ASSESSMENT OF ATTITUDES OF SECONDARY SCHOOL STUDENTS TOWARDS VOCATIONAL EDUCATION AND TRAINING IN TANZANIA: CASE STUDY OF MPWAPWA DISTRICT

JOEL LAMECK NGOGO

A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE IN AGRICULTURAL EDUCATION AND EXTENSION OF SOKOINE UNIVERSITY OF AGRICULTURE. MOROGORO, TANZANIA.

2014

ABSTRACT

The purpose of this study was to assess the attitudes of Secondary School Ordinary level students towards vocational education and training. Youth unemployment is becoming a greater problem in Tanzania and also globally. There are opportunities not yet fully utilized in the country which could answer the question of unemployment of youths and their attitudes towards those opportunities. Thus the specific objectives of this study were to examine student's expressed attitudes towards vocational education, to determine the perception of the students about vocational education and training and to assess students' willingness to join vocational education and training centres. The study was guided by Fishbein's attitude theories. In completing this study, related literature was reviewed to provide a background of vocational education, attitudes and factors contributing in attitude formation. A cross-section research design was used to collect data that involved survey of 200 students from ten secondary schools. Statistical Package for Social Sciences (SPSS) computer program was used to analyse data. Likert scale was used to determine student's attitudes and perception toward vocational education and training. The survey results showed that students had negative attitude towards vocational education and training. Students valued the socially prestigious and white-collar professions over technical related occupations. Furthermore, their willingness to join vocational education and training after completion of O-level education revealed to be relatively low. The study concluded that, students were lacking adequate parental advice and teachers' guidance regarding vocational education and training. Also the school curriculum does not explicitly address the vocational subjects. The study recommends that the government of Tanzaniathrough the ministry education and vocational studies, particularly the Institute of Curriculum Developmentshould review and incorporate vocational subjects in the Ordinary level secondary school curriculum, teach it theoretically as well as practically. Deliberate

effortsshould be made to distribute throughoutthe country the centres where students can join vocational education that will halt students from only looking at socially prestigious and white-collar jobs only for their careers than otherwise.

DECLARATION

I, Joel LameckNgogo, do hereby declare to the Senate of Sokoine University of Agriculture that this dissertation is my own original work done within the period of registration and that it has neither been submitted nor being concurrently submitted in any other institution.

_____ _____

Ngogo, Joel Lameck Date

(MSc. Candidate)

The declaration above is confirmed by

_____ _____

Dr.G.K. Nzalayaimisi Date

(Supervisor)

COPYRIGHT

ACKNOWLEDGEMENTS

I humbly and wholeheartedly extend my sincere gratitude to the Almighty God through His son Jesus Christ for, as I believe, by His grace all things have been made possible.

I would like to extend my heartfelt and sincere thanks for the dedicative spirit and constructive supervisory of my supervisor Dr. Gabriel K. Nzalayaimisiof the Department of Agricultural Educational and Extension of the Sokoine University of Agriculture. Frankly speaking without that critical friendly aspect of yours plus your logical and timely responses, to greater extent, this study would have not been as successful as it is.

I would like to express my gratitude to Professor AmonZ. Mattee of the Department of Agricultural Educational and Extension of the Sokoine University of Agriculture, Morogoro Tanzania, for the material support, sparing his time to read my work during proposal development and the constructive contribution he made. 'I say God bless you.'

I am extremely grateful to Rev. DaudiMgwali, Rev. SalvatoryDaffi, church elders and members of Tanzania Assemblies of God Mpwapwa, Dodoma and Mazimbu Temple Morogoro, who prayed and gave me moral support during my studies.

I am indebted to thank the government of Tanzania to sponsor my studies at SUA and for releasing me from work to pursue studies. Also, my thanks go to the staff and class mates of the Department of Agricultural Educational and Extension of the Sokoine University of Agriculture for their moral support.

Finally I would like to express my sincere and heartfelt thanks to my beloved wife Consolatha, my daughter Angel-Atuvonekisye, my sons Deogratias-Gracious and Seth. They all prayed earnestly and unceasingly all the time of my absence pursuing my studies. Their tears made me to achieve my academic endeavour. May Almighty God bless them.

DEDICATION

This work is dedicated to the living God from Him everything comes and to Him everything goes. Glory is to thy name.

TABLE OF CONTENTS

ABSTRACT ..... **ii**

DECLARATION ..... **iv**

COPYRIGHT ..... **v**

ACKNOWLEDGEMENTS ..... **vi**

DEDICATION ..... **viii**

TABLE OF CONTENTS ..... **ix**

LIST OF TABLES ..... **xiii**

LIST OF FIGURES ..... **xiv**

LIST OF APPENDICES ..... **xv**

LIST OF ABBREVIATIONS ..... **xvi**

CHAPTER ONE **1**

1.0 INTRODUCTION, JUSTIFICATION AND OBJECTIVES **1**

1.1 Background Information 1

1.2 Problem Statement and Justification of the Study 3

1.2.1 Problem statement 3

1.2.2 Justification for the study 4

1.3 Objectives of the Study 5

1.3.1 General objective of the study 5

1.3.2 Specific objectives 5

1.3.3 Research questions 6

1.3.4 Theoretical framework 6

1.3.5 Conceptual framework 8

CHAPTER TWO **10**

2.0 LITERATURE REVIEW **10**

2.1 Definition of Terms 10

2.1.1 Access and equity in education 10

2.1.2 Perception 10

2.1.3 Attitude 11

2.2 Factors that Influence Attitude 11

2.3 Students Attitude towards Vocational Education and Training 12

2.4 Parental Attitudes towards Vocational Education and Training 13

2.5 School Age Structure in Tanzania 14

2.6 General Situation of Youth Employment in Tanzania 14

2.7 Brief History of Vocational and Technical Education 15

2.7.1 Vocational Education and Training Provision in Tanzania 16

2.7.2 Rationale of Technical Education and Training 16

2.7.3 Aims of the Vocational Education and Training 17

2.7.4 The Importance of Vocational Education and Training 19

2.7.5 The Role of Vocational Education and Training 20

CHAPTER THREE **22**

3.0 METHODOLOGY **22**

3.1 Introduction 22

3.2 Description of the Study Area 22

3.3 Research Design 23

3.4 Sampling, Sampling Techniques and Sample Size 23

3.4.1 Study population 23

3.4.2 Sampling techniques 23

3.5 Data Collection Methods 24

3.5 Primary data 24

3.6 Secondary Data 24

3.6 Data Processing and Analysis 24

3.6 Limitations of the Study 25

CHAPTER FOUR 26

4.0 RESULTS AND DISCUSSION.....26

4.1 Overview 26

4.1 Respondent Characteristics 26

4.1.1 Age of students 26

4.1.2 Sex of students 28

4.1.3 Residence of students 29

4.1.4 Parents' education 30

4.1.4 Parents' occupation 31

4.1.5 School curriculum 33

4.1.6 Parents Advice to their children on education path.....34

4.2.1 Students' attitude towards vocational education and training.....35

4.3 Students Perception about Vocational Education and Training.....37

4.3.1 Candidates of vocational education and training 37

4.3.2 Students perception about vocational education and training 38

4.3.3 Source of information for students to choose education path 40

4.4.1 Students willingness to join vocational education and training 41

4.4.2 Jobs interested by students 42

4.4.3 Students Ranking of vocational education and training in career opportunities..43

4.4.4 The reasons of students to rank vocational education and training first 44

CHAPTER FIVE 46

5.0 CONCLUSIONS AND RECOMMENDATIONS 46

5.1 Overview 46

5.2 Conclusions 46

5.3 Recommendations 47

5.4 Further Research Areas 48

REFERENCES 49

APPENDICES 59

LIST OF TABLES

Table 1: Age of students.....27

Table 2: Sex of students 29

Table 3: Residence of students.....30

Table 4: Parents Advice to their children on education path 35

Table 5: Students Attitudes towards Vocational Education and Training 36

Table 6: Students' attitude towards vocational education and training 37

Table 7: Right candidates for vocational education and training institutions 38

Table 8: Students Perception about vocational education and training 39

Table 9: Student's perception about vocational education and training 39

Table 10: Source of information for students to choose education path 40

Table 11: Students willingness to join vocational education and training.....41

Table 12: Rank of vocational education and training in career opportunities.....44

Table 13: Reasons of students to rank vocational education and training first.....45

LIST OF FIGURES

Figure 1: Conceptual framework of Attitudes of Secondary School Students towards Vocational Education and Training in Tanzania. 9

Figure 2: Education level of parents 31

Figure 3: Parent's occupation.....32

Figure 4: Jobs interested by students.....43

LIST OF APPENDICES

Appendix 1: Questionnaire for Individual Students.....59

Appendix 2: Perception about Vocational Education and Training.....63

Appendix 3: Students Willingness to Join Vocational Education and Training.....64

LIST OF ABBREVIATIONS

BEST	Basic Education Statistics in Tanzania
CBG	Chemistry Biology Geography
CSO	Civil Society Organizations
ELMP	Elaboration Likelihood Model of Persuasion
ESDP	Education Sector Development Programme
ESR	Education for Self Reliance
FBO	Faith Based Organizations
GDP	Gross Domestic Product
HRM	Human Resource Management
ILFS	Integrated Labour Force Survey
ILO	International Labour Organization
LITA	Livestock Training Agency
MUHAS	Muhimbili University of Health and Allied Sciences
NGO	Non-Governmental Organizations
PCB	Physics Chemistry Biology
SPSS	Statistical Package for Social Sciences
SSA	Sub Saharan Africa
TPDF	Tanzania Peoples Defence Force
UK	United Kingdom
UNESCO	United Nations Education, Science and Culture Organization
URT	United Republic of Tanzania
US	United States of America
VET	Vocational Education and Training

CHAPTER ONE

1.0 INTRODUCTION, JUSTIFICATION AND OBJECTIVES

1.1Background Information

The word "education" derives from three Latin words "educatum" "educare" and “educere” (Fernandes, 2005). All these words mean the act of teaching or training, bring up and lead forth, respectively.Fernandes (2005) further defined education as the deliberate and systematic influence exerted by the mature person on the immature through instruction and discipline. It involves development of all the powers of the human being that is the physical, social, intellectual, aesthetic and spiritual. The above different definitions of the word education suggest that education seeks to nourish the good qualities in man and draw out the best in every individual. For example, the Indian educational philosopher Mahatma Gandhi (Pathak, 2007) understood education as an all-round drawing out of the best in the child and man body, mind and spirit.

Aristotle defined education as the creation of a sound mind in a sound body in the sense that it develops man’s faculty, especially the mind so that the person may be able to enjoy the contemplation of supreme truth, goodness and beauty of which perfect happiness essentially consists (Pathak,2007). For Parankimalil(2012) education is defined as a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude that makes an individual civilized, refined, cultured and educated.

Education is a fundamental human activity and lifelong in the sense that an individual is born with it in the race and continue to function as long as that human lives (Dushi, 2012). Both Epictetus and Diogenes states that education is a key in human life by stating education to be essential and a necessity to all human being (Dushi, 2012). Education

helps a person to survive and manage life. Dewey, viewed education as a tool used for life preparation (Dewey, 2012). Deducing from the above statements, thus, education can be defined as the process of living and a way of preparation for future living. Education on the other hand is the portion remaining in persons mind and memory when others has disappeared or forgotten (Lee, 2010).

In Tanzanian context education is regarded as a process by which the individual acquires knowledge and skills necessary to appreciate and adapt to the environment and conditions of society he/she is living in. It is a means by which one can realize own potential (URT, 1995).Nyerere (1978) in his philosophy of education is liberation argued that the purpose of education is the liberation of Man from the restraints and limitations of ignorance and dependency. Therefore education has to increase men's physical and mental freedom to increase their control over themselves, their own lives, and the environment in which they live (Lema*et al.,* 2004).The ideas imparted by education, or released in the mind through education, should therefore be liberating ideas; the skills acquired by education should be liberating skills. Teaching which induces a slave mentality or a sense of impotence is not education at all rather it is an attack on the minds of men (Lema*et al.,* 2004; Nyerere, 1978).

