

**INFLUENCE OF PASTORALISTS' PERCEPTION OF
VOCATIONAL EDUCATION AND TRAINING ON ENROLLING
THEIR CHILDREN IN VOCATIONAL EDUCATION AND
TRAINING CENTERS: A CASE OF HANANG
DISTRICT COUNCIL**

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THEIR CHILDREN IN VOCATIONAL EDUCATION AND
TRAINING CENTERS: A CASE OF HANANG
DISTRICT COUNCIL**

BY

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**A Dissertation Submitted to the Faculty of Social Sciences in Partial Fulfilment
of the Requirements for Award of the Degree of Master of Arts in Education of
the Mzumbe University**

2020

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University a dissertation entitled “*Influence of Pastoralists’ Perception of Vocational Education and Training on Enrolling their Children in Vocational Education and Training Centers in Hanang District Council*” in partial fulfilment of the requirements for award of the Degree of Master of Arts in Education of the Mzumbe University

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DECLARATION AND COPYRIGHT

I, **Ammo, Theophil**, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

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DEDICATION

This dissertation is dedicated to, my children for their moral, wisdom, and spiritual and towards the accomplishment of the study

LIST OF ABBREVIATIONS AND ACRONYMS

ETP	-	Education and Training Policy
FNBE	-	Finnish National Board of Education
IBE	-	International Bureau of Education
ILO	-	International Labour Organization
MDG	-	Millennium Development Goals
MoEC	-	Ministry of Education and culture
PEDP	-	Primary Education Development Plan
SDGs	-	Sustainable Development Goals
SPSS	-	Statistical Package for Social Science
TPB	-	Theory of Planned Behaviour
TVET	-	Technical, Vocational Education and Training Authority
UNESCO	-	United Nations Educational, Scientific and Cultural Organisation
UNEVOC	-	United Nations Educational Vocational Organisation and Culture
UNICEF	-	United Nations International Children Education Fund
URT	-	United Republic of Tanzania
VET	-	Vocational Education and Training
VETA	-	Vocational Education and Training Authority
VTC	-	Vocational training centres

ABSTRACT

The study aimed at exploring the Influence of pastoralists' perception of vocational education and training on enrolling their children in vocational education and training in hanang district council. Specifically, the study determined the perceptions of community members on Vocational Education and Training; determined the trend of enrolment of children from pastoral communities in VET, and found out determinants of parents' decisions to send their children in VET.

The study was conducted in Hanang District council involving mainly the pastoral communities. The case study design was used. The DESO, DEO and principals of the Vocational Training Centre (VTC) were purposefully selected as potential respondents in the study.

The stratified sampling was employed to select educators and heads of households. The interview, questionnaire and documentary review methods were used to collect data.

Findings indicate that the pastoral community perceived VET as an alternative education system for providing practical skills and knowledge to young generation. However, in the same stance, VET is conceived to be for students who have failed to continue with further education. In terms of enrolment findings revealed it to be relatively low in the selected VTCs. Factors such as low education levels among parents, irrelevance of available programmes were mentioned. The fact that Vet is not compulsory, lack of parents' interest for VET because it does not contribute to family economic growth; it resulted into unwillingness of parents to enrol their children for VET. Basing on the discussion of findings, there was absence of exemplary graduates to act as role models to attract parents to enrol their children to VET in the surrounding area. Parent demonstrated low motivation to send children in the VET schools.

In conclusion; the poor perception of VET quality undermines willingness of parents to enrol the children. The study suggest for government and private partnership to improve the quality and status of VET by increasing the quality of educators, provision of learning materials and the use of technology in teaching.

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CHAPTER ONE

PROBLEM SETTING

1.1 Background to the problem

The enrolment rate of children from pastoral communities in Vocational Education and Training (VET) is of great concern in developing countries like Tanzania (Sumra and Katabaro, 2016). The Vocational Education and Training is part of the integral education system in Tanzania and therefore forms part of the basic right to education for all citizens in particular children from the pastoralists (UNESCO-UNEVOC, 2016). Experience shows that the enrolment rate of children particularly from pastoral communities in education system is lamentable (Moges, 2017; Workforce Development, 2015). There was need of exploring factors that affect the trend of VET enrolment from the perspective of pastoral communities. The chapter presents the background of the study, statement of the problem, objectives, research questions, the significance, delimitation and limitation of the study.

The Vocational Education and Training is part and parcel of the education system in many countries across the World. In Africa, Governments South of Sahara, the VET is renowned for its push towards improvement of living standards of people and the nation at large since it promotes skilful knowledge and ability to resolve challenges (Liu, 2004). Cognisant of its contribution in the production of world labour market industry, the nations were urged to open up opportunities for its citizens to access the delivery of the VET (Debebe, 2014; UNICEF, 2007). In the words of Moges (2017), the provision of equitable and quality Vocational education and Training was not just for filling the social-economic gap but also a strategy towards steering regional and national integrity, poverty alleviation and development.

The concept VET denotes a comprehensive education process which comprises of knowledge and skills acquisitions on technology and science in various sectors of economic and social life (Oresanya *et al*, 2014). Differentiated from the academic system, the TVET system is based on practical works that direct learners to specific profession through learning by doing as individuals as well as a team (Okocha,

2009). According to Audu *et al.* (2013), the vocational education and training involves the process of producing skilled manpower for self-reliance and national development.

The focus of the VET programmes is to empower and widen the scope of skill acquisition suitable to expose young generation into the dynamic demands of the labour industry and economic growth (Bennel *et al.*, 1999). Scholars are of the view that the vocational education and training was useful in creation of human capital resources ready for the employment chances and technical professional management (Oresanya, Omodewu, Kolade & Fashedemi, 2014; Audu, Kamin & Saud, 2013; Okoro, 1993).

In developing countries like Tanzania, the establishment and expansion of VET was regarded to be vital approach towards creation of job opportunities in particular for those who are less endowed on theoretical academic subjects (Dawson, Henley and Latreille, 2009; Bhola, 2000). In Tanzania, the large group of youth who have not been able to cope with academic system of education following the classic system of primary, secondary and university education have their alternative by undergoing the technical vocational education and training system (African Union, 2007; URT, 2008; Christensen, 2002).

The practice of vocational Education and Training programme got its legal support since colonial era under the Ordinance Act Cap.81 of 1940. The post-independence governments made some more judicial amendments starting from the Education act No 25 of 1978, The vocational Education and Training Act of 1994 and then the National Council for Technical education Act of 1997 (UNESCO - IBE, 2010; URT, 1997). Each of the legislations builds its argument on the importance of developing education system. The most prominent of these legislations in this study are the enactment of Vocational Education and Training Act of 1994 which resulted to the establishment of authority organ famously known as Vocational Education and Training Authority (VETA).

Together with the legal approach to accord VET programmes, there were several policies which provided guidance on the implementation of VET as a subpart of TVET. The Policies include the Education and Training Policy of 1995 and, the Vocational Education and Training Policy of 1996 among others.

The VETA is supervised by the Vocational Education and Training board. VET programmes in Tanzania are provided by different stakeholders ranging from the NGOs, Faith Based Organisations, and Companies to the Government Ministries (Dasmani, 2011). The institutions which provide vocational Education and Training include the VETA found across the regions, trading schools in different faith based organisations, and in some occasion, the government school which integrate academic and technical education like Ifunda, Tanga and Moshi technical secondary schools (Munishi, 2016; NACTE, 2012). In Hanang District, the VET operates as VTCs and trading schools. The main public VET school is Katesh fork centre which functions congruently with the private vocational trading centres like Nangwa VTC and Jitegemee.

The question of enrolment in Hanang District was probed from the perspective of enrolment of primary and secondary school. The analysis of student's enrolment from primary and secondary schools is provided in table 1.1.

Table 1.1: Enrolment of Students in Hanang District

	Name of Schools	Year of enrolment				Total
		2016	2017	2018	2019	
Primary school	Ngalda	55	50	53	45	203
	Nangwa	140	134	144	129	547
	Dirma	290	166	225	155	836
	Katesh	105	95	108	97	405
	Total	590	445	530	426	1991
Secondary school	Katesh	154	178	198	202	732
	Nangwa	161	158	184	198	701
	Dirma	151	145	164	178	638
	Total	466	481	546	578	2071

Source: Hanang District council (2019)

The table 1.1 presents the enrolment rate of Hanang District council at primary and secondary levels. In case of primary schools the enrolment of a school per years demonstrated that in Ngalda primary school 203 students were enrolled, in Nangwa primary school 547 students were enrolled, in Dirma primary 836 students and finally in Katesh primary school 405 students were enrolled. All the schools, Dirma primary school had the highest number of enrolment compared to the rest of the primary schools. In secondary schools, there was a slight difference in levels of enrolments ranging from 732 students for Katesh secondary, 701 students for Nangwa School and 638 students for Dirma secondary school.

To actualise the delivery of VET programme in Tanzania, there is need of assuring stead and constant enrolment of candidates. Students are supposed to undertake different courses like plumbing, cookery, lumbering, carpentry, welding, painting and design, tailoring, masonry, computer application and other artistic skills (UNESCO, 2012). There are some requisite qualifications for a learner to be admitted at this level such that completion of standard seven and in other levels the completion of ordinary level of secondary education and be awarded with respect certificates of National Vocational Awards (NVA) that range from level I-III basing on the entrance levels (URT,2014). Though the qualifications for enrolling children in VET are not very demanding, very little was known about the drives that urge nomadic parents to send their children to VET after completing standard seven and form four education levels. The study recognised the efforts made by the government in provision of vocational schools, but there was still a need to understand the relationship between perception of the pastoral communities on VET and the willingness to send their children to VET school.

1.2 Statement of the problem

The importance of providing VET programme to young generation ought to be emphasised. Through VET programme, young generations could be well prepared to acquire special skills necessary for handling daily challenges of life.

The investment on VET sector was also believed to contribute to the decrease of youth unemployment and poverty alleviation (Bennell *et al.*, 1998). Following the attributed benefits of dispensing VET programme to young generation, the Government decided to improve the technical and vocational training education system and purposely integrate it within the formal system of education (Bishop, 2007).

The VET programme guarantees equity of access to training for all children eligible for the diverse specialisations. The intention was to produce skilled labour that could be ready to compete in the employment industry and promote innovations through entrepreneurship activities (Masson & Fretwell, 2009; Budría & Telhado-Pereira, 2009). Impliedly, all children starting with a certificate of Primary education have the opportunity to get enrolled in the VET schools. The efforts made by the Government to promote vocational education and training were expected to encourage many parents to send their children to pursue technical training which was based on practical and competence attributes (Lucas & Claxton, 2009). In contrary, the enrolment rate is alarming especially in some nomadic community around the country (Sumra & Kataro, 2016).

Most of the education researches have put emphasis on the policy oriented bottlenecks of enrolment (Koissaba, 2017; Ayiro and Sang, 2016). This study seek to uncover the problem from the perspective of the community world view of education which is seemingly ignored by most of research scientists, hence, the study focuses on the perceptions of parents from pastoral communities towards VET programme and consequently the interlink between the perceived observation and behaviour to send their children in VET schools and colleges. Pastoralist societies are reported to be in critical situation when it comes to letting children to attend schools (USAID, 2010). This underscores the opportunity cost of the parent to decide on the future of the child and as an asset for the family.

Observations showed that the number of unemployed youth was increasing due to lack of relevant technical knowledge, understanding, skills and competence to perform technical activities (Chinogwenya and Hobson, 2009; Beruk, 2008; Eshetu, 2008). It was under such conditions that the study drew a concern for the factors which determine enrolment of students into VET, with particular interest with children from the pastoral communities. In Hanang, the study area is the district with majority of pastoralists and, demonstrating low rate of enrolment of children in VET schools (Lanyasunya, 2012; Johannes, 2010). The empirical data portrayed that the number of students enrolled in Katesh Focal Development College progressively decreased in four consecutive years from 2014-2017. In brief, the number decreased from 20 in 2014 to 11 students in 2017 (Ngoitiko, 2018). It followed that, the study was conducted to learn the factors for the decreasing trend of enrolment to VET schools in nomadic society. In particular, the study was concerned with understanding the link between perceptions of VET held by community members and the willingness of parents to send their children to such schools. In other words, how the perceptions of pastoralist on VET programmes affect their willingness to enrol children in VET schools or colleges?

1.3 General objective

To explore the influence of Pastoral Communities perceptions of Vocational Education and Training in VET programmes on children enrolment in Hanang District Council.

1.3.1 Specific Objectives

- i. To determine the perceptions of community members on Vocational education and Training.
- ii. To determine the trend of enrolment of children from pastoral communities in VET.
- iii. To explore the determinants of parents' decisions to send their children in VET.

1.4 Research questions

- i. How do pastoral community members perceive VET?
- ii. What is the trend of enrolment in VET schools for children from pastoral communities?
- iii. What are the deterrents of parents' decisions to send their children in VET?

1.5 Significance of the Study

This study is significant to various stakeholders such as policy makers, curriculum developers, and community members from nomadic society, VET officials and researchers.

Through this study, government leaders are informed about the way nomadic community members perceive VET. Policy makers are also informed of the effects of perceptions on children enrolment in VET schools. Curriculum developers are alerted to design subject contents that have to respond to the demands of the consumers of the service. The policy makers and other stakeholders are as well informed about the missing aspects of policy actions on the practice of VET as to curb the unemployment problem and make the young generation participants of the industrial strategy of the country.

The findings of the study brought insights to nomadic community members about the perceived quality of VET programmes and how far the perception culminated to poor enrolment of students in VET programmes in nomadic communities. The community profits from the recommendations made that there is need to promote children enrolment in VET schools. The study revealed the worldview of the pastoral society about VET, an aspect of knowledge which was yet to be known to majority of education stakeholders especially the VETA. The study expects to inform VETA about the aspirations of nomadic community members on VET programmes.

Finally, the study is expected to fill in the knowledge gap about the practice of nomadic communities versus the provision of VET education. The obtained finding adds on the existing literatures about the determinants of parents' decision to enrol children to VET schools.

1.6 The scope of the study

The study took place in Hanang District Council, and it mainly involved pastoral communities. Hanang is one of the districts that harbour many pastoralists of the Barbeig culture. The district was chosen since there was no published study conducted on perception of nomadic communities on VET enrolment. The major concern was to establish data that explains the relationship between perceptions and willingness to enrol pastoral communities to VET.

1.7 Limitation of the study

The study was conducted in Hanang district where the majority of residents are pastoralists. The study faced some hardships to get relevant respondents on time since nomads are not usually permanent dwellers in one place. However, the reached respondents provided sufficient and reliable data and information for the study. There were few literatures which serve to inform the study about the situation of pastoral community members particularly from the study area. However, the few that were obtained served the purpose.

1.8 Organisation of the Study

The dissertation is organised into six chapters. Chapter one sets the background to the problem as it addressed the overall introduction of the study. Chapter two presents the theoretical and empirical literatures related to the factors affecting the trends of enrolment in vocational education and training for children from pastoralist communities. Chapter three addresses the methods and procedures which were used in this study. The fourth chapter presented the findings of the study based on the specific objectives. Chapter five discussed the findings of the study thereby relating with the findings of other previous researchers.

