ACE) in Australia, this is a recognizable education sector that offers accessible lifelong learning opportunities that are learners centered and needs based. Comprehensive analysis of ACE is impacted by the lack of complete data on all the work that ACE does. State and territory government defines and support in different ways. Most recognize and support ACE as programs in formal and non formal personal enrichment and adult and adult basic education . In Victoria and NSW ,ACE providers deliver all types of learning programs including formal VET. Government funded VET report outcomes on all VET activities delivered by government providers. There is a continuing trend towards subjects-only training in basic adult education. with the load pass rate at around 68% showing an increase of 15% between 2003-2018. This is over of 5% higher than the equivalent success rate in this area at other VET providers, the number of number of government funded ACE program enrolments in accredited VET, excluding basic education has decreased substantially over the past fifteen years. According to the VET students outcomes report, students enrolled in VET at ACE providers account for the most significant shift from unemployment to employment after their training(16.7%). Likewise in Tanzania many of initial ambitious objectives have not been met. It was observed that :

The number of trainees that expected is too small compared to the number of people in need. Quality and duration of education and training provided in VET institutions

do not sufficiently correspond to the situation of the labor market and the requirements of the small industrialized sector. According to VET act from 1994 VETA is responsible for co-operation and ordination in the area of craft and training and basic skills. Dialogues and ongoing information about the various actors, their programmes as well as their orientation and adjustment are required to set up concerted efforts in skills provision for VET and to harmonize services for the various target groups.

The Education and Training Policy (ETP 2014) perspective with VET institutions, in 2006, the government had changed the structure of the then ministry of education to become ministry of education and culture to become the ministry of education and vocational Training by including higher education and vocational training by including higher education and later in 2008 to include vocational education in that ministry. The education and training policy of 1995 and other specific education and training policy, Tanzania has attained tremendous success in the education sector.

This success include broadening the scope of education at all levels, the number of students enrolling for technical and vocational training has increased from 4641 in 2000/01 to 145511 in 2012/13. The implementation of Education and Training Policy was carried out through legislations, regulations, guidelines and education sector Development Program prepared in 1997.

Through this program, the Primary Education Development Plan (PEDEP), The secondary education development plan (SEDEP) higher education development

plan(HEDEP) and the Technical and Vocational Training were conceived. The education and training structure is dominated by an academic structure with a mentality of filtering the finalists so as to select some few with a big academic capability to continue studying up to the university level.

There is no proper integration between the structure of technical education and that of general education thus making it impossible for graduates of technical education to continue with higher education. However, there is no sustainable structure to recognize alternative qualifications that will enable those who acquired skills in different education and training structures to develop themselves educationally and join the labor market. Also education providers under ministries responsible for education and training have complete freedom in managing education activities without any legal relationship between them and ministries and thus effecting the education provided. Tanzania has rectified the SADC protocol(1997) on Education and training urging member countries to have a compulsory basic education for a period of not less than nine years, Dakar(2000) Protocol on Education for all, the UNESCO Perth agreement (2007) on science and Technology Education and vocational Training and unity of East African community.

1.3 Research Problem Statement

Vocational Training in Tanzania is offered by a variety of training providers. Estimations from 1995 indicates players ranging from private training providers, mission and trade schools, Government Training Institutions and Training

Institutions owned and run by VETA. Data from 1995 reveal an enrolment capacity of approximately 36,000 trainees all over the country. A prominent provider of center based vocational training is the ministry of Community Development , Women Affairs and Children. However the objectives, approaches, types and quality of training in the centers vary considerably.

In Tanzania, the curriculum development is the mainstay of the Tanzania Institute of education, a parastatal organization under the ministry of education and culture. In the case of technical education and training curricula.

The function of the institute has a section dealing with technical education and training curriculum design, development, dissemination and evaluation of preprimary, secondary, and higher education, this takes most of the time and finance of the Tanzania institution of education to the extent that curriculum design, development, and evaluation for technical and training has been dormant. Therefore the government established the National council for technical Education curriculum and certification on which shall manage all matters concerning technical education and training . Such matters shall include; program validation, college accreditation, standardization of programs and awards, conducting research and advising government on all matters concerning curriculum and certification on technical education and training.

Keeping in consideration of the following aspects, a large number of form four leavers, large number of unemployed, existence of low school fees at VET

institutions, existence of various VET institutions, yet there is a very low number of students joining into VET Institutions, however at this perspectives it was where a research problem arises; moreover the owners' perception on VET institution had to be observed so as to understand why there is a low number of entrants into VET institutions .

1.4 Research Objectives

The research objectives aspect was subdivided into three elements namely; General objectives; specific objectives which were then translated into research questions.

1.4.1 General Objective

The main objective of this study was to analyze Community Perception on VET with a special focus on the Owners of Training Institutions.

1.4.2 Specific Objectives

- i) To Evaluate the understanding of the stakeholders on VET institutions from the owner's perspective.
- ii) To assess the experience of stakeholders on VET provision and governance.
- iii) To examine features of VET provision in the existing policy and guidelines.
- iv) To Explore the developing trends on provision and governance of VET in Tanzania.

1.4.3 Research Questions

- i) What is the understanding of the stakeholders on VET Institutions?
- ii) What is the experience of the stakeholders (owners) in VET Institutions?

- iii) What is the policy and guidelines say about the owners of VET institutions
- iv) What is the trend of development of owners perception on VET perspectives.

1.5 Scope of the Study

This research as any other research work is limited in content scope, geographical scope, and time scope. In time scope, the study focused analysis on the period from 2020 to 2021 because the period allowed me to search recent data related to the topic. Regarding geographical scope, this research was restricted within in Geita region. In the content scope, this study focused on looking the perception of community particularly VET owners on how they affect enrolment and performance of VET institutions.

1.6 Significance of the Study

The findings of this study may be used to reveal and solve the challenges that face the growing number of the youth in young generation especially O-level graduates who do not have qualification to proceed with A-level studies, and the only alternative that is available is Vocational Education and Training which is a potential market in employment, and yet they are not ready to join VET regardless that VET is the only opportunity which is available for them to acquire training skills and stay away with unemployment problem.

Furthermore, the findings of this study will help VET owners to look the best way of increasing Learners enrolment and fasten development of their institutions, also help them to solve the unemployment problem which is globally facing the young

generation. Also, VET owners will have necessary information regarding on how their graduates are received by the community so that they can improve the way of training their clients.

1.7 Definition of Terms

Graduates: Students leaving school after finishing their studies in Vocational Education and Training (VET) institutions.

Community: Is a group of people living in the same place practicing particular characteristics in common.

Skills: Skill is an ability to execute a job often within a given period of time, resources, or both, with pre-determined outcomes.

Technical Education: Technical education is a standardized system intended to provide recipients with the necessary knowledge and skills to pursue their studies at tertiary or vocational level in order to be accepted into the job market. In the other hand, technical education places more emphasis on theoretical education.

Vocational Education and Training: It refers to educational processes involving the study of technology and associated sciences and the development of practical skills and expertise aimed at finding and cultivating people for jobs in different sectors of economic and social life. In recent years, the economic, technological, demographic, social and educational background in which technical and vocational

education and training is conducted has changed. The delivery of technical and vocational education and training presents a great challenge to these changes. To remain significant in educating people to be able to take advantage of the possibilities for the kind of workforce required in today's world of work, technical and vocational education and training must adapt accordingly to these changes.

1.8 Organization of the Dissertation

This study is divided into five major chapters. The first is the introductory part of the study. It involves the background of the study, statement of the problem, objectives of the study, research questions, scope of the study, and significance of the study, Definition of the terms and the organization of the study. The second deals with the literature review related to the study which was gathered from different sources such as books, journals and online search like google scholar, pdf drive, and ERIC search and so on. The third one is concerned with the methodology which is used to gather data while the fourth is data analysis and interpretation. The fifth is general conclusion, summary, as well as recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The next chapter if am discuss how relevant literatures provide their overview on the topic under discussion. It discusses how the issue of vocational education and training in National and International level is perceived is perceived by the communities and how the VET knowledge has accelerated the development of economy and solve the unemployment problem in the country concerned. The literature review chapter has described the theories, models and concepts that intensively discusses the issue of vocational education and training.

This chapter presents the three main headings which are the Theoretical Underpinning, the Empirical Review about the VET context and the VET Related Issues. However, there are subheadings within this chapter like, Theories on VET Institutionalization, Models about the VET ownership from different areas of the world, also there is the Concepts on VET Ownership, Philosophies Behind VET, the Empirical Review and the Related Issues.

2.2 Theoretical Literature

In the light of persistent poverty and inequality, widespread precarious and indecent work, continued concerns about educational access, retention and achievement and a rising environmental crisis, VET must be transformed to address a new and challenging set of objectives. The theoretical approach to VET research that has

emerged in the past decade and which offers new insights into how to contribute to the wider transformation agenda around sustainable human development. (McGrath, Powell, and Alla, 2019) This is what is called the critical capabilities account of vocational education and training (CCA-VET), it is one fertile route towards new thinking about transforming VET in order to support a transformation agenda.

