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Magnitude of Students' Attitude towards Vocational Education in Selected Secondary Schools in Tanzania

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Abstract
This study aimed at examining students' attitude towards vocational education in Ilemela Municipality in Mwanza region to inform on magnitude of negative attitude towards Vocational education in Tanzania. Researchers examined the magnitude of form four students' emotional, beliefs and behavioral attitudes toward vocational education. This paper presents results from 355 student respondents randomly selected from eleven selected secondary schools in Ilemela municipality. The study adopted cross-sectional survey design in which self-administered questionnaires were used to collect data. Data were analyzed through descriptive technique, and presented in form of tables of frequencies and percentages. Overall results reveal that most of respondents had positive attitudes toward vocational education. The average percentage score of attitudes towards vocational education considering three attitude dimensions was 91.35, 8.35, and 0.28 in the positive, neutral, and negative categories, respectively. Despite most of respondents having a positive attitude towards vocational education, a few, 42.2 percent indicated interest to study vocational subjects. This implies that most of respondents have perceived value of vocational education, but they are not willing undergo training in vocational education related skills. This contradiction is assumed to be associated with the influence from extraordinary difference in terms of 'importance' and 'respect' laid between blue-collar jobs and white-collar jobs. In reference to this, blue-collar jobs attract importance in some key aspects relating to employment, but attract less respect from society. Despite robust international evidence on attitude towards VET, there is a dearth of studies in Tanzania examining students' attitude towards vocational education in particular form four students (grade twelve students). The study indicates that students have positive emotional and beliefs attitudes, but have negative behavioral attitude towards vocational education. This means the student respondents are not likely to join vocational education institution after their secondary education. In this respect, the study recommends teachers and other education stakeholder to promote all forms of attitudes to secondary school students as far as vocational education is concerned.
Keywords: Students, Emotional attitude, Beliefs attitude, Behavioral attitude, Vocational education, Secondary schools.
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Introduction

Vocational education has a long history in the world. Before the Industrial revolution between 1750 and 1830 in Europe, Vocational education used principles of home and the apprenticeship system. Later on, the decline of handwork and specialization of occupational functions forced societies in Europe to develop institutions of vocational education (Duffy, 1967). The mode of delivery in Europe and elsewhere in the world was similar before colonialism as Duffy (Duffy, 1967) contends that Africans used the apprenticeship systems to get vocational skills before the colonial master's arrival. During the pre-colonial era, traditional vocational skills related to weaving, pottery, wood carving, mat making, and traditional medicine were given to men and women by their family, friends, parents, and relatives who were masters of the crafts.

However, in Tanzania, the Vocational Training Act of 1974, which replaced the Apprenticeship Ordinance of 1940, established the National Vocational Training Division (NVTD) under the Ministry of Labour (VETA, 2018). The Act was replaced by a Parliamentary Act of No. 1 of 1994 Chapter 82 as revised in 2006, which established Vocational Educational and Training Authority (VETA) as an autonomous government agency responsible for coordinating, regulating, financing, and providing vocational education and training for socio and economic development (VETA, 2018).

The current VET system is meant to enhance employability, tackle poverty, and enable people to participate fully in economic and innovation processes. The VET education equips learners with skills to employ themselves and create job opportunities for others (Luhala &Yuting, 2021; UNESCO-UNEVOC, 2012; UNESCO IBE, 2010). For example, Yusuff and soyeme (2012) uphold that technical and vocational skills are used for enterprise productivity and profitability and national productivity and wealth creation. Without the necessary technical skills, enterprise and national growth can be seriously affected. In addition to that, vocational education is becoming more and more important today, with many employers expecting new employees to have the practical skills they need to start work. It plays a vital role for those who have to support their families immediately after senior secondary education (Rathidevi & Sudhakaran, 2019).