Chapter six provides the summary, conclusion and policy implication of the study. It also highlights the recommendations, limitation of the study and the suggested area for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter presents the review of related theoretical, empirical literature reviews, research gap as well as the conceptual framework.

2.2 Theoretical framework

The theoretical framework section contains the definition of key concepts, the description of theories of the study and other important theoretical issues like the history of VET in Tanzania.

2.2.1 Definition of key concepts

The conceptualisation of the key terms was developed to grasp the practical meaning which could be of use in the present study. The main concepts to be understood include Vocational education and training and understanding of perceptions of pastoral communities.

2.2.1.1 Understanding Vocational Education and Training (VET)

The VET is an education system which is based on providing practical skills; knowhow and knowledge of specialised field that facilitates employment in a particular work, business or entrepreneurship of the learner (Atchoarena, 2001). According to the report provided by ILO, the VET is considered to be a necessary integral part of education system which creates initiatives for job creation of a single person or as a group (ILO, 2002). In this study, the VET is to be understood as a programme integrated into formal education system designated to train youth on practical professions like lumbering, plumbing, driving, masonry, electricity, mechanics, tailoring and other form of technical skills.

2.2.1.2 Understanding Pastoralist communities

The pastoralist communities are involved with livestock keeping, grazing and herds management (Fratkin, 2001). Communities are constantly occupied with long distance moving searching for pasture and water hence are exposed to risks of attacks from wild animals (Markakis, 2004). The world of the pastoralist society results to

some other social risks like marginalisation, disgraced as part of the whole country society and the stereotypes have even encroached into the political wing. Their mobility behaviour has to some extent exposed them into hardship to be involved in the major system of life and policy attention (Oxfam, 2008). In the words of Trech *et al.*, (2007), the nomadic communities across African countries like Ethiopia, Eretria, Somalia and Kenya are also reported to have difficulties in accessing basic services like education and health due to both their sedentary movements, and lack of flexible structures which can respond to the dynamic nature of the nomads and pastoralists.

2.3 Development of VET in other parts of the World

This section intended to review the background information about VET from different countries across the world. The review focused on the policy frameworks and the curriculum development of VET systems.

2.3.1 VET in Australia

In Australia the VET is integrated within the system of education such as secondary, Vocational training and higher education (Long and Cooney, 2009). Virtually speaking the education system of the country is diversified and heterogeneously deregulated. It follows that the delivery of VET programme is provided in secondary and higher education levels. The provision of VET according to Wheelaham and Carter (2001) depends upon the demands of the clients from different sectors of labour demands. In the formal systems of the government, students are free to make choice either to choose pathways as to whether to continue with secondary education or opt for VET courses.

The private institutions which offer VET programme are coordinated in such that the government provides funds to cater for some financial costs of students, whereas in public institutions, the VET is delivered through cost sharing (Long and Cooney, 2009). There is a coordinated process between the VET and labour market in Australia whereby the learners are linked to the internship occasions. The rate of enrolment into VET is noted to be high with about 250,000 students in a year equivalent to 16% (Karmel, 2005).

2.3.2 VET in Finland

The VET programme in Finland is part of the integral part of the entire education system, and it is provided by the polytechnics and universities. The VET programme is administratively coordinated by the Ministry of Education and culture (The Finnish National Board of Education, 2010; MoEC, 2012). According to Heikkineen (2004), the Finish VET was centralised prior to the Second World War and, there after the government opted to decentralise for the sake of enhancing competitiveness and industrial growth (Stenström and Virolainen, 2014). The VET delivery in Finland is highly promoted, youth and adults are encouraged to join in the training programme. The Finnish government recognises the cruciality of VET in creation of skilled labours who are competent in application of vocational skills, patriotic and working spirit. Following its impressive delivery, there is about 46% of the young generations joining VET programme in every year (FNBE, 2010).

Important things to note for VET are that the Finish government has categorised the programme in eighty fields ranging from the humanities and education, culture and tradition, business and administration, natural sciences, communication and technology, transport, health, sports, tourism, catering and domestic services (FNBE, 2010). Together with the classification, the delivery of VET is done in different levels starting from secondary vocational education level, upper secondary level and to tertiary level (Teräs, 2017; FNBE, 2014; Stenström, Väisänen, Rossinen, Tuominen, and Laakkonen, 2013). Outside the formal system, there are some unspecialised VET programmes that are offered by particular firms and ministries to suit their internal consumptions (Ahola and Anttila, 2013). Following the decentralisation progress, the delivery of VET is done within the local authorities like the municipal, districts and the like, but all respond to the central government on issues related to policy implementation for the VET programme and authorisation. The number of VET providers has been increasing progressively following the government efforts to encourage youth to join the school, but also there are open chances for youth to get employed in different companies due to coherence between the demand of the professional and the relevant qualities of the graduates (Keto, Nuutinen & Teräs, 2010).

2.3.3 The practice of VET in Africa

Countries in Africa are traditionally oriented towards the application of vocational skills in the informal ways. Many tribes and ethnic groups are famous classified basing on their occupational status such as pottery, painting, carvings and drawing and other vocational skills (Lawson et al, 2014). Though literatures claim that the VET programmes is new to Africa, this statement holds value only when the consideration is made on formalisation of the learning and training activities (Pavanello, 2009). The VET programmes in Africa have taken long to be appreciated and taken into seriousness by policy makers hence rendering the situation to be less comfortable and the field is relatively looked upon as second option for life (Ayiro and Sang (2017). According to King and Palmer (2007), there is less emphasis on formalising the VET practices in many countries like Ethiopia, South Africa, Ghana, Kenya, Rwanda and Tanzania since the training was less considered to be part of the formal education system even after the post-independence. The UNESCO (2005) affirms that the enrolment rate of children in VET programme in countries south-Saharan Africa range from 1-5 percent of the total enrolment in formal VET secondary and post-secondary levels.

2.3.4 VET in East Africa

The situation VET programme in East Africa community is not far from the reality found in the other part of Africa. Together with other difficulties of improving VET schools and colleges, the underlying problem is the lack of coherence between the skills attained in the college and the industrial demands. It follows that many of the graduate are deficient of the relevant skills for the labour industry or completely lack competence to respond to the current needs of the employment competition (UNDP, 2010). Other problem is that the VET programmes fails to orient youth towards entrepreneurial innovations that can results to attitudes of self employment. Students who opt for VET at the lower level are majorly perceived as slow learners or those who failed primary education hence creating a sense of negligence and demoralisation.

2.3.5 The background of VET developments in Tanzania

The vocational education and training is dated back during the colonial period. It was mandated by the colonial law of Apprenticeship Ordinance of 1940. The practice continued and developed until the time of post independence where much legislation were made in its favour and with the intention to formalise and make it more accessible to all citizens. In 1974, the government passed the Vocation Education and training Act. The Act was useful in the establishment of the National vocational Education and Training Division which was under the Ministry of Labour (Pfander and Gold, 2000). The development of VET began to be observed when the programme was set within the limits of education system, and there were two levels developed: the first was of two years vocational training and then three years phase of technical training (UNESCO, 2009). In each phase, there are final examinations and successful students were awarded certifications of their specialised fields. It is worth to underscore the opportunity that time has given, the country entered into structural adjustment programme and the VET was seen to be optimum option for development of agriculture and other local crafts. It followed that in 1981 the government established the Vocation Training centres (VTC) in each region and districts for the above mentioned purpose. The initiative was supply driven, hence with time it proved failure since there were difficulties to match the supply with the demand of the local area.

Notwithstanding the pressure of the time, the government decided to amend the VET Act in 1994. In effect, the VET Act of 1994 replaced the NVTD to Vocational Education and Training Authority (VETA). The VETA is made to be semi-autonomous, independent from the government direct control and, it has to have its own sources of funding. Its vision is to shift the VET from the perspective of supply driven to demand driven of the labour market. Though the administration of VET programme is set under VETA, the Ministry of education and training oversees the functions of VETA. The VETA has managed to open VET centres in many regions across the country depending on the contextual demands of the society and labour market (Koissaba, 2017). The number of VET centres in Tanzania is about 860, and more than 90 courses are offered in these VET centers (Moges, 2017; Debebe, 2014).

2.3.6 Importance of VET in Tanzania

The introduction and development of VET programme in Tanzania was conceived to be instrumental for facilitating employment prospects for the youth generation. The provision of VET for Adams (2008) is an important approach towards the shift from the white collar jobs mentality to creation of self employment or innovations on practical skills. The practical skills and knowledge provided to young men and women through VET are assets for the individual wellbeing, national development and ultimately contribute to the fight against poverty in rural and urban settings. Tanzania young generation suffer from the lack of relevant qualification demanded by the labour market, it's through the improved quality of VET and enhanced access of youth to join VET programmes that the problem can be resolved. The journey towards making the country enter into the middle income nation is expected to be possible if there could be coordinated efforts to enhance access to quality and equitable VET sector (URT, 2003; ILO, 2002, UNDP, 2003).

2.4 Theories for the study

Two theories were reviewed to inform the study specific objectives. The expectancy-value theory and the Theory of Planned Behaviour (TPB) are theories underpinning the study.

2.4.1 The expectancy-value theory

The expectancy-value theory forms part of the motivational theories that seek to explain the behaviour of individual. The argument of the theory is that, human actions are driven by number of aspirations and expectation about the value of the action on their regard or to the other. The actions are therefore results of the incentives, motivations or inputs which can be drawn from different stimuli. The assumption is that the expectancy value theory concord with the attitudes, understanding and behaviour which acts as a reaction to the given motivating stimuli (Rotter, 1954). The EVT is used in different studies essentially such as to study human actions and reaction to policy programmes, business adverts and willingness to pay or participate in any of the activities.

Rotter (1954) used the theory to study learning behaviour of students and finally asserted that the motivation is the function of expectancy and reinforcement value ($M=f(E+RV)$). In this study, the action of parents to enrol children can be described as the product of perception of VET and its attributed value. It follows that, the nature of perception will be explained by the behaviour, attitudes, knowledge and the values pastoral communities hold about the VET programmes.

The higher the expectancy level, the higher the attainment of the goal determines the behaviour to support the practice (Graham and Bernard, 2012). In case the VET programmes provide quality trainings and are impressing to the demand of the nomadic society then there is possibility for the parents to get motivated to send their children to learn. Otherwise, if the VET programme is conceived to promote employment and improve the wellbeing of youth graduates in the society then it is likely to be well perceived and therefore to influence parents to decide to sent children for studies. Parents are said to be sensitive to school characteristics in their decision to choose for a school or college to send a child (HakiElimu, 2017).

2.4.2 Theory of Planned Behaviour (TPB)

The planned behaviour theory explains that human actions are guided by rational choices. It was found by Ajzen in 1991 following the improvements made on the theory of Reasoned Action in 1980's (Fishbein & Ajzen, 2011). The basic argument of the theory was that behaviours of individuals are coordinated within context. By context, it implies a set of motivations to understand the reasons that either push or pull a person to act or behave in one way or another. It follows that, the rational choice of an individual or group of people was explained or driven by the intentions and determinations (Siragusa and Dixon, 2009). The act of parents to send a child to VET school is supposed to be a voluntary action which is backed by a number of reasons that determines the planned behaviour. The theory propounds that attitudes and beliefs, subjective norms and perceived control of the parent determines the behaviour of the parent to a child on matters regarding education and future wellbeing (Rossmann, 2010; Weinberg & Gould, 2018). The first aspect of attitude and behaviour involves feelings and beliefs about the phenomenon such that, whether the practice will result to better outcomes hence intentions oriented.

The subjective norms pertains to external opinions or observations of the surrounding context, such that in places where people engage in certain behaviour or activity that can result to peer pressure or social pressure hence increasing intention to perform a certain behaviour. Thirdly, the perceived control relates with different approaches of parenting. It can be authoritarian, authoritative or other means of parenting as well as other socio economic factors. There is some interlink between household wealth and children academic access.

Connected to the study, the theory of planned behaviour seeks to describe the interaction between perceptions and actions or outcomes of the perceptions. In studying the perception of pastoral communities about VET, there is possibility to understand the reasons as to why they send their children to VET or not? In addition, the TPB creates a base of the study in that, it suited to explain the expectations and values held from the central points of the doer, the parents or guardians. It follows that the planned behaviour is not a mere chance of motivation but also rational activity in the process of react to the stimuli. The TPB theory serves to understand the situation of enrolment from the perspective of parents or the community members taking the government efforts constant.

2.5 Empirical Literature Review

In the attempt to present the empirical review, analysis was done to select studies that respond to the demands of the specific objectives and the content of the study. The study sought to be informed of the contents related to the present objectives, the methodological approach and ultimately identify the knowledge gap to which the prospective study aspires to disentangle. The reviews were made basing on the years of publications as to get the most current news about the study and therefore understand the next way forward.

The research paper written by Eichhorst, Planas, Schmidl and Zimmermann (2014:22-24) analysed the distinct types of VET sector in the World. There are five major types of VET system in the world: i) vocational and technical schools, (ii) vocational training centres; (iii) formal apprenticeship; (iv) dual apprenticeship system combining school training with a firm-based approach, and (v) informal-

based training. Each of the system has its strengths and weaknesses, but as for the authors the combined school based system is found to be the best of the systems since it provides students with skills and theories of academic subjects. But it fails to accommodate students with low learning ability particularly on theoretical string; hence the need to opt for other system is commendable. The study provides light on the categorise of VET system, but has not focused on the perceptions and enrolment issues which are the subject of concern for the present study.

A study on parental attitudes on Vocational Education and its implications for counselling was done in Nigeria (Okocha, 2009). The emphasis was to look at the social aspects that evoke attitudes towards VET. The parents in Udu local government of Delta state showed that parents acknowledge the value of VET in promoting employment, though they are tied-up with the white-collars job professions. The academic subjects offered in secondary and university levels are perceived to be more superior to technical and vocational education and training. Following such perspectives of the findings, the research promulgated for the need of counselling and advice service for Nigerian youth and parents as to understand the meaning and utility of the VET system. The study unveiled that parents' perceptions can be determinant to children willingness to study VET programmes. The present study wished to contextualise the assertion from the perspective of the pastoralist communities.

Ngure (2013) did a study in Kenya on “*Technical, Vocational education and Training (TVET)*”. The motive of the study was to assess the perceptions of stakeholders of TVET in the MSE in the motor vehicle service and repair industry (MVRSI). This posed by the desire to understand the achievement and challenges of TVET in the country and sees the way forward in the industrialisation programme. The study used a technical and development model to analyse the perception of stakeholders. The study unveiled that TVET is vital in equipping youth with necessary skills demanded by the MRVSI. The Technical and Development the model showed to have some overcrowded programmes that pose challenges to its functioning.