Among other aims of education and training in Tanzania are to enable the acquisition, improvement and upgrading of mental, practical, productive and other life skills needed to answer the changing needs of industry and the economy. Education also aims to promote the love for work self and wage employment and improved performance in the production and service sectors (URT, 1996). With this regards vocational education and training is an imperative aspect in human life as it can moderate class and ethnicity divisions by providing access to career opportunities to individuals across the socio-economic spectrum

(Collett, 2008). In Tanzania therefore the national vocational training programme was introduced in 1968, with the primary objective of offering basic vocational training aimed at providing life skills to individuals so as to enable them earn a living through the use of the obtained skills (URT, 1996).

1.2 Problem Statement and Justification of the Study

1.2.1 Problem statement

The successful long-run development in Sub Saharan Africa (SSA) requires significant improvements both in basic education and in technical and managerial skills in all sectors of the economy (Benel*et al.*, 1999). As stipulated in the Tanzania national employment policy (2008) that government efforts in promoting employment among other efforts is the initiation of vocational education and training programme with the objective to fill the gap of technicians as well as to encourage self-employment activities in the informal sectors because this sector has abundant wealth which has not been exploited significantly (URT, 2008). The Education SectorDevelopment Programme (ESDP) study revealed the low enrolment rate of students in Vocational Education and Training centres (116,613 students were enrolled in 2009/10). Hence the country fails to create a pool of middle level technicians that will contribute to and increase the national economy (URT, 2010).Currently a big number of students graduating from Ordinary secondary schools level neither continues with advanced level secondary schools nor join other training colleges (BEST, 2012). Both the policies for vocational education and training and national employment policy would stand a better chance to fill the gap of technicians. However fewstudies to understand the student's attitude towards vocational educationandtraining have been conducted to answer the question of increased need for technicians so as to be in line with the demand. This study therefore intended to assess

ordinary levelsecondary school students' attitudes towards vocational education and training and the factors that shape the attitude.

1.2.2Justification for the study

One of the objectives of the Youth Development Policy (URT, 2008) is the creation of human resource development opportunities for the acquisition of demand driven skills and competencies for wage and self-employment. This has been envisaged to be achieved through preparation of youths for work; by ensuring quality basic education for all young women and men, and developing a demand driven vocational and technical education system. The definition of the youth varies considerably however according to national conditions and definitions. While the usual international definition refers to persons aged between 15 and 24 years, in Tanzania, Youth refers to persons aged between 15 and 35 years (URT, 2008).

The national employment policy of Tanzania (URT, 2008) further state that there is need also to remove the negative perception of youths to be self employed by sensitizing them on the employment potentials in the private sector. On the other hand, the increasing number of entrants into the labour market offers an opportunity for increased production and productivity if these new entrants are equipped with the employable knowledge, skills and training, required by the labour market (URT, 2008).

Access and equity to education and training is one of the fundamental human rights. According to the Technical Education and Training Policy in Tanzania (URT, 1996), access refers to the opportunities available to the target population to participate in educational programme, whereas equity refers to the fairness in the distribution and allocation of educational resources to various segments of the society. Employment

promotion strategy for youths among many strategies is to strengthen and expand vocational training in public and private training centres with a dual purpose of industrial employment and self-employment (URT, 2008). Being in line with the Technical Education and Training Policy (URT, 1996), it is imperative to study the attitudes of ordinary level secondary school students towards vocational education and training programmes in order that there is a harmonized situation between the prospective candidates of the vocational education and training centres, the policy and the employment sector both the wage and self-employment. The youth constitute the majority of the active labour force not fully utilized (Komba, 2010). The nature and extent of the youth unemployment problem varies considerably across gender and geographical division (ILFS, 2006). The findings from this study will therefore provide the base for the government and vocational education stakeholders a better way to deliver vocationaleducation and achieve the need of technicians. This study is based on the philosophy of education for self-reliance (Nyerere, 1967), the Education and Training Policy (URT, 1995) and the Technical Education and Training Policy (URT, 1996).

1.3 Objectives of the Study

1.3.1 General objective of the study

The main objective of the study was to investigate theattitudes of ordinary level secondary school students towards vocational education and training in Tanzania.

1.3.2 Specific objectives

i. To examineordinary level secondary school students expressed attitudes towards vocational education.
ii. To determine the perception of theordinary level secondary school students about vocational education and training.

iii. To assess students willingness to join vocational education and training centres

1.3.3 Research questions

i. What are the attitude ofordinary level secondary school students towards vocational education and training?

ii. What is the perception of theordinary level secondary school students about vocational education and training?

iii. What is the scope of ordinary level secondary school student's readiness to join vocational education and training after completion of their ordinary level education?

1.3.4Theoretical framework

Attitude refers to behaviours that are consistently favourable or unfavourable (Fishbeinand Ajzen, 1975). Many theories have been put forward as to guide the concept of attitude. These include the general theory of attitude change commonly known as the elaboration likelihood model of persuasion (ELMP) (Petty and Cacioppo, 1986). The ELMP theory state that, people are motivated to hold correct attitudes and that incorrect attitude are generally maladaptive and can cause harmful behavioural, affective and cognitive consequences. In expectancy-value theory it describes that intrinsic value is the enjoyment one gains from doing the task. When individuals do tasks that are intrinsically valued, there are important psychological consequences for them, most of which are quite positive (WigfieldandEccles, 2000). AlsoBandura's theory of social learning highlights the idea that much of human learning occurs in a social environment. By observing others, people acquire knowledge of rules, skills, strategies, beliefs, and attitudes. Individuals also learn about the usefulness and appropriateness of behaviours by observing models and the

consequences of modelled behaviours and they act in accordance with their beliefs concerning the expected outcomes of actions (Breuerand Eugster, 2006).

This study is resting on Fishbein's attitude theories (1975). The Fishbein's attitude theories give a basis to understand attitude and predict behaviour of an individual. His theories also help us to understand the development and formation of attitudes and belief, helping to find the most effective modes of persuasion and motivation; if understanding how attitudes are formed makes a person better equipped to mould them. Fishbein's views on attitude can be broken down into three theories but for the sake of this study the theory of information and integration is used, which focuses on how one accumulate and organize information.

According to this theory, all information has the potential to affect attitude based on two variables namely valence and weight (Fisbeinand Ajzen, 1975). Valence is all about how the information compares to our attitude. All statements have a positive or negative valence based on whether or not we agree with them. A statement with a positive valence is something we already agree with and a statement with a negative valence is something we already disagree with. The effect information has on our attitude is also determined by the weight it has. Statements with a lighter weight regardless of their valence are not going to have much of an impact on one’s attitude. A statement that one believes has a great deal of weight is going to have a more significant impact on one’s attitude regardless of its valence.

This theory also holds that most of the time one statement regardless of the weight assigned it will not have a significant impact on the attitude because ones attitudes usually consist of a number of ideas that will counteract the new information (Littlejohn,

1989).From this theory it is assumed that the information that students do get from different sources such as parents, guardians and teachers have power to influence student's attitude towards their future career. In this case vocational education and training, make students have confidence in their parents, guardian and teachers. If parents, guardians or teachers are engaged in vocational field, it is likely to impart the spirit of that particular field to children.

1.3.5 Conceptual framework

This section describes the relationship that exists between independent variables (causal) and dependent variable (effect) (Goodman*et al.*, 2011). The students' possibility to aspire for vocational education and training depends much on their attitude towards vocational education and training.Msemo (2012) argued that attitude is regarded as a dependent variable which is influenced by student's perception towards vocational education and training. Factors such as students' home background, class/grade of student, curriculum, education level and occupation of parents/guardian and their respective attitude may have great influence on the attitude of students towards valuing and eventually joining vocational education and training. According to Mattee (1983), attitude seems to be a kind of learned product which an individual have to undergo several processes like seeing, hearing then contemplation (perception) before giving judgement to accepting or rejecting that is positive or negative attitude respectively. Since attitude is learned therefore it is most likely to be changed. In that way student's attitude towards vocational education and training can be changed positively or negatively.Biavaschi*et al.* (2013) argued that vocational training is a crucial element as it can link young people's competences with employers 'needs. Bringing vocational training closer to the needs of dynamically changing and evolving labour markets and economies can help young people move into more productive and sustainable jobs. Thus, taking the perspective of young people, a good job is the one that initiates a long-term investment in and attachment to the labour market.

Conceptual framework

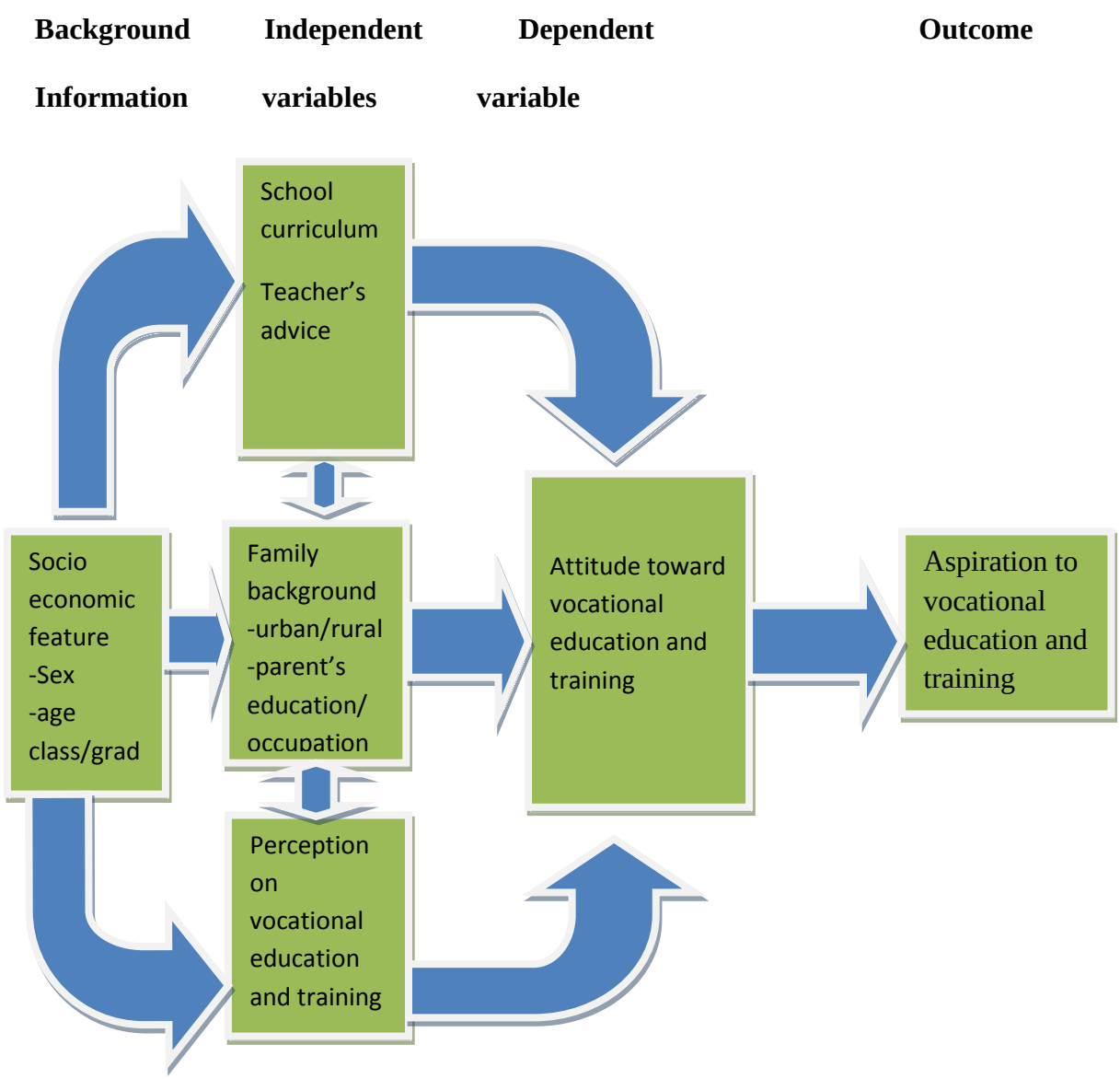

Figure 1: **Conceptual framework of Attitudes of Secondary School Students towards Vocational Education and Training in Tanzania.**

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Definition of Terms

2.1.1Access and equity in education

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

2.1.2 Perception

Perception is derived from the Latin words perceptio or percipio meaning the organization, identification, and interpretation of sensory information in order to represent and understand the environment (Wikipedia, 2014). According to the WikipediaFree Encyclopaedia (2014), all perception involves signals in the nervous system, which in turn result from physical or chemical stimulation of the sense organs. McLeod (2007) argued that in order to receive information from the environment we are equipped with sense organs namely; eye, ear, nose, tongue and skin. Each sense organ is part of a sensory system which receives sensory inputs and transmits sensory information to the brain. The theory of affordances shows that perception is more than a means of passively representing the intrinsic physical organization of objects. Perception is inherently active and exploratory. It is seeks out alterations in the vast flow of information enveloping it. These alterations are detected when the perceiver moves through the environment and probes it with a pair of glancing eyes (Braund, 2008).