2.2.1 Theories on VET Institutionalization/Theories on Institutional Stakeholders

Institutional theory and Structuration theory both contend that institutions and actions are linked and that institutionalization is best understood as a dynamic, ongoing process. Institutionalists, however have persuaded an empirical agenda that has largely ignored how institutions are created, altered and reproduced, in part because their models of institutionalization as a process are underdeveloped. Structuration theory, on the other hand, largely remains a process theory of such abstraction that has generated few empirical studies. Wihstutz.(2000).

Stakeholder theory, is a theory of organizational management and business ethics that accounts for multiple constituencies impacted by business entities like employees, suppliers local communities, creditors and others.

Traditionally, Technical and Vocational Education (TVE) refers to studies in the areas of technology, applied sciences, agriculture, business studies ,industrial studies and virtual arts(Boateng 2012). TVE skills are essential to generate job creation, employment, and a productive economy. (Jakubowski, Ptrinios,Jezzy,2010). The

government of sub Saharan countries are renewing efforts to promote technical and vocational education and training (TVET) with the belief that skills formation enhances productivity and sustains competitiveness in the global economy(Baffour, & Turkson,. 2015). Despite legislations, enacted TVE systems implemented in these countries face many challenges and are not always aligned with the needs of the local labor market . According to Adams,(2007) a professionalizing device is an articulated process which aims to build skills and identify components that can be mobilized in professional situation.

However, these theories are the ones which was being supporting the research objectives since that they are giving a direction onto where the research gap can be answered.

2.2.2 Models

Recent vocational education and training (VET) reforms in many countries have focused on reducing the number of VET qualifications available and restructuring qualifications so that they better meet the needs of working life, this shows how VET qualifications have been rationalized in various countries and briefly explores the impact on qualification development, Rojewisk,(2009). The polytechnalism model is suitable within this work, the curriculum is a comparative perspective, those who responsible for the provision of national education systems face two perennial questions; who should be taught and what should they be taught. We may offer a few suggestions but we have always believed it was up to the teachers. We are concerned with the results not the process. What constitutes worthwhile knowledge? Is it the

same for everyone? Should everyone know something about everything? Are students better served by a deeper and more rigorous study of a few subjects drawn from a limited range that meet well defined criteria? Is there an innate difference between education and training? If there is, how are those to be educated and those to be trained to be selected, Agrawal(2013)

2.2.3 Concepts on VET Ownership/ Delivery

Unprecedented changes in work, family, community and political life in twenty-first century-fueled by myriad phenomena such as globalization, market deregulation, the worldwide influence of capitalism, and a need for knowledgeable workers skilled in information technologies -confront people in every region of the world. While these phenomena pose significant economic, social and cultural challenges, technical and vocational education and training (TVET) professionals are particularly challenged to develop, adapt or redesign strategies to address the needs of workers and society Rojewski(2009).

One concept of quality has evolved from management theory and seeks to offer a customer driven approach to meeting market requirements. However, the application of this concept to vocational education and training has been problematic given both difficulties in defining the term and lack of consensus where definitions are offered. The concept of quality which recognizes and promotes the centrality of learner in the learning process and the role of educational providers in facilitating quality learning outcomes. (Muller & Funell, 1992).

2.2.4 Philosophies Behind VET

Training provision under Government Ownership, initially skills and vocational training activities under the ministry of education were primarily linked to a few number of trade schools . After completion of training at lower primary level, trainees were admitted to a four years training programs in carpentry, masonry, bricklaying, tinsmith, and agriculture. Entry requirements were the ability to read and write, this system has gradually been phased out. At present, there are initiatives to review the curriculum for primary schools, to add technical knowledge within the primary school and allow the inclusion of basic skills issues on a very low profile such as identification and handling of tools. The Tanzania Institute of Education(TIE) has already developed a respective curriculum in the skills development subject.

Training provision under outside support, at their initial starts Focal Development Centers (FDCs) were heavily funded by SIDA. Swedish financial support was also essential supplying teaching materials and capacity building of training staff. At present single FDCs are technically supported by development workers, however the impact is assessed as being very little Bonn (2000).

2.2.5 Theoretical Framework of the Research

Polytechnics play a crucial role in providing excellent education and training in all vocational programs, especially when it comes to practical skills and hand jobs Bangotra, (2012). The aim of the polytechnic education is to create a pool of skill based manpower to support shop floor and field operations as a middle level link

between technicians and engineers. Polytechnics have been training youngsters at an early age for specialized industry functions, as the name suggests, a polytechnic has traditionally been an institution that offers education in many arts and sciences at the diploma level. Since most of them offer education to improve the practical and technical skills of the students, they have a clear vocational orientation. Bangotra,(2012).

Vocationalism is an educational theoretical approach that emphasizes the need for educational content to be focused on skills applicable to a specific vocation or industry, ultimately, this theory posits that education and work are interconnected. Ottewill(2000).

A significant consequence of the move to vocationalism is general, business and public sector studies. In particular, has been the increasing need for tutors to justify curriculum content in terms of its relevance for workplace. Ottewill,(2000).

2.3 Empirical Review

At empirical studies, relevant studies had been done outside and inside Tanzania by other researchers were critically reviewed in order to impart the researcher with extra knowledge and understanding of issues related to the topic under study.

2.3.1 Empirical Review World Wide

Technical and vocational programs have long been praised for their success in easing school -to - work transitions. As they are associated with reducing mass youth

unemployment higher starting salaries, as well as providing early and effective matches with employer's demand,(Tilak,2002 & Muller 2003). Countries such as Germany, Switzerland, Australia , Netherlands ,Denmark and Finland have placed TVET at the core of education and training system, both in terms of curriculum and financing , have ultimately succeed in attaining structural transformation and industrialization, maintaining low youth unemployment rates and attain prosperity. However, it is perceived that these positive results have short term to medium term effects ,long term effects may be rather negative, Poor and low financing of TVET by both the public and private sectors and low returns TVET graduates are facing have shown the negative bias towards TVET Krueger,(2004), making TVET unattractive to parents and students, which have led to low TVET enrolment and few TVET graduates in these countries. The empirical studies on various countries have also shown that, the effects of general education (GED) relative to technical and vocational education and training (TVET) on labor market outcomes differ substantially. The TVET tracks perform superior to the academic tracks in terms of wages employment. Despite some evidence that TVET leads to better integration into wages employment in developing countries, the returns to TVET is lower than returns to general education(Ribound et al,2007).

2.3.2 Empirical Review in Africa

In south Africa, there are public and private institutions that have been put in place to encourage the startup of small, medium and micro enterprises (SMMEs). There is a need to evaluate the impact of those services provided by these institutions in order to identify the gaps that need to be filled and suggested areas where there is a need

for improvement. Specifically, this work seeks to identify the relationship between the frequency of receiving support from the institutions and SMMEs satisfaction. Findings reveal that the frequency of receiving networking support, training, business advice and funding is significantly correlated with SMMEs satisfaction while the frequency of receiving guidance on licensing procedures, assistance with access to business premises is not. Adedoja et al,(2019).

Maghenda, and William (2017) in the Effect of Stakeholders Influential Factors on successful implementation of projects; a case of VETA Centers, the main objective was to examine the effect of stakeholders on successful implementation of projects at VETA Centers. The study was justified based on the fact that the stake holders influence has been contributing greatly to projects outcomes through customer satisfaction which turns into success. The findings reveal that stakeholders' influential factors contribute 73.1 percent to project success. The project is said to be successful implemented when it is done in accordance to stakeholders' expectations.

In Nigeria there are vast majority of research take place in the context of college based models (usually competence based), dual approach are minimally reflected, among the key themes in the literature was the use of ICT within TVET as a tool in technical and vocational education and training, Adedoja & Oluwadara,(2016). The participants endeavored to analyze the current situation of VET in sub Saharan Africa by exploring the character and individual design of the current VET systems, analyze the Vocational and training in Sub- Saharan Africa, current situation and development of the VET, the general objectives of the VET

development symposium was to explore the ideas, new research findings and case studies on competence and networking topics that are frequently the subject of debate in VET and the further education of VET professionals, Grollmann & Raunner,(2007). However, many children stay in school until they are old because of lack of alternative educational opportunities. As school education becomes adult education in lower income countries, in rich nations post school education has become mainstream and technical and vocational education training (TVET) has found a meaningful place in the middle section of many education and training in these countries. Grollmann & Raunner (2007) However, most of these empirical reviews have not shown why there is a low number of entrants in relation to availability of various VET colleges as well as the existence of low fee structure within those colleges together with a big number of form four leavers and un employees, at this point of view is where the research gap was observed.

2.4 VET Related Issues

At this area the research will work on VET history in Tanzania, VET establishment in Tanzania, policy on VET provision, VET development (from VET to TVET) and VET national qualification frame work.