Thus, people's attitudes towards vocational education significantly impact the individual VET sector and national development. Hallorah (1967) argues that negative or positive sources of attitude are direct experience with the objects and situations, implicit and explicit learning from other people, and personality development. For example, if we experience disappointment associated with something, a person will develop unfavorable attitudes about that thing. On the other hand, when one holds a powerful position or succeeds in a situation, he/she will develop favorable attitudes. Fabrigar et al. (2005) subscribe that attitudes that are either positive or negative are made up of three components; a cognitive component which is human thinking or beliefs, an affective component which is emotions and a conative or behavioral component which is a predisposition to action or behavior. Therefore, students' attitudes toward vocational education may negatively affect its development. For example, a negative attitude may decrease enrollment in vocational education and overpopulate the academic form of education. Furthermore, allowing negative attitudes, the industrial sector will be affected because of a shortage of workforce to support production, which automatically will affect the economy of a country (Yusuff & Soyemi, 2012). From such understanding, the Tanzania Government needs extra effort to achieve the National five-year development plan 2021/22–2025/26, specifically achieving economic competitiveness and industrialization agenda through vocational education and training (URT, 2021).

Despite the identified benefits of VET, several scholars have revealed that society and school students in particular still have negative attitudes toward vocational education. They accept the superiority of socially prestigious professions like Law, Medicine, and Accountancy over technically oriented jobs. Vocational education in Tanzania is perceived to be for the poor who have low socioeconomic status, for lower primary and secondary academic result achievers, and it is a kind of education acquired as a last resort after one fails to progress to other academic forms of education. Society also perceives vocational education as education for preparing people to work in a lower-status and less decent jobs with no possibility of progressing to a higher education level. In addition, scholars have revealed that others perceive vocational education, especially programmes such as mechanics and electronics, as only meant for men (Kalimasi, 2015; Legusove et al., 2020; Mbughuni, 2017; Ngogo, 2014; Okocha, 2009). Though scholars have revealed the negative attitude towards vocational education amongst youth and other stakeholders, literature on the magnitude of attitude towards vocational education among prospective entrants from secondary schools is scant. Therefore, it is vital to understand the magnitude of current students' attitude towards vocational education. The study is important for considering appropriate measures in promoting vocational education in Tanzania. The measures will make vocational education training become more attractive and more robust instrument to our country's social and economic needs.

Therefore, in studying students' attitudes toward VET, this study focused on form four secondary school students. This group of respondents was influenced by the current youth unemployment problem, which the vocational education sector would have solved. Thus, investigating form four students' attitudes, who are the potential VET students would generate general community perception toward VET.

Emotional, beliefs and behavioral attitudes

According to Fabrigar et al. (2005), the emotional component is sometimes known as the feeling component and refers to the emotions or feelings attached to an attitude object. Bipolar adjectives commonly used in discussing elements of this component are love-hate, like-dislike, admire, detest, and other connoting feelings of a favorable or unfavorable order (Drew, 2021). Feeling or emotion belongs to the affective domain. Beliefs attitude belongs to cognitive component, which involves a person's belief/knowledge about an attitude object. For example, "*I believe spiders are dangerous*." While all beliefs one has about a thing are subsumed under the cognitive component, it is the evaluative beliefs that are the most critical to attitude as a disposition concept (Ajzen, 2001). The behavioral or action tendency component incorporates the readiness of the individual to respond to the object. It is generally accepted that there is a linkage between cognitive components, particularly evaluative beliefs, and the readiness to respond to the object. Additionally, there is a linkage between the emotional and action tendency components. The physiological relation of the emotional status of the organism and readiness to respond presumably mediates this second linkage (Fabrigar et al., 2005). Generally, the Behavioral (or conative) component involves how our attitude influences how we act or behave. For example, avoiding and screaming when one sees a spider (Drew, 2021).

The strength of attitude is a good predictor of behavior. The stronger the attitude, the more likely it should affect behavior. Attitude is for the person and relates to self-interest, social identification, and value. According to Katz (1960), knowing a person's attitude helps predict their behavior. For example, knowing that a person is religious helps predict they will go to Church.

Drew (2021) concluded that our initial reaction to affective attitude is how we feel about something that might be positive or negative, such as a fear-based reaction or an excitement-based reaction. Behavioral Attitude – what we do about something, intentions, or what we would do. Cognitive Attitude – how we think about something. This is referred to as ABC or the Tripartite Model of attitude. Affective differs from cognition

because the affective attitude is what we feel, and cognition is what we think. Cognitive and affective components are interrelated but do not always overlap.