2.1.3 Attitude

Attitude is defined as an accumulation of information about an object, person, situation or experience. It is a predisposition to act in a positive or negative way toward some object (Littlejohn, 1989). Attitude is an essentially information obtained about someone or something that form an opinion or predisposition about. Mattee (1983) defined attitude as an individual's favourable or unfavourable evaluation of an object whileMsemo (2012) asserted attitude to be a positive or negative view of a person, place, thing, or event and that people can also be conflicted or ambivalent towards an object, meaning that they simultaneously possess both positive and negative attitude towards the item in question.Bohner and Dickel (2011) also defined attitude as an evaluation of an object of thought. Attitude objects comprise anything a person may hold in mind, ranging from the ordinary to the abstract, including things, people, groups, and ideas.

Elias*et al.* (2012) contended that an attitude can be defined as an evaluative judgment, either favourable or unfavourable, that an individual possesses and direct towards some attitude object. The attitudes objects can be either abstract (e.g. technology) or concrete (e.g. the Internet). Individuals are typically biased towards those attitude objects for which their evaluation is positive and against those attitude objects for which their evaluation is negative.Bohner and Dickel (2011) argued that attitude change involves both the retrieval of stored evaluations and the consideration of new evaluative information to varying extents.

2.2Factors that Influence Attitude

On factors that influence attitude of an individual,Gopi (2012) identified eight factors: maturation, physical factors, home influences, the social environment, government, media, the teachers and the curriculum. These factors have great impact on students to have either

positive or negative attitude towards vocational education and training. However, Cherry(2013) argued that attitudes form directly as a result of experience. They may emerge due to direct personal experience, or they may result from observation. Social roles and social norms can have a strong influence on attitudes. Social roles are related on how people are expected to behave in a particular role or context. Social norms involve society's rules for what behaviours are considered appropriate. This may result from classical conditioning, operant conditioning or observation of people around.Florentina (2012) add to it that education and religious institutions are among the factors that influence attitude. It is further argued that educational and religious institutions have a strong influence in shaping attitudes because they lay the foundation of understanding and set moral concepts within the individual. Understanding of good and bad, the dividing line between what can and cannot be done, derived from educational and religious centres and its teachings.

2.3 Students Attitude towards Vocational Education and Training

The Arusha Declaration emphasised the need to ensure that the education provided in any system should be relevant to the needs and aspirations of the people inculcating in the people the positive attitude of service to the community. In addition, Nyerere (1967) argued that the kind of education provided should enable people to analyse their problems critically and come up with alternative solutions while inducing in the people the attitude of human equality and the spirit of fighting against the practice of the exploitation of the weak by the strong, especially in the economic field. The main function of education is to provide appropriate skills, abilities and competence of both mental and physical nature as necessary equipment for the individual to live productively in the society (Okocha, 2009).

Bakshi (2005) asserted that there are two types of education, which can be primarily responsible for building the right attitude. There are formal and informal education processes involved. Dib (1988) defined formal educationas a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology. Whereas Informal education is a general term used to describe any form of learning that is outside the standard school setting. It is usually gained through experiences in the social environment, as well as through examining the surroundings one lives in.

Bakshi (2005) further argued that a teacher can play a vital and key role in building the attitude. If the teacher who in the form of a negative influence, can deteriorate the student as the student can follow the wrong steps by the path shown by the teacher. Therefore teachers have a major role to play to act as role model to form student's attitudes.

2.4Parental Attitudes towards Vocational Education and Training

Some parents are aware of the employment value in vocational education but they are still prepared to accept the superiority of socially prestigious professions like Law, Medicine and Accountancy over technical oriented jobs (Okocha, 2009). Sociological research confirms that parent-and-child relationships and a family's social status and cultural environment affect not only an individual's socialization but also child's educational achievement and eventual choice of life work (Tien and Lin, 1994).

The assumption here is that parents do play a" major role in the socialization, education and career decision processes of their children thus together with teachers they stand better chance to groom positive or negative attitude towards vocational education of their

children. Parents have a considerable influence on the subsequent behaviour and choices of their children (Tien and Lin, 1994).

2.5 School Age Structure in Tanzania

The school age structure is pertinent to this study in order to understand the recommended age of students at each level that will tell the maturity of individual and probably how does the respective age have influence on the attitude of individual towards vocational education and training. According to Mkonongwa (2012) the structure of formal education system in Tanzanian context starts with pre - primary (2 years), followed by primary education (7 years), ordinary level secondary education (4 years), followed by advanced level secondary education (2 years); and Tertiary or Higher education is 3 years plus. The school age starts from 5 - 6 years of age for pre – primary and 7 years for primary (7 – 13years in the primary cycle), 14 -17 years ordinary secondary level and 18 – 19 years for advanced level secondary education. Ordinary level school leavers are the pupils who have gone through ordinary level secondary school education. Few of these pupils continue with advanced secondary education for two years while the rest join various job oriented training courses or stay at home (Mkonongwa, 2012).

2.6General Situation of Youth Employment in Tanzania

The total number of employed youth (aged 15-34) according to the national definition is 9 056 217 while the unemployed youth are 1 398 677, about 15.4% of the total youth workforce (URT, 2008). This high rate is calling for the attention of the government and other stakeholders to prepare well targeted policies and programmes that address youth unemployment.

The National Employment Policy (URT, 2008), also acknowledge that there are gender disparity in employment and that women are severely limited in preparing for, and accessing formal employment opportunities and self-employment particularly in the private sector; Thus a need for affirmative action to facilitate easy access to productive employment opportunities among women both in wage and self-employment in Public and Private Sectors. The growth in the labour force consists mainly of primary and secondary school leavers with little or no skills. This demands substantial investments in human capital development as well as development strategies are attempts to ensure future job creation opportunities and elimination of child labour in the country (URT, 2008).

Biavaschi*et al.* (2013) suggested that many countries should strengthen the vocational part of their educational schooling system and bring existing vocational education and training systems closer to the current needs of the labour market. The move is help young people experience a smoother transition to jobs. In particular, vocational education provided in the framework of secondary schooling (vocational schools or vocational tracks) should be modernized and complemented with phases of practical work experience, e.g. via internships or passing the final year with an employer.

2.7Brief History of Vocational and Technical Education

The provision of vocational and technical schools has a long history in the world. Before the Industrial Revolution (between 1750 and 1830) in Europe the home and the apprenticeship system were the principal sources of vocational education. European societies were later forced by the decline of handwork and specialization of occupational functions to develop institutions of vocational education (Duffy, 1967). In Africa, the apprenticeship system was a means to acquire vocational skills before the arrival of the colonial masters. As in most African societies, the youth (men and women) were trained in

traditional vocations such as pottery, weaving, mat making, wood carving, and traditional medicine by their parents, family friends and relatives who were masters of the crafts (Fafunwa, 1974). However, everything changed when the European colonialists set up formal vocational schools for those interested in learning particular trades. The reason behind was to recognize the learners officially and employ them in their field to assist in technical works.

2.7.1Vocational Education and Training Provision in Tanzania

The development of Education Policy in Tanzania in 1967 played an important role in the orientation and provision of Vocational Education and Training (Redecker*et al.*, 2000). In 1967the former president of the United Republic of Tanzania introduced a new idea of Education for Self Reliance (ESR) to be included in education policy which emphasised that primary school should be a circle for education in itself and not merely a selection step and mechanism for further education (Nyerere, 1967). The aim of Education for Self Reliance was that primary schools should prepare the children and students for life in villages and communities. The major objective was to set up an effective educational and training instrument which would equip young people with skills applicable and relevant to the mainly rural environment. Redecker*et al.* (2000) emphasized that, in the following years school curricula had been changed and income generating units as well as agricultural practical activities has been attached to school programmes. The combination of theory and practice was intended through productive works on farms and in workshops. It was expected that through this approach, work ethics would be enhanced, an attitude of becoming involved in the activities of the communities developed, and an atmosphere of continuous learning created.

2.7.2Rationale of Technical Education and Training

Innovations relating to vocational education have been introduced as a way of reducing "waste' of talent often associated with conventional schools. The rationale for vocational needs would provide a more productive stimulus to the economy (Okocha, 2009).

The importance of technical education and training to developing countries including Tanzania cannot be overemphasized, Includes provision of necessary knowledge and skills required to exploit the natural resources of the country through scientific and technical discovery. It enables the material wealth of a nation to be built up. The availability of technical personnel in the right numbers, at the right time, in the right place and with the right balance of technical knowledge and practical skills determine the pace and direction of industrial innovation and social economic development (URT, 1996). Tanzania as a developing country needs enough technicians who will help the growth of industrial sector and ultimately contribution to the gross domestic product (GDP) of the country while minimizing the rural-urban migration particularly the youth.

2.7.3Aimsof the VocationalEducation and Training

Vocational education and training is the process of teaching skills or knowledge that is necessary for particular job (Hornby, 2008).Also Tsang (1997) stated that vocational education and training is any type of job related learning that raises an individual's productivity. It includes the learning in formal vocational education and technical school programmes, located in training centres, institutes and in the work place. In Tanzanian context vocational education and training (VET) has been designed to prepare, update or retrain artisans for employment at the semi-skilled or skilled level. The subject taught in these centres includes motor vehicle mechanics, electrical installation, driving, plumbing, tailoring, masonry, carpentry, agriculture, livestock production and processing. This kind

of education and training is provided on the-job or off-the-job or a combination of the two (URT, 1996).

However, there is no clear distinction of the definition between vocational education and vocational training as long as all definition simply means the processes that prepare a person for a particular job. Generally, vocational education normally refers to a teaching and learning of skills related to particular job, while vocational training refers to the processes of learning the skills that a person need to do a job (Hornby, 2008). For the sake of this study vocational education and training is taken operationally as one concept. Human capital is the most widely known. It is the stock of knowledge, skills and competences a person has, which affect readiness to perform productive labour all of which can be developed by education and training. Human capital can depreciate when knowledge, skills and competences become obsolete, for example, due to technological development (Cedefop, 2013).

In Europe for example, there is considerable evidence that firms investing in adult learning increase productivity. Studies in Austria, Denmark, Norway and Sweden have also found a positive link between continuing Vocational Education and Training (VET) and improved organisational productivity and technological innovation (Cedefop, 2013). Thus VET should be seen as a long-term process of continuous professional development, integrated into broader human resource management (HRM) practices.

According to the URT(2006)vocational education and training means training leading to a skilled occupation, this means that vocational education and vocational training be used interchangeably. In Tanzania, vocational education and training has for a long time been understood in narrow sense mean the provision and acquisition of technical skills. Other forms of skill acquisition are usually disregarded. Additionally, the main objective of

vocational education and training is the provision and acquisition of a wider range of employable skills and enhance productivity in the economy and improved life earnings and welfare of the people (URT, 1995).Entrepreneurial skills training have been part of vocational education and training programmes in many of these centres so as to add the value of the product.