2.4.1 VET History in Tanzania

The history of VET dates back to 1940 when the apprenticeship ordinance was enacted to guide training in the industry. The vocational training act of 1974 which established the National Vocational Education Division was replaced by the vocational educational and training act of 1994. The National Vocational Training

Division (NVTD) provided artisan training in the industrial trades to two main categories namely, pre service training to school leavers and in service training to those were already employed. For the school leaver group, a traditional apprenticeship model was adopted with students initially attending Vocational Training Centers(VTC) for one year of full time basic theoretical and practical training followed by usually three years of on-the-job-training. Mbiriyakura et al,(1999) During this latter period, students were to be formally indentured as apprentices to the sponsoring enterprise and on successful completion of their training, were to receive a certificate of apprenticeship. Apprentices and other workers wanting to take trade tests which were administered by NVTD attended evening classes at the VTCs. It was a formal requirement that the three trade test (III to I) had to be taken sequentially. With limited opportunities for post-school training coupled with reasonable prospects of finding appropriate wage employment once training had been completed (at least during the 1970s) competition for the limited number of training places on the basic training courses at the VTCs was intense. Broadly speaking, NVTD training was confined to a limited range of traditional, male dominated artisan trades and was primarily oriented to meeting the needs of formal sector enterprises, particularly in the manufacturing sector(Mbiriyakura et al 1999).

2.4.2 The Establishment of VET Institutions in Tanzania

The 1972 Vocational Training Act did establish a National Vocational Training Council which was to act as an advisory body and encourage the involvement of all key stakeholders. To ensure that the NVTD played its part in the national training

effort ,government policy was that there should eventually be a VTC in each district. NVTD performance in the context of adjustment(1986-1994), various reforms were made this means that various efforts were made to improve performance of NVTD.(Mbiriyakura et al,1999). The 1994 vocational education and training act; the overall objective of the 1994 vocational education and training act is to provide a legal framework for the implementation of a flexible vocational education and training system capable of responding quickly to the needs of the labor market (VETA,1996). The three key features of this new frame work are the creation of VET an autonomous government agency with its own Board exercising overall executive authority, the introduction of training levy of two percent of gross pay roll for all enterprises with four or more employees and greater decentralization with the establishment of regional VET Boards responsible for planning and provision of vocational training at the regional level and the devolution of most operational management responsibilities onto Regional Vocational and service centers.(URT,MoEST,2018).

2.4.3 Policy on VET Provision.

Traditionally, the development of Education Policy in Tanzania played an important role in the orientation and provision of Vocational Education and Training. In 1968 a new education policy (Education for Self-Reliance-ESR) was passed which emphasized that primary school should be a circle for education in itself and not merely a selection step and mechanism for further education. Accordingly it was expected that primary schools should prepare the children and students for life in villages and communities. Bonn, (2000).

The educational act No 25 of 1978 legalized the gradual changes within the educational Policy introduced between 1967 and 1978. Local education authorities have been created ,to accompany and consult the implementation of the policies of the Ministry of Education and Training. Education and training Boards should be established in every Region and District and locality with the responsibility to co-ordinate planning, provision of training, management and administration of formal and non formal education and training. Bonn (2000).The education and training policy was released in 1995, it does not make any mention of the VET Act, it does not link up to the Act. In line with their recommendations the policy stated that: Education and training in Tanzania is basically provided by all ministries with the most prominent ones for formal and non-formal education being the ministry of education and culture, the ministry of higher education and culture science and technology, and the Prime Minister's Office(Department of Regional Administration and local Government). The most prominent providers and implementers in formal VET should include : the National Vocational Training Centers (NVTC), the Folk Development Colleges(FDCs), the Technical Secondary Schools, Private Vocational Training and Trade Schools and Centers. The curricula are prepared by the ministry of education culture in co-operation with VET for the technical subjects and orient on VET Certificates. The trainees do a general O-level exam after form IV in linkage with technical certification and sit for trade Test III. Bonn,(2000).

2.4.4 TVET National Qualification Frameworks

The internationalization of educational and training systems, labor markets, and increased mobility of people and jobs have implications on the ways that skills are

recognized, validated and accredited and on cross-border recognition of qualifications.

Qualifications frameworks based on learning outcomes are tools that have been used to reform and ways that will raise skills levels, improve labor market productivity and contribute to sustainable development. UNESCO,(1999) In Tanzania there is an increasing awareness among policy makers of the critical role that Technical and Vocational Education and training (TVET) can play in national in national development. The increasing importance is reflected in the various government development strategies related to economic

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter is concerned with, Research Approach, Area of Study, Population and Sampling, Methods and Tools, Data Analysis, Ethical Consideration, Informed Consent, Confidentiality, Research Clearance, Reliability and Validity. According to Goddard and Melville (2001) research goes beyond the process of gathering information, rather it is also about finding answers to unanswered questions as part of discovered or created knowledge to be recognized or noticed, the researcher has to prove that it is valid. Determining the validity of the study is anchored on the research paper's methodology. According to Best. and Kahn (2006), a research methodology is both the collection of methods or rules applied to the research as well as the principles, theories and values that support the research approach. In any type of research the data will be gathered either in the form of numbers or descriptions, which means will either be required to count or converse with the people (Buchanan & Bryman, 2007).

3.2 Research Approach

Qualitative approach was used, the qualitative research approach is geared towards creating a complete and detailed description of the observation as a researcher, Macdonald et al, (2008). This approach was very important since that the main objective of this study is the analysis of Community Perception on VET with Empirical Evidence from Owners of Training Institutions, which aims at extracting

firsthand experience of participants in the community. Interaction with the community via communication (conversation with community member) is better captured in scientific methods falling under qualitative approach.

3.3 Area of Study and Population.

3.3.1 Area of Study

According to Isenhower (2020), area of study is the topic to concentrate with or the subject that has been recorded that can be used for studying some worthwhile idea. An area of study for research work must be well defined otherwise the net outcome or derivatives would not suit the research objectives Dasgupta (1998). This was conducted in Geita region, where by the researcher was dealing with the perception of the owners of VET institutions at different levels which are government owners and private owners; all these personnel was consulted within the whole process of data collection, however, the research was done through the participation of various people like VET college principles, VET instructors, ongoing VET students, parents, district education officers, and VET board members. Geita was randomly selected from a list of region hosting VET institutions. A factor of grouping included varieties (categories) and age of VET institutions. Communities to be studied in this region were purposeful identified based on the social link with VET institutions.

3.3.2 Population and Sampling

A population for a research study may comprise groups of people defined in many different ways, to make accurate inferences, the sample has to be representative; Banerjee & Suprakash,(2010). The research will be conducted at VET colleges in

Geita region. Where by, a number of participants at different categories were involved. However, sampling technique was purposive sampling from categories like, District Education Officers, VET college principles, VET students, VET instructors, VET Board Members, and Parents.

3.4 Data Collection Methods and Instruments

The underlying need for data collection is to capture quality evidence that seeks to answer all the questions that have been posed. Through data collection business or management can deduce quality information that is a prerequisite for making informed decisions Formplus,(2020). This study had been conducted by two research methods which are Interview Method and Document Review.

3.4.1 Interview

The Interview method was being applied, Interviews were relatively be unstructured and open-ended, but were based on a questionnaire. The purpose of each interview is to obtain the qualitative information on the changes that have occurred with respect to the following key areas of training provision since 1990; overall training policies and priorities, the planning, organization and management of training activities, resource inputs (in particular funding and staffing) and student enrolments and outputs.(Gray. et al,1993). Since that the research approach was qualitative, this method helped to capture verbal and non-verbal cues, a face to face interview with no doubt captured verbal and non-verbal cues, but this method also affords the capture of non-verbal cues including body language, which can indicate a level of discomfort with the questions.(DeFranzo,2020) The tool used at this method was

interview guide which contained the open ended style so as to give a chance to the participants to answer the asked ideas. Furthermore, the methods used considered the stakeholders theory which addresses on business ethics, morals and values together with institutionalization theory.

3.4.2 Document Review

Document review is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic Bowen,(2009). Document review was about review of existing information mainly policies, and guidelines and tools like directories and various data sources of information.

According to Bowen (2009), content analysis is used as a first –pass document review. However, document analysis can point to questions that need to be asked or to situations that need to be observed, making the use of document analysis a way to ensure the research is critical and comprehensive (Bowen 2009). So far, this tool is very important to this work since that it helped to explore the developing trends on provision and governance of VET.

3.5 Data Analysis

In this area the research discussed the analysis and interpretation of qualitative data. The qualitative data analysis is concerned with transforming raw data by searching, evaluating, recognizing, coding, mapping, exploring and describing patterns trends, themes and categories in the raw data, in order to interpret them and provide their

underlying meanings (Patton 2004). Unquestionably, data analysis is the most complex and mysterious of all of the phases of a qualitative project, and the one that receives the least thoughtful discussion in the literature (Thorne, 2013). The process of analyzing qualitative data predominantly involves coding or categorizing the data. Basically, it involved making sense of huge amounts of data by reducing the volume of raw information, followed by identifying significant patterns, and finally drawing meaning from data and subsequently building a logical chain of evidence. Mays *et al.*, (1996), however, the coding of the respondents and their areas were set to represent letters for groups as follows:- VET college students was termed as **S**, Parents was termed as **P**, VET board members was termed as **B**, Instructors was termed as **T**, College principle was termed as **C**, Education Officers was termed as **E**.