Influence of Attitude

On factors that influence the attitude of an individual, Gopi (2012) identified eight factors: maturation, physical factors like health and vitality, home influences, the social environment, government, media, the teachers, and the curriculum. These factors greatly impact students' positive or negative attitudes toward vocational education and training. However, Cherry (2013) argues that attitudes emerge from direct personal experience or observation. Social roles and social norms can have a strong influence on attitudes. Social roles are related to how people are expected to behave in a particular position or context. Social norms involve society's rules for what behaviors are considered appropriate. This may result from classical conditioning, operant conditioning, or observation of people around. Florentina (2012) adds that education and religious institutions are among the factors that influence attitude. It is further argued that educational and religious institutions strongly influence attitudes because they lay the foundation of understanding and set moral concepts within the individual. For example, knowledge of good and bad, the dividing line between what can and cannot be done, is derived from educational and religious centers and their teachings.

From above explanations, previous scholars have revealed many benefits are accrued from VET. The vocational education sector is universally recognized as a tool for empowering people, especially youth, for sustainable livelihood and socio-economic development (Luhala & Yuting, 2021; UNESCO, 2010; UNESCO, 2010; UNESCO-UNEVOC, 2012; Yusuff and soyeme, 2012). Despite the benefits, studies show that VET is negatively perceived in the community mainly among the youth (Mbughuni, 2017; Kalimasi, 2015; Ngogo, 2014; Nyenzi, 2014). However, the magnitude of the negative attitude towards VET has not been established. Moreover, there is less evidence of studies which have documented all the three attitude dimensions such as beliefs, behavior and emotion in arriving to their conclusions. These information gaps motivated the current research to establish the magnitude of form four students' attitudes toward VET in selected secondary schools in Ilemela Municipality, in Mwanza region.

The following are the research questions (RQs) guiding the study:

RQ1. What is the magnitude of emotional attitude toward vocational education among form four students?
RQ2. What is the magnitude of beliefs attitudes toward vocational education among form four students?
RQ3. What is the magnitude of behavioral attitude toward vocational education among form four students?

METHODS

Sample

A sample size used in this study is 355 form four students (grade twelve students). The sampling technique used to obtain the sample size was simple random sampling from which eleven (11) secondary schools in Ilemela municipality in Mwanza Region were included. This sample size was derived from the Yamane method for sample size calculation formulated in 1967 at confidence level of 95%. The female students were 174 while boys were 181. Age of respondents ranged from 16 to 19 years old.

Design

The study used cross-sectional survey design. The choice of this design was guided by the purpose of the study which was to descriptively present information related to attitudes that existed at the time of the study in the target population, form four students in secondary schools. Also, the design was chosen to gather preliminary data to support further research and experimentation. In addition, cross-sectional design is used to describe what is happening at a particular point in time. This was what the study strived to achieve to guide decisions.

Tools

A researcher used questionnaires as instrument for data collection. It comprised eleven Likert statements on each of the three-attitude dimension making a total of 33 items with three-point Likert scales, agree, neutral and disagree. Also, the questionnaire comprised questions for demographic information such as age and gender of students. The tool was developed after a careful review of related literature. Some of which were generated by the authors after reviewing literature with some selected and modified from Kasimu and Nantomah (2019); Noncolela (1999) & Guce (2013) based on the context of the study.

Validity of instruments was assured through expert opinions from supervisors, lecturers, and peers on the face. This helped to identify errors and allow modifying and improving the instruments. Moreover, the tools were pre-tested. Pre-testing was done in one secondary school in which five (5) form four students were included. It aimed to see if the tool was well constructed and measure what was required to or if it posed some identified challenges and reconstruct them. For assurance reliability of instrument, Cronbach's Alpha was applied to assess the internal consistency of a questionnaire. The internal consistency check for the attitude scale was 0.81

(significant).

Data collection and analysis

Data were collected through questionnaires. It included socio-demographic information such as gender, age, student experience, and the school's name. In addition, a series of Likert statements were asked directly to capture students' emotions, beliefs, and behavior to test their attitude towards VET. A three-point Likert scale was used to rate each item: agree, neutral, and disagree score points at 3, 2 and 1, respectively. Descriptive analysis was applied in data analysis where frequency, mean and percentage techniques were used to analyse data. The descriptive analysis was used to inform on the magnitude of negative attitude towards vocational education. This informative descriptive study could in turn result in effective interventional plans.

Surveyed attitude scores of students were graded by using partition measurement procedure on each attitude dimension as negative attitude (0-16), neutral attitude (17-25), and positive attitude (26-33) at a maximum score point of 33 from 11 Likert statements each. Average percentages of scores were used for the general result of the findings for categorizing students with positive, neutral and negative attitude towards vocational education.