The model affects the curriculum implementation, which made it be more theory oriented than practice. In short, stakeholders had different views regarding the VET and thus hard to establish consensus. The study concludes on the need to retake the T&D framework in the development of TVET programme in Kenya. The study differs from the current study because it did not focus on the factors affecting the trend of vocational education and training in pastoralist communities and its influence to their children.

Another study in Kenya, investigated perceptions of Youth Polytechnic students' about Vocational training in Nandi County. The study sought to explore perceptions of students in the polytechnic schools (Wilson, 2015). Major study variables were competencies of instructors, skills learnt, methodologies of teaching, social beliefs and behaviour of students. The study showed that instructors had difficulties to abide to the teaching methodologies, poor and outdated teaching and learning materials and learners were academically weak and demoralised. Recommendations were made to improve the situation thereby improving the admission qualification of students, conduct in service training for instructors on pedagogy, perchance of new materials and other learning resources. The study basically pre-empted the institutional challenges towards the practice of VET in the colleges; it was useful to understand how such challenges were perceived by parents, and what reactions do parents take towards the perceived condition of VET colleges and schools.

Gimbo, Mujawamariya and Saunders (2015) did a study in Tanzania to understand Why Maasai parents enroll their Children in Primary School. The methods used were interviews and Focus group discussions. The study aimed at determining the factors for enrollment of children to schools. The determinants of parents to enroll children included the economic return in education, government compulsory policy, school characteristics, food provision at school. These factors had positive effect on enrollment decisions while desire to maintain traditional education, early marriage for female children, lack of role models, poverty and other discouragements negatively affected decision of parents to enroll children in schools.

The study recommends the enhancement of the efforts to provide the Maasai community with optimistic opportunities that could usher their willingness to enroll children in schools.

Another study by Ndiwu (2015) focused on the stakeholders' perceptions of VET in the Micro and Small Enterprises (MSE) in design sewing and cloth making sector. It was found that the VET is perceived to be very crucial in preparing learners to gain skills needed for the industrial labour. Despite the importance accrued to the VET, the programme faced a number of challenges related to poor quality of instructors and deficiency of materials for learning and teaching. There is a misconceived understanding among some people that VET schooling is the last of all options for a person to join since those student who have performed well in standard seven and form four are promoted to continue to further classes. The practical test and exams were found to be not eligible enough to conform to the ability of learners. It is also revealed that the VET is provided informally in the streets by unqualified trainers but many people prefer it to the formal system since it is less expensive. While the study by Ndiwu (2015) alludes the sense of pastoralists' perceptions and the reasons which catalyse them to either enrol or not, there is no clarity on how perceptions affect decision of the pastoral communities, since the study had a general focus of the parents not specifying of which occupational status.

The study done by Ngogo (2014) assessed the attitudes of Secondary School students towards Vocational education in Mpwapwa district, Tanzania. The study confirmed that students have negative attitudes towards VET and, was mostly of the view that the white-collar professions was prestigious compared to the technical professions. In conclusion the, student suffer from the social stereotype which accrues form parental background and information, teaches poor guidance and advices regarding VET. Nonetheless the curriculum of secondary and primary school hardly subject students to test the advantages of VET sector hence, suffering from legacy of ignorance. However, this study was different from the prospective study since it did not focus the factors affecting the trend of enrolment vocational education and training in pastoralist communities and its influence to their children.

The perception of people about VET provision was found to affect enrolment of children to the Vocational Training Centres in Zanzibar. Juma (2013) reported on the low enrolment rate of students in VTC, though the provided education was found to enhance youth employment. Deficiencies in teaching quality of instructors, lack of practical sessions apart from hotel managements and insufficient learning and teaching materials were attributed reasons for low enrolment. Another study that assessed the perception of secondary school students on VET in Malaysia found an impressive picture. Students had positive attitudes contrary to those in Zanzibar since in Malaysia the VET coordination starts from the primary school levels Awang, Sail, Alavi and Ismail (2011). The knowledge of qualification, work ethics, social values and applicability of the skills in real situation are termed as central predictors for student's readiness to join technical education. The study thus recommends for the promotion of technical and vocational education and training (TVET) nurture the qualifications and provide innovative skills to students and impart work skills to impact on students' loyalty on VET. The study made contributions on the perception of students letting aside that of parents which is the main concern of the present study. In addition, the present study peculiarly focused on pastoral a community which was not the case for the study by Awang *et al.*, (2011).

2.6 The Research and knowledge Gap

The reviewed studies greatly contributed on informing the study on the perceptions of different stakeholders' of VET (Ndiwu ,2015; Wilson, 2015; Ngogo, 2014; Eichhorst et al, 2014; Ngure, 2013; Juma, 2013; Okocha, 2009; Awang et al, 2011). However, most of the studies concentrated on students' and other stakeholders' perceptions on VET. Some studied about parental perceptions of VET but in a general perspective. There was little information on the influence of perception on enrolment of children in pastoralist communities.

The focus of the previous study is to establish a link between perception of pastoral communities and enrolment provided a justification for the present study to be carried out as to bridge the gap in knowledge.

2.7 Conceptual Framework

The conceptual framework provides a description the three specific objectives: the pastoralists' perceptions of VET, trend of enrolment in VET and determinants factors for parent to enrol children in VET. Figure 2.1 shows that the perceptions and trends of enrolments predict about relationship between variables. The independent variables are pastoral community perception of VET, trend of Enrolment and the willingness of parents to enrol children in VET is the dependent variable. However, the government policy Implementation on VET programme and monitoring and evaluation of VET are intervening variables.

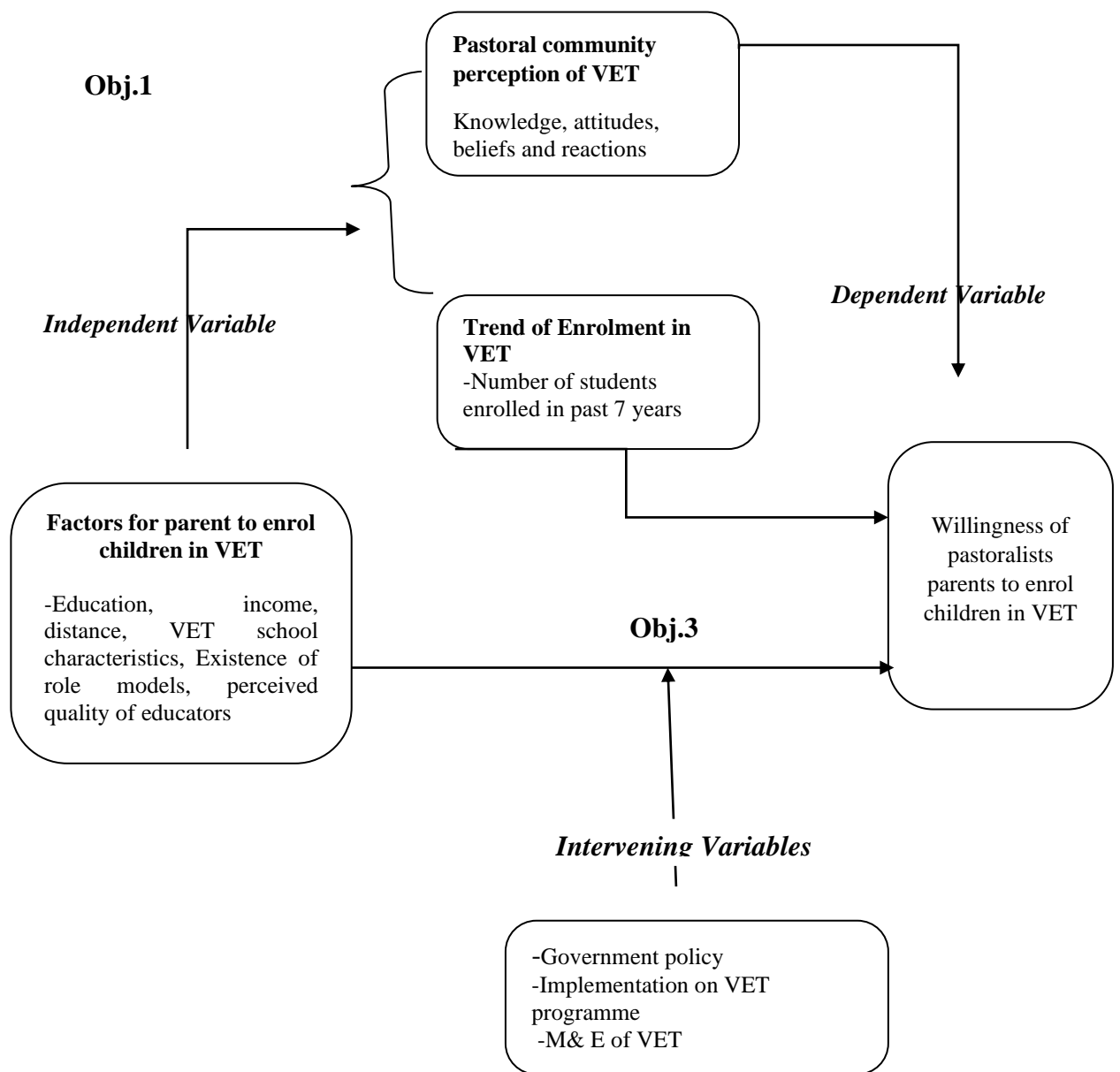


Figure 2.1: Conceptual Framework
Source: Adopted from empirical review

Description of the Conceptual Framework Presented in figure 2.1

In the attempt to explain the specific objectives of the study from the diagrammatic perspective as summarised in the conceptual framework, the study provides the linkage between objectives. The first objective sought to uncover the perception of respondents (pastoralists) regarding vocational Educational Training. The indicators that describe the first objective include the knowledge of pastoral community members about VET, the attitudes and beliefs and reaction posed towards the provision of VET. The study of objective one is expected to predict the willingness of parents from pastoral community members to enrol children in VET. In case the perception of parents regarding VET is positive and optimistic to the expectations of pastoral community members. In other hand when VET is conceived negatively or doubtfully there is possibility that parents get discouraged to enrol their children to VET schools.

The second objective of the study as pointed in the conceptual framework is about the analysis of the trend of enrolment of children in VET schools found around Hanang District. The study assumed that when the trend of enrolment is high implied that the willingness of pastoral parents to enrol children to VET is high as well. The possibility that the trend of enrolment to increase also explained that parents has taken conscious of the utility of VET. In this study the decrease in enrolment trend implied those parents are less willing to enrol children in VET schools. The main indicator variable of trend is described by the number of students (Children of nomads) enrolled in VET schools for the past seven years in Hanang District council.

The other specific objective is the one which provide the independent variables about the determinants of Pastoral parents' willingness to enrol children to VET. The determinants are defined by a number of independent variables like education level of parents, level of income, length of distance from residence to VET School, VET school characteristics indicated by the quality of education offered, infrastructures present, teaching and learning resources and perceived quality of educators. The other independent variable is the existence of role models. The independent variables were measured against the dependent variable which is the willingness of pastoral community members to enrol children to VET.

The major assumption of the determinants is that the mentioned independent variables affect willing of parents to enrol children in VET schools. However together with the mentioned variables the third objective also affects the perception of pastoral community members, and predicts the trend of enrolment in VET schools. The educated parent would have perceived VET in different way as compared to less educated parents and ultimately causing the variation in willingness to enrol children to VET. Similarly, in case of presence of a role model from VET graduate resulted to increased trend of enrolment.

The intervening variable suggests the effect of independent variables into the dependent variable. In case the government policy on VET is geared towards increasing knowledge, income of graduates, then willingness to enrol children to VET. Other aspect on the government involves the extent of conducting monitoring and evaluation of the practices related to the implementation of VET schools. The role of government in improving the provision of VET in nomadic societies will be reflected by the extent of willingness of pastoral parents to enrol children in VET schools. If the implementation of VET programme is poorly conducted there is possibility of reducing the willingness of parents to enrol children.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research philosophy, research approach, research design area of the study, sampling techniques and data collection and analysis methods. It also elaborates the validity and reliability of the study as well as the ethical considerations in the study.

3.2 Research Philosophy

Both post-positivism and interpretive philosophies underpinned the study simply because the study intended to explore the parental perceptions on VET in pastoralist communities and its influence to their children to join VET programmes.

3.3 Research Approach

The study focused on mixed research approach. The nature of the study demanded the use of both quantitative and qualitative approaches by adhering to embedded strategy whereby the analysed findings from both approaches are used to explain the phenomena under study. However, the quantitative aspects are more dominant than qualitative aspects. The nature of data to be collected in second and third specific objectives were numerical and demanded relational analysis between variables. The first objective sought for qualitative data hence need for a qualitative approach. The approach of the study helped to understand a research problem entirely (Saunders et al., 2012).

3.4 Research Design

Research design is the plan for conducting the study; it provides a roadmap for conducting a research (Kothari, 2004). An exploratory case study research design was used in this study to gather detailed information on the phenomenon under study from the respondents' perspectives. The multiple or collective case study was deemed useful to study across different VTC and VET schools as to gain detailed information from individual institutes pertaining to the enrolment rate of children from nomadic parents. There was little knowledge of the issue by the researcher

hence the case study design was suitable to be employed as to uncover the unknown details. Additionally, the case study though mainly taken as qualitative approach, it allows the use of quantitative methods in data collection.

3.5 Area of the Study

The study was conducted in Hanang District Council in Manyara Region Northern part of Tanzania (see Figure 3.1). The choice of this area was due to the reason that no study had been conducted on the parental perceptions on VET in pastoralist communities and its influence to their children to join VET programmes in Hanang District Council(). Furthermore, Hanang district council is also one of the areas where pastoralist communities are easily found, therefore, the collection of data for the study could easily be done. The research was conducted in two wards. In Katesh ward it involved Katesh centre, Roman Catholic centre and Lamay centre. From Nangwa ward it involved Nangwa VTC, Nangwa mission and Nangwa Roman Catholic centre. The four selected VET centres and colleges of Hanang District Council included 3 schools in Katesh Ward and 3 schools in Nangwa ward in Hanang District council.

Hanang District Council is among the 6 councils in Manyara region; others are Mbulu, Simanjiro, Kiteto, Babati urban and Babati rural. In the North, the district is bordered by Babatirural, to the East is, Babati rural, to the South Singida region and Mbulu district, to the West. Hanang district is located in the South West of Manyara region between 8° to 10° Latitudes South of Equator and Longitudes 28°22'and 37°00 East. The size of this District is the total area of 7325 square kilometres with a population of 312,109 people (URT, 2012; URT, 2010a).