2.7.4The Importance of Vocational Education and Training

Education is a vehicle to life goals and essentials of good life. Philosophy which is theory need to be put into practice, this statement then suggest that for a theory to be effective it has to be put into practice so as to result into education. Any good education is the one that put theories into practice (Fernandes, 2005). On the other handDumbrell and Smith (2013) asserted that pre-apprenticeships represent one strategy that has been used in many countries for many years to augment the supply of potential tradespersons. The usual arguments in favour of this approach have been twofold. One, a supply-side argument, is that pre-apprenticeships better prepare young people for specific industries by exposing them to the expectations of workplaces employing apprentices and, as well, can often provide additional educational preparation for apprenticeship study. This strategy argues that pre-apprenticeships increase the total supply of applicants suitable for selection as apprentices. The other is a demand-side argument, that pre-apprenticeships can have an effect on the overall demand for apprentices, and thus eventually the number of tradespersons, by increasing employers' confidence in employing apprentices. That is, VET graduates can reduce the risk of employing apprentices, which has been shown to be a factor affecting propensity to recruit.

Vocational pedagogytheory(Lucas*et al.*, 2012) advocate that the evidence is clear that vocational education needs to be taught in the context of practical problem-solving. The best vocational learning is broadly hands-on, practical, experiential, real-world as well as,

and often at the same time as, something which involves feedback, questioning, application and reflection and, when required, theoretical models and explanations.

Vocational education and training programmes, therefore attempts to help learners put theory into practice for the betterment of their life. It could be short term or long term vocational education training programme like agricultural practices, driving, electrical installation, carpentry, masonry and tailoring depending on the needs of a particular learner or a problem to be solved. This has direct relationship with Education for Self Reliance(ESR) (URT, 1967) which emphasised that primary schooling was a cycle of learning, rather than a selection mechanism for advancement to secondary education in the sense that primary education 'must be a preparation for the life which the majority of children will lead'. Similarly the function of secondary schools was to 'prepare people for life and service in the villages and rural areas of Tanzania (Kent and Mushi, 1996). This would involve productive work on farms and in workshops, an amalgam of theory and practice. Under ESRparents, agricultural workers and artisans were encouraged to become involved in the learning process. This by implication was meant to serve to reinforce the work ethic and maintain the status quo rather than encourage pupils to aspire to well pay employment in the formal sector.

2.7.5The Role of Vocational Education and Training

The human capital theory authored by Theodore Schultz in 1960, suggests that education and training are investments that make individuals genuinely more productive. Individuals who are more productive will, according to this theory, also have higher earnings and be more employable (Carneiro*et al.*, 2010). It further argue that the private returns to investing in education or training can therefore be measured in by the net gain in lifetime earnings accruing as a result of their investment in education or training.

According to the United Nations Education, Science and Culture Organization (UNESCO, 2004) Vocational education and training is regarded as an effective tool for achieving social cohesion, integration and self-esteem. This calls for a need to ensure that vocational education and training systems are developed and strengthened to provide appropriate opportunities for the development and certification of skills relevant to the labour market (ILO, 2004). Aworanti (2008) assert that the role of vocational education and training in national development is linked to human resources development. Education contributes to individual creativity, improve participation in the economic, social and cultural roles in society and improve understanding of individuals and their respect for others (Finch, 1993; Labaree, 1997; MustaphaandGreenan, 2000).

The government and other vocational education and training stakeholder's efforts to establish training centres is one side of the coin, on the other side of the coin the understanding of students attitude towards vocational education and training is paramount and is thus the objective of this study.

CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

This chapter gives an overview of the study area, research design, selection of the study population sampling, sampling techniques and sample size. It also describes data collection methods and data analysis procedures.

3.2 Description of the Study Area

This study was conducted inMpwapwa District which is one of the seven districts in Dodoma region, Tanzania. It is located at 06°21′0″south and 36°29′0″East at an altitude of about 1034 meters above sea level. Mpwapwa District is a fairly mountainous area and takes some hours to travel by car from north to south.Administratively, Mpwapwa District is bordered to the north by Kongwa District, to the east by Morogoro Region, to the south by Iringa Region and to the west by Dodoma Urban District it has 18 wards (URT, 2003).

The District headquarter is about 112km and 430km from Dodoma and Dar es Salaam respectively. The district has a diversity of rural and urban setting. There are 26 secondary schools in the district from which the majority of them end up in the streets after they complete ordinary level schools though they could go for vocational education and training for private or public employment to reduce the crisis of massive un-employment and rural - urban migration.

Mpwapwa District is a unique district among the other district in the region in the sense that technical training has been there established since 1876 compared to other areas (Knox, 1991). The district is endowed with both formal vocational institutions like

Livestock Training Agency (LITA), Health College run by Muhimbili University of Health and Allied Sciences (MUHAS), Teachers College, Folk Development College and Live-crop Centre. The informal vocational centre includes Kisokwe metal workers and Magogo training centre (Kentand Mushi, 1996). The present attitude of the community toward vocational education and training among the youth is not yet assessed so far to find out if they have benefited from it and thus the reason for choosing it as a study area.

3.3Research Design

This study employed cross-sectional research design, where data were collected at one point in time from a sample selected to describe some larger population as well as determine the relationships between variables during the study (Kothari, 2004). Dueto its scientific nature of descriptions the design has the advantage of being typically more accurate and precise than casual ones are (Babbie, 2010).

3.4 Sampling, Sampling Techniques and Sample Size

3.4.1 Study population

The target study population was secondary school Ordinary-level students from 26 secondary schools present inMpwapwaDistrict enrolled inform one, two, three and four during the study data collection period.

3.4.2 Sampling techniques

From the list of 26 government and private secondary schools in the district, a simple random samplingtechnique was employed to obtain five secondary schools in the urban setting and five schools in peri-urbansetting. From each selected secondary school, student admission registers were obtained and simple random samplingwas used topick20respondents for each selected secondary school. The respondents for the study

included both boys and girls students in form one up to form four classes. As Bailey (1994) has contended that a sample or sub-sample of 30 respondents is a bare minimum for a study in which statistical data analysis is to be done regardless of the population size. This study therefore involved a sample size of 200respondents, picking five students from each class.

3.5Data Collection Methods

3.5 Primary data

Questionnaire was administered to the respondents where they were to answer the questions individually to collect primary data. This method was so selected based on its merits that first**,** Questionnaires are easier to arrange than, for example, personal interviews therefore it has Wide coverage. Secondly Questionnaires are economical, in the sense that they can supply a considerable amount of research data for a relatively low cost in terms of materials, money and time. Thirdly, a further, and important, advantage of the questionnaire is that it encourages pre-coded answers. Fourthly, since Questionnaires supply standardized answers, to the extent that all respondents are posed with exactly the same questions hence there is little scope for the data to be affected by interpersonal factors (Denscombe, 2007).

3.6 Secondary Data

This is the information or records that has been collected and stored for future use. In this study secondary data includeddata such as list of schools in the district, class lists and area locations were obtained from schools documents, district education offices, district planning office and internet for the geographical information. Secondary data supplement the information and provide better understanding of the problem and help in the planning stage of primary data collection (Green *et al.*, 2000).

3.6Data Processing and Analysis

The gathered data were coded, entered in the computer spread sheet and analyzed by using the Statistical Package for Social Sciences (SPSS) computer software to determine descriptive statistics which involved frequencies, means and percentages and cross-tabulations. The study used five point Likert scale, in which the respondents were supposed to point out their mood by indicating totally agree, tend to agree, don't know, tend to disagree or totally disagree. The scores were transformed and the total scores were calculated to show respective attitude.

3.6 Limitations of the Study

In the process of carrying out this study, the major challenges included:

(a) The schools were scattered in remote areas where accessibility was hard. This increased the length of time to reach the target schools and collect data in the field.

(b) Most of the schools are day schools which made the challenge in breaking the academic routine leading to disturbances to both teachers and student who were selected as respondent. Also the distance walked by students from their residence to school made it impossible to conduct the research beyond 1:00 pm.

(c) Another critical challenge was language barrier, since the questionnaires were prepared in English language with the hope that English language is the teaching and learning language at secondary level. Therefore the researcher had to be closer for some translation when deemed necessary.

CHAPTER FOUR

4.0 RESULTS AND DISCUSSION

4.1 Overview

This chapter presents the research findings and discussion of the data which were collected from ten secondary schools in Mpwapwa District pertaining to attitude of students towards vocation education and training. The chapter is divided into the following sections: respondent's characteristics, student's attitude towards vocation education and training, student's perception about vocation education and training, student's readiness to join vocation education and training and student's ranking of vocational education and training.

4.1 Respondent Characteristics

4.1.1 Age of students

The age of students was important to see if there was any significant influence to the attitude of students towards vocational education and training. Their ages ranged from 13 years old through 20 years old. The average age was found to be 16 years, if the age to start standard one is 7 years (URT, 1995) then it is anticipated the normal age for secondary school ordinary level would range from 14years old to17 years old. The age distribution was good in respect of the school enrolment age required though 28.5% were found to be above the secondary school ordinary level age, yet it is an age that students can be moulded 'strike the iron while still hot' (URT, 1995). Several studies suggest that there should be strong investments in early childhoods, both because the sensitive periods for acquiring several capabilities occur early in life, but also because the successful learning early in life is the foundation for successful learning later in life (Meghir and Palme, 2005). Furthermore, Heckman (2006) argued that studies of human capital

formation indicate that the quality of the early childhood environment is a strong predictor of adult productivity, and that early enrichment for disadvantaged children increases the probability of later economic success. This is in line with one of Nyererespeech that every knowledgeable person now agrees that 'attitudes of mind' are shaped very largely when a person is very young. They can alter later, but it is hard, and the early character forming is usually decisive (Lema*et al.*, 2004). The fact is, therefore, that those who have the responsibility to work with the young have a power which is second to none in relation to the future of our society. That power is shared by two groups – parents and teachers. With this age ranging from 13years to 20 years old student in secondary schools are capable of being influenced by their parents and teachers in a positive thinking about vocational education and training. Table 1 below shows the distribution of student's age in each class in both frequency and percentages.

Table 1: Age of students (n=200)

Age	**Form I**	**Form II**	**Form III**	**Form IV**	**TOTAL**
	n (%)	**n (%)**	**n (%)**	**n (%)**	**n (%)**
13yrs	1(0.5)	0(0)	0(0)	0(0)	1(0.5)
14yrs	30(15)	5(2.5)	0(0)	0(0)	35(17.5)
15yrs	14(7)	19(9.5)	2(1)	0(0)	35(17.5)
16yrs	2(1)	20(10)	15(7.5)	2(1)	39(19.5)
17yrs	4(2)	3(1.5)	14(7)	12(6)	32(16.5)
18yrs	1(0.5)	1(0.5)	9(4.5)	28(14)	39(19.5)
19yrs	0(0)	0(0)	5(2.5)	6(3)	11(5.5)
20yrs	0(0)	0(0)	5(2.5)	2(1)	7(3.5)
Total	**52(26)**	**48(24)**	**50(25)**	**50(25)**	**200(100)**

Key: n = number of students in particular class and age category
(%) = percentage of students in particular class and age category

4.1.2 Sex of students

The total number of students who were interviewed was 200 from 10 secondary schools. Cross-tabulation was done to find the distribution of sex of students within the individual schools and within the sex category in all sampled schools. The results show that 23.3% students from Mpwapwa secondary school were all boys this was so because the school enrol only boys for ordinary level except for advanced level which is co- education, 17.5% students were from Mazaegirls' secondary school and 17.5% students were from Queen Esther secondary school, these two schools are enrolling girls only. In Chunyu secondary school 11.6% wereboys and 8.8% girls, Ihala secondary school 11.6%were boys, 8.8%were girls, Madanya New Vision secondary school 11.6%were boys, 8.8% weregirls, MountIgovu secondary school 11.6% wereboys, 8.8% weregirls,Ving'hawe secondary school 10.5% wereboys, 9.65% weregirls, Kimagai secondary school 7% were boys, 12.3% were girls and in Mwanakiangasecondary school12.8% were boys while 7.9% were girls.

The result in the Table 2 below shows the distribution of sex within the total number of the respective sex in 10 schools. The total number of boys was 43% while that of girls was 57%. This enrolment rate suggests that there is an improvement in girl's enrolment as compared to the past experience which discriminated girls from schooling (URT, 2012). The Table 2 below summarises the distribution of sex within individual's schools and within the overall sampled schools.