These letters were followed by numbers reflecting timing of interviews. For example, code T5 meant information from a respondent from instructors' group in an interview number 5.

3.6 Ethical Consideration

3.6.1 Informed Consent

The process of obtaining consent from participants started by introducing the study and its purpose to the subject of study, subjects were set to understand what is being asked of them and involved persons must be competent to consent, this means that to participate in a research study, participants need to be adequately informed about the research comprehend the information and have a power of freedom of choice to

allow them to decide. More to this was the fact that subjects were supposed to engage at their free will.

3.6.2 Confidentiality

The anonymity and confidentiality of the participants information and particulars was ensured. This was achieved by reporting in aggregates to minimize possibility of identifying the respondents. Furthermore, participants were reported under codes to represent groups of participants and numbers to hide a person direct identification in report. This is pointed as a role of a researcher to protect identity of study participants.

3.6.3 Research Clearance

The research clearance was secured from the university as requirement to ensure that a study is conducted as guided by the law and operational frameworks in place. This clearance has a purpose of introducing the theme and areas of covered by study as well as who is the researcher as well as the affiliation of the researcher to Open University of Tanzania.

3.6.4 Reliability and Validity

In qualitative studies it is mostly a matter of being thorough, careful and honest in carrying out the research (Robson, 2002). In qualitative interviews this issue relates to a number of practical aspects of the process of interviewing, including the wording of interview questions, establishing rapport with the interviewees.

CHAPTER FOUR

FINDINGS, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter highlights the findings of the study to fill the knowledge gap based on the specific research objectives of the study, in doing data collection various categories of respondents were consulted whereby there were VET college students, Parents, VET Board members, VET Instructors, VET Principals and Educational Officers, however this chapter is all about the analysis of the collected data about the Community Perceptions on Vocational Education and Training in Geita region.

The findings are presented and analyzed according to research objectives (Kombo and Tromp, 2006). Moreover, this chapter is composed of introduction, demographic information of the respondents showing age, gender, and education, also it is composed of analysis of findings revealed by the respondents with regards to four specific objectives which are Community Experience on VET Provision and Governance, Community Understanding on VET Institutions from Owners Perspectives, Features of VET Provision in Existing Policy and Guidelines and lastly the Developing Trends on Provision and Governance of VET .

4.2 Demographic Information

4.2.1 Age of Respondents

This study included participants of age ranging from 18-28 who were 25 (50%) 29-38 who were 10 (20%), 39-48 were 10 (20%), 49 and above were 5(10%). The study

findings revealed that among the total of the 50 participants included in the study which is equivalent to 100% were all adults.

Table 4.1: Showing the age of respondents

Age-Years	Frequency	Percentage
18-28	25	50
29-38	10	20
39-48	10	20
49-Above	5	10
TOTAL	50	100

Source: Field Data (2021)

Results in Table 4.1. shows facts on age of respondents which are 18-28 years are 25 (50%) while respondents who were aged between 29-38 years are 10(20%); 39-48 years are 10(20%) ; 49 years and above are 5 (10%).

4.2.2 Gender of Respondents

In the process of generating their opinion on the study in filling the knowledge gap the respondents were demanded to provide facts pertaining to their gender characteristics.

Table 4.2: Showing gender of the respondents

Gender	Frequency	Percentage
Male	33	66
Female	17	34
Total	50	100

Source: Field data (2021)

Table 4.2. describes results on gender of the respondents which are 33 (66%) of the respondents were male; while 17 (34%) of the respondents were female.

4.2.3 Education of Respondents

Respondents were requested to give details on their education level in the course of stating their opinion on the study hypotheses in fostering information generation (Table 4.3).

Table 4.3: Showing level of education of respondents

Education Level	Frequency	Percentage
Primary education	10	20
Secondary education	25	50
Diploma	7	14
First degree	6	12
Masters	2	4
Total	50	100

Source: Field data (2021)

However, in order to analyze this work clearly, the researcher has coded the respondents as it is shown in the table below:-

Table 4.4: Showing codes of the respondents accordingly

Respondent	Code	Frequency	Percentage
VET Students	S	15	30
Parents	P	15	30
Instructors	T	9	18
Board Members	B	3	6
College Principles	C	3	6
Educational Officers	E	5	10
Total		50	100

Source: field data (2021)

4.3 Community Understanding on VET Provision and Governance

The researcher was interested in evaluating the Understanding of the Stakeholders on VET Institutions from the Owners Perspectives, the study findings were presented and discussed through sub sections which are definition of VET, source of

information about VET, and the opinions of the community on VET, However the discussion was done by interviewing respondents from different categories like parents, VET college students, VET college instructors, VET college principle VET board members and educational officers.

4.3.1 Definition of Vocational Education and Training.(VET)

In defining VET, the researcher observed that, people do confuse between VET and VETA, Where by only some of the official people were able to provide a proper definition of VET. When the respondents were asked to define what do they understand about vocational education and training 15% of the respondents answered that, it is a kind of knowledge that is provided to people for the aim of increasing and adding new talent through training, Like wise other respondents who were interviewed answered that Vocational Education and Training is a kind of education that prepares people as technicians and entrepreneurs who will be able to employ themselves after completing their training.

vocational education and training is the training that is provided to youth so as to get various knowledge and hence can became an entrepreneur (S 2)

The researcher discovered that 56% of the interviewed do not understand the difference between VET and VETA.

I just used to hear that VET is a college of providing hand craft issues where children are trained through handcraft activities and VET is a kind of college that gives vocational education to youth. (P 5)

Moreover, when the researcher interviewed the official respondents who were asked to tell what do they explain about the community understanding on Vocational

Education and Training 40% of them revealed that the community have a very little understanding about VET.

VET is the knowledge that is provided by a particular institution which is registered under the ministry of education, it is a kind of knowledge that is being provided under VETA where by people are to given training according to their needs so as to full fill the opportunity of employment. (C 2)

Moreover, the respondents continued to mention that, VET is a kind of knowledge which is provided by a particular institution relaying to a particular time followed with certification to learners.

VET is a kind of education which is provided to society for the purpose of enabling individuals to acquire skills and knowledge for the future use, VET College is an important institution which enhances the provision of self employment to the society members. (E 3)

Actually, according to the definitions given by the respondents, the researcher observed that the community doesn't understand the difference between VET and VETA, where by VET is all about the provision of vocational education while VETA is all about the authority that is concerned with the provision of vocational education.

Table 4.5: Showing the community's definition about VET

Respondents	Managed to Define Vet		Failed to Define Vet	
	Frequency	Percentage	Frequency	Percentage
VET Students	5	10	10	20
Parents	0	0	15	30
Vet Board Members	0	0	3	6
VET Instructors	9	18	0	0
VET Principles Educational Officers	3	6	0	0
	5	10	0	0
TOTAL	22	44	28	56

Source: field data 2021

The collected data shows that it is only the official workers and some of VET students who know the difference between VET and VETA while the parents and the community at large don't understand such a difference. This observation is more described with the Table 4.5 above.

4.3.2 Source of information

The researcher was interested to know the source of information which are used by the community to get VET information, the respondents answered that they use to get information through various sources like hearing from friends who are studying at VET colleges, the media; through the announcements, sometimes at the church or through neighbors and from their schools before they completed their secondary and primary studies this is almost 66% of the respondents ;

I just use to hear about VET from my neighbor whose son is studying at VET college but I don't know what is all about, my neighbor's son went to study at VET but nothing else I know. (P5)

Likewise, the researcher observed other groups of respondents especially the officials ones and they revealed that they transfer information to the community through local leaders, media, churches ,brochures and television this is almost 44% of the respondents. According to the answers revealed by the respondents, the researcher observed that the majority within the community don't get information from the right source of information as they just hear information about VET, the situation which lead them to fail to understand in details what is being done within VET colleges. This kind of data is analyzed at the following table as it is shown down:

Table 4.6: Showing the sources of information about VET

Respondents	Source of Information									
	Media		Hearing from Neighbors		Hearing from VET Students		Churches		Local Leaders	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
VET Students	5	10	5	10	5	10	-	-	-	-
Parents	2	4	8	16	5	10	-	-	-	-
Vet Board Members	1	2	-	-	-	-	1	2	1	2
VET Instructors	3	6	-	-	--	--	3	6	3	6
VET Principals	1	2	-	-	-	-	1	2	1	2
Educational Officers	5	10	-	-	-	-	-	-	-	-
Total	17	34	13	26	10	20	5	10	5	10

Source field data (2021)

The above table 4.6 shows that the parents and some of the VET college students don't get the information from the right source therefore they don't have enough information about VET.