The partition measurement was used to measure the emotional, beliefs, and behavioral attitudes of the Likert statements based on three-point Likert scale, 3 for Agree, 2 for Neutral, and 1 for Disagree. Each statement score point was calculated based on a specified value. For example, **(x× y) = n** where;
x is a number of scores obtained on the specific category
y is a value of statement either agree, neutral, or disagree
n is an additional total score of attitude dimension for each student.

FINDINGS

Students' attitude towards Vocational Education

Researchers analyzed data from filled questionnaires to understand the magnitude of student's attitude towards vocational education. Patterns of Likert statements were examined across questionnaires to get the attitude of respondents. Table 1 presents the results on magnitude of emotional attitude; Table 2 presents the results on magnitude of beliefs attitude and Table 3 presents the results on magnitude of behavioral attitude towards vocational education.

Table 1: Frequency and percentage of students' emotional attitude

Likert statements	Responses: N=355 f = Frequency, % = Percentage					
	Agree =3		Neutral =2		Disagree =1	
	f	%	f	%	f	%
1) I will feel confident about studying vocational education subjects	323	90.9	28	7.8	04	1.1
2) I like working as an artisan or technician in industries	237	66.7	80	22.5	38	10.7
3) I will not be shocked if my parent sends me to vocation college after my ordinary level secondary school studies.	280	78.8	51	14.3	24	6.7
4) I will not get worried about studying vocational subjects	299	84.2	42	11.3	14	3.9
5) I will always be happy when my parents tell me that they have enrolled me to study vocational education.	257	72.3	28	7.8	05	1.4
6) I appreciate people who study vocational education.	339	95.4	07	1.9	09	2.5
7) I don't hate people studying vocational education subject	344	96.9	04	1.1	07	1.9
8) I prefer manual to mental work	169	47.6	72	20.2	114	32.1
9) I am very interested in studying vocational subjects than other subjects	150	42.2	110	30.9	95	26.7
10) Working in manual work makes me happy	247	69.5	77	21.6	31	8.7
11) Vocational and technical duties inspire me	303	85.3	36	10.1	31	8.7

From Table 1 results from partition measurement indicate that 302 (85%) of respondents had positive emotional attitude towards vocational education and 52 (14.64%) had neutral emotional attitude. Further, the results indicate that 1 (0.28%) of respondents had negative emotional attitude towards vocational education.

RQ2. Magnitude of beliefs attitude toward vocational education

Table 2: Frequency and percentage of students' beliefs attitude

	Likert statements	Responses: N=355 f = Frequency, % = Percentage					
		Agree = 3		Neutral = 2		Disagree = 1	
		f	%	f	%	f	%
1)	If I gain knowledge on vocational education, it can help me employ myself.	341	96.0	10	2.8	04	1.1
2)	I believe if I join a vocational education college, I will not waste my time	308	86.7	23	6.4	24	6.7
3)	I believe form fours who join vocational education are not those with low academic performance.	271	76	22	6.1	62	17.4
4)	Vocational education is not for garage and industrial employees only.	314	88.4	11	3.0	30	8.4
5)	Vocational education is for everyone	296	83.3	10	2.8	49	13.8
6)	I believe that vocational education graduates are more likely to find a job than people who completed only form four academic education.	302	85.0	21	5.9	32	9.01
7)	I believe that Vocational education is good for the future of my life as form four graduate	329	92.6	15	4.2	11	3.0
8)	Vocational education is not for form four failures and has a positive image in the country	314	88.4	12	3.3	29	8.1
9)	Vocational education can lead to jobs to form four graduate who is well paid	328	92.3	16	4.5	11	3.0
10)	Vocational education will reduce unemployment problem to form four leavers.	340	95.7	08	2.2	07	1.9
11)	I believe vocational education will develop my entrepreneurship and job creation skills after school graduation.	327	92.1	18	5.0	10	2.8

The calculation of the frequencies, as illustrated in Table 2, the revealed that 335 (94.36%) of student respondents had positive beliefs attitude toward vocational education, whereas 20 (5.63%) had a neutral belief attitude, and there were no student respondents with negative beliefs attitude towards vocational education.