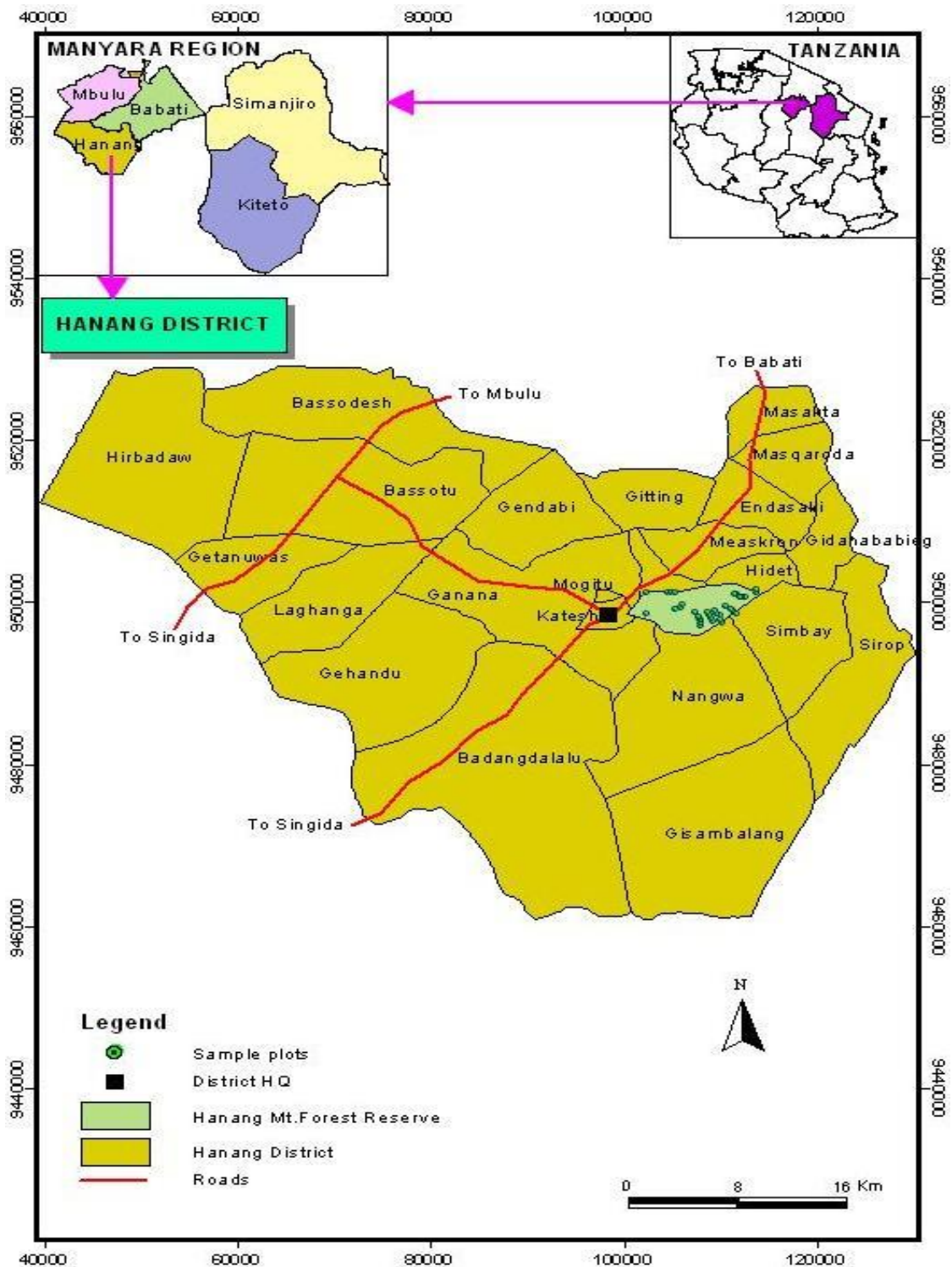


Figure 3.1: Hanang Map showing Selected Wards

Source: Hanang district council map, 2018

3.6 Population and Units of Analysis

The targeted population in this study was parents from pastoral communities in Hanang district. The units of analysis were both parents and administrative officers include the District Primary Education Officer (DPEO), District Secondary Education Officer (DSEO) in Hanang District Council, and College Principals (CP).

3.7 Sample size and Sampling Techniques

3.7.1 Sampling Techniques

According to the nature of the study, various sampling techniques were used. The stratified random sampling and purposive sampling techniques were used to select parents, College principals, Ward Education Officers and District Education Officers. DSEO and DPEO were the key informants of anything about education policies interventions in Hanang District Council.

3.7.2 Stratified sampling technique

This sampling technique will be firstly used to select the study area, colleges to be involved and parent participants. The researcher will divide the population into four sub-populations that are absolutely more consistent than the total population of Hanang District. Katesh Division was selected randomly in order to select items from each stratum constitute a sample as calculated in the following formula;

$$n_h = (N_h / N) * n$$

where n_h is the sample size for stratum h , N_h is the population size for stratum h , N is total population size, and n is total sample size.

To clarify it, the researcher used the sample size $n=2$ wards, to be drawn from a sample size $N=8$ wards in the division which will be divided into four strata's of size $N_1=2$, $N_2=2$, $N_3=2$ and $N_4=2$

The sample size is obtained into different strata's.

For strata with $N=8$,

$$\text{And hence } n_1 = n * (N_1 / N) = 2(2/8) = 0.5$$

$$n_2 = n * (N_2 / N) = 2(2/8) = 0.5,$$

$$n_3 = n * (N_3 / N) = 2(2/8) = 0.5,$$

$$n_2 = n * (N_4 / N) = 2(2/8) = 0.5,$$

$$0.5 + 0.5 + 0.5 + 0.5 = 2$$

Thus the sample size from 4 strata was 2, that included Katesh and Nangwa wards.

To illustrate sample size, n=6 colleges to be drawn from a population of N=12 colleges in Katesh and Nangwa wards which divided into two strata's size $N_1 = 6$, $N_2 = 6$,

Hence $n_1 = n * (N_1 / N) = 6(6/12) = 3$

$$n_2 = n * (N_2 / N) = 6(6/12) = 3.$$

Thus, the sample size from 2 strata's is 6 colleges from Katesh ward are *Katesh centre, Roman catholic centre and Lamay centre*. From Nangwa ward are Nangwa VTC, Nangwa mission and Nangwa Roman Catholic centre. Then stratified sampling technique was applied to obtain a representative sample (Kothari, 2004).

The total population of parents in two wards of Nangwa and Katesh is 215, thus the researcher adopted Yamane's (1993) formula to find the sample size (Kothari, 2004).

The formula is as follows:

Where n = sample size

N = population of the study comprises 215 as total number of targeted population.

e = margin of error which is 10% (researcher's choice)

1 = constant

From

$$n = 68.25 \sim 68 \text{ (this will change after getting the population of parents in two wards)}$$

Therefore, the sample size comprises 68 teachers.

6 head teachers, 2 ward education officers and 1 District Primary Education Officer.

3.7.3 Purposive sampling technique

The purposive sampling technique was used to select the principles of the college, education officer from wards and district. Bearing in mind that, the study involved six colleges, hence six principals and it considered two wards thus two wards education officers was selected and finally the District Education officer making the sum of 9 respondents selected purposively. The purposive technique enabled the researcher to choose such specific respondents due to their position, roles and have full information on formulation and implementation regarding the education policies intervention on VET affairs.

3.7.4 Sample size

The study employed a sample size of 98 respondents. This was taken from the estimated number of populations which was supposed to take part in the study. The sample size considered both respondents who responded by the questionnaire and interview methods. It involved 68 parents, 4 College Principals and 26 educators. Other respondents were key informants like the 2 Ward Education Officers and 2 District Education Officers as summarised in Table 3.1.

Table 3.1: Sample Size

Category	Expected number of respondents	Method
Pastoralists parents	68	Questionnaire
College principals	6	Questionnaire
College instructors	30	Questionnaire
Ward education officer	2	Interview
District Education officer	2	Interview
Total	107	

Source: Researcher's Construct, 2019

3.8 Method of Data Collection

The research employed two main methods of data collection which were questionnaires and interview, supplemented by the documentary review to complement the main methods.

3.8.1 Survey method

Questionnaires are the series of questions, each one providing a number of alternative answers from which the respondents can choose (Kothari, 2004). In this study, questionnaires were administered to 68 parents (heads of the households), 26 instructors and 4 college principals. In order to maximize the response rate, avoid misunderstandings of questions by respondents and omissions, the researcher sat with the respondents during the process of filling in the questionnaire. This enabled the researcher to repeat the questions for clarity and solicit clarification through further probing questions. The type of the questionnaires according to the nature of the study is both close-ended and open-ended questionnaire as respondents were able to answer the stated alternatives and give comments. This tool was expected to be administered to 68 parents, 30 instructors and 6 college principals.

3.8.2 Interview method

Interview was conducted to District Education Officers of Hanang District Council and two Ward Education Officers of Nangwa and Katesh. How many were they in total? The researcher explored the views, experiences and attitudes of the respondents sampled through purposive sampling regarding information on the parental perceptions on VET in pastoralist communities and its influence to their children to join VET programmes in Hanang District council.

3.8.3 Documentary Review

These are sources containing data, which have been collected and compiled for another purposes. This consists of readily available collections and already compiled statements and reports whose data may be used by researcher for their studies e.g. the number of VETA graduates from various VET Colleges. This may consist of published reports and unpublished reports like journal articles, policy documents like VET history and policies, thesis and dissertations. All the records which were relevant to the variables measured in this study concerning the parental perceptions on VET in pastoralist communities and its influence to their children to join VET programmes in Hanang. Nachmias and Nachmias (1992) pointed out that secondary data is suitable and credible for replication and offers additional insights. Secondary

data supplemented data from interview and questionnaire improved the level of reliability of the results.

3.9 Data Analysis Techniques

The study employed both quantitative and qualitative data analysis techniques. Qualitative data were subjected to content analysis whereby data were classified, categorized and organized according to units of meaning each response generated. The analysis of the collected data was done by firstly transcribed into verbatim. In so doing, the whole collected data set was initially read to get the whole picture of the study.

The quantitative data were analyzed using descriptive and inferential statistics methods. The descriptive provided the mean, frequencies and percentage distributions. The third objective was sought to analyses the determinants of parents' willingness to enroll their children to VET schools. To establish such a relationship between the determinants on one hand as independent variables and the willingness to enroll as dependent variable on the other hand, the study carried out a multiple linear regression to find out the level of effect of the independent variables over the dependent variable. The analysis of the quantitative data was facilitated by the use of a statistical package of social science (SPSS).

Multiple linear regressions (MLR) facilitate the researcher to account for multiple explanatory variables and come up with a model that could predict the relationship or cause-effect between variables under scrutiny. The adopted model for multiple linear regression could therefore be expressed as follows in view of showing the relationship between variables.

$$Y = f(X_n) \dots\dots\dots \text{(Equation 1)}$$

But $f(X_n)$ comprises of different variables with their coefficients, hence the equation resembled as follows:

$$Y_1 = f(\beta_1 X_1 + \beta_2 X_2 + \beta_n X_n \dots\dots\dots \text{(Equation 2)}$$

Whereby:

\hat{Y} = dependent variable

f=Slope/gradient

β = beta (variable coefficient)

X_{1,2..n} = independent variables

From the theoretical model of the MLR, the model could be empirically described as:

Parent willingness to enrol child to VET(PWEVet)= f(Perceived economic return of VET in family(PEcoRe)+ Cost sharing (CoS)+ Parent Knowledge of qualification to join VET (PaEdoVET)+ Quality of VET educators(QuofEduc)+ VET infrastructure quality (Vet Qual)+ Existence of role models (Role Model)+ Income level of nomadic parents(IncoLev).....(Equ. 2)

3.10 Validity and Reliability Issues

In this study, reliability and validity in the study were enhanced through; working with the correct target population, used of triangulation of different research approaches (Qualitative and quantitative) and tools of collecting data: (Questionnaire, Interview, and Documentary review). Msabila & Nalaila (2013) validity refers to the ability of a scale or tool or research instrument to measure what is supposed to measure. It is the extent to which a test measures what we actually wish to measure (Msabila & Nalaila, 2013). Presenting the data without misrepresenting its message, making claims which are sustainable by the data, avoiding inaccurate wrong reporting of data (technical errors or orthographic errors), ensuring that the research questions are answered, releasing research result neither too soon nor too late (Cohen et al., 2007). The interview guide and questionnaires were pretested by a pilot study aiming at ascertaining their validity and reliability to the 30 randomly selected respondents in Hanang district council. Lewis and Thornhill (2003) stipulate that, the number of people for pilot test should be at least 30%.

3.11 Ethical Consideration

Ethical standards were necessary to be adhered to in order to give assurance in protecting the rights of the respondents. Ethical considerations were observed in early stages of planning on how study was conducted, participation of respondents was voluntary. The research questions were carefully constructed in a manner that psychological harm to the respondent was avoided. The researcher obtained the research clearance from Mzumbe University in order to get permission to conduct research in selected wards in Hanang District.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

The chapter presents the findings of data collected from the field. The presentation of the findings follows the series of the specific objectives. The study determined the perception of community members about vocational education and training, the trend of enrolment of children from pastoral communities in Vocational education and training schools and lastly, and found out the parents' determinants on their decision to send the children to vocational education and training schools.

4.2 Socio-demographic characteristics of respondents

The study sought for the demographic information of respondents who took part in the study through the questionnaire and interview methods. The intention was to be informed of the profile of people involved in the study. The demographic characteristics of respondents create a set of background variable for understanding the opinions of the participants. In addition, the demographic profile was deemed necessary as to support the study in the discussion chapter since factors like education level, sex, marital status and age have influence on individual experience and perceptions regarding enrolment of children in vocational education and training.

The model of reporting the profile of respondents incorporates respondent in a single analysis depending on the demographic variable. In other words the respondents in questionnaire methods and those who took part in interview are elaborated consecutively. To explain briefly, Community members as heads of households and VET school principals were involved in the study by filling in the questionnaire sheets, where as the ward and district education leaders were key interview informants.

4.2.1 The characteristics of respondents by sex distribution

The study sought to know the representation of respondents by sex ratios as to be informed on how it guaranteed the representation of the respondents. Moreover, individuals with different sex characteristics are said to have different vision about

the same phenomenon due to a number of influence like sensibility, power shift and perspectives about things (Ngerechi, 2003).The total number of household members was 68 and 18 VET principals and teachers. The table 4.1 provides the number of respondents by sex distribution.

Table 4.1: Sex distribution of respondents

Variables	Values	Head of household		Educators		Education officers	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Sex	Male	48	70.6	12	60	1	33.3
	Female	20	29.4	8	40	2	66.7
	Total	68	100	20	100	3	100

Source: Field data (2019)

The table 4.1 shows that the number of male exceeds that of female respondents. The heads of households represented 70.6% of male and 29.4% of female respondents. Likewise, the predominant number educators composed of males by 60% followed by 40% of females. The exception was found to the key informants who were represented by 66.7% females and 33.3% male respondents.

4.2.2 Categories of respondents by age

The study inquired respondents to tell the age they have. Basing on the number of age the person has, the study categorised the age of respondents into five categories. The first were those having the age below 25 years, from 25-35 years, from 36-45 years, from 46-55 years and above 55 years. The aspect of age was sought important to be revealed since the age of the person tells about the experiential knowledge and the possible responsibility of having family and children at the school going age (UNDP, 2010). The figure 4.1 presents the age of respondents involved through questionnaire method. As for the key informants, the two female respondents had 42 years and the male was 48 years old.

