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Perceived Benefits of TVET by Youth-Trainees in Selected Veta Institutions in Arusha Region, Tanzania

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Abstract: *This study investigated the youth trainees' perceived benefits of technical and vocational education and training (TVET) in VETA institutions in Arusha City, Tanzania. The study was guided by three research questions: 1) What are the benefits of TVET to trainees? 2) What are the challenges facing TVET in the studied institutions? and 3) What should be the remedies? The study employed a cross-sectional survey research design. The sample had 130 trainees, 15 trainers, and three programme coordinators, making 148 total participants. Data collection integrated questionnaires, interviews, and document analysis guides. The researcher analysed the data statistically and thematically. Results also show that the youth-trainees perceive the TVET courses were very beneficial to them, especially through the acquisition of employability skills. However, TVET is facing challenges such as inadequate training facilities and materials, inadequate trainers, and insufficient infrastructure. The study concludes that the TVET opportunity was well received by the trainees, because it is beneficial to them. This study recommends four ways of addressing the challenges facing TVET in the studied institutions.*

Keywords: benefits, challenges, youth-trainees, TVET, VETA, Arusha, Tanzania

INTRODUCTION

Vocational education continues to have important attention in different countries due to its practical outcomes. Research identifies that investment in human capital by the public, business, and households has a significant impact on economic performance as well as

individual and social well-being (Hanni, 2019). Technical and Vocational Education and Training (TVET) is considered among the United Nations Sustainable Development goals (SDG). Specifically, goal 4.4 states that by 2030, there should be a substantial increase in the number of youth and adults who have relevant skills, including technical and vocational skills for employment, decent jobs, and entrepreneurship (United Nation [UN], 2015; UNESCO, 2021). Furthermore, a study by Setiyawami, Sugiyo, and Rahrdjo (2019) in Indonesia revealed that the role of vocational education is to prepare the next generation of workers who have both appropriate skills in their fields and people with good character. In Pakistan, Nasir, Alvi, and Tarar (2021) assessed the role of TVET in promoting youth employment. Their findings showed that TVET played a dynamic role in income generating activities for youth and increasing their employment rate due to possessing vocational skills. In a Nigerian context, Opoko, Badmus, Abiola et al. (2018) investigated the role of TVET in nation building and concluded that TVET plays vital roles in nation building, especially in the areas of socio-economic development (employment, income generation, and poverty alleviation), development of indigenous technological knowledge, and mitigation of rural-urban migration.

In Tanzanian, the Research on Poverty Alleviation Organization [REPOA] (2020) found that the percentage of college graduates enrolled in TVET centers is low, meaning parents and students themselves still regard TVET courses as inferior when compared to other tertiary training or higher education. In addition, the number of females enrolling in physically demanding technical skills is also low. The conclusion by REPOA is that the public perceptions shape the views of students regarding vocational education in general and about gender specializations of some training programmes.

However, the study mentions that recent estimates suggest that at least two out of five youth are in a state of long-term joblessness or unemployment for a period of one year or more. The overall youth participation in the labour market is low, and transition from school to work is slow. This echoes National Council for Technical Education [NACTE] (2022) newsletter that stated many employers are complaining about low skills in the potential workforce and the low amount of workers with a high skill set, which results in low productivity and poor economic growth. Richard (2018) explains that the skills-gap in Tanzania corresponds to an inadequate number of competent graduates, as the educational trainings are more theoretical than practical. He adds that more institutions have been converted into higher education institutions, hence, suffocating the growth and development of technical education. Consequently, the ratio between vocationally skilled workers and so-called white collar professionals becomes increasingly unbalanced in Tanzania. Tanzanian employers in report that skills gaps are common in agribusiness, welding technology, plumbing, energy-related electrical installation and management, tracking technologies, customer care and services, software management, digital

infrastructure, and e-marketing (NACTE, 2020). Furthermore, some skills are desperately lacking in different sectors as NACTE elaborates: agribusiness (leather technologists, wine making, sugar technologists, milk processing, food processing and packaging, agriculture engineering, greenhouse farming); in energy (drillers and mining technologists, technicians for solar and alternative sources of energy, air conditioning mechanics); in construction (concrete technologists, technicians specializing in reinforced concrete finishing, stones bridge designers and technologists); in tourism and hospitality (high-end hotel management, multi-lingual skill, tour guiding, taxidermy, cast/replica production); in information and communication technology (artificial intelligence, robotics, cyber security, and network security technologists); in transportation (aircraft mechanics, railway construction, merchant marines, maintenance and repair technicians, navigators, warehousing and inventory control technologists, etc.). The skills gaps can be filled by investing in technical education and accelerating the attainment of the *Tanzania Vision 2025* under the current five year national development plan III, objective number 2, which aims at strengthening capacity building in the areas of science, technology, and innovation. This will enhance competitiveness and productivity in all sectors, especially the productive manufacturing and services sectors, and will enable Tanzanians to benefit from the opportunities available within the country (United Republic of Tanzania [URT], 2021).