Table 3: Frequency and percentage of students' behavioral attitude

	Likert statements	Response: N=355 f = Frequency, % = Percentage					
		Agree = 3		Neutral = 2		Disagree = 1	
		F	%	f	%	f	%
1)	I will contribute to the investment of vocational education for youth employment in a few years to come.	285	80.2	59	16.6	11	3.0
2)	I will not avoid joining vocational education	280	78.8	65	18.3	10	2.8
3)	If I am the education leader, I could increase enrolment in vocational education	289	81.4	49	13.8	17	4.7
4)	I accept the introduction of vocational education subjects in all secondary schools in Tanzania.	320	90.1	22	6.19	13	3.6
5)	I plan to join vocational education after completing my ordinary level studies.	185	52.1	136	38.3	34	9.5
6)	I will not recommend vocational education be removed from technical schools	334	94.0	09	2.5	12	3.3
7)	I cannot stop vocational education from being well known and taught to many citizens in Tanzania.	326	91.8	15	4.2	14	3.9
8)	I will pay for vocational education for my children in the future.	237	66.7	95	26.7	23	6.4
9)	I accept the improvement of vocational education infrastructure because we have other forms of education	334	94.0	13	3.6	08	2.2
10)	I support teaching people about vocational education	335	94.3	15	4.2	05	1.4
11)	I will advise my parent to send me to a vocational college	222	62.5	111	31.2	22	6.1

As presented in Table 3, the partition measurement revealed that 336 students, equal to 94.64%, had positive behavioral attitudes toward vocational education and training. Besides, 17 students, equivalent to 4.78%,

were neutral behavioral attitudes and two students who formed 0.56% had negative behavioral attitudes towards vocational education and training.

Generally, following the percentage on each attitude dimension in the positive, neutral and negative categories, the average percentage scores were 91.35, 8.35, and 0.28, respectively. In shaping attitude of students, teachers and parents (family members) were revealed to have great influence in career choice of students. However, with regard to awareness of vocational education providing institution, findings revealed that about 39% of respondents were found to be unaware of any vocational education-providing institution in the district.

DISCUSSION

This section discusses the study findings on understanding the student's attitude towards vocational education. The discussions are based on the students emotional, beliefs and behavioral attitude towards vocational education focusing to various aspects comprised in Likert statements. It also points practical implications and further studies followed by conclusion.

Students' emotional attitude towards vocational education

As part of the affective domain, emotion or feeling play a significant role in constructing one attitude object. The findings indicate most of respondents have positive emotional attitudes toward vocational education. This implies that respondents like and have very high confidence and feeling toward vocational education. Probably, it is because this group of learners with ages ranging from 16 to 19 has started developing high learning ability. At 16, teens start developing the ability to think abstractly, deal with several concepts simultaneously and imagine the future consequences of their actions. Thus, they can think in a logical sequence as they continue into adulthood. In addition, by 16, they can demand a high school curriculum because of their memory and organizational ability, such as time management, test preparation, and improvement of study skills (Healthwise staff, 2021).

Many studied institutions revealed respondents appreciated people who study vocational education. This indicates that most of respondents understand the value of artisan and technician in the community. This finding reflects what was revealed by Mbughuni (2017) that the Maasai community in Tanzania perceived people who study VET positively and that they are the best in the market place. They also see them as professionals and skilled who are the community problem solvers.

In comparing respondents' preference between vocational education subjects against other academic subjects, few respondents (less than half) indicated their interest in studying vocational subjects regardless of high score in many other aspects of vocational education. This observation aligns with Foster's study which found that although farming was rated moderately high in prestige and income, only 1% of the students wished or expected to become farmers. According to Foster, this was influenced by the extraordinary difference between the 'importance' and 'respect' of particular jobs (King & Martin, 2002)

Based on this finding, with reference to Foster's view, the observed result was influenced by the difference between the 'importance' and 'respect' between general academic education occupations and vocational education jobs which made respondents sensitive to nuances of meaning. Thus, certain vocational jobs were seen as 'important' in respondents' eyes, but they had very low 'respect' or 'status. This might be motivated by community tendency to see academic subjects superior as they prepare people for more exciting jobs in the community which people highly appreciate compared to vocational job practitioners (King & Martin, 2002; Sifuna, 1992).

With regard to happiness in studying vocational education, many students agreed with the feeling of being happy if their parents sent them to vocational college. This implied that students are ready to receive their parents' decision to enroll them to study vocation subjects in vocational education colleges. They are prepared to receive a new form of education different from the school system. This might be influenced by the need to experience new learning environment, types of subjects, and mode of content delivery. A human being is created to learn and experience new things throughout their life.