According to the researcher's observations, it seems that 16% of the respondents get information through media like radio and television while 18% use media to transfer VET information, however 26% of the respondents just used to hear from their friends and neighbors about VET information, also 20% of the respondents tend to get information through hearing from the VET students, Therefore the data obtained show that the community is not well informed about all issues concerning VET since that they just get information through hearing from the friend and neighbors.

4.3.3 Opinions of the Community on VET

The researcher was very interested to observe the respondents' opinions about VET, when the respondents were asked to mention what will happen if someone will Study about VET, various answers were provided like will be able to employ themselves, will be confident to manage their life activities, however they will be able to get driving license and certification according to the specific knowledge they have obtained.

Likewise, when the respondents were asked to mention what will happen if they complete their studies, 75% of the respondents answered that they will be able to employ themselves,

once getting the vocational education and training will be confident, will be able to solve personal problems, and self-awareness as well as being certified (S6)

However, there is a mixed picture, where by when official respondents were asked to tell what will happen once someone studied at VET college they revealed that a large number of people within the entire society don't have enough information about VET; while the local people answered that they just get information about VET through hearing from neighbors, friends and from children who are studying at VET colleges.

Many people don't know what is being taught at VET colleges, most of the youth expect to be employed by the government and instead they find themselves failing to join VET colleges because they are not sure of their future life by assuming that employment is only under government sectors (T 3)

However, the researcher observed that the local people are not well informed about VET issues in comparison to official ones who get information from the right source. Actually the researcher observed that, community doesn't understand correctly what is being taught at VET colleges, community have little understanding on VET issues the situation which lead into negative perception about VET as they find that their children will never be employed by the government and hence not to give VET a first priority.

VET is very important but it is somehow hidden ,it is not known to the majority people, the registration conditions are so strict this lead to existence of vocational training centers(VTC) which are not registered and hence lead to discouragement of youth to enroll into VET college. (T8)

Moreover, the analysis of these findings can be shown in the table below:

Table 4.7: Showing the opinion of the respondents

Respondents	Advantages of Studying VET College					
	Self-Employment		Certification		To Get Skills	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
VET Students	15	30	15	30	15	30
Parents	5	10	5	10	15	20
VET Board Members	3	6	3	6	3	6
VET Instructors	9	18	9	18	9	18
VET Principals	3	6	3	6	3	6
Educational Officers	5	10	5	10	5	10
TOTAL	38	76	40	80	50	100

Source: Field data (2021)

From the data provided above, the researcher observed that the respondents know that there are advantages for someone to join VET colleges as it is seen that 76% of the respondents believe that there will be self-employment to the person studied at VET college while 80% of the respondent believes that certification is one among the advantages, likewise 100% of the respondents believe that once a person studied at VET college will be advantaged of getting skills for the betterment of their lives.

This discussion collaborates with this idea that, the National Vocational Training Centers (NVTC), the Folk Development Colleges (FDCs), the Technical Secondary Schools, Private Vocational Training and Trade Schools and Centers are prepared by the curriculum are under the ministry of education culture in co-operation with VETA for the technical subjects and orient on VETA Certificates. The trainees do a general O-level exam after form IV in linkage with technical certification and sit for trade Test III. Bonn, (2000).

4.4 Community Experience on VET Provision and Governance

The researcher intended to assess the Experience of Stakeholders on VET Promotion and Governance, where by when the respondents were asked if they are

appreciating VET and why do they do so, 95% of the respondents answered YES, because they believe that the trained ones will be able to employ themselves, also they answered that they appreciate VET because they will get experience through working with VET institutions, then they added that VET is well organized where they use to employ people of all levels of education even the master degree holders are being employed at VET institutions.

Getting vocational education and training will help to reduce a number of unemployed people because the trainees will employ themselves or even will be employed by the government as well as to help them stay away from street roaming and engaging into criminal affairs because they will have something to do.(B 2)

Likewise, other respondents continued to explain why do they appreciate VET by mentioning that VET has widened their ability to work as the people of different levels of education are being employed under VET Institutions.

I appreciate working with VET college because I came to discover that people of all kind of education can be employed, as long as there are degree holders, who have been employed as well as certificate and diploma, (T4)

The researcher observed that some members of the community do have negative perception on VET Institutions due to a reason that they are not well informed about the importance of VET. However 10% of the respondents answered NO when they were asked if they know what is going on within VET institutions, this means that they don't know exactly what is going on about VET,

I don't know the importance of taking my child into VET because once they complete studying the vocational education and training will not be employed by the government so to me, taking my child into VET collage it is just wastage of money. (P 7)

This discussion can be explained more through the following table

Table 4.8: Showing the community appreciation on VET

Respondents	The Answers of Questions			
	Yes		No	
	Frequency	Percentage	Frequency	Percentage
VET Students	15	30	-	-
Parents	10	20	5	10
VET Instructors	9	18	-	-
VET Board Members	3	6	-	-
VET College Principals	3	6	-	-
Educational Officers	5	10	-	-
TOTAL	45	90	5	10

Source field data (2021)

The data presented in the table above shows that 90% of the respondents had answered YES when they were asked if they appreciate VET while 10% of the respondents answered NO when they were asked if they appreciate VET.

Furthermore, the researcher managed to seek the community's experience by asking the respondents to mention which good things do they like within VET provision and institutions, 30% the respondents answered that the youth will be able to acquire specific skills and hence will be able to employ themselves,

VET will enable learners to be creative as they can create different materials like aluminum materials and other creative materials as well as the ability to repair properties like cars, fridges etc. is very important due to the fact that it helps the learners after completing their studies to join various activities as entrepreneurs and hence get income, (S6)

Also 65% of the respondents answered that the issue of certification of the trained ones is the most good thing which will help the trainees to be identified easily through their daily activities;

once a trainee is being certified it will be easier for him or her to be recognized as you may find a road traffic officer asking the car drivers if they have the driving license from VETA, this shows that VET provides good things like certificates (E 1).

However, the researcher observed that about 5% of the respondents answered that one among the good thing in VET is about the idea of entrepreneurship where the trainees will be able to be innovative so as accommodate their lives through the skills they are provided with,

Once I complete my studies I will be able to employ myself because of the knowledge I will get, I will be an independent electrician, I will open my office because I will be a certified electrician (S8).

Never the less, the researcher was able to observe which bad things perceived by the community through VET provision in institutions and discovered that although respondents mentioned the good things which they know about VET also there are bad issues they know, where by 30% of the respondents mentioned that the existence of college fees lead to the people of low class become incapable to join the colleges,

If VET is important why is it not freely provided as it is at primary and secondary education? After all me as a parent I don't know what is being taught at VET colleges so it is just like wastage of money, after all there is no employment. (P4)

Moreover lack of working tool among the trainees seem to be a bad thin which was discovered, as the researcher discovered 30% of participants within the VET institutions mentioned that there is very few working materials the situation which discourages the trainees in doing practical activities,

There are very few working materials for practicing in relation to the number of students, we fail to capture what is being taught because you may find one car being used by 50 students, it is discouraging so much (S1)

However, the researcher continued to seek information about the bad things within VET institutions and discovered 6% of participants explains that the parents and the

community at large perceive the VET institutions as for the people who have failed their studies like standard seven or form four leavers.

Parents think that VET is for the failures only, whereby they tend to hesitate to take their children to VET colleges, most parents don't understand what is being taught at VETA hence don't know the importance of VET. (C3),

In the process of collecting data relating to bad things within VET institutions, the researcher observed that 34% of respondents have various answers like VET is somehow hidden, it is not widely known because only few people know, there is no direct connection between VTC and VET. Also they added that training people without giving them the working tools after completing their studies is one among the bad things, as well as the instructors don't advertise their colleges effectively.

Although VET is very important, there is no provision of working tools after the completion of the course, the situation which discourages the trainees to keep going after studies. People don't value the commodities made within the country therefore this lead to poor production of commodities and hence low number of learners, also parents value the kind of education which leads government employment.(T 3)

In relation to the discussion above, only the instructors, college principles and education officers knows VET information effectively which is similar to 40%, while most of the parents and students as well as the board members do not understand the VET information effectively which is similar to 60%.

This discussion collaborates with the idea that , the mission of VETA is to ensure quality demand driven vocational skills to Tanzanians through providing, promoting regulating and financing vocational education and training, and stable financing of VET systems. Ndunguru,(2000).

4.5 Developing Trends On Provision And Governance of VET

The researcher intended to explore the Developing Trends on Provision and Governance of VET, there were various answers according to the participants' perception, where by the researcher wanted to know the developing trends in the past years, the developing trends in the present time, and the developing trends in the future time.