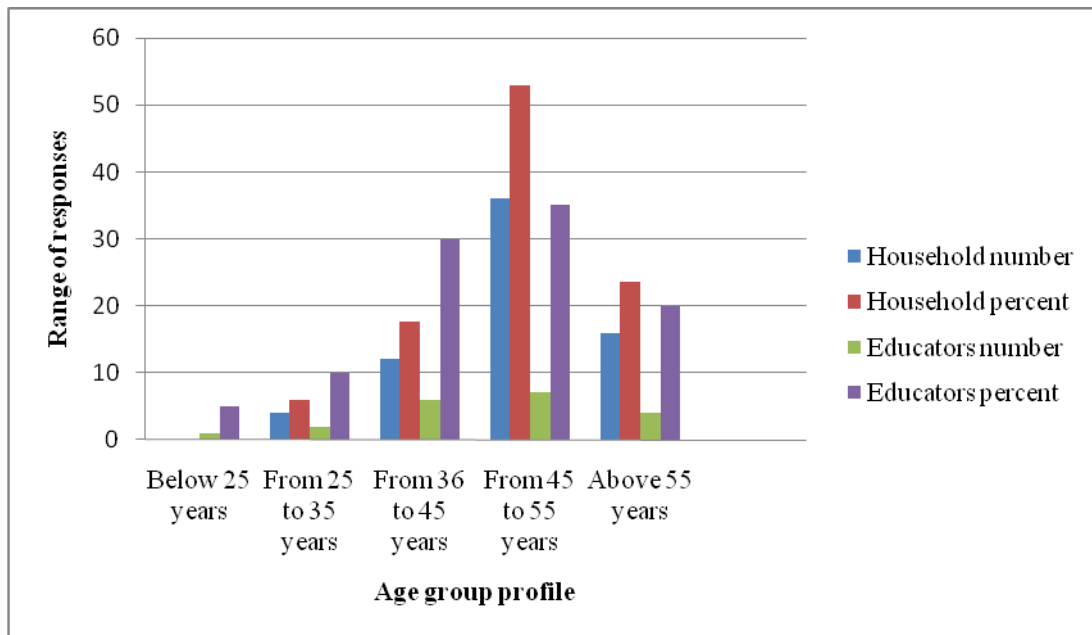


Figure 4.1: Age profile of respondents

Source: Field data (2019)

The figure 4.1 shows that a good number of respondents belonged middle aged or adult age since 52.9% of household heads were aged from 46- 55 years, followed by the age between 36 to 45 years who composed 17.6% of respondents. Similarly, 7 educators equivalent to 35% had the age between 46-55 years and 6 of them belong to the age group of 36 -45 years equivalent to 30%.

4.2.3 Categories of respondents by education level

The researcher was interested in getting to know formal education of the respondents because of the assumption that knowledge is essential in understanding the knowledge level of respondents. The categorisation of respondents by level of education was put into four classes: diploma/certificate, bachelor degree, masters' degree, doctoral degree.

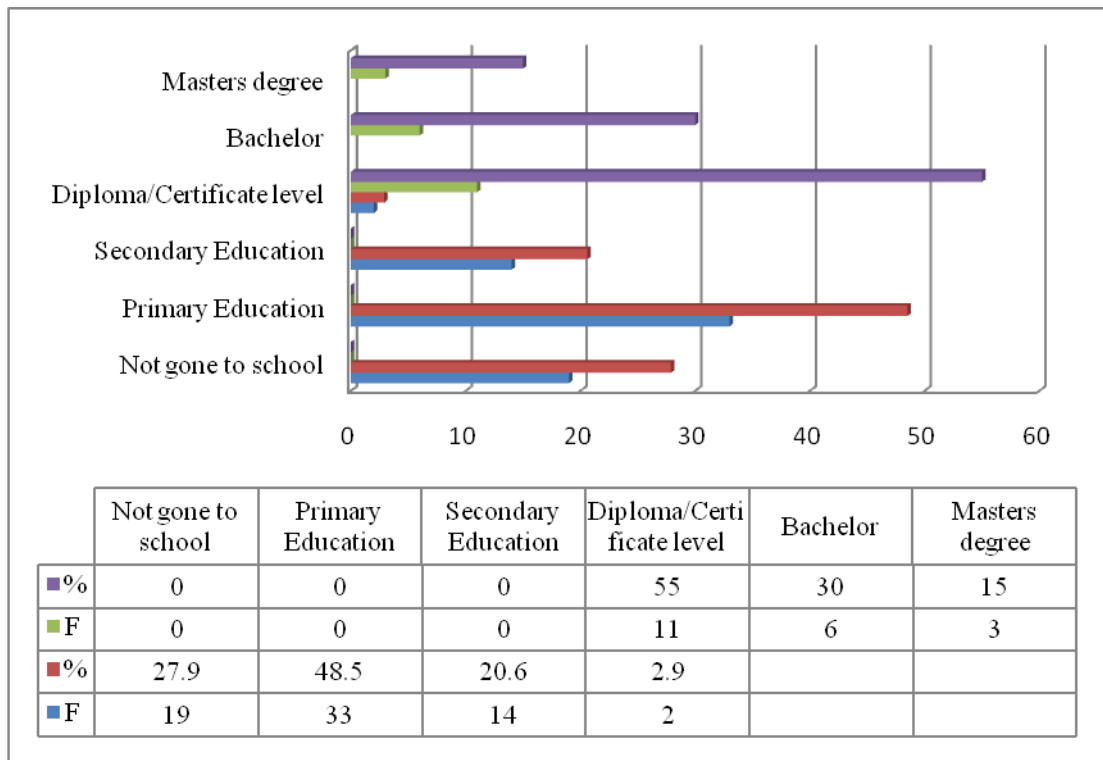


Figure 4.2: The education level of respondents

Source: Field data (2019)

The figure 4.2 presents that 48.5% of household respondents had primary education level and 27.9% of the households did not go to school and 20.6% of respondents had attained secondary education. The 55% of respondents' educators had a diploma or certificates level and 30% of respondents' educators.

4.2.4 Categories of respondents by marital status

The respondent's marital status was considered important in determining the possibility of possessing children. Having children provides the possibility of the parent to send a child to VET or VTC for schooling. The study classified the marital status into four categories namely: married, single, divorced and widow as presented in the figure 4.3.

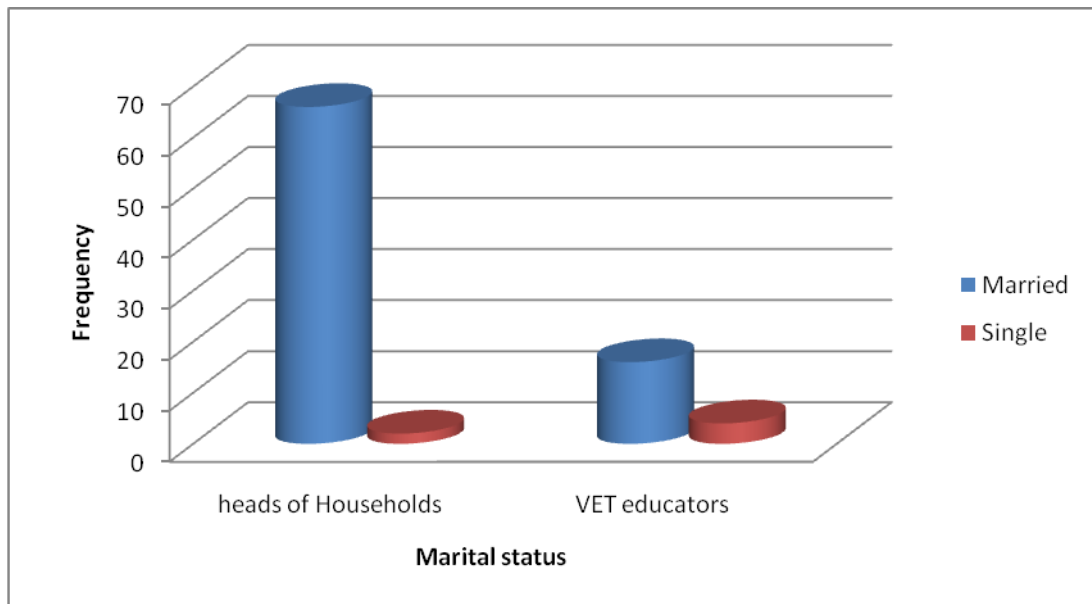


Figure 4.3: Respondents profile by marital status

Source: Field data (2019)

The 66 heads of household and 16 VET educators were married, and only 2 household heads and four VET educators were single. In brief, 82 out of 88 respondents were married and the reset of six respondents were single. The observed marital status was found useful in describing the possibility of respondents to have chance to enrol their children in VET schools, since having married there is a chance of possessing a family within which children are begotten.

4.3 Perceptions of community members on vocational education and Training (VET)

Under the first objective, the study sought to determine the perception of community members on VET. The specific themes developed explaining perceptions include community understanding about VET, attitude of community members towards VET and the reactions of community members on the practice of VET. Data were first sought by questionnaire and interview methods and the result are presented basing on each variable.

4.3.1 The community understanding about Vocational Education and Training

In search of understanding about VET the key informants were in position to share their opinions about the meaning and goals of establishing VET in Hanang district council. Two of the key informants provided a conceptual definition of VET. The first respondent defined vocational education and training as follows:

“The vocational education are specific classes offered to learners to impart a skills for a particular job, carrier. In most cases in our surrounding here the training is offered to those students who failed to join secondary school or failed to get minimum qualifications in form four examinations for joining advanced high schools.”

From this definition, it is revealed that VET is understood as an alternative education and training offered for students who have not managed to join the formal secondary school system of education.

The second respondent informed that *“the VET is the education offered to young students to provide them with skills which could be valuable to their lives after school”*. Here the understanding reflects the purposes of the practice. The noted concept from the two definition is that VET is the training offered to students for imparting skills and knowledge necessary for sustaining life.

In addition, respondents expressed that the goal of VET was to prepare people to work as technician and it is specifically offered in Hanang through public and private Vocational Training Centres. The third key informant added that *VET was made purposeful to teach youth on how to build houses and cook properly for girls.*

From the descriptive statistical results, the researcher wanted to know whether respondents are aware and knowledgeable about VET programmes. The table 4.2, the households and educators provided the responses which are summarised in the figure 4.4. The questionnaire responses were set in a likert scale of 1 -4 whereby 1= strongly disagree, 2= disagree, 3=agree and 4=strongly agree.

Table4.2: Awareness of respondents about the provision of VET programme

Proposition	Rate of response	Household number	Household percent	Educators number	Educators percent
I am aware about the delivery of vocational education and training in our district	Strongly disagree	6	8.8	0	0.0
	Disagree	9	13.2	1	5.0
	Agree	32	47.1	5	25.0
	Strongly Agree	21	30.9	14	70.0
Total		68	100.0	20	100.0

Source: Field data (2019)

The table 4.2 shows that respondents are informed about the provision of VET. The result indicates that 70% of educators had high level of awareness about the presences of VET programme. Additionally, 47.1% of the household respondents agreed to be informed about the provision of VET programme. However, by taking the sum of the agree and strongly agree from both parts, the educators reported to be aware by 95% and heads of household reported to be aware by 78%.

4.3.3 Attitudes of respondents towards the provision of VET

The second aspect in understanding the perception was to explore attitudes of the community members towards the provision of VET programme in the area. The key informants shared similar attitudes in terms of beliefs, value of the VET programme and the impression they have about the community towards the provision of VET programmes. Among them, some respondents were of the view that the quality of the education provided was poor, and the value was as well did not respond to the needs of the pastoral communities. To affirm this, one of the key informants had this to say:

“I believe that the vocational education offered in the communities does not satisfy the needs of the people because of its quality, and few centres which provide courses that reflect the demand of the community present”.

There is a feeling that VET programmes are less flexible to the demands of the community surrounding, the third key informant simply added that, *“yes we have VET programmes, but the Vocational Training Centres are teaching so shallow for student to have the required skills at graduation”.*

The exploration went further to include the responses from descriptive results. The heads of households and VET educators together were asked to tell about their impressions, satisfaction, and appreciations about quality and condition of the VET schools as well as their belief about VET programme. The table 4.3 presents results in a summary.

Table 4.3: Attitude towards VET programme

Questions	Scale of responses	Heads of households		VET educators	
		f	%	f	%
I am impressed with the establishment of VET.	Strongly disagree	15	22.1	4	20.0
	Disagree	21	30.9	0	0
	Agree	28	41.2	8	40.0
	Strongly Agree	4	5.8	8	40.0
	Total	68	100.0	20	100.0
I am satisfied with its condition.	Strongly disagree	17	25.0	5	25.0
	Disagree	45	66.2	11	55.0
	Agree	6	8.8	3	15.0
	Strongly Agree	0	0	1	5.0
	Total	68	100.0	20	100.0
The VET school enable our children to get practical skills for their live wellbeing	Strongly disagree	12	17.6	2	10.0
	Disagree	4	5.9	4	20.0
	Agree	45	66.2	7	35.0
	Strongly Agree	7	10.3	7	35.0
	Total	68	100.0	20	100.0

Source: Field data (2019)

In reference to the table4.3 the results shows the attitude of the community on four aspects, the impression, satisfaction , value of VET, and belief about the status of the VET schools.

With regard to the impression there is a sort of difference between community household members and VET educators. Taking the cumulative sum of strongly agree and agree one side and strongly disagree and disagree on the other side, it is revealed that 53% of the household were not impressed with the establishment and 47% of household respondents who agreed to have been impressed. On the other hand, 80% of respondents who are VET educators were impressed with the

establishment of VET schools. The difference in levels of being impressed denotes the internal disposition about the practice of the VET programmes.

The level of satisfaction with the condition of VET was as well sought to indicate the appreciation level of the situations of VET. The Table 4.3 shows that respondents were not satisfied with the condition of the VET schools. 93.2% of heads of household respondents and 80% of VET educators unanimously disagreed with the proposition that they are satisfied with the condition of VET. This dissatisfaction suggests that VET schools have depreciated in terms of their quality of teaching and learning.

Third proposition demanded to see the value of the VET in imparting skills to learners. The table 4.3 shows that respondents value VET school programme in terms of its ability to impart skills to children. This was supported by 76.5% of household members and 70% of VET educators.

In brief, the study found that those respondents varied in perspectives of impressions regarding the establishment of VET. While household members were not all impressed with the dispensation of VET, the VET educators were impressed. On the other hand, the condition of VET was found to be not satisfactory by both respondents, hence respondents were not happy with the condition but they unanimously valued the VET programme in skill training and formation. In sum, the respondents were worried about the quality of VET schools to which they are sending their children to learn.

4.3.4 Community reactions on Vocational Education and Training programme

The third aspect in the evaluation of perception concerns the practical reactions or habitual actions of respondents regarding the practice of VET programme. The descriptive statistical results are displayed in the Figure 4.4.