According to NACTE (2021), in order to develop a radical change in the current middle-income economic status for Tanzanians, investment is needed in education, particularly in technical and vocational education and training (TVET). NACTE cautions that, unfortunately, in many countries including Tanzania, for many years, technical education and training (TVET) has been the last choice for students with high scores in secondary school final examinations, who then do not consider TVET a desired career path in the eyes of those youth. The government of Tanzania has recently taken a deliberate initiative of increasing budgetary allocation to TVET from 4 percent in the year 2016–2017 to 15 percent in 2020–2021 through the national skills development strategy (URT, 2021). Furthermore, the government of Tanzania—through Prime Minister's Office-Work, Youth, Employment and Persons with Disabilities initiatives—has in recent years increased funding in supporting vocational education and training for youth in different TVET institutions in the country. In the year 2022, for instance, the government of Tanzania sponsored TVET for 7,760 youths in 62 VETA institutions in the country (URT, 2022). Additionally, in 2023, a total 3,765 youths received sponsorship by the government of Tanzania to pursue TVET studies in 28 selected VETA colleges in Tanzania (URT, 2023).

It is important to know how the youth perceive the vocation training opportunity given to them. The findings can motivate more youth for vocational fields. This study, therefore, researched the youth-trainees' perceptions of the benefits of TVET in VETA institutions in Arusha. In addition, the researcher identified the key challenges. This can inform the

government and other potential stakeholders on future planning of TVET programmes. This region has several VETA institutions offering TVET courses that are sponsored by the government of Tanzania. This study answers the following research questions: 1) What are the perceived benefits of TVET to the trainees? 2) What are challenges facing the provision of TVET in the selected institutes? and 3) What should be done to address the challenges?

Empirical Literature Review

In a Pakistani context, Bano, Yang, and Alam (2022) conducted a study to investigate emerging challenges in technical vocational education and training. Results showed that most respondents agreed that TVET could be helpful to find employment. Nevertheless, the findings showed that most TVET institutions face challenges such as: infrastructure issues, lack of funding, inadequate skills, lack of industry connectivity, unemployment, insufficient teacher training, and a lack of female participation.

Hamid, Piahat, Haris, and Hassan (2023) investigated the perspectives of the leaders of community college on the issues and challenges of TVET in Malaysia. The study employed a case study design and collected data using an interview method. The participants included TVET professionals, workers in TVET environment, and students who were selected using a purposive sampling method. The results showed that two main challenges facing TVET are first, governance, whereby the TVET institutions are under seven ministries, and therefore, causing overlap of responsibilities, unclear roles, and duplication of programmes offered by several different ministries. The second challenge is communication skills, where it was noted that TVET graduates were equipped with good technical skills but lacked good communication skills.

Kemevor and Kassah (2015) carried out a study on challenges facing TVET in Volta Region of Ghana using a survey design. The researchers selected participants using a purposive sampling technique and gathered data using focus group discussions, interviews, questionnaires, and observation methods. The findings showed that the TVET institutions had very poor infrastructure and very inadequate training facilities. This resulted in outdated training content.

A study conducted by Leyaro and Joseph (2019) examined the employment, mobility, and return to technical and vocational education training relative to the general education in Tanzania. The study used data from the 2014 Integrated Labour Force Survey (ILFS). The results showed that TVET facilitates easier transition into employment for individuals. The authors concluded that to make TVET attractive to parents and students, governments must work for raising the return to TVET through marketing.

Luhala and Yuting (2021) did a study on the contribution of TVET towards Tanzania's

industrial development using a qualitative approach. They sampled TVET stakeholders using a purposive technique and collected data using in-depth interviews and document analysis. From the findings, the researchers established that TVET: 1) can mitigate the problem of graduate unemployment, 2) that industries are eager to employ TVET student graduates, and 3) participants highlighted the need for acceptable policies to Tanzania's industrial development.

Ntallima (2014) assessed the contribution of vocational education to youth employment in the Morogoro Region. The study employed a cross-sectional survey involving 120 respondents, selected by using a snow-ball sampling technique. The participants were vocational education graduates, tutors, and employers. The study found that vocational education contributes to youth employment. Painly, youth who did not complete vocational skills had lower chances of being employed than those who completed the programme. The researcher concluded that the need for vocational skills determines the marketability of the vocational graduates in getting employment.