4.5.1 VET Situation in the Past Years

The researcher observed that 30% of the respondents mentioned that during the past time VET collages were very few in number as well as the number of enrolled students were very low, however 30% of the respondents mentioned that during the past time in VET there were poor working tools, drivers were working without license, and students had nowhere to stay during their studies. Then 40% of the respondents mentioned that during the past time VET was known as the college for students who have failed their studies;

VET was for the failures who haven't meet the qualifications of joining higher levels of education especially standard seven and form four leavers and it was only few people who joined the colleges because the colleges were very few in number. (B1)

Table 4.9: Showing the respondents' awareness on the developing trends

Respondents	Frequency	Percentage	Aware with The Past Time percentage	Not Aware with The Past Time percentage
Vet students	15	30	0	30
Paernts	15	30	0	30
Vet instructors	9	18	8	10
Vet college principles	3	6	6	0
Educational officers	5	10	10	0
Vet Board Members	3	6	6	0
Total	50	100	30	70

Source: field data (2021)

Looking at all the revealed answers, it seems that 70% of the respondents are not aware of what was being done under VET colleges and institutions in the past time because they answered that they don't know what was happening during the past time.

This is collaborated by the idea that, In the past years VETA had stressed its role in developing and setting up its own implementing structures and governing and monitoring bodies, systems and instruments. With the accreditation and registration of private training providers the authority has strongly contributed to mapping centre based VET in Tanzania. However, co-ordination of VET provision on the national and regional level has not been emphasized over the years. Nor have concepts and general strategies for a co-ordinate VET provision been developed and systematized, this still seems to be based on the self initiative and strengths of the single Regional Managers.(Redecker M,2000).

4.5.2 VET Situation in the Existing Time

The researcher was intending to know what is going on in VET institutions during the existing time, where by the researcher continued to interview the respondents, 40% of the respondents mentioned that in the present time VET institutions have been increased in number, pupils are being certified accordingly and a large number of students are in need of joining VET colleges.

In the present time colleges are increased in number, students are being skilled ,certified and getting license after their studies, colleges has hostels, (T7).

Moreover, the researcher observed that,40% of the respondents mentioned that in the present time there is the use of modern machines in the training activities as well as the system of providing skills has been changed from traditional into modern system, also the qualifications of VET instructors are now increased in status as it is from being employed with just Trade test to the level of Diploma.

The system of providing education has been changed from a traditional one to Competence Based Education and Training-CBET, also the knowledge which is being provided is based on the needs of the society, (C3)

All in all, the researcher discovered that about 70% of respondents understands that in the present time, people seem to be aware of what is being done under VET though it is not at wide range,

The existence of fee free education has influenced the enrolment of VET colleges since that the parents find themselves incapable of paying school fees just because at lower levels their children studied freely. (E4)

This collaborates with the idea that, a polytechnic has traditionally been an institution that offers education in many arts and sciences at the diploma level. Since most of them offer education to improve the practical and technical skills of the students, they have a clear vocational orientation. Bangotra,(2012)

4.5.3 VET in the Future Situation

The researcher was interested to know the VET situation in the coming time, where by the researcher discovered that through VET many people will be able to employ themselves as well as a lot of technicians will be available within the community. Moreover, when the researcher continued to observe, 70% of the respondents seem to have higher expectations about VET in future, where by parents are to be educated

and become well informed about VET so that they will be able to send their children into VET.

In the future time, VET college students after school completion should join into groups so that they can be recognized and be able to be financed by the government, also the government should increase or widen up the chances for joining into VET collages(C1)

Then, the researcher continued to seek more information about the perception of the community on VET situation in the future and observed that 30% of the respondents believe that for those who have been advantaged to go for VET studies will increase a number of technicians in various categories, for the hard working will perform well into their life,

We will be using our technical experts instead of importing from outside, as well as the youth will be self-employed, (E3.)

On top of that, the researcher was eager to know the opinions of the community about the VET students enrolment, where by it was observed that 6% of the respondents mentioned that the government should widen the number of chances for the students to join the colleges because many students fail to join the colleges because the chances are too limited, likewise the government should provide the loans to VET students as it is done to students of other colleges.

The government must increase the number of students to be enrolled and in so doing the tuition fee must also be reduced so that all applicants can be able to pay, likewise for the VET colleges who has completed their studies they should generate themselves into groups so that they can work as a team for the sake of being financed by the government and when possible, they would establish their own company (C3)

Also the researcher observed that 60% of the respondents mentioned that because VET is very important, the college fees must be omitted as it is done in primary

and secondary schools, this is because most of the people within the society don't understand exactly what is being taught in VET colleges, parents tend to value the kind of education that leads into government employment only.

The societies perceive VET students as inferior compared to students of other colleges like clinical colleges the situation which leads parents and student to be discouraged to join the VET colleges (E 4)

However, the researcher observed that, it is true that students are being enrolled into VET colleges but number of enrolled is not equivalent to a number of students who has completed their primary and secondary schools in relation to the selection for their further studies. Likewise, 10% of the respondents answered that they don't know the exact number of the enrolled students because VET College don't work under their management.

After the students being completed their primary and secondary education there is no connection between the students and education offices because their application for joining into VET colleges is direct to the college and not the education offices (E5)

However, the researcher observed that 24% of the respondents answered that, the society don't have enough knowledge about what exactly is being taught at VET colleges because a number of enrolled students into VET is very minimal in comparison to the labor market situation .

In consideration to the above discussion the researcher observed that, while the college principles expect students to be enrolled at a large number, parents don't have enough information from the right source about VET institutions, likewise there is no close connection in operations between education officers and VET colleges as

it is seen that educational officers don't understand what number of students has been enrolled into VET institutions.

Generally, this discussion is collaborating with the idea that VET courses can only be delivered by registered training organizations that meet national standards and have the relevant qualification and units of competency on their scope of registration, FDCs lack technically qualified staff, besides teachers who have had teachers training. The existing constraint limits employment of additional staff, this has been regarded as being one of the limiting factors for the FDCs to further develop and build on their general orientation on vocational training, BONN (2000)

4.6 Features of VET Provision in Existing Policy and Guidelines

The researcher was very much interested to examine features of VET provision in the existing policy and guidelines, where by the observation mainly wanted to discover the policy used for VET operations, issues touched by VET policy, and opinions on VET policy.

However, the researcher wanted to observe which policies known by the community and are used in VET provision, where by parents and students which similar to 60% of the respondents were not aware with which policy is concerned with VET provision. Moreover, only some the official respondents are aware of which policy are used into VET provision as 35% the respondents mentioned the Educational and Training Policy (ETP) 2014 as the main policy which is used in VET provision and the Adult Education Policy ,

Actually we are not always using the policies only, sometimes we are using the guide lines provided by NACTE, We also use the Adult Education policy and the provided guide lines provided by NACTE, (C 2)

Moreover, the researcher observed that, 5% of the respondents seem not to be aware of the policies dealing with VET institutions although they are the ones who dealing with VET institutions,

I think we are using the Adult Education Policy but I don't know the connection of VET and this policy, your interview has awakened me I will make a follow up on these policies(T 7)

Likewise, the researcher found that 18% of the respondents revealed that there must be changes in education policy to the relation of VET provision so as to spread the awareness of VET institutions within the community.

I haven't get the connection between adult education and VET, I wish the policy could be changed so that things could be open to the extent that once you are employed, within the employment contract you will be provided the copy of policies dealing with VET, (T 3)

Likewise, the researcher wanted to observe which issues touched by policies mentioned by the respondents, where by the researcher observed that 40% of the respondents mentioned that VET provides education to youth and adults of every kind particularly those who can read and write everyone at the respectively position.

Cost sharing is one among the issues touched by the educational policy where by students are contributing for a little money and the rest amount is paid by the government, (E 2),

Furthermore, the researcher wanted to observe about the community's opinion about the policies concerning with VET provision where 70% of the respondents suggested that, the policy must put into consideration about the whole process of VET

students enrolment like after completing standard seven or form four studies have to be selected direct into VET college,

VET student must be trained in a way that after they complete their studies their life style will attract other youths to join into VET colleges instead they are becoming inferior within the societies regardless of the knowledge they have, this is due to fact that they lack the required working tools. (C 2)

Then 30% of the respondents suggested that, the VET policy must be set in a way that once the students complete their VET studies their living and working situation should attract other people to join the VET colleges.

Instead of taking the youth into 'Jeshi la Kujenga Taifa(JKT) they are to be taken into VET for getting skills and certifications, as well as VET should be well organized from the primary school level. Also communities must be educated on the necessity of VET, VET colleges must exist into each district, the VET policies must be improved to the extent that the scope of students to be joining will be widened, VET must be given the priority within the educational policy (B1).

However, this discussion collaborates with the idea that VET skills are essential to generate job creation, employment, and a productive economy. Jakubowski (2010). Technical and vocational programs have long been praised for their success in easing school -to - work transitions, as they are associated with reducing mass youth unemployment (Tilak 2002, Muller 2003)

CHAPTER FIVE
SUMMARY OF MAJOR FINDINGS, CONCLUSION AND
RECOMMENDATIONS

5.1 Introduction

This chapter is organized into four subsections: Introduction; Summary of major findings captured into themes from chapter four; Conclusion; and Recommendations.