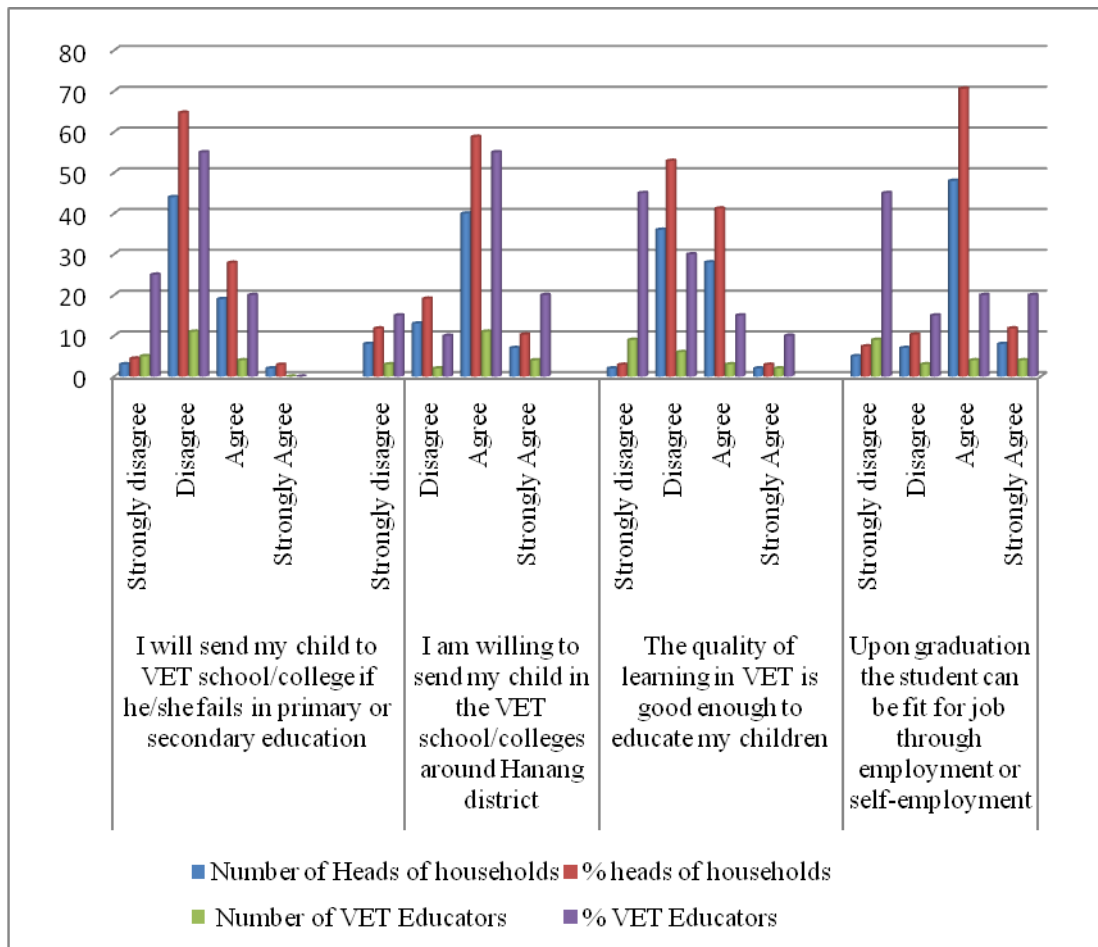


Figure 4.4: Perceived behaviour of respondent towards VET programme

Source: Field data (2019)

The figure 4.4 presents the reactions of respondents regarding VET education. The first proposition tells a parent can enrol a child in case the child has failed to pass his exams, the second demonstrate the willingness to enrol a child in Hanang district, and the third perceived quality of VET, and fourth outcome of the VET graduates. The figure 4.4 points that 64.7% of households and 55% of VET educators disagreed with the assertion that they send children to VET after failure in standard seven and secondary.

The willingness to enrol was found to be high across respondents by 58.5% for households and 55% Vet educators. However, the quality of the VET was judged to be less attractive by 52.9% of household members and 45% of VET Educators. Finally, there was a huge variation in conceptions regarding the quality of graduates

for employment. Seventy percents of Heads of household were of the views that graduates can fit for job employment or self-employment, while 45% of VET educators strongly disagreed with the proposition. The study revealed that the issue of competence of graduates on employability was not very evident for educators since they were aware of the quality of the graduates produced.

4.4 The trend of Enrolment of children from pastoral communities in VET schools

The second objective determined the trend of enrolment of children from pastoral communities in VET schools around the Hanang District. In the assessment, the study focused on four aspects: The status of delivery of Vocational Education and Training Programme, Actual trend of enrolment of children from pastoral society, the observed enrolment rates of student in VTC and establish reasons for the observed trend of enrolment.

4.4.1 The condition of delivery of vocational education and Training programme in Hanang District

To understand the condition of Vet delivery the study put forth two indicators: the perceived condition of retention of enrolled students and the number of students enrolled in past six years. It was assumed that the perceived retention rates of VET students would tell about the condition of the delivery and consequently would facilitate to affirm the empirical observations about the enrolment rates of students. The responses are displayed in the figure 4.5.

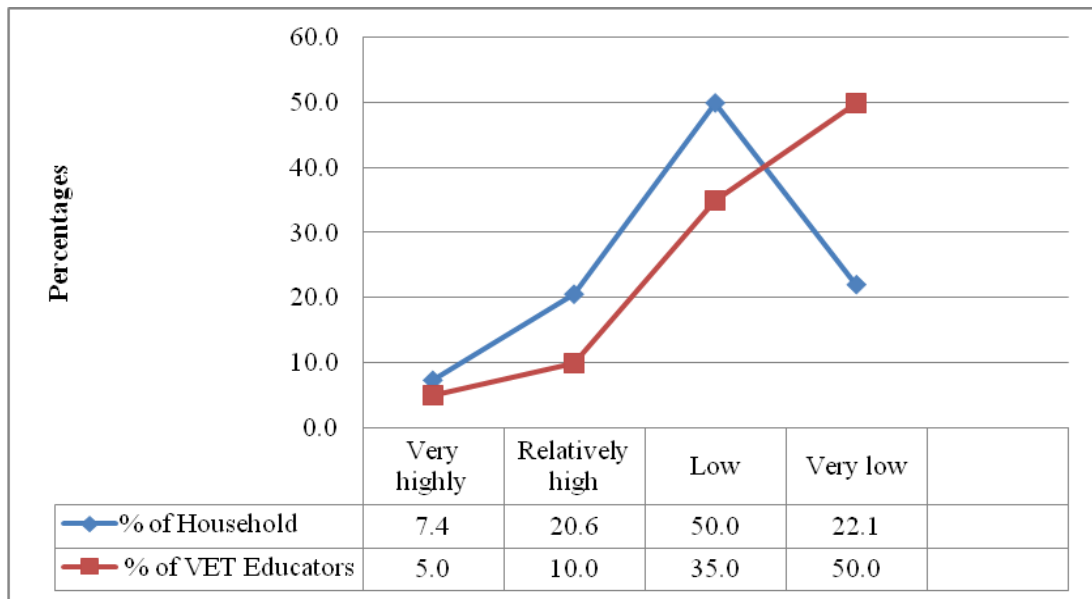


Figure 4.5: Perceived retention rates of VET students in Hanang VTCs

Source: Field Data (2019)

The figure 4.5 shows that the perceived retention rate of students was satisfactory by 50% of the household's members and it was perceived poor by 50% VET educators. The study contends that the findings of the retention rates of the VET were relatively poor as perceived by 50% of respondents.

4.4.2 Perceived trend of enrolment of children from pastoral society

The study went further to learn about the trend of pastoral society to send their children to Vet schools. Responses from questionnaire method provided the descriptive statistical results the key informants stressed on experience of the situation with regard to the community members or parents interests to send their children to VET schools. The information shared by the key informants showed that the parents from pastoral communities have less morale to send their children to VET schools. The second key informant affirmed that

“the enrolment of children on vocational training is very minimal to the nomadic communities because of the shifting habit the communities have in search of water and pasture.” The first key informant added that *“the enrolment of children from nomadic communities is very low.”*

The descriptive statistical results are also provided in the figure 4.6. The VET educators were asked to select one of the best answers that could explain their perspective of enrolment trends.

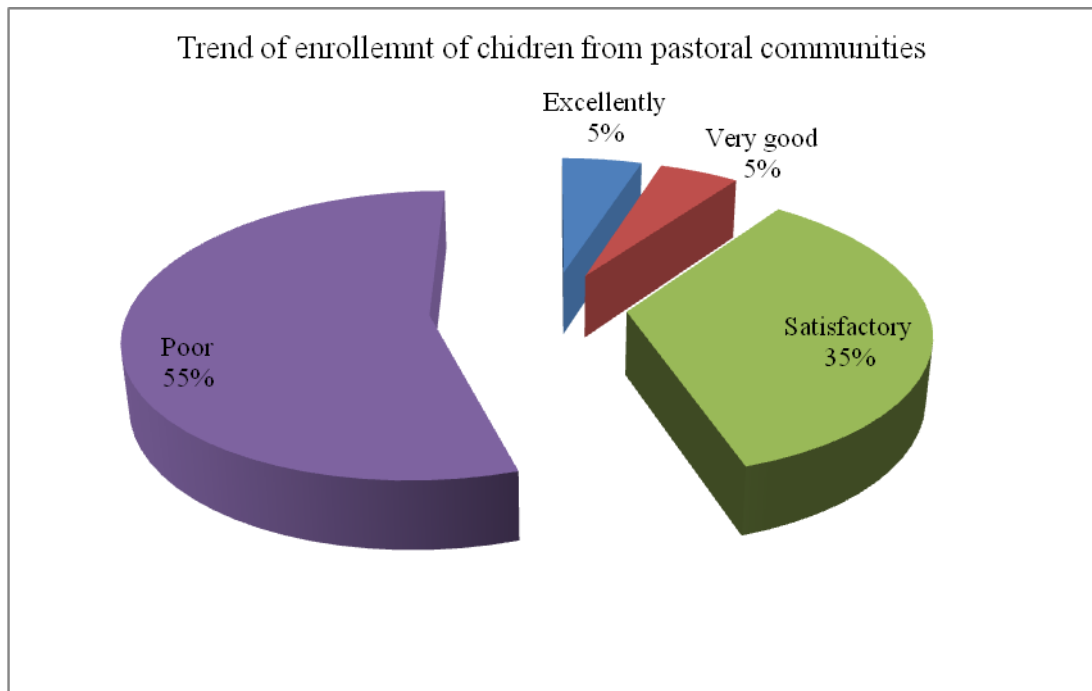


Figure 4.6: Trend of parents to enrol their children in VET

Source: Field data (2019)

The trend of enrolment was found to be poor by 55% of respondents VET educators. Others like 35% of respondents viewed it were satisfactory. Both results imply that few parents from the pastoral communities bring their children to join VTC.

4.4.3 The observed trend of Enrolment from the selected VCT in Hanang district

The study identified the number of VET schools which are famously known as Vocational Training Centres (VTC). The VTCs found were Jitegemee VTC Katesh, Nangwa VTC, Katesh Fork Centre and Lam VTC. Out of the four, the Katesh Fork Centre is the only public VTC found in the district. The trend of enrolment was sought from 2012 to 2018. The principals of the VTCs provided the number of students enrolled in every year as presented in the table 4.4.

Table 4.4: Enrolment of children from pastoralists in VTC

S/n	Years	Sex	Jitegemee VTC	Katesh Fork Centre	Nangwa VTC	Lam VTC
1	2012	Male	30	10	17	-
		Female	16	2	2	-
		Total	46	12	19	-
2	2013	Male	34	00	11	-
		Female	14	4	1	-
		Total	48	4	12	-
3	2014	Male	36	5	12	-
		Female	13	2	4	-
		Total	49	7	16	-
4	2015	Male	20	5	14	-
		Female	06	3	6	-
		Total	26	08	20	-
5	2016	Male	27	3	14	-
		Female	11	2	3	-
		Total	38	5	17	-
6	2017	Male	16	03	08	38
		Female	05		02	30
		Total	21	03	10	68
7	2018	Male	17	1	07	16
		Female	04	4	01	10
		Total	21	4	08	26
Grand total			200	43	102	94

Source: Field data (2019)

From the table 4.4 the enrolment was found to be very low across years and VET schools. The enrolment was decreasing in years from 2015 to 2018 for Jitegemee, Nangwa and Katesh fork Centre. The presentation of the trend is described by the use of bar graph of the total of the annual enrolment in figure 4.7.

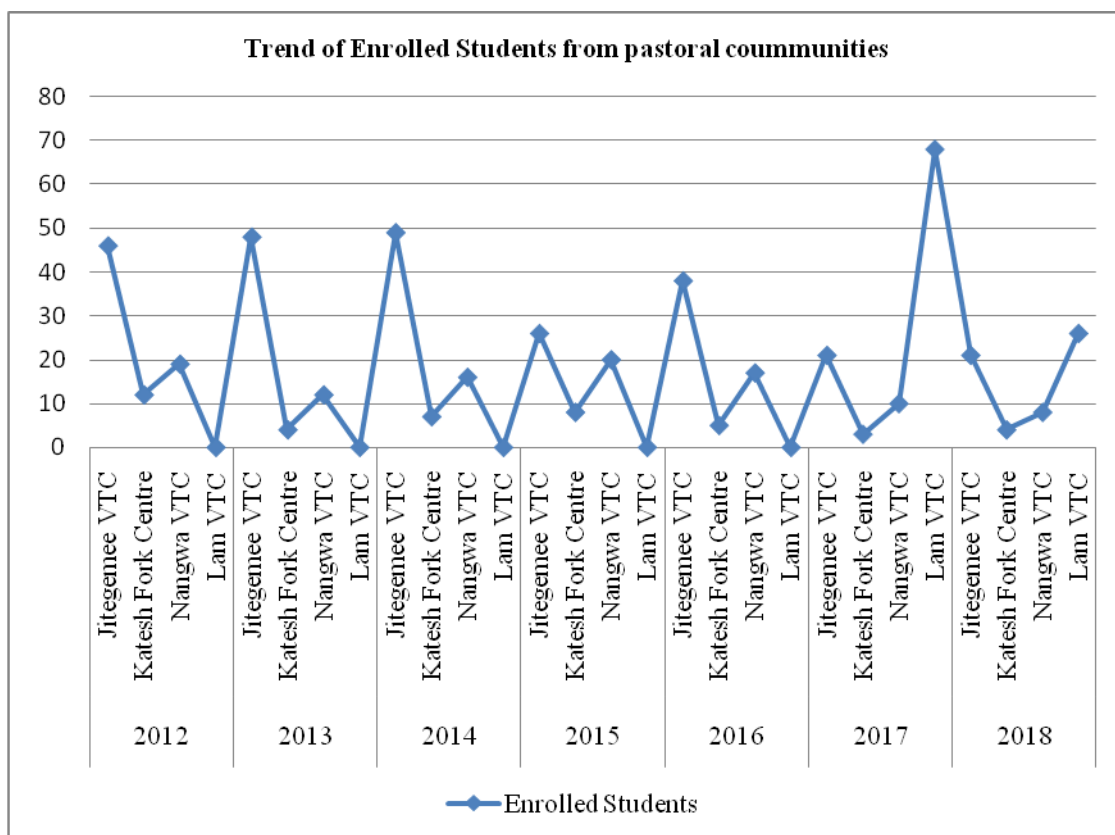


Figure 4.7: Total numbers of enrolment per selected VTC

Source: Field Data (2019)

4.4.4 Reasons for the observed trends of enrolment

The VTC principles and education officers were asked to provide justification on the situation of enrolment of children from pastoral communities in VET schools. The key informants expressed that VET is not a priority of most parents from pastoral communities since their first priority is rearing cattle. Similarly, their children both boys and girls are the major assets for the family to take care of the herds of cattle and somehow for girls to deal with domestic activities. One of the key informants expressed the following:

“Pastoralists don’t value VET programmes as they do to rearing and grazing animals. They are nomads, so they move from one place to the other with no permanent settlement, and this is the biggest challenge that makes parents not to enrol their children in Vet school programmes.”