METHODOLOGY

Research Design

This study employed a cross-sectional survey design. The research considered this design relevant to find out the opinions and views of the students in the VETA institutions offering TVET courses in Arusha City, with a focus on institutions sponsored by the government of Tanzania. The design enabled the researcher to establish the enrollment rates of youth into TVET courses and the attitude of the TVET trainees towards the TVET courses. The survey design provided descriptions of trends, attitudes, and opinions of a population by studying a sample of that population (Creswell and Creswell, 2018; Mligo, 2016).

Population, Sample, and Sampling Procedures

Four VETA institutions offering government sponsored courses in academic year 2021–2021 in Arusha Region formed the target population of this study. The researcher sampled three VETA institutions for this study. Selection of the TVET trainees was based on the courses offered at the institutions, and therefore, a stratified-random sampling technique ensured representation of the respondents from different courses in the sample. Leedy and Ormrod (2015) state that stratified sampling method is advantageous, as it guarantees equal representation of each stratum. The researcher selected 20 trainees from each course from three studied institutions, making a total of 135 research participants. TVET trainers and facilitators were sampled from different courses using stratified sampling of which 15 trainers and tutors were selected. Three programme coordinators and administrators were purposively selected from the three institutions. The researcher used this method of sampling since randomization was not possible. In this case, the researcher selected

administrators and coordinators according to their role in coordination of the TVET programme in the studied institutions. The study, therefore, had a total sample size of 153 research participants.

Data Collection Instruments

The researcher collected data using questionnaires for TVET trainees and trainers, interview guides for coordinators and administrators of the institutions or programmes, and document analysis guide for capturing the trainees' enrollment data. The questionnaires had both closed-ended and open-ended items. The researcher preferred this structure of the questionnaires, as it facilitated the collection of both quantitative and qualitative data. The responses for closed-ended items is made easy as the respondent just select available option for the issue inquired. The open-ended questions on the other hand provide opportunity for the research respondents to use their own words (Taherdoost, 2022).

The Interview guides were semi-structured. This gave the researcher an opportunity to develop extemporaneous questions and further probing during the data collection process. The triangulation of the instruments and the preferred structure was for purposes of getting a comprehensive understanding of the phenomena under study. Triangulation of data collection instruments enables the researcher to have findings from all methods pointing in a particular direction (i.e., confirming results). This helps to achieve validity and credibility in research (Bans-Akutey & Tiimub, 2021).

Data Analysis Procedure

The researcher analysed the data systematically, whereby data were first organized, sorted, and identifying useful information. Thereafter, the quantitative variables were coded, and the data entered into the SPSS software programme version 22. Data were processed and outputs were noted in descriptive statistics, such frequencies and percentages, which were presented using tables and graphs.

Ethical Considerations

The study adhered to research ethics in different stages of his research (Creswell & Creswell, 2023). The researcher first sought consent from relevant authorities by formal request for permission to conduct the research in the selected institutions. Furthermore, the purpose of the study was clearly explained to the respondents who all willingly provided their informed consent. The research tools instructed the research participants to respond to the questions anonymously for protection of their identities and enhancing freedom in providing information. There was no conflict of interest from the researcher in this study. Data were captured and reported objectively without any falsification.

RESULTS

Respondents' Demographic Data

Table 1: Distribution of the Respondents' Categories

Gender	Trainees		Trainers		Coordinators	
	f	%	f	%	f	%
Male	70	54	9	60	2	67
Female	60	46	6	40	1	33
Total	**130**	**100**	**15**	**100**	**3**	**100**

As shown in Table 1, there were slightly more male trainees' than female research participants. This was attributed by the fact that the trainees' enrollment was not proportionate in different courses with respect to gender. Likewise, the majority of the trainers and programme coordinators in the studied TVET institutions were males. This is explained as the TVET courses are more preferred by males than females, hence males being more in numbers in all the categories of the respondents.

Perceived Benefits of the TVET Courses

This study demonstrates the benefits of the TVET courses as perceived by the youth trainees. The responded were asked to mention the benefits they are getting in the TVET courses or they hope they will achieve after completion of their studies. The trainee-respondents mentioned several benefits, as shown in Table 3.

Table 3: Benefits of TVET as perceived by the TVET trainees (n = 130)

Benefits	Frequency	Percentage
Self-employment	77	59.2
Gaining knowledge and skills	23	17.7
Income gain/generation	31	23.8
Teaching other youth	18	13.8
Getting employment	46	35.4
Becoming entrepreneurial	6	4.6
Enabling one to solve challenges in the society	11	8.5

Data in Table 3 show that self-employment is the leading benefit of attending TVET, as more than 50 percent of the study participants (59.2 percent) identified this benefit, followed by opportunity of being employed by either the government or the private sector (35.4 percent). The finding from the data is that vocation and technical training makes the trainees more self-reliant due to the acquisition of skills for performing tasks of a particular field of study. A condition mentioned by many respondents to achieve this self-reliance was the need for capital to enable them to start a particular project depending on one's area

of specialization. The TVET coordinator interviewed in one of the VETA institutes said, "The training (TVET) is giving them (trainees) hands-on-skills, who among them are getting employed by the government, NGOs, and majority are self-employing. It helps them to create jobs for many youths" (research participant 1, July 2022). The results imply that through attending TVET courses, the youth gain relevant skills which are beneficial to them. The finding from the trainees' responses also corroborates the trainers' responses, which also showed that self-employing is the major benefit of training from the TVET courses. Table 4 illustrates these benefits.