However, though many students have a positive attitude towards vocational education, few are internally interested in going into vocational education after graduation. Findings showed that students are more motivated with vocational and technical duty by indicating their agreement to engage in vocational education-related activities, but in responding to actual implementation, the response was low. The reason might be the effect of social norms and family members experience and advice about people who study vocational education. They only depend on external forces from parents or close friends. This indicates that confidence and ability to study vocational education do not imply a direct relationship for students' self-motivation to join VET.

In addition, results revealed students had alternatives to choose from concerning their education path. Students receive advice and directives from people they believe and trust like teachers and family members. All these groups of people had a great impact on shaping student emotions. The aforementioned finding was also reported by Ngongo (2014), who revealed that about 40.5% of students completely disagreed with joining

vocational education and training. In addition, this finding approves the theory "Social judgment theory" in the context of this study where students encountered information from various sources, which forced them to accept cognitively or not (Granberg, 1982).

Students' belief attitudes toward vocational education

Data from surveyed schools revealed many students have positive beliefs attitudes toward vocational education. Many schools' students had a good belief and accepted it as a source of self-employment and can help to reduce the problem of employment in the community. This result is influenced by the actual situation that students from vocational education have a great opportunity to employ themselves instead of waiting to be employed, as many graduates from other academic education have been behaving. This indicated that school students are aware of the usefulness of practical skills provided in vocational education institution and its applicability in society. In addition, the findings from the current study implied many students were aware of vocational education as a form of education that its graduates were more likely to find a job than people who completed only form four academic educations. This indicated that many students in schools agreed with the role of vocational education in creating employment opportunities and can contribute to the jobs which are well paid. In line with evidence from literature TVET can solve the problem of graduate unemployment. This is because the majority of graduates from different levels of education face the challenge of employment (Luhala & Yuting, 2020)

From that aspect, vocational education is regarded as a job creator of people who can be employed as producers. Hence, it is vital for economic development from the individual to the national level.

From the finding, many students believe joining a vocational education college can not be regarded as waste of their time. The finding implies that students believe in joining vocational colleges because some benefits are acquired from the training. As with other forms of education, an individual can observe a return on investment for vocational education. This may include vocational skills, self-employment ability, and entrepreneurship. The finding is strengthened by Okocha's (2009) finding that vocational education can provide a more productive stimulus toward an individual's economic development if the skills are used properly.

Currently, youth think of future benefits in terms of earning income. This was observed in the findings as many students were positive and commended the role of vocational education for a better future for form four graduates. This result was built on the already revealed reality that vocational education can increase skills in entrepreneurship which might be useful in increasing job opportunities through self-employment. Furthermore, there is evidence in literature that vocational education centers have led to employment for the youth either directly or indirectly because most are employed either by the government or Non-Government organizations (NGOs) Nyenzi (2014). This has increased income generation opportunities.

Many students have a positive belief attitude that vocational education is for everyone. As vocational education was designed to prepare people for the World of Work, everyone can join vocational education. These findings confirm that student's value vocational education and its contribution to economic development at the micro and macro level; thus, anyone can join vocational education.

The field findings further showed that many students believe vocational education is not only for garage and industrial employees. Many students believe vocational education colleges' skills, for example, cooking, hairdressing, and catering, are not necessarily for garage and industrial employees. The finding also reveals that students are aware of self-employment issues. This implied awareness of students that not all who go for vocational education must be employees or need to be employed. Others may go for self-employment.

Students' behavioural attitude towards vocational education

Unlike other attitude dimensions, behavioral attitude of students towards vocational education is negative. The number of students having a plan and interested to join vocational education after completing ordinary level studies was low. Regardless of low number of students planning and interested to join VET, finding revealed that many students already know the value of vocational skills and their usefulness in daily life. Furthermore, respondents support the introduction of vocational education in secondary schools and rejecting the removal of the vocational and technical subjects in technical schools. These findings imply that they were ready to see every student in school studying one of the vocational skills at the secondary school level and not necessarily till one goes for vocational college. The finding is supported by Mayega (2018), who revealed that Home Economics, Computing, Ceramics, Technical Drawing, Carpentry, Masonry, Plumbing, and Lumbering could be implemented in the school system.