Table 2: Sex of students (n=200)

School Name	Sex of respondent		Total
	Boys	Girls	
	n (%)	n (%)	n (%)
Chunyu	10(11.6)	10(8.8)	20(10.0)
Ihala	10(11.6)	10(8.8)	20(10.0)
Kimagai	6(7.0)	14(12.3)	20(10.0)
Madanya New Vision	10(11.6)	10(8.8)	20(10.0)
Mazae	0(.0)	20(17.5)	20(10.0)
Mount Igovu	10(11.6)	10(8.8)	20(10.0)
Mpwapwa	20(23.3)	0(.0)	20(10.0)
Mwanakianga	11(12.8)	9(7.9)	20(10.0)
Queen Esther	0(.0)	20(17.5)	20(10.0)
Ving'hawe	9(10.5)	11(9.6)	20(10.0)
Total	**86(100.0)**	**114(100.0)**	**200(100.0)**

4.1.3 Residence of students

Table 3 shows that 52.5% of the students were from rural areas and 47.5% were from urban area. The implication of these results is that the majority of the respondent reside in rural area where there are many opportunity for them to earn life. Virtually every aspect of early human development, from the brain's evolving circuitry to the child's capacity for empathy, is affected by the environments and experiences that are encountered in a cumulative fashion, beginning in the prenatal period and extending throughout the early childhood years (Heckman, 2006).The vocational education and training in secondary school for this category suggest self-employ for them say in agricultural activities and probably reduce-rural urban migration phenomenon that affects development in agriculture since this is the age also economically productive. The rural area where farming is conducted is depopulated thus, making production go down and increase poverty than the urban area.

Table 3: Residence of students (n=200)

Residence	Frequency	Percent
Rural	105	52.5
Urban	95	47.5
Total	**200**	**100.0**

4.1.4 Parents' education

The results on parents' education shows that the majority of parents were having primary school education 50% for men and60.5% for women, followed by secondary school education 26% for men and 26.5% for women, parents who had diploma level education were 4.5% for men and 2% for women, parents who had university level education were 8.5% for men and only1% for women, parents who had not attended school were 5% for men and 7% for women whereas the education level of the rest 6% for men and 3% for women were not exactly known. The education level of parents may have direct or indirect influence on the attitude of children as the socialization starts at home, before the children move to another company for socialization(Tien and Lin 1994).High level of education allows an individual to be able to get the information on the educational and career implication of the school curriculum. Also education helps the acquisition of skills from different spheres of knowledge that may help parents to transfer to their children(Okocha, 2009).

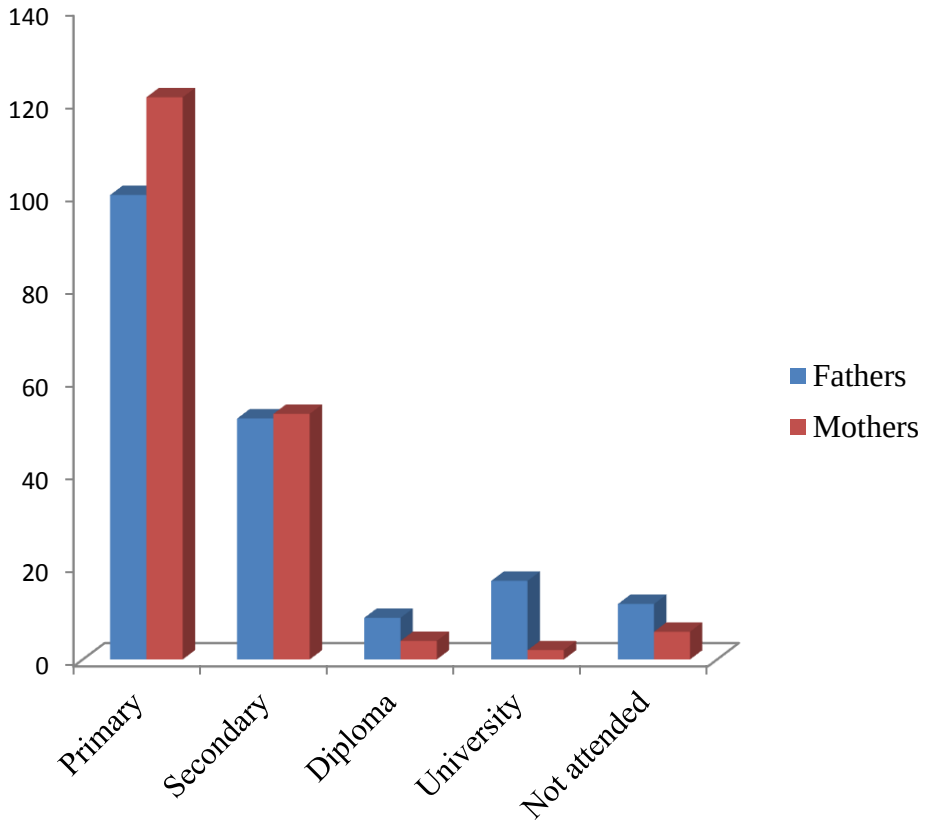

Figure 2: Education level of parents

4.1.4 Parents' occupation

The results on parents' occupation show that farming is the most predominant occupation of the respondent's parents, employing 47.5% of total men and 58.5% of total women, followed by pet businesses which employ 16% of total men and 18.5% of total women. The salaried occupation was teaching which employed 14% of total men and 4% of total women. However, 9% of total women were housewives. Other occupations were taken by few parents as shown in the chart below.

Socio-economic statuses of the family affect the job choice of a child in a sense that the family leader's occupation symbolizes the family's social status, and consequently, the child's goals (Tien and Lin, 1994). Also parents' expectations are passed on to the child by

encouraging and support educational achievement, since they view this as a major avenue of career advancement. Human being are born to learn, the child once born tend to learn from parents different aspect of life. At first the child start by looking at what his/her parents does and imitating the actions, but later on it become a habitual. The hardship or enjoyment of the parent's occupation may have direct influence to the attitude of children whether to like or hate the kind of parent's occupation.Fig.3 below show the distribution of students' parents by occupation.

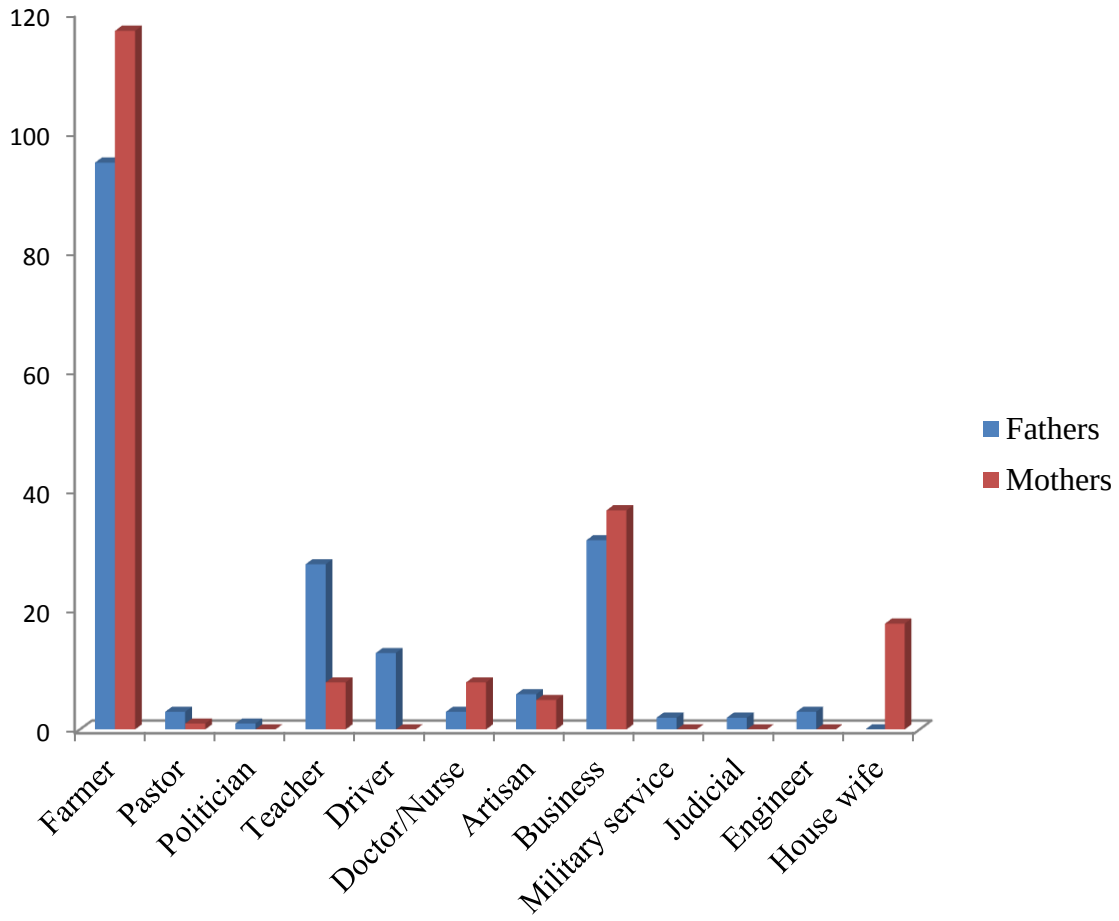

Figure 3: Parent's occupation

4.1.5 School curriculum

The result on school curriculum studied at these schools shows that in all 10 secondary schools sampled there were no inclusions of vocational education subjects. The subjects which were found to be taught were more of academic orientation than vocational skills. When asked if they have any vocational subject among the subjects studied in their respective schools, all 100% students reported that there were none of them.

Heckman (2006) contended that the architecture of the brain and the process of skill formation are both influenced by an inextricable interaction between genetics and individual experience. Thus, both the mastery of skills that are essential for economic success and the development of their underlying neural pathways follow hierarchical rules in a bottom up sequence such that later attainments are built on the foundations laid down earlier.

When the child start schooling from the nursery school level at 5years up to the higher education levels(Mkonongwa, 2012), most of the time the child is spent with people other than family members, and because at this level most of the learning activities are formalized hence learning is led by curriculum. Thus the school curriculum plays a great deal to shape the attitude of the child towards a particular aspect (Dib, 1988). In this case if vocational education and training is done from the nursery school through secondary schools, there is a great possibility to mould the generation that have strong positive attitude towards vocational education. According to the congruence model (Boshier,1973), among the theories of participation suggest that people are more likely to participate in educational activities where there is some congruence between their perception of themselves (their self-concept) and the nature of the education programme/environment.

Gopi (2012) argued that Attitudes are formed without direction and also by direction as the result of careful planning by a person or persons who desire to encourage the development of certain attitudes in others. One function of school is that of stimulating young people towards acquisition of attitudes that are individually and socially desirable. It is through initiation, emotional experience and deliberate efforts on the part of the individual learner, teacher, and other that new attitudes arise.

4.1.6 Parents Advice to their children on education path

Students were asked if they get advicefrom their parents regarding education path and the kind of advice they get if any. The results as presented on table 4 below show that 1.5% of students said they don't get any kind of advice regarding educational path, 11.5% of students said they receive advice concerning vocational education and training and the majority 87% of students said that they receive advice to take general secondary and higher education. This shows that parents accept the superiority of socially prestigious professions like Law, Medicine and accountancy over technical oriented jobs for their children despite the employment value inherent in vocational education and training. According to Simons in Okocha (2009) argued that the concentration on mental and the theoretical exercises rather than manual and practical experience, has prepared most students for neither jobs, nor family, nor responsibilities of citizenship. Unemployment rates and youth unemployment in particular are indicators of the vulnerable position of young people in the labour markets which is aggravated by lack of education and training (Biavaschi*et al.,* 2013). The employment policy (URT, 2008) insisted that enabling environment should be put in place whereby important inputs to enhance youth employment, such as infrastructure, skills training, vocational guidance and counselling, capacity building, business development and financial services for business start-up and improvement, would be made available by the Government, Private sector, civil society

organizations (CSOs) and other employment stakeholders. Table 4 below shows parents' advice to their children on education path.