5.2 Summary of Major Findings

5.2.1 Stake holders' Understanding on VET Institutions

There is a mixed picture on the understanding the difference between VET and VETA where by VET is all about vocational skills while VETA is all about the authority that provide vocational skills. Also it is observed that parents don't understand about VET and its advantages, most of the parents expect their children to be employed by the government that is why they don't take trouble to know what is going on under VET institutions. Moreover, only college principles were able to differentiate about VET and VETA while others didn't notice the difference.

It is also observed that, communities especially parents get information about VET from the wrong source of information as they just hear from friends or neighbors. More over in mentioning the sources of information the respondents didn't mention the pupils as the source of information whereby through them they can convey the message directly to the parents . Also, communities don't understand the advantages of getting the VET knowledge as most of them expect their children to be employed by the government the situation which lead to the youth not join the VET colleges.

Moreover, the existence of fee free system has affected the communities as parents don't take trouble for their children to join VET colleges, they find themselves unable to pay the college fees because at lower levels their children studied freely.

5.2.2 Stakeholders' Experience about VET Institutions

The observation found that the youth agree that VET knowledge will help them to stay away from street roaming as they will have specific activity to do. However, the parents and the community at large don't agree that VET will be helpful to youth as they find it as a kind of money wasting since that their children will not be employed by government this due to lack of enough information about VET to the communities.

Also, the observation shows that the VET instructors, college principles and educational officers agree that VET knowledge will be helpful to the youth into self-employment as long as certifications is concerned.

Likewise, the youth especially on-going VET students have the experience by hearing from friends that, once they join and complete the VET education they would be able to do various issues like driving, carpentry and entrepreneurship.

5.2.3 Developing Trends About VET Provision and Governance

The observation found that the communities perceive VET as suitable for the ones who have failed their form four or standard seven studies, However the communities don't have the right information about VET they just hear from friends and neighbors therefore they don't understand exactly what is happening VET in details.

Moreover, the observation found that only the VET instructors, college principles and education officers are the ones who know in details what is going on under VET as they mentioned that the VET colleges are increasing in number.

Also, the communities revealed that the VET registration qualifications are not openly known the situation which lead them into ignoring the whole process of their children to join the colleges as long the college fee is concerned. However, the number of enrolled students is very much different from the number of standard seven and form four leavers due to the fact that only few students are enrolled.

The observations show that, the communities perceive VET students as inferior compared to students from other colleges, this is revealed by the existence of poor living condition among the VET students, the situation which discourages students to join the VET colleges. While the VET principles expect students to be enrolled at a large number, parents and community at large don't have enough information about VET institutions and their advantages.

5.2.4 Features VET in Existing Policy and The Guidelines

The observation shows that many college instructors, college principles and educational officers are not familiar with policies dealing with VET, although they mentioned the education policy of 2014 but they were not able to specify which issues are touched by that policy relating to VET. However, some of the VET instructors, college principles and educational officers prefer the policy changes in relation VET institutions so as to encourage students to join into VET colleges at a

large number. All the VET instructors, VET college principles, and education officers suggest that each the district must possess a VET college.

VET students must be trained in a way that after they complete their studies their life style will attract other youths to join into VET colleges instead they are becoming inferior within the societies regardless of the knowledge they have, this is due to fact that they lack the required working tools.

5.3 Conclusion

According to VET Act from 1994, VETA has the responsibility to co-ordinate VET among the different players like private training providers, mission and trade schools, government training institutions and training institutions owned and run by VETA. However, employment of new staff has been frozen concerning the quality and quantity, training capacity is by large seriously under – utilized and ranges between zero to 40-50% in utilization this is due to lack of funds and the difficulty clients face to pay for training. Bonn,(2000) Moreover the training programmes often do not show a clear indication to labor market needs and developments. Likewise, the training market becomes much more competitive and addresses those who are able to pay for training while those who cannot afford and don't have entry qualifications are disadvantaged. Never the less, the communities are to be informed and being well educated about the advantages of taking their children to VET colleges. However, in provision of VET in Tanzania different stakeholders are to be put into cooperation so as to create awareness to the societies as long as VET is concerned.

Generally, the study has observed that the community is not well informed about VET where by parents and the community at large have to be well informed so as to understand the advantages of VET. Since that parents get information through hearing from fellow neighbors and friends the number of VET students enrolment is too minimal in relation to a number of form four and six leavers, However, the poor life style of the students who completed VET studies don't convince the students to join the VET colleges. Moreover, the VET instructors don't take time for spreading the good news into the surrounding community, this is because they are to be paid regardless of the low number of enrolled students. The educational policy has to keep into consideration the importance of students to opt joining the VET college or continue with further secondary studies, for instance to the case of filling the choices of secondary schools in standard seven in – TSM 9, a student must be free to choose where to go with inclusive of VET college.

5.4 Recommendations

Recommendations are further divided into two sections namely Recommendations for Policy Actions which addresses issues that need immediate attention and the other section of recommendations covers unanswered questions namely recommendations for further research. The two sections are presented as:

5.5.1 Recommendation for Policy Actions

The development of Education Policy in Tanzania played an important role in the orientation and provision of Vocational Education and training, In 1968 a new education policy (Education for Self-Reliance- ESSR) was passed which emphasized

that primary schools should be circle for education. Basing on the research done the following are recommended:

- i) Educational Policy must involve VET from grass root levels, means that VET must be known from the beginning of primary school studies so as to make the communities aware of the importance of VET.
- ii) In order to meet the demand for vocational training, the FDCs under the ministry of Community Development, Women Affairs and Children should be encouraged to increasingly offer Vocational Education and Training.

5.5.2 Recommendation for Further Studies

The study is better to other researchers on the helpful ways of understanding the community perceptions with the empirical evidence from owners of VET Institutions.

5.5.3 Recommendation for Policy Changes

Basing on the research done, the educational policy should be re- organized so as to create awareness to the communities as well as the Vocational education instructors, once they are employed they are to be provided the educational policy perpendicular to their employment contract.

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APPENDICES

Appendix 1: Interview Guide Questions for Secondary School Leavers (2018-2020)

1.0 Preliminary information of respondents

- 1.1 Name (Not necessary)
- 1.2 Sex: Female () Male ()
- 1.3 Age 18-28 () 29-38 () 39-48 () Above ()
- 1.4 District
- 1.5 Region

2.0 Interview questions for secondary school leavers in relation to their understanding about Vocational Education and Training (VET)

- 2.1 What do you understand about VET?
.....
- 2.2 How do you get information about VET?
.....
- 2.3 What is your source of information about VET operations.
.....
- 2.4 What do you think would happen if you study about VET?
.....
.....

3.0 Interview questions for secondary school leavers in relation to their experience.

- 3.1 Do you appreciate VET ? YES() NO ()
WHY?.....
- 3.2 Which issues have you met relating to VET?
.....
- 3.3 Which things have you heard about VET that make VET important?
.....
- 3.4 Mention just few **bad** and **good** things about VET that you know.
.....

4.0 Interview question for secondary school leavers in relation to the developing trends of VET operations.

4.1 VET is operating under the act of parliament No.1994, what was happening under VET before you completed your secondary education?

.....
.....

4.2 What was happening under VET during your secondary school studies?

.....
.....

4.3 What is happening within this current situation about VET in your living place?

.....
.....

Appendix 2: Interview Guide Questions for Vet College Students

1.0 Preliminary information of respondents

- 1.1 Name (Not necessary).....
- 1.2 Sex: Female () Male ()
- 1.3 Age 18-28 () 29-38 () 39-48 () Above ()
- 1.4 District
- 1.5 Region

2.0 Interview guide questions for VET college students in relation to their Understanding about Vocational Education and Training(VET).

- 2.1 What do you understand about Vocational Education and Training - VET?
.....
- 2.2 How do you get information about Vocational Education and Training-VET?
.....
- 2.3 What are your expectations after completing your studies at Vocational and Training college?
.....

3.0 Interview guide questions for VET Students in relation to their experience

- 3.1 Do you appreciate Vocational Education and Training? YES() NO ()
Why?
- 3.2 Which issues have you met relating to vocational and training Vocational Education and Training (VET).
.....
- 3.3 Which other things have you heard that make Vocational Education and Training (VET) important?
.....
- 3.4 Which good things do you know about Vocational Education and Training(VET)?
.....

4.0 Interview questions for Vocational Education and training (VET) students in relation to the VET developing trends.

4.1 VET is operating under the Act of parliament no.1 of 1994, do you know what was under VETA before you joined the VET studies?

.....

4.2 What is happening under VET within the current time?

.....

4.3 What is your perception of VET in future time?.....

.....

Appendix 3: Interview Guide Questions for Parents

1.0 Preliminary information of respondents

- 1.1 Name (Not necessary).....
- 1.2 Sex: Female () Male ()
- 1.3 Age 18-28 () 29-38 () 39-48 () Above ()
- 1.4 District
- 1.5 Region

2.0 Interview questions for Parents in relation to their understanding about Vocational Education and Training (VET).

- 2.1 What do you understand about Vocational Education and Training (VET)?
.....
- 2.2 What is the source of source of information about vocational education and training (VET) operations?
.....
- 2.3 What do you think will happen if your child will study at VET college?
.....