Moreover, the finding demonstrates students' agreement with the improvement and increase of enrolment in vocational education. This indicates that form four students support others to join vocational education. The response came as a result of accrued benefits from vocational education. In addition, many students agreed to contribute to improving vocational education in the few years to come. Thus, the results conclude that secondary school students are aware of the importance of vocational education in society.

Every human has a dream to attain a certain level of life as secondary school students may plan to join

vocational education for their future life. The general data from the findings have revealed that most of respondents were positive in some behavioral issues on improvement of vocational education, increased enrolment, and introduction of vocational subjects in school, to mention a few. Still, many of them were not ready to join vocational college and pay for vocational education for their children in the future. This finding implies that many students still have thought about proceeding with school education like form five and intermediate colleges. However, they only support others to join, not themselves and people with blood relationships.

This finding supports "theory of planned behavior" in that the individual's intentions and resulting behaviours are affected by their perceived behavioural control, or what they think and believe to be their ability to perform or engage in the said behaviours (Ajzen, 2011). Therefore, the reason students have a positive attitude in some dimensions of attitude towards vocational but do not join vocational education colleges might be influenced by external factors and pressure from their friends who go for form five and six, teachers, and family members' advice.

Generally, the findings indicate that respondents have a positive attitude towards vocational education. This implies that student respondents have positive attitude towards vocational education. This finding is in contrast to previous literature which indicates that society has a negative attitude towards vocational education in Tanzania. The previous studies do not indicate the magnitude of attitude towards vocational education (Kalimasi, 2015; Legusove et al., 2020; Mbughuni, 2017; Ngogo, 2014; Okocha, 2009). The current study has attempted to indicate the magnitude of attitude toward vocational education.

Recommendations for Practice and Research

Based on the importance of vocational education and the fact that awareness of respondents on the existence vocational education-providing institution in the district is low, the government has to implement a direct selection of form four graduate students to VET College same to what is done in other intermediate college and specializations like procurement and human resource. This will raise awareness of this form of education among students and parents.

Secondly, due to the fact that students' information has revealed that teachers play a big part in students' choice of education path in schools, regional and district vocational education colleges should use this group of experts. This can be done by providing them with relevant information concerning vocational education program and their importance to youth, especially to secondary school graduates, and how they can use the acquired skills to progress to a higher level of education if they become interested. Third, school parents' meetings should be used to show parents how relevant information about vocational education programs and how VET can raise the economic level of their children and family at large compared to other academic-oriented courses like law and human resources just to mention the few.

Lastly, it is recommended for government through educational policy makers and curriculum developers to take initiative to make vocational education as a compulsory training at all levels of education to attract more students and develop an interest in studying vocational subjects. Part of this initiative can be to create two pathways of education system from lower to higher education levels to allow students to choose either vocational route or academic route. However, it needs some investment in terms of human and physical infrastructures and some changes in employment prospects in terms of wages and respect.

CONCLUSION

Based on the finding of this study, the general result revealed that respondents have a positive attitude towards VET since the overall average percent score of respondents with a positive attitude was at 91.35%. In addition, respondents have shown very high confidence and ability to study vocational subjects, appreciating people studying vocational education and many other emotional aspects of attitude. Also, beliefs dimension of attitude was positively noted by many students, indicating that this form of education inspires respondents. However, great number of respondents revealed to be unwilling and not interested to join and study vocational subjects. Thus, there is negative student behavior towards vocational education. Based on the fact that the interest in studying vocational subject as compared to academic progression is averagely low, it is difficult to be completely confident about students' reactions to joining VET. Thus, this implies that much effort is required to disseminate information to remove all vocational education fallacies and make more school students interested in vocational subjects and occupations by creating readiness for them to join VET.

Further Studies

Based on the findings of this study, the further studies are recommended in the following areas; First and foremost, the study on teachers' attitudes towards vocational education. This is due to the reason that the study has revealed teachers as the main actor in shaping students' education paths. Secondly, further studies could be done on the influence between family economic level and gender in the selection of vocational education path.

This study will help reveal the reality of the influence of family economic status and gender on one to join vocational education, especially for youth. Lastly, as proposed to a teacher, the study on parents' attitudes towards vocational education should also be done to see parents' attitudes as they greatly influence students' career choice. This will give a real picture of the attitude to the whole community surrounding school students, who are the most likely group to join VET.

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