“The fact that parents are not well informed about VET programme is another reason as to why the enrolment is not good”, said the second key informant.

In sum, the study found that the enrolment trend was low due to the nature of occupation of the community, that make the parents to depend on their children as the family source of cheap labour, the low level of education among community members was another cause. The heads of VTC also provided same reasons as to why the trends of enrolment were poor.

4.5 Determinants of parents’ decisions to send their children to Vocational Education and Training

The third specific objective of the study intended to measure determinants or factors that influence decision/willingness of parents to send their children to join VET. The findings show that there are different factors which make parents decide to either send or not send their children in VET schools. During interview session, the key informants expressed that parent feel that by sending children to VET schools they would lose manpower, other factors as obtained from the study are low family income level, high illiteracy rate and lack of information on VET, cultural values, and remoteness of the society residences from the VTCs.

4.5 1 Determinants of parent’s decision in enrolling children to VET

The determination of causes that drive willingness of pastoral parents to enrol children in VET schools was measured by studying the effects of the independent variables on dependent variable. The analysis was done by the use of multiple linear regression model. The intention was to measure the degree to which the dependent variable was affected by independent variables collectively or individually. The presentation of the results aimed at testing the effect of each independent variables on the dependent variable.

4.5.1.1 The collective effect of independent variables on the dependent variable

The theoretical relationship between dependent and independent variables is expressed as follows

$$\Sigma (Y_i) = f(X_n) = EY = f(\beta_1 X_1 + \beta_2 X_2 + \dots + \beta_n X_n) \dots \dots \dots (\text{equation 3})$$

Empirically the regression is presented as;

$$PWE_{Vet} = f(PEcoRe + CoS + PaVetKdg + PEdlev + QuofEduc + VetQual + RoleModel + IncoLev) \dots \dots \dots (\text{Equ. 2})$$

Whereby:

PWE_{Vet} = Parent willingness to enrol child to VET

PEcoRe = Perceived economic return of VET in family

CoS = Cost sharing

PaEdoVet = Parent Knowledge of qualification to join VET

PEdlev = Parents Education level

QuofEduc = Quality of VET educators

VetQual = VET infrastructure quality

RoleModel = Existence of role models

IncoLev = Income level of nomadic parents

From the table 4.5, the level of significance was set to be $p \geq 0.05$, meaning that if the model presents the significance and the R-square which is ($R \geq 0.05$) then the independent variables have significant effect on the dependent variable. Likewise, the R-square test shows the level of relationship in terms of co linearity of the R square is $R \geq 0.05$, and then the independent variables have strong relationship with the dependent variable.

Table 4.5: Model Summary for Multiple Linear Regressions

Model	R	R Square	Adjusted R Square	Change Statistics				
				R Square Change	F Change	df1	df2	Sig. F Change
1	.779 ^a	.607	.553	.607	11.379	8	59	.000

Source: Field data (2019)

The table shows that that the independent variable has significant effect on the dependent variable. This is found by analysing the R-square test which shows that the model has a correlation level of $R^2 .607$ which is above the average level of $R^2 \geq 0.05$. The entire statistical test indicates the positive and strong correlation of the independent variables using Chi-square test.

4.5.1.2The effect of each independent variable on the dependent variable

To analyse the effect of the respective independent variable on dependent variable the study developed nine propositions to be tested on how their likelihood to affect the dependent variable. The propositions include 1; Perceived economic return of VET in family 2. Cost sharing 3. Parent Knowledge of qualification to join VET 4. Parents Education level 5. Quality of VET educators 6. VET infrastructure quality 7. Existence of role models 8. Income level of nomadic parents these assumptions were analysed by the use of Pearson correlation analysis as presented in table 4.9.

Table 4.6: The determinants of nomadic parents to enrol a child in VET schools

		Correlations								
	Variables	Will- ing- ness to enrol child to VET	Role model from VET	Income level of parents	Perceived VET Quality Parents	Education level	Knowledge of qualificati- ons to join VET programs	Cost sharing in VET programm- e	Quality of VET Educators	Economic return of VET Education.
Pear- son Cor- rela- tion	Willingness to enrol child to VET	1.000								
	Role model from VET	.437	1.000							
	Income level of parents	-.177	.100	1.000						
	Perceived VET Quality Parents	.037	-.258	-.320	1.000					
	Education level	.049	.182	.150	-.079	1.000				
	Knowledge of qualifications to join VET programs	.333	.163	-.579	.206	-.714	1.000			
	Cost sharing in VET programme	-.327	.004	.178	.342	-.171	.061	1.000		
	Quality of VET Educators	.094	-.308	.051	.367	.230	-.026	.155	1.000	
	Economic return of VET Education.	-.276	-.303	.210	.120	.076	-.092	-.030	.331	1.000

Source: Field data (2019) Significant at the 0.01 (10%)

The table 4.6 shows that the willingness of parents to enrol children to VET positively associated with role model from VET, perceived VET quality, knowledge of qualifications to join vet programs and quality of VET educators. Whereas on the other hand on some variables have negative effect to the willingness of parents to enrol children to VET, they include income level of parents , parents education level, cost sharing in VET programme and economic return of VET education.

These propositions implied that increase of quality of VET educators, increased number of role model graduates from VET and improved quality of VET impacts on the willingness of nomadic parents to enrol their children in VET schools, whereas the increase of income of the parent, increased level of parents' education cost sharing and the increased economic return to family would hamper the willingness of parents to enrol children to VET schools. In sum all of the factors were found to affect the decision of the parents to enrol a child in VET, but some factors had direct positive effects on parents' willingness and other have direct negative effects on parents willingness to enrol a child in VET.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter discusses the findings presented in chapter four. The mode of discussion follows the sequence of specific research objectives. In the course of discussion various studies will be involved to expound the discussion in as far as the findings relate differ or explained in other ways. The first section discussed findings of the first specific objective, the second section is for the findings of the second objective and the findings of the third objective are presented in the third section.

5.2 Community perceptions about Vocational education and Training

The first objective intended to determine the perception of the community about the provision of vocational education and training in the district. The three variables that were studied include; the understanding of VET, attitude of the community members towards VET provision and the behaviour of the community members towards the provision of VET in Hanang District. VET provision is believed to be an alternative education for students who failed to join secondary education after primary level. While the community seem to value VET, respondents had quality concerns. The availed perceptions on VET denoted a misconception of stakeholders about VET since, the delivery of VET did not focus on failed students but students with qualifications to pursue action trainings (Murphy and Wolfenden (2013).

The study by Ngure (2013) as well purported that VET was perceived to be very instrumental medium for imparting skill to young generation though its objectives are not yet met due to poor planning of the programmes and thus failure to respond to the industrial demands of the time. The existence of skill gaps observed from the VET graduates culminate to underestimation of the VET schools and thus turning to individual trainers in the streets (UNDP, 2010). Other scholars found that the VET curriculum to be more theoretical hence fail to equip learners with practical and concrete skill thus succumbing to deficiency of practice of the acquired knowledge and skills. These observations from previous research works have similar concern

about the importance of VET but which suffers from its actualisation in most of developing countries in Africa. The study findings are congruently related to the former studies on perception of community members on the VET, however, it adds knowledge about the shared concern of the perceived poor quality of VET from the perspective of the nomadic community members from Hanang district council in Tanzania. The reality is contrary in the developed countries where the most developed sectors of economy belong to VET department. According to UNESCO (2006) countries like Austria, Belgium and United Kingdom have high contribution of VET programme on the increased Domestic Gross product.

5.2.1 The community understanding of VET provision

The narrative findings defined VET as the specific classes offered to learners to impart a skills for a particular job, carrier. VET is understood as an alternative education and training offered for students who have not managed to join secondary school system of education for the sake of imparting skills and knowledge necessary life sustenance. The theoretical understanding of VET by the respondents has some implications on the provision and awareness of people about the establishment of VET schools. The first implication is that VET is for training to impart technical skills and knowledge. The second is that VET is an alternative education system for poor academic performance in primary and secondary school.

Understanding VET as the method of imparting practical skills and knowledge for job creation was found to be the right understanding since it coincided with the conceptual definition of VET given by ILO (2012) and Ayiro and sang (2017). According to these sources, VET is understood as the education system which focuses on provision of practical skills, techniques and knowledge of specialised fields that facilitates employment in a work of the learner. However, the idea that VET is for the failed students, is a misconceived understanding of the objective of VET provision. The misleading understanding of VET as an alternative to secondary education results to the poor development of this section of Education. In other parts of the world, the VET is an optional pathway and students are free to choose either to continue with secondary education or opt for VET just from the primary school. Both

parts have equal status but with different orientation in the carrier and development (Wheelaham and Carter, 2001).

5.2.2 Attitude of community members towards VET provision

The dominant attitude of the respondent is the feeling of not being satisfied with the quality of VET provision in the area. The findings showed that the impression was that students have little skills and knowledge upon the graduation. This implies a negative attitude on one side but an aspiration of having a better VET programmes. The other observed attitude was that the community members have a sense of value for VET in providing skills though the reality does not seem promising.

The findings of the study are supported by the research report provided by UNDP (2010) about the situation of VET. The report attested that VET schools and colleges in Sub-Saharan Africa are faced with incoherence between skills attained in the college and industrial demands, thus graduates have no sufficient and relevant skills for labour quality and innovations. Similarly, Ngogo (2014) posited that secondary school students had negative attitudes towards VET. The negative attitude of student was found to be rooted from the social stereotype of the parents regarding VET, since they misinformed children that VET is an option to failed students.

The observed findings in the behaviour of respondents regarding the provision of VET include the reaction on the poor quality VET programmes provided in the VTCs, and the poor quality of the graduates. In consequence the competence level of the VET graduates was low. The statistical and narrative findings of the study were majorly coherent to other studies conducted in different parts of the world (Juma, 2013; Ngure, 2013). Juma (2013) found that in Zanzibar the VET programme provision was undermined by the lack of practical training, deficient of resources for teaching and learning, poor coordination and low quality of VET educators. In Kenya according to Ngure (2013), the VET programme has a disorganised curriculum and poor government focus of the programme.

5.3 The trend of enrolment of children from pastoral communities in VET schools

With regard to enrolment of children from pastoral communities under the study, the available findings imply that there was less interest among nomad parents to send their children to VET schools. This was revealed by the trends of enrolment of students who joined VTC and other VET schools.

5.3.1 The perceived retention rates of Vocational Education and Training schools in Hanang

Basing on the collected information from the selected four vocation training centres namely: Katesh Fork Centre, Ningwa VTC, Jitegemee Vocational education and training school, and Lam VTC; 50% of respondents showed that the enrolment rates were very low across the schools.

The phenomenon of low enrolment of students in VET schools was observed by other scholars in other parts of the world. In Kenya for instance Wilson, (2015) and Ndiwu, (2015) had similar observation on the alarming situation of enrolment of VET students. However, the experience was different in other countries like Malaysia (Awang, et al, 2011) and in Finland (Teräs, 2017) who found that the status of VET in those countries was advanced and was integrated in the education systems of the respective country.

5.3.2 The observed trend of VET enrolment of children from nomadic communities

The trend of enrolment was found to be low and the number decreased from 2015 to 2018. This was due to loss of morale of parents from pastoral communities to send children to VET schools. The description of the trend of enrolment as described in the figure 4.7 demonstrates that Jitegeme VTC received 200 children in all years, Katesh Fork had enrolled 43 students, Nangwa VTC enrolled 102 students and Lam VTC enrolled 94 students. The qualitative findings describe that cost of Fees discourage parents from enrolling students in private VTCs. There are different parameters that could have contributed to the low morale of parents to enrol their children to VET schools. From the main findings parents were not well impressed by

the environment of the VTCs. The perceived characteristics of VET schools and programmes were not appealing to the demands of the nomadic contexts. The study established the underlying reasons for low enrolment of children from the nomadic communities. Among other, there were low level of enrolment were the nomadic occupation status, low level of education of parents, poverty; children are looked as assets implying the opportunity cost of parents to enrol children in VET schools. These findings gained support from the study done by Stenström, et al., (2013).

The low level of enrolment was also revealed in the previous studies (King and Palmer, 2007; UNESCO, 2005). The VET programmes are yet to be well accepted by majority of community members in sub-Saharan Africa. The UNESCO (2005) asserted that the enrolment rate of children in VET programme in countries South-Saharan Africa range from 1-5 percent of the total enrolment.

5.4 Determinants of parents' decisions to send their children in VET

The third objective found out different factors which affect the decision of the parent to enrol or not to in VET schools. There are nine determinants which collectively affect the willingness of a parent in the pastoral community not to send a child to VET school. The findings revealed that the independent variables had strong relationship with the dependent variable. This was evidenced by the high level of correlation by $R^2=.607$ measured by the use multilinear regression which provided the Chi-square test ($R^2 \geq 0.05$). The tested independent variables included the following: Perceived economic return of VET in family, Cost sharing, Parent Knowledge of qualification to join VET, Quality of VET educators, VET infrastructure quality, Existence of role models, parent education level and Income level of nomadic parents. The findings were supported by Postiglione, Jioa and Xiaoliang (2012) who mentioned factors related to low affinity to education, perceived poverty level in terms of low financial capacity and the effect of nomadic practices which do not favour stability in residence are some of the determinants of ennoblement of children to technical and training schools among nomadic societies. According to Bishop (2007), the government policy on education provision to nomadic societies is heavily affected by the received wisdom of pastoral ecology which has been more focused to reduction of stocking rates in view of improving the

residence stability hence discouraging mobility. The conceived wisdom had failed to capture the interests of pastoral community members in education thus leading to misperceived evidence that nomadism and pastoralism are anti-education in as far as the VET formation is concerned. Such reflections provide explanation as to why enrolment in nomadic communities has not been impressive.