Table 4: Parents Advice to their children on education path (n = 200)

Advice on education path	Frequency	Percent
No advice	3	1.5
Advice on vocational training	23	11.5
Advice on general secondary Education	174	87.0
Total	**200**	**100.0**

Bakshi (2005) argued that in attitude building, it is critical for an individual to be fully knowledgeable. Individuals, who have the knowledge of the best methods and processes and can implement the same in the right frame of mind produce world class products, can give world class services. In today's environment, the knowledge needs to be updated from time to time through various training and development programs. Furthermore, Edward *et al.* (2008) contended that in choosing vocational or other options there is a range of factors influencing young people in decision-making. These are the availability of opportunities, the influence of others: family members, peers, teachers, careers officers; interest in the subjects; quantity and quality of information available about further education and/or training, and about the careers to which they may lead; and personal factors such as self-concept, identity, enjoyment and confidence. Thus the guidance and counselling to students becomes an essential aspect.

4.2.1 Students' attitude towards vocational education and training

Assessing the student's attitude towards vocational education and training a set of positive and negative statement were assigned to individual respondents. The respondents were

requested to show their feeling against each statement the extent to which they agree or disagree. The five point Likertscale were used from 1=Totally agree 2= Agree 3=Don't know 4= Disagree and 5=Totally disagree. Table5 below shows the percentage score for each statement.

Table 5: Students Attitudes towards Vocational Education and Training

Statement	**1**	**2**	**3**	**4**	**5**
		%			
VET Graduates are more likely to find job than who completed general secondary education	11.5	6	2	66	14.5
Vocational education and training is for men	1.5	59	1	31	7.5
VET is for garages and industrial employees only	44.5	41	5.5	7.5	1.5
VET programme for secondary school leavers is vital	11.5	23.5	4.5	59	1.5
VET plays big role in reducing unemployment.	25	18.5	7	38	11.5
VET is for form four failures	10	37.5	5.5	46.5	0.5
There is no need to invest in VET for youths	0.5	15	16.5	53	15
VET only offers casual training	2.5	51	10	33	3.5
VET has a positive image in our country	12.5	14.5	4.5	41.5	27
Young people don't receive enough advice about VET	33	15.5	1	41.5	9

The five point Likert scale was used to measure the attitude, after transformation of the scores. The mean was27.53 and the minimum score was 19and maximum was40. These scores were calculated from the total scores and the mean which was 27.53score was used to make decisions. The score starting from 19 score up to 27.53scores indicate negative attitude while those score starting from 27.54 indicate positive attitude.

Resultsof the score computation shows that 59.5%students had negative attitude towards vocational education and training, whereas 40.5% students had positive attitude towards vocational education and training. These results of student's attitudes are shown in Table 6 below.

Table 6: Students' attitude towards vocational education and training (n=200)

Students' attitude	Frequency	Percent
Negative	119	59.5
Positive	81	40.5
Total	**200**	**100.0**

The above results could probably be contributed by the lack of vocational subjects among the subjects taught in schools' curriculum (Biavaschi*et al.*, 2013). The provisions of some pre-vocational courses which would include practical activitieslikein agriculture, wood-works, electronics, mechanics, carpentry, masonry, technical drawing, local crafts, home economics, business studies usually help to change the student's attitude towards vocational education and training (Nyerere, 1967). Powell (2012) argued that young people avoid VET in favour of an academic education, as they regard VET as preparing them for unemployment or for work that is repetitive, boring and underpaid.

4.3 Students Perception about Vocational Education and Training

The intention of this section was to assess student's perception, the way they understand and interprets vocational education and training.

4.3.1Candidates ofvocational education and training

The respondents were asked about who are the right candidates to join vocational education and training institutions. The results in Table 7 below showsthat13.5% students said the right candidate for vocational education and training are form four failures, 17.5% said that those students who could not be selected to join advanced level education, 65.5% students said that anyone who is capable and interested in vocational education and training, while 3.5% students said that they don't know. The result shows that most

respondents were aware and had good understanding and interpretation of who are the prospective candidates of vocational education and training.

Table 7: Right candidates for vocational education and training institutions (n = 200)

Candidates	Frequency	Percent
Form four failures	27	13.5
Not selected for A-level	35	17.5
Capable and interested in VET	131	65.5
Don't know	7	3.5
Total	**200**	**100.0**

4.3.2 Students perception about vocational education and training

In assessing the student's perception about vocational education and training a set of 6 positive and 6 negative statements were provided to individual respondents. The respondents were requested to show their insight over statement to what extent they agree or disagree. The five point Likert scale was used to determine the perception of students about vocational education and training. TheLikert scale ranged from 1=Totally agree 2= Agree 3=Don't know 4= Disagree and 5=Totally disagree. Table 8 below shows the percentage scores of individual statement. After transformation of the scores was done, then the mean, minimum and maximum was calculated from total scores and results show the mean which was 34.175scores used to make decisions. The score starting from 24 score up to 34.175 scores negative perception while score starting from 34.176 scores< indicate positive perception. From the computation the lowest score was 24 whereas the maximum was 48 scores.

Table 8: Students Perception about vocational education and training

Statement	1	2	3	4	5
			%		
In VET, people do not learn life skills	11.5	25.5	10.5	49	3.5
VET offers high-quality learning	14.5	30	6.5	31.5	17.5
People in VET learn skills that are needed by employers	21.5	28	9	26.5	15
VET does not prepare people to set up business.	11.5	30.5	8.5	45	4.5
VET gives access to modern equipment.	6	36.5	12	38.5	7
VET enables people to continue with university studies	27	32.5	15	16	9.5
VET leads to jobs which are well paid	9	29	7	47.5	7.5
VET training leads to jobs not well regarded in society.	14	37.5	4.5	37	7
VET leads to professions demanded on the labour market	6.5	28	12.5	42.5	10.5
VET does not offer good career opportunities	45	30	5.5	17.5	2
VET contributes positively to the economy of country.	27	50	4	18	1
VET is not well organized to help youth	10	19.5	31.5	15.5	23.5

Results in Table 9 below shows that 53.5% respondent had negative perception about vocational education and training, whereas 46.5% of respondents had positive perception about vocational education and training. According to URT (2008) one of the objectives of the Youth Development Policy is the preparation of youths for work by ensuring quality basic education for all young women and men, and developing a demand driven vocational and technical education system.

Table 9: Student's perception about vocational education and training (n=200)

Perception	Frequency	Percent
Negative perception	107	53.5
Positive perception	93	46.5
Total	**200**	**100.0**

4.3.3 Source of information for students to choose education path

When the society is well informed it is likely to have high perception over a specific aspect since information has the power to change human lives as it can increase the quality of human experience and create new environments and direction (Braund, 2008). When the respondents were asked about the source of information for their educational paths the results in Table 10 shows that 35.5% students were receiving information from their school teachers, 30.5%students were receiving information from their families, 30.5%students were receiving information from newspapers, television and radio and 3.5%students were receiving information from internet. From the results, the school teachers take the lead in disseminating information to their students. There was no inclusion of vocational subjects, and teachers had no opportunity to inform their students about vocational education and training chances. The respondents could be well informed through newspapers, televisions and radio, but the residential set up shows that most of them 52% reside in rural area where these media are not easily accessed. When students were asked to respond on the sources of information about choosing education paths, their responses are as reported on Table 10 below.

Table 10: Source of information for students to choose education path (n= 200)

Source	Frequency	Percent
Family/ Friends	61	30.5
Internet	7	3.5
Newspapers/TVs/Radio	61	30.5
Schools (Teachers)	71	35.5
Total	**200**	**100.0**

4.4.1 Students willingness to join vocational education and training

When students were asked if they were ready to join vocational education and training institutions for their future career the result in Table 11 shows that 24% students were total willing to opt for vocational education and training after they complete their secondary education, 32.5% students said they would join vocational education and training as a last resort, 40.5% students completely disagreed to join vocational education and training and 3% respondents they even didn't know what they would like to comment. These results suggest that it is not necessarily that all students in a particular institution are there willingly rather they are forced by circumstances, parents or guardians to join regular secondary school or vocational centres. Yet others make these institutions as a stepping stone to another career. For instance the category of students who said they agree as a last resort, it means vocational education to them is when all other doors are closed. This contributes much to the underutilization of the prominent human resource of youths. The national employment policy of Tanzania set the objective to prepare youth for work (URT, 2008)but the question may rise here about what kind of work?Vocational education and training may chip in to answer this question that provision of vocational skills in schools may help to inculcate the sense of responsibilities to students as respondents indicated on their responses on table 11 below.

Table 11: Students willingness to join vocational education and training (n=200)

Students willingness	**Frequency**	**Percent**
Totally agree	48	24.0
Agree as a last resort	65	32.5
Disagree	81	40.5
Don't know	6	3.0
Total	**200**	**100.0**

4.4.2 Jobs interested by students

In Fig.4below shows the results of student's future jobs they are interested in.20.5% students were interested in doctor of medicine, 18%students were interested in teaching, 12.5%students were interested in nursing and this was particularly female students 6.5%students were interested in police officer, 5%students were interested to continue with advanced–level, 4.5%students were interested to join Tanzania Peoples Defence Force (TPDF), 4%students were interested in engineering,4%students were interested to become lawyers, 3% students were interested in driving, 2.5%students were interested in business while the rest 19.5% of total students constituted those small groups with different interests like journalism, pilot, footballers, researchers, accountants. Looking at student's jobs of interest it was interesting that those who opted for doctor of medicine were really taking subjects that are directly related to the field like Physics, Chemistry, Biology (PCB) and Chemistry, Biology, Geography (CBG).

One of the challenges facing different societies is those graduates that haven't individual ability and skills to start a proper business (Movahedi*et al*., 2013). It necessitates preparation of academic graduated through the development of self-employment and entrepreneurial culture. On the same thinkingAmiri and Moradi (2009) argued that entrepreneurship is essential to prepare graduates but preparation should not be after graduating; it should be made during the study. Entrepreneurship and self-employment restrictions should be identified and resolved during the study. One of the most important steps in the field of developing entrepreneurship and self-employment among students is influencing their attitudes into this category. Amiri and Moradi (2009) further state that the entrepreneurial tendency is a condition in which a person tends to show entrepreneurial behaviour in an independent business or organization.

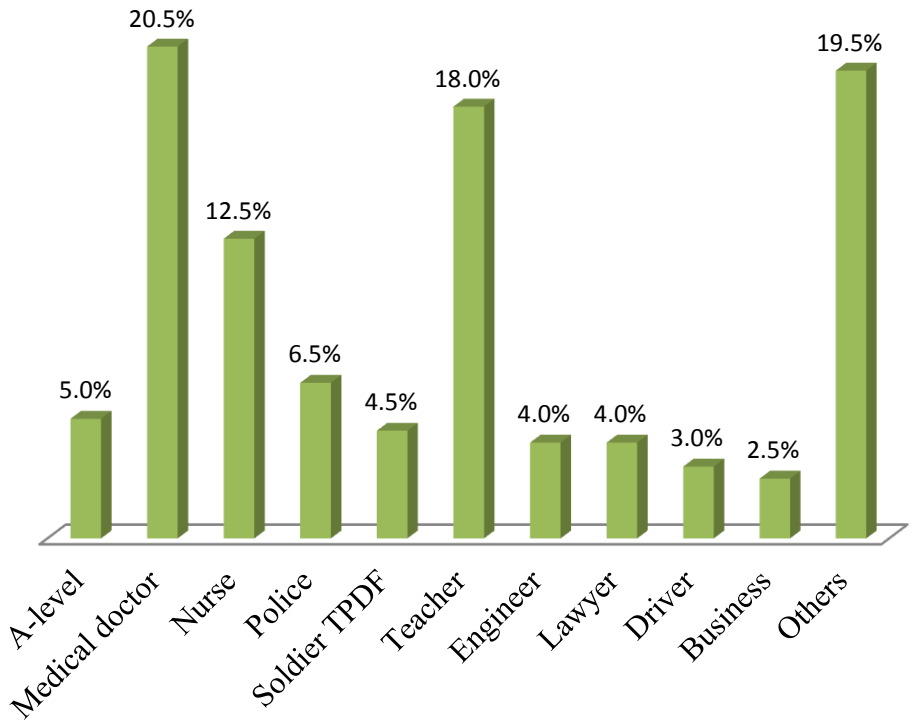

Figure 4: Jobs interested by students

The implication of the results in the Fig.4 above is that the majority of students in the country still have the mentality to prefer white-collar job as opposed to technical oriented jobs like carpentry, masonry, plumbing and agricultural practices. If this mentality is left to prevail, there is a danger to the nation to lack technicians and hence build dependence on other country.

4.4.3StudentsRanking of vocational education and training in career opportunities

The respondents were asked to rank vocational education and training in their career opportunities. The result in Table 12 below shows that 26% students put vocational education and training at the first position, 50%students ranked vocational education and training as second, 14% students ranked vocational education and training as third, 6%students ranked vocational education and training fourth and 4%students ranked it

fifth. The group of students who ranked vocational education and training as second is mostly of those students who said that, they would go for vocational education and training when all other doors of education are closed to them hence they put this as their last resort.

Table 12: Rank of vocational education and training in career opportunities (n=200)

Rank	Frequency	Percent
First	52	26.0
Second	100	50.0
Third	28	14.0
Fourth	12	6.0
Fifth	8	4.0
Total	**200**	**100.0**

4.4.4The reasons of students to rank vocational education and training first

However the students who ranked vocational education and training first, were further asked to give reasons as to why they give first priority to vocational education and training. The results in Table 13 shows that majority of the students 14% said it is easy for them to get job if they pursue this option, 4.5%students said that this option provide the skills which lead an individual to self-employment, 2.5%students said that this option provide with life skills, 1.5%students said that this option help them in life manipulations, 1.5%students said that this option help to broaden mind, 0.5%students said that this option help to learn vocational skill, 0.5%students said that this option has wide applicability whereas 1% students had no reasons for ranking vocational education and training first and the rest 74% students did not even rank vocational education and training as their

choice. The implication on these results as shown on Table 13 is that there are many opportunities of jobs for students who opt in VET.

Table 13: Reasons of students to rank vocational education and training first (n=200)

Reasons	Frequency	Percent
To learn vocational skills	1	0.5
Easy to get job	28	14.0
Easy to self-employment	9	4.5
Help in life manipulations	3	1.5
Help to broaden mind	3	1.5
Provides with life skills	5	2.5
Wide applicability	1	0.5
No reasons	2	1
No response at all	148	74
Total	**200**	**100**

The reasons given by students as to why they rank vocational education and training first are in line with the objective of the employment policy of 2008 which state that there is a need also to remove the negative perception of youths to be self employed by sensitizing them on the employment potentials in the private sector (URT, 2008). Also the government recognition of youths that they will be given priorities and their skills enhanced to participate in formulating, developing and implementing employment creation programmes and action plans at different levels.Komba (2010) argued that there is a great mismatch between the active labour force and available decent jobs. Number of decent employment opportunities is far low if it is compared by demand for jobs as stimulated by high growth rates of labour force. Thus self-employment becomes fundamental to this great labour force generated. If the trend of youth to look for only white collar jobs is left to persist then the diminishing of nation value is compromised.

CHAPTER FIVE

5.0 CONCLUSIONS AND RECOMMENDATIONS

5.1 Overview

This chapter presents conclusions and recommendations of the study.

5.2 Conclusions

i). The major findings of this study show that there were no adequate parental advice and teachers guidance regarding educational pathsfor students, particularly that oriented in vocational education and training. However, parents' attitude was for the socially prestigious jobs even when future careers were there for related vocational education and training such as carpentry, masonry, plumbing, motor mechanics, cookery, agricultural practices and needle works. This was revealed by student's responses when they were asked about the role played by vocational education and training in reducing unemployment in the country,as79% concurred with the statement. Also, the kind of advice that students received from parents, guardian and teachers on education paths. There was lack of parental advice and teachers' guidance towards building students' positive attitude on vocational education and training.

ii). The school curriculum does not explicitly address the vocational subjects. If the school curriculum incorporates vocational subjects, teachers can play a vital and key role in building positive attitude of students towards vocational education and training. The results show that parents too have negative attitude towards vocational education and training as far as the majority did not advise their children to pursue vocational education studies.

iii).The perception of students about vocational education were negative, this could be contributed by factors such as lack of appropriate information, the environment which surround the student should give the information emanating from vocational education. This means the vocational education and training authority should make deliberate effort to disseminate the information to the prospective source of its candidates which are primary and secondary schools. Marketing of their information would keep the students well informed and hence raise their perception about vocational education and training.

iv). Students were found to have more interest in socially prestigious (white-collar) jobs such as medical doctor than technical jobs than in vocational education and training after completion of their ordinary level education. Further if positive attitude towards vocational education and training is inculcated in students, and the curriculum studied, a great breakthrough in personal lives as well as national prosperity in human recourses was reported to be achieved.

5.3 Recommendations

i). There is a need for the government through the ministry education and vocational studies, particularly the Institute of Curriculum Development to revisit the philosophy of education for self-reliance so that vocational subjects forms part of the curriculum studied in Ordinary Secondary School level of education. This will build in Tanzanian youths the culture to love the work andbeing self-employed. In respect to this concept, school curriculum should incorporate vocational subjects like agricultural sciences, needle works, cookery, carpentry, plumbing, brickworks and metal works from the grassroots through which positive attitudes

towards vocational education and training may be cultivated and inspired to students.

ii). Parents and guardians should play key role to observe talents of their children by involving them in various activities performed by parents and guardians at home and keep on advising on their future career as per labour market.

iii). The government in collaboration with non-government organizations (NGOs) including faith based organizations (FBOs) should increase the number of vocational training centres that should be evenly distributed in the country.

iv). Students should refrain from looking at socially prestigious (white-collar) jobs only for their careers instead look at the job market context.

5.4Further Research Areas

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

i. Linkages between curriculum developers and current global labour market demand

ii. The extent to which various vocational education stakeholders are involved in the process of curriculum development.

iii. Supervisory work to assure quality delivery of vocational education and training and regular curriculum review.

REFERENCES

Amiri, A. and Moradi, Y. (2009).The Survey of entrepreneurial attitudes barriers of students. *Quarterly Journal of Research and Planning in Higher Education* 14 (3): 45-67.

Aworanti, O. A. (2008). The Role of Technical and Vocational Education in National Development.*Nigerian Observer. Issue No. 113:1. Bendel Newspaper Company Ltd.*

Babbie, E. R. (2010). *The Practice of Social Research, Twelfth Edition*.WadsworthCengageLearning. 10 Davis Drive Belmont, CA 94002-3098 USA 625pp.

Bailey, D. K. (1994).*Method of Social Science Research* 4thed.The Free Press collier Macmillan Publishers.London. 70pp.

Bakshi, D. K. (2005).Building Positive Attitude for Excellence. [http://www.dkbakshi.net/article3.htm] site visited on 4/2/2014.

Bandura, A. (1977). *Social Learning Theory*: General Learning Press. 79 Madison Avenue New York City 10016: 46pp.

Bennell, P., Bendera, S., Kanyenze, G., Kimambo, E., Kiwia, S., Mbiriyakura, T., Mukyanuzi, F., Munetsi, N., Muzulu, J., Parsalaw, W. and Temu, J. (1999). Vocational Education and Training in Tanzania and Zimbabwe in the Context of Economic Reform: Research Paper No. 28, 1999.122 pp.

BEST (2012).*Basic Education Statistics in Tanzania*.Ministry of Education and Vocational Training, Dar es Salaam. 44pp.

Biavaschi, C., Eichhorst, W., Giulietti, C., Kendzia, M. J., Muravyev, A., Pieters, J., Rodríguez-Planas, N., Schmidl, R. and Zimmermann, K.F. (2013). Youth Unemployment and Vocational Training. 102pp. Background Paper For The World Development Report 2013.

Bohner, G. and Dickel, N. (2011).Attitudes and Attitude Change.*Annu. Rev. Psychol. 2011.62:391-417.* [www.annualreviews.org] site visited on 02/04/14.

Boshier, R. (1973).'Educational participation and dropout. A theoretical model', *Adult Education* 23(4): 255-282.

Braund, M. J. (2008). The Structures of Perception: *An Ecological Perspective KRITIKE VOLUME TWO NUMBER ONE (JUNE 2008) ISSN 1908-7330.*pp 123-144.

Breuer, K. and Eugster, B. (2006). Effects of Training and Assessment in Vocational Education and Training (Vet): Reflections on the Methodology of Assessing the Development of Traits of Self-Regulation: *Studies in Educational Evaluation 32 2006: 243-261,* Published by Elsevier Ltd.

Carneiro, P. Dearden, L. and Vignoles, A. (2010).The economics of vocational education and training. In: International encyclopedia of education: volume 8 / (edited by Peterson P, Baker E. and McGaw, B.), Oxford, England: Elsevier. pp 255-261.

Cedefop (2013).*Benefits of Vocational Education and Training in Europe for People, organisations and countries.* Luxembourg: Publications Office of the European Union.72pp.

Cherry, K. (2013).How Attitudes Form, Change and Shape Our Behaviour.[http://psychology.about.com/od/behavioralpsychology/a/introopcond.htm] site visited on 10/05/2013.

Collett, K. (2008). *Vocational Training in Community Groups*: *Social Capital, Education and Equality.*CSD Working Paper Series city and Guilds Centre for Skills Development.18pp.

Denscombe,M. (2007).*The Good Research Guide for small-scale social research projects Third Edition.*Open University Press McGraw-Hill Education, McGraw-Hill House Shoppenhangers Road, Maidenhead Berkshire England SL6 2QL. 359pp.

Dewey, J. (2012). *Education and Democracy*. Dover Publications Inc., 31 East 2nd Street, Mineola N.Y. 11501. 368pp.

Dib, C. Z. (1988). Formal, Non-Formal and Informal Education: Concepts/Applicability. Published in "Cooperative Networks in Physics Education - Conference Proceedings 173", American Institute of Physics, New York., 300-315.

Duffy, N. F. (ed.) (1967). *Essays on Apprenticeship*: Wisconsin: Centre for Studies in Vocational and Technical Education. 168pp.

Dumbrell, T. and Smith, E. (2013). Pre-apprenticeships in Australia: differing orientations and their policy implications. *Journal of Vocational Education and Training, 2013 Vol. 65, No. 2, 161–176.* [http://dx.doi.org/10.1080/13636820.2012.738428] site visited on 10/05/2013.

Dushi, G. (2012). *Short Essay on the Importance of Education*.[http://www.preservearticles. com] site visited on 10/05/2013.

Edward, S., Weedon, E. and Riddell, S. (2008). *Attitudes to Vocational Learning: A Literature Review University of Edinburgh*. Centre for Research in Education, Inclusion and Diversity Scottish Government Social Research. 104pp.

Elias, S. M., Smith, W. L. and Barney, C. E. (2012). Age as a moderator of attitude towards technology in the workplace: Work motivation and overall job satisfaction, Behaviour and Information Technology. *Taylor and Francis 37-41 Mortimer Street, London W1T 3JH, UK* 31(5): 453-467.

Fafunwa, A. B. (1974). *A History of Nigerian Higher Education.*Lagos: Macmillan Publisher. 108pp.

Fernandes, A. (2005). *A New Perspective on Education: A Comparative Study of John Dewey and Paulo*Freire. 48pp. [http://snphilosophers2005.tripod.com/alphonse.pdf] site visited on 20/10/2012.

Finch, C. (1993).The high performance workplace and the evolving nature of vocational education research.*Journal of Vocational Education Research*, 18(2): 1-19.

Fishbein, M. and Ajzen, I. (1975).*Belief, Attitude, Intention and Behaviour: An Introduction to Theory and Research*. Addison- Wesley Publishing Company, inc. Philippines. 584pp.

Florentina, S. (2012).*Factors Affecting Attitude.* [http://socyberty. com/psychology/ factors-affecting-attitude] site visited on 18/ 12/2013.

Goodman, N. D., Ullman, T. D. and Tenenbaum, J. B. (2011).Learning a theory of causality.*Psychol Rev. 2011 Jan* 118(1):110-119.

Gopi, R. (2012). Attitudes and factors influencing the development of attitudes.[http:// sizzlersgopi.blogspot.com/search/label/PSYCHOLOGY] site visited on 22/08/2013.

Green, P. E., Tull, D. S. and Albaum, G. (2000).*Research for Marketing Decisions*.New Delhi, Prentice-Hall. 88pp.

Heckman, J. (2006). *The Technology and Neuroscience of Skill Formation*.Centre for Economic Development Partnership for America's Economic Success. 172pp.

Hornby, A. S. (2008). *Oxford Advanced Learner's Dictionary International Student's Edition* 7thEdition Wehmeir S, *et al.* (eds) Oxford University Press. 1834pp.

ILFS (2006).*Integrated Labour Force Survey* – Analytical report. [http://www.nbs.go.tz/ tnada/index.php/catalog/4/reports] site visited on 28/01/2014.

ILO (2004).*Recommendation Concerning Human Resources Development*: *Education, Training and Lifelong Learning*. Geneva, ILO.

Kent, D. W. and Mushi, P. S. D. (1996).*The Education and Training of Artisans for the Informal Sector in Tanzania* - Education Research Paper No. 18, 1996.143pp.

Knox, E. (1991). Signal on the Mountain. A com Press, Canbera.269pp.

Komba, A. M. (2010). *A Study on Integration of Employment Issues in Development Frameworks.*106pp.

Kothari, C. R. (2004). *Research Methodology: Methods and Techniques* (2nd Edition) New Age International (P) Limited, Publishers. 401pp.

Labaree, D.F. (1997). Public goods, private goods: The American struggle over educational goals. American Educational Research Journal, 34(1), 39-81.

Lee, S. (2010). *The Importance of Education in Human Life.* [http://www.articlesbase. com/k-12-education-articles/the-importance-of-education-in-human-life-1957854.html]site visited on 20/10/2012.

Lema, E., Mbilinyi, M. and Rajani, R. (Eds) (2004).*Nyerere on Education:Selected Essays and Speeches 1954 -1998.*Mwalimu Julius Nyerere Estate under the Trusteeship of the MwalimuNyerere Foundation, Dar es Salaam. 180pp.

Littlejohn, S. (1989).*Theories of Human Communication*. California: Wadsworth Publishing Company, Belmont CA. 315pp.

Lucas, B., Spencer, E. and Claxton, G. (2012).*How to Teach Vocational Education: A Theory of Vocational Pedagogy.* City and Guilds, Centre for Skills Development, London EC1A 9DD United Kingdom. 134pp.

Mattee, A. Z. (1983). The Use of Schools for Socioeconomic Transformation: A Study of Tanzanian Secondary School Students' Beliefs, Attitudes and Aspirations toward Farming and Rural Life. A thesis submitted in partial fulfilment of the requirements for the degree of Doctor of Philosophy University of Wisconsin-Madison.231 pp.

McLeod, S. A. (2007). *Visual Perception Theory*. [http://www.simplypsychology. org/ perception-theories.html] site visited on 08/05/2014.

Meghir, C. and Palme, M. (2005).Educational Reform, ability and Parental Background.*American Economic Review*.95(1): 414-424.

Mkonongwa, P. (2012). *Quality Education in Tanzanian Context*: A Paper Presented To the African Federation of Head of Schools' Conference. Mlimani City, 10^{th}-13^{th} October, 2012. pp22.

Movahedi, R., Latifi, S. and Sayyar L. Z. (2013).The Factors Affecting Agricultural Students' Attitude towards Self-Employment and Entrepreneurship.International Journal of Agriculture and Crop Sciences.*Intl Journal Agri Crop Sci*. 5 (16): 1813-1819.

Msemo, S. H. (2012). Assessment of Attitudes of Agricultural Trained Youth Towards Self Employment in Agriculture. A Dissertation Submitted in Partial Fulfilment of The Requirements for The Degree of Master of Science in Agricultural Education and Extension of Sokoine University of Agriculture, Morogoro Tanzania.76pp.

Mustapha, R. B. and Greenan, J. P. (2000). The Role of Vocational Education in Economic Development in Malaysia: Educators' and Employers' Perspectives: *Journal of Industrial Teacher Education (JITE).*39:*2*.

Nyerere, J. K. (1967). *Education for Self Reliance*.Printed by the Government Printer Dar es Salaam. 26pp.

Nyerere, J. K. (1978). Adult Education and Development. In: Hall, B.,Kidd, J.R. (eds.) *Adult Learning: A Design for Action*. *London, Pergamon Press.*pp27-28.

Okocha, M. (2009). Parental attitudes towards vocational education: Implications for counselling. *Edo Journal of Counselling* 2(1): 81-89.

Parankimalil, J. (2012). *The Meaning, Nature and Aims of Education*. [http:// johnparankimalil.wordpress.com/2012/03/26/meaning-nature-and-aims-of-education/] site visited on 31/01/2014.

Pathak, R. P. (2007). *Education in the Emerging India*: *Atlantic Publisher and Distributors (P) Ltd*. New Delhi Thomson Learning. 192pp.

Petty, R. E. and Cacioppo, J. T. (1986). The elaboration likelihood model of persuasion: advances in experimental social psychology. *Academic press, Inc:* 19: 123-192.

Planas, N. R., Schmidl, R. and Zimmermann, K. F. (2013). *Youth Unemployment and Vocational Training*: Background Paper for the World Development Report 2013. 102pp.

Powell, L. (2012). Reimagining the purpose of VET-Expanding the capability to aspire in South African Further Education and Training students.*International Journal of Educational Development* 32 (20): 643–653.

Redecker, M., Wihstutz, A. and Mwinuka, J. (2000).*Vocational Education and Training by Government in Tanzania*. FAKT- Bonn, Dar es Salaam. 37pp.

Tien, C. J. and Lin, Y. D. (1994).A Study of parental attitudes toward vocational education in Taiwan. *International Journal of Vocational Education and Training*2(2): 37-50.

Tsang, M. (1997).The cost of vocational training college of Education.Michigan State University, East Lansing, Michigan USA.*International Journal of Manpower18* (1/2): 63-89.

UNESCO (2004).*Learning for Work, Citizenship and Sustainability*: Final Report. Bonn, Germany 25 – 28 October 2004. 148pp.

URT (1995).*Education and Training Policy*: Ministry of Education and culture.Dar esSalaam.117pp.

URT (1996).*The Technical Education and Training Policy in Tanzania*.Ministry of Science, Technology and High Education Dar es Salaam. 35pp.

URT (2003).*2002 Population and Housing Census*: General Report. [http:// en.wikipedia .org/wiki/Mpwapwa_District] site visited on 22/10/2012.

URT (2008).*The National Employment Policy*.Ministry of Labour, Employment and Youth Development, Dar es Salaam. 58pp.

URT (2010). Education Sector Development Programme (ESDP): *Joint Education Sector Review 28-30 September 2010 Aide Memoire.* 107pp.

URT (2012).*Tanzania Education Sector Analysis*: Beyond Primary Education, the Quest for Balanced and Efficient Policy Choices for Human Development and Economic Growth. Dar es Salaam. 44pp.

Wigfield, A. and. Eccles, J. S. (2000). Expectancy–Value theory of achievement motivation: *Contemporary Educational Psychology*25:68–81.

Wikipedia, (2014).Perception. [http://en.wikipedia.org/wiki/ Perception#Process_and _terminology] site visited on 08/05/2014.

APPENDICES

ASSESSMENT OF ATTITUDES OF SECONDARY SCHOOL STUDENTS TOWARDS VOCATIONAL EDUCATION AND TRAINING IN TANZANIA

Appendix 1: Questionnaire for Individual Students

PART A: DEMOGRAPHIC CHARACTERISTICS

1. What is the name of school? .....
2. What is your age in years? .....
3. What is your sex? .....
4. What Class are you now? .....
5. How many subjects are you studying? .....
6. What are the subjects of your interest? (**Mention the best three**)

   i.....

   ii.....

   iii.....
7. Where is your home residence (**tick the correct option**)

   (a) In a village

   (b) In urban
8. What is the highest level of education of your father (**tick the correct option**)

   (a) Did not go to school

   (b) Primary school

   (c) Secondary school

   (d) University level

   (e) Other (please specify)……..

9. What is the education level of your mother (**tick the correct option**)

   (a) Did not go to school

   (b) Primary school

   (c) Secondary school

   (d) University level

   (e) Other (please specify)……..

10. What is the education level of your guardian if you don't have father and mother

    (a) Did not go to school

    (b) Primary school

    (c) Secondary school

    (d) University

    (e) Other (please specify)…….

11. What is the occupation of your father? .....

12. What is the occupation of your mother? .....

13. What is the occupation of your guardian if you don't have father and mother? .....

PART B: ATTITUDES TOWARD VOCATIONAL EDUCATION AND TRAINING

14. Do any of the following people advise you to choose a specific educational path: (parents or someone from your family; a friend; a teacher)

    (a) No, no advice,

    (b) Yes, advice to take vocational education and training,

    (c) Yes, advice to take general secondary or higher education.

15. Do you have any vocational subject among the subjects you are studying?

    (a) Yes

    (b) No

16. What are the educational institutions available in the village?

(a) Primary school

(b) Primary and Secondary school

(c) Vocational training

(d) Primary school, secondary school and vocational training institution

(e) Other. Specify.....

17. Do you know any vocational education and training institution in your district?

(a) Yes

(b) No

18. If your answer in question 17 is yes, what are/ is the institution name(s)?

…….

19. How did you come to know the institution you have mentioned?

……..

20. Which of the following sources of information are you using to choose your educational path?

(a) Family, friends

(b) internet

(c) don't know

(d) Other. Specify.....

(e) Schools and religiousorganizations, teachers, counsellors.

(e) Newspapers, Television, Radio

21. Students Attitudes towards Vocational Education and Training

Statement	1	2	3	4	5
Graduates of VET are more likely to find a job than people who completed their general secondary or higher education?					
Vocational education and training is for men					
VET is for garages and industrial employee only					
VET programme for secondary school leavers is very important					
VET plays a big role in reducing unemployment in our country.					
VET is for form four failures					
There is no need to invest in VET for youths					
VET only offers casual training					
VET has a positive image in our country					
Young people don't receive enough advice about VET concerning their learning and career opportunities from parents/guardians or schools.					

Key 1=Totally agree 2= Agree 3=Don't know 4= Disagree5=Totally disagree

Appendix 2: Perception about Vocational Education and Training

22. Who do you think are the right candidates for vocational education and training institution?

(a) Form four failures

(b) Students who did not get the chance to pursue advanced secondary education

(c) Anyone who is capable and interested in vocational education

(d) Don't know

23. Perception of Students about Vocational Education and Training

Statement	1	2	3	4	5
In VET, people do not learn life skills such as communication or teamwork					
Vocational education and training offers high-quality learning					
People in VET learn skills that are needed by employers					
VET does not prepare people to set up their own business.					
VET gives access to modern equipment.					
VET enables people to continue with university studies later.					
VET leads to jobs which are well paid					
VET training leads to jobs which are not well regarded in society.					
VET leads to professions that are highly demanded on the labour market					
VET does not offer good career opportunities					
VET contributes positively to the economy of our country.					
VET is not well organized to help youth					

Key 1=Totally agree 2= Agree 3=Don't know 4= Disagree5=Totally disagree

Appendix 3: Students Willingness to Join Vocational Education and Training

1. What carrier would you like to undertake after you complete O- level education?

……

2. Please tell me to what extent you agree or disagree with the following statements:

Would you like to join vocational education and training after you O-level secondary education?

(a) Totally agree

(b) Agree as a last resort

(c) Tend to disagree

(d) Totally disagree

(e) Don't know

3. Please tell me to what rank would you put vocational education and training as a choice for career opportunities.

(a) First choice

(b) Second choice

(c) Third choice

(d) Fourth choice

(e) Don't know

4. If vocational education and training is your first choice please explain the reason (s)

……

5. If applicable, when you decide to follow general secondary or higher education instead of vocational education and training, how the following factors are important for you?

Personal interest in the subject and future employment opportunities;

(a) Very important

(b) Fairly important

(c) Not very important

(d) Don't know

Thank you for your cooperation and time