3.0 Interview questions for parents in relation to their experience in VET operations.

- 3.1 Do you appreciate the knowledge from vocational education and training (VET)? YES () NO()
Why?.....
- 3.2 Which issues have you met relating to vocational education and training?
.....
- 3.3 What do you think will happen if your child will study at VET college?
.....

4.0 Interview questions for parents in relation to the development trends of VET?

4.1 4.1 VET is operating under the Act of parliament No.1 of 1994,can you explain what was happening under VET in the past five years?

.....

4.2 Vocational education and training colleges are operating in various areas within Tanzania, what is your perception with the current situation of VET?

.....

4.3 According to what you have been observing in relation to VET , what are your expectation about future life of colleagues who will complete the VET studies.

.....

Appendix 4: Interview Guide Questions for Vet Instructors.

1.0 Preliminary information of respondents

- 1.1 Name (Not necessary).....
- 1.2 Sex: Female () Male ()
- 1.3 Age 18-28 () 29-38 () 39-48 () Above ()
- 1.4 District
- 1.5 Region

2.0 Interview questions for VET college Instructors in relation to the understanding about Vocational Education and training.

- 2.1 How do you explain to the society about the vocational education and training to the society?
.....
- 2.2 As a vocational education training instructor, what issues can you tell about VET?
.....
- 2.3 What is the perception of the society on Vocational Education Training?
.....

3.0 Interview questions for Vocational Education Training college instructors in relation to their experience in VET operations.

- 3.1 Which issues led you to prefer working under vocational education and training?
.....
- 3.2 Which issues have you met that are relating to Vocational Education and Training?
.....
- 3.3 Which issues have you heard about Vocational Education and Training that make VET important?
.....
- 3.4 Which good and bad issues about VET that you have discovered?.....

4.0 Interview questions for Vocational Education and Training (VET)

College Instructors in Relation to the Developing Trends of VET

- 4.1 Through your working schedule, what was the VET situation in the past five years?
.....
- 4.2 What is the vocational education and training situation in the current time?
.....
- 4.3 Students are being enrolled into VET colleges, what is your opinion about the VET students enrolment ?
.....
- 4.4 What is your opinion on VET in future time about the students and the society?
.....

5.0 Interview Questions For Vet College Instructors In Relation To The Policy And Guidelines Of Vet Provision?

- 5.1 VET provision is being operated under various policies, which policies do you know that are used in VET operations?
.....
- 5.2 What are the specific issues touched by vocational education and training polices?
.....
- 5.3 What is your opinion on the policies which you have mentioned?
.....

Appendix 5: Interview Guide Questions for Vocational Education and Training (Vet) College Principles

1.0 Preliminary information of respondents

- 1.1 Name (Not necessary).....
- 1.2 Sex: Female () Male ()
- 1.3 Age 18-28 () 29-38 () 39-48 () Above ()
- 1.4 District
- 1.5 Region

2.0 Interview questions for VET college Principles in relation to the understanding about Vocational Education and training.

- 2.1 How do you explain to the society about the vocational education and training to the society?
.....
- 2.2 As a vocational education training principle, what issues can you tell about VET?
.....
- 2.3 What is the perception of the society on Vocational Education Training?
.....

3.0 Interview questions for Vocational Education Training college principles in relation to their experience in VET operations.

- 3.1 Which issues led you to prefer working under vocational education and training?.....
- 3.2 Which issues have you met that are relating to Vocational Education and Training?.....
- 3.3 Which issues have you heard about Vocational Education and Training that make VET important?.....
- 3.4 3.4 Which good and bad issues about VET that you have discovered?.....

4.0 Interview questions for Vocational Education and Training(VET) college principles in relation to the developing trends of VET

- 4.1 Through your working schedule, what was the VET situation in the

past five years?.....

4.2 What is the vocational education and training situation in the current time?.....

4.3 Students are being enrolled into VET colleges, what is your opinion about the VET students enrolment ?
.....

4.4 What is your opinion on VET in future time about the students and the society?
.....

5.0 interview questions for VET college principles in relation to the policy and guidelines of VET provision?

5.1 VET provision is being operated under various policies, which policies do you know that are used in VET operations?
.....

5.2 What are the specific issues touched by vocational education and training polices?
.....

5.3 What is your opinion on the policies which you have mentioned?
.....

Appendix 6: Interview Guide Question for Education Officers.

1.0 Preliminary information of respondents

- 1.1 Name (Not necessary).....
- 1.2 Sex: Female () Male ()
- 1.3 Age 18-28 () 29-38 () 39-48 () Above ()
- 1.4 District
- 1.5 Region

2.0 Interview questions for education officers in relation to their understanding about Vocational Education Training

- 2.1 How do you explain about VET to the society?
.....
- 2.2 What is the society's perception about vocational Education and Training?
- 2.3 As an educational officer, explain just few issues you understand about vet
.....

3.0 Interview guide Questions for Education Officers in relation to their experience.

- 3.1 Which issues lead you to perceive vocational education and training positively?
.....
- 3.2 Which issues lead you to perceive vocational education and training negatively?
.....
- 3.3 Which other issues that you have met relating to VET?
.....
- 3.4 Which issues do you know that would make vocational education and training important?
.....

4.0 Interview guide questions for educational officers in relation to policy and guidelines of vocational education and training provision.

4.1 Vocational education training provision is being operated under various policies, which policies you know that are used in Vocational Education Training operations?

.....

What are the specific issues touched by the policies you know?

.....

4.2 What is your opinion on the vocational education and training policies you know?

.....

5.0 Interview guide Questions for Educational officers in relation to developing trends of Vocational Education and training provision.

5.1 What is the vocational education and training provision situation during the past five years?

.....

5.2 What is the vocational education and training situation in the current time?

.....

5.3 Students are being enrolled into vocational education training colleges, what is your opinion about VET student's enrolment?

.....

Appendices 7: Research Clearance Letters

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GEITA

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 **REHEMA B.MAKALANGA Reg No: PG201902618** pursuing Master of Education in Administration Planning and Policy Studies (MEDAPPS). We here by grant this clearance to conduct a research titled *“Analysis of Community Perceptions on VET: Empirical Evidence from Owners of Training Institutions in Geita.”* she will collect her data at **in GEITA 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

GETTA REGION



REGIONAL COMMISSIONER'S OFFICE,
P.O. BOX. 315,
GETTA.

Phone Address: "ADMIN"
Phone: 028 - 2520025
028 - 2520035
Fax. No. 028 - 2520033
E-mail: ta.geita@tamicemi.go.tz

Date 13/8/21

Name of Authority DED - BUKOMBE
Box 2
GETTA

Forwarded
Please kindly assist
Asst. Regional Commissioner
Bukombe
14/8/21

RE: RESEARCH/ FIELD ATTACHMENT PERMIT

I Introduce REHEMA B. MAKALANGA (Name of candidate)
of the Open University of Tanzania (college/university), pursuing Master of
Education in Administration, Planning and Policy Studies (Degree Classification) with Registration number
PR.2019.02618 for the purpose of conducting study/attending field attachment at
your institution for the period of 03 (months). The title of the
study Analysis of community perceptions on VET: Empirical
Evidence from Owners of Training Institutions in Getta
(Write in full or put

N.A as Not Applicable for the field attachment)

Your good office should not bear any financial cost as mandatory, however in kinds support is highly acknowledged

Thank you for your cooperation.

R.J. SUBIRA

FOR: REGIONAL ADMINISTRATIVE SECRETARY
GETTA
FOR: REGIONAL ADMINISTRATIVE
SECRETARY - GETTA.

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

GEITA REGION



REGIONAL COMMISSIONER'S OFFICE,
P.O. BOX. 315,
GEITA.

Phone Address: "ADMIN"
Phone: 028 - 2520025
028 - 2520035
Fax. No. 028 - 2520033
E-mail: ras.geita@tamiseml.go.tz

Date 13/8/21

Name of Authority DED - CHATO
Box 116
GEITA

[Signature]
EXECUTIVE DIRECTOR
CHATO
13/08/21

RE: RESEARCH/ FIELD ATTACHMENT PERMIT

I Introduce RIZAMA B. MUKALINDA (Name of candidate) of the Open University of Tanzania (college/university), pursuing Master of Education in Administration, planning and Policy (Degree Classification) with Registration number PC 201902618 for the purpose of conducting study/attending field attachment at your institution for the period of one (months). The title of the study "Analysis of community perception on VET: Empirical Evidence from Owners of Training Institutions in Geita" (Write in full or put N.A as Not Applicable for the field attachment)

Your good office should not bear any financial cost as mandatory, however in kinds support is highly acknowledged

Thank you for your cooperation.

[Signature]
R. J. SUBIRA
FOR: REGIONAL ADMINISTRATIVE SECRETARY
GEITA
FOR: REGIONAL ADMINISTRATIVE SECRETARY - GEITA