Table 4: TVET facilitators/trainees' views about benefits gained by trainees (n = 15)

Benefit	Frequency	Percentage
Getting jobs/employed	10	67.7
Being self-employed	11	73.3
Gaining skills, practical experiences	4	26.7

As shown in Table 4, the facilitators' responses agree with the trainees on the benefits of TVET as the majority mentioned the main benefit is self-employment (73.3 percent), followed by employment opportunities by other organisations (67.7 percent). The findings indicate that if the TVET trainees are supported with capital after completion of studies, they are confident to stand alone, employing himself/herself, and even creating jobs for other youth. This will consequently increase the skilled human resources in the society and contribute significantly to national development.

Challenges Facing the Provision of TVET in the Studied Institutions

A question in the study asked the respondents if there are challenges facing the provision of TVET in the studied institutions. Different groups of respondents (trainees, trainers, and the programme coordinators or administrators) gave the responses. Table 5 provides data on the trainees' responses about existing challenges.

Table 5: Trainees' responses on challenges facing TVET courses (n = 130)

Challenges	Frequency	Percentage
Inadequate teaching/learning facilities	54	41.5
Inadequate facilitators/trainers	21	16.1
Transport costs for day scholars	10	7.7
Inadequate time for practical activities	8	6.1
Boarding/hostel cost	7	5.4
Inadequate classrooms	4	3.1
Language challenges	4	3.1
Meals	4	3.1

The results in Table 5 show the challenges facing the provision of TVET courses in the studied VETA institutions, of which three were mentioned by a relatively larger numbers of students. The leading challenge is the inadequacy of facilities for training, followed by inadequacy of the facilitators or trainers, and third, the transportation costs for day scholars. Technical and vocational training requires the trainees to engage in practical activities for skills development. Lack or inadequacy of training resources and facilities will hinder skill learning and development. This situation makes it difficult for the tutors to effectively guide the trainees in practical tasks. Furthermore, the inadequacy of the trainers affects the effective implementation of the TVET courses, as effective learning requires a reasonable ratio of trainers to trainees. With only a few trainers available, they get tired from making good planning and preparations of the lessons as well as teaching their lessons successfully. The study triangulated the information based on sources. Table 6 presents the trainers' opinions about the challenges they experienced in the implementation of vocational and technical training.

Table 6: Facilitators/Trainers' responses on challenges facing TVET (n = 15)

Challenges	Frequency	Percentage
Inadequate training materials and equipment	10	66.7
Need of skill upgrading for TVET trainers	6	40
Poor infrastructure	4	26.7

As shown in Table 6, the majority of the trainers and facilitators mentioned the inadequacy of training materials and instruments as the primary challenge facing the implementation of this education. Responses from the facilitators and trainers further showed that the available trainers need upgrading of their skills. The interview data analysis revealed six main challenges which are: poor attendance by trainees, imbalance between males and females in enrollment, transport, language, old tools and equipment, dropout of trainees, and lack of infrastructure to cater for trainees with special needs.

Interviews with programme coordinators also revealed additional challenges, though some of which were similar to what was given the trainees and the trainers. One of the challenges is poor attendance by the trainees. A research participant elaborated, saying, "Attendance is not 100 percent every day because, some trainees are engaged in some personal responsibility, yet they are studying". (Interviewee 1, September 2022). Another challenge was the dropout rate of the trainees, as elaborated by a research participant, who said, "Some trainees drop in the middle of their studies, some exit at NVA level II, believing that they are competent enough. But some reach NVA level III, since they have the mission of furthering their education" (Interviewee 3, September 2022).

Suggestions to Address Challenges Facing TVET Courses

The researcher sought the opinions of the study's research participants on the ways of addressing the challenges for the implementation of TVET courses in the studies institutions. The suggestions from TVET trainers are provided in Table 15, and the trainees responses are in Table 7.

Table 7: Trainers' suggestions to address challenges facing TVET (n =15)

Suggestion	Frequency	Percentage
Procurement of training materials/resources	8	53
Trainers' training/upgrading	5	33
Employing more trainers	2	13
Awareness building to youth and society about TVET	5	33

Data in Table 7 indicate that over 50 percent of the trainers need the procurement of the training materials and equipment. It is evident that without adequate training materials, the trainers cannot deliver the practical training successfully. The trainers also suggested they would