CHAPTER SIX

SUMMARY, CONCLUSION AND IMPLICATIONS

6.1 Introduction

The chapter presents the summary of the study in terms of its motivation, objectives methodology and findings. The summary provides a chance for drawing a conclusion and thereafter highlights the policy implication of the study. Finally the recommendations, limitation of the study and suggestion of the areas for further research are described.

6.2 Summary of the study

The pastoralists' societies are reported to be in critical situation when it comes to letting children to attend schools. This underscores the opportunity cost of the parent to decide on the future of the child and as an asset for the family labour. The study aimed to explore influence of Pastoral Communities perceptions of Vocational Education and Training in VET programmes on children enrolment in Hanang District Council. Specifically, the study determined the perceptions of community members on Vocational education and Training; to establish the trend of enrolment of children from pastoral communities in VET, and to find out determinants of parents' decisions to send their children in VET. The study was conducted in Hanang District council involving mainly the pastoral communities. The case study design was used. The probability and no-probability sampling techniques were used. The purposive sampling was used to select DESO, DEO and principals of the VTC. The stratified sampling was employed to select educators and heads of households. The interview and questionnaire methods were used to collect primary data and the documentary review was for gathering secondary data. Data analysis was facilitated by content analysis and descriptive analysis and correlation analysis for testing p value and significance level of relationship.

The first specific objective revealed that the community is aware about the provision of VET in the district. VET was understood as the alternative education system for providing practical skills and knowledge to young generation.

The other understanding was that it is meant for students who have failed to continue with secondary education. The attitude of people towards the provision of VET was negative since its quality was perceived to be poor. The practice of VET provision was found to be valued though the quality was judged to be poor and the graduates have fewer chances to have sufficient skills for the job or self employment possibility. It was so since they did not receive a sufficient competence.

The second specific objective dealt with determination of the trend of enrolment. The findings revealed that the status of VET programme in school was relatively poor and the enrolment rate was low in the selected VTCs. The poor and low enrolment was due to factors like low education of parents about VET, poor programmes which do not respond to demands of the community, the occupation status of parents together undermine the rate of enrolment.

The third specific objective found out the determinants of parents decisions from pastoral community to enrol a child in school. The study found out eight determinants for parent not to enrol children in VET school. These are parent's interest in VET, Education level of parents, Low Parent knowledge about qualifications for joining VET, pastoralist's occupation, Cost sharing in VET programme, and VET does not contribute to the Economic Growth of the family. These factors have direct and negative effect on the determining the decisions of the parent not to enrol a child in Vocational education and training schools. On the other hand, the other factors like parent's interest in VET and the VET programme is not compulsory.

6.2 Conclusion of the study

Basing on the findings of the study and the discussion used to expound the findings, the following conclusions can be drawn for the study.

The pastoral communities have low interest in enrolling their children in vocational education and training schools due to the nature of their occupation, the opportunity cost of enrolling a child to VET and become an asset for the family labour, the nomadic traditions, low knowledge of the qualification and poor quality of the VET schools.

The nomadic community generally perceived VET programmes as time wastage since, the observed graduates have no sufficient competence to attract other parents to send their children in VET schools. The observed low rate of enrollment implied that the misperceived understanding of parents about VET resulted to lack of parents' interest to enroll a child in VET schools. The findings suggest that government and private institutions do not make enough efforts to improve the condition of VET programmes to match with the needs of the surrounding community.

6.3 Policy implication

The study devotes its focus on the perception of pastoral community towards enrolling their children into vocational education and training. The findings of the study demonstrate strong evidence that the pastoral community have misperceived the practice of VET and thus have not yet gained sufficient role models that could impress parents to like VET skills. With this condition the following policy actions are supposed to be implied.

- i. There is need of having a particular policy that focuses on the needs, opportunities and challenges of technical, vocational education and training. To date, the VET is embedded in Education and training policy which has put much emphasis on basic education program letting the vocational training being routed by the primary and secondary education.
- ii. The perceived low level of enrollment call for policy actions to sensitize, review the curriculum and to improve the VET schools to respond to the social contextual demands. The VET schools for instance could adapt to best mechanisms and skills of making tools and products which are useful for the animals, and animal husbandry.
- iii. The practice of VET as found to be poorly implemented in both private and public vocational training centers. This calls for the need of the government to improvise policy actions to improve the condition of VET through the VETA in the country. Laws should be made to and enforced to prioritize the vocational trainings in schools as to provide orientation to students about the

importance of studying technical and training subjects for life and job creation.

6.3 Recommendations

The study findings and conclusions provide opportunities for the study to highlight some of the recommendations geared to improve the practice of VET. The concerned groups of stakeholders of vocational education and training are respectively addressed to take note of the recommendations. The groups of stakeholders include the government leaders, policy makers and curriculum developers, the community of pastoralist, the VET principals and educators.

6.3.1 Recommendations to the government leaders, curriculum and policy makers

The findings of the study revealed that respondents conceived the quality of VET was relatively poor. There is need for the government leaders to provide public VET schools with sufficient learning and teaching materials as to facilitate the teaching and learning practices.

The government through the responsible Ministry of Education and Vocational Training should foresee the possibility to invest on vocational training with qualified personnel, encourage people to join VET programmes but also, the instructors should have to be motivated through good salaries, conducive working conditions as well as provide them with risk insurance in case of any accident on their regard.

There is a need for the curriculum to be reviewed and made in a way that responds to the demands of the time and context. The technology should be improved and integrated in the VET schools.

6.3.2 Recommendation to the Pastoral Community Members

The pastoral community members are to be encouraged and sensitized for them to be willing to send their children in the VETs. The local government authority in collaboration with the VET are supposed to educate parents on the importance of VET skills on the stabilizing the individual income.

The community members are supposed to understand that they have stake to the development of the VET programmes. The community members are to get involved in the development of the VTC especially the public VET schools.

6.3.3 Recommendation to VET Principals and Educators

The principals of the VTCs and educators are the implementers of the VET programmed in accordance to the curriculum. They are supposed to provide education to the parents, and impart needed knowledge and skills to the students. Educators are supposed to provide quality skills to few students from the pastoral communities for them to attract other parents to bring their children to VET schools.

6.4 Study Limitation

The study was limited with sufficient and relevant literatures from Tanzania scholars dealing with the issue of VET in nomadic communities. This lack of literature was however covered by relying on literatures from Kenya and Ethiopia which described the characteristics and perception of pastoralist regarding their affinity to education in particular the vocational education and training.

6.5 Suggestion of Further Research Topics

The study proposes three topics for further research. First there is need to undertake a quantitative study to assess the economic importance of VET in facilitating self employment for youth in Tanzania. The second area of importance is to investigate the adequacy of public VET schools in responding to the technological and social demands of the pastoral society. The third research area is about examination of the VET curriculum in responding to the industrial development demands of the time in Tanzania.

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APPENDICES

APPENDIX I

QUESTIONNAIRE FOR PARENTS

Questionnaire No. _____

I respond by the name Ammo, Theophil. I pursue my postgraduate studies at Mzumbe University. I request you to fill in this questionnaire for the accomplishment of my study programme. It is a research on influence of pastoral community perceptions of VET on children enrollment. The responses given will be kept confidentially and will only be used for the purpose of this academic study. Feel free to give the best of your knowledge be confident that you are kept unanonymous and protected.

Village name: _____

Please write the number of your choice in the provided box in each question

Part One: Demographic Information

1) What is your sex?

i. Male

ii. Female

2) How old are you?

i. Below 25 years

ii. From 25 to 35 years

iii. From 36 to 45 years

iv. From 45 to 55 years

v. Above 55 years.

3) What is your education level?

i. Not gone to school

ii. Primary education

iii. Secondary education

- iv. Diploma/Certificate
- v. Bachelor degree
- vi. Masters degree
- vii. Doctoral degree
- viii. Any other level

4. What is your marital status?

- i. Married
- ii. Single
- iii. Divorced
- iv. Widow/Widower
- v. Any other status

If you chose number 5, explain

Part Two: Perception of VET programme

Tick in the appropriate space related to the number of your answer.

1 = Strongly Disagree, 2 =Disagree 3 = Agree, and 4 = Strongly Agree

No	Levels of knowledge, attitudes and behaviour	1	2	3	4	5
5.	I am aware about the vocational education and training					
6.	I know that VET programme is offered in schools around our district					
7.	I am impressed with the establishment of VET.					
8	I am satisfied with its condition					
9	The VET school enable our children to get practical skills for their live wellbeing					
10	The quality of learning in VET is good to enough to educate my children					
11	VET school are not in good conditions for teaching and learning					
12	There are qualified teachers in the VET to support our children to study					
13	I am willing to send my child in the VET school/ colleges around Hanang District					
14	The vocation education and training is for slow learner children					
15	I will send my child to VET school/ College if he/ she fails in primary or secondary education					
16	In fact VET programme offered in our district is well organized.					
17	The VET schools /college has sufficient teaching materials					
18	Upon graduation the student can be fit for job through employment or self –employment					

19. What is your view towards delivery of Vocation Education Training programme?

- i. Excellently
- ii. Very good
- iii. satisfactory
- iv. Poor

20. How will you react if given a chance to send a child to join Vocational Education Training?

- i. I will send
- ii. I will not send
- iii. I will see the ability of the child
- iv. I will see the quality of the school.

21. What perception do you have towards VET graduates?

- i). very skilled in life
- ii). moderately skilled
- iii). Not skilled
- iv). no any difference with those who did not learn in VET

Part Three: The determinants of parents' decision to enrol children in VET programme

No		Yes	No
22	As a parent are you interested with vocation education training		
23	The educated parents prefer to send their children to VET		
24	Do you know the qualifications to join VET programs		
25	The nomadic feature pastoralists does not favour parents to send their children to VET programmes		
26	Cost sharing in VET programme limits willingness of nomadic parents to set their children to VET schools		
27	Poor quality of technical teachers is a factor that discourages parents to enrol children in VET schools		
28	The VET programme is not compulsory hence parents are not willing to send their children in join VET schools after primary school completion		
29	Do you think VET can contribute to the economic growth of your family?		

Any other added information that you would wish to give, please write in separate sheet and attach it with this interview.

Thank you for your cooperation offered

APPENDIX II
QUESTIONNAIRE FOR SCHOOL PRINCIPAL AND
EDUCATORSQUESTIONNAIRE NO. _____

I respond by the name Ammo, Theophil. I pursue my postgraduate studies at Mzumbe University. I request you to fill in this questionnaire for the accomplishment of my study programme. It is a research on influence of pastoral community perceptions of VET on children enrollment. The responses given will be kept confidentially and will only be used for the purpose of this academic study. Feel free to give the best of your knowledge be confident that you are kept unanymous and protected.

Village name: _____

Please write the number of your choice in the provided box in each question

Part One: Demographic Information

1) What is your sex?

i. Male

ii. Female

2) How old are you?

i. Below 25 years

ii. From 25 to 35 years

iii. From 36 to 45 years

iv. From 45 to 55 years

v. Above 55 years.

3) What is your education level?

i. Diploma/Certificate

ii. Bachelor degree

iii. Masters degree

iv. Doctoral degree

v. Any other level, specify.....

4. What is your marital status?

- i. Married
- ii. Single
- iii. Divorced
- iv. Widow/Widower
- v. Any other status

If you chose number 5, explain

Part Two: Perception of VET programme

Tick in the appropriate space related to the number of your answer.

1 = Strongly Disagree, 2 =Disagree 3 = Agree, and 4 = Strongly Agree

No	Levels of knowledge, attitudes and behaviour	1	2	3	4	5
5.	I am aware about the vocational education and training					
6.	I know that VET programme is offered in our college/school					
7.	I am impressed with the establishment of VET.					
8	I am satisfied with its condition					
9	The VET school enable our children to get practical skills for their live wellbeing					
10	The quality of learning in VET is good to enough to support students					
11	VET school are not in good conditions for teaching and learning					
12	There are qualified teachers in the VET to support our children to study					
13	I am willing to send my child in the VET school/ colleges around Hanang District					
14	The vocation education and training is for slow learner children					
15	I will send my child to VET school/ College if he/ she fails in primary or secondary education					
16	In fact VET programme offered in our district is well organized.					
17	The VET schools /college has sufficient teaching materials					
18	Upon graduation the student can be fit for job through employment or self –employment					

Part three: enrolment trends of children from pastoral communities

19. What is your view towards delivery of Vocation Education Training programme?

- i. Excellently
- ii. Very good
- iii. Satisfactory
- iv. Poor
- v. Very poor

20. How is the trend of parents from pastoralists society to send a child to join Vocational Education Training?

- i. Excellently
- ii. Very good
- iii. satisfactory
- iv. Poor
- v. Very poor

21. How many students were enrolled in your school for the past seven consecutive years? *(Preferably to be filled by the principal or teacher in charge of admission)*

YEAR	Total member of students	Gender	
		Female	Male
1.	2012		
2.	2013		
3.	2014		
4.	2015		
5.	2016		
6.	2017		
7.	2018		

22. What factors contributes to the trend of enrolment in your school/college for the pastoral communities in particular?

- i).....
- ii).
- iii).
- iv).
- v).

Part Three: The determinants of parents' decision to enrol children in VET programme

No		Yes	No
22	Do you think pastoral parents are interested with vocational education training ?		
23	The educated parents prefer to send their children to VET than to normal schools		
24	Does knowledge of the qualifications to join VET programs affect positively a parent decision to send a child to join VET?		
25	The nomadic features pastoralist does not favour parents to send their children to VET programmes.		
26	Cost sharing in VET programme limits willingness of nomadic parents to send their children to VET schools		
27	Poor quality of technical teachers is a factor that discourages parents to enrol children in VET schools.		
28	The VET programme is not compulsory hence parents are not willing to send their children in join VET schools after primary school completion		
29	Do you think VET can useful for wellbeing of pastoral community members ?		

30. Which vocational trainings are offered in your school/college? Tick all if applicable.

- i. Driving ()
- ii. Tailoring and dress making ()
- iii. Catering ()
- iv. Carpentry and joinery ()
- v. Painting and sign writing ()
- vi. Electric wiring ()
- vii. Plumbing ()
- viii. Masonry ()
- ix. Secretarial ()
- x. Motor vehicles mechanics ()
- xi. All of the above mentioned trainings ()
- xii. Other (specify)

Any other added information that you would wish to give, please write in separate sheet and attach it with this interview.

APPENDIX III

INTERVIEW GUIDE FOR THE EDUCATION OFFICERS

1. Please describe your biographical details (names, age, and work experience)
2. What can you say about Vocational Education Training (VET) offered?
3. What do you have to say about pastoral communities in relation to formal education? Probe on VET.
4. Do you think pastoralists value the VET programme? How?
5. What are your views on the enrolment of children on Vocational Education Training? Probe the situation of children from nomadic communities.
6. What association if there between perception of VET and willingness to send their children to VET schools? Probe on the perceptions of pastoralist about VET.
7. What factors make parents either to send or not their children in VET schools/colleges?
8. What else should be done to motivate parents from pastoral society to send youth to join VET program?

Thank you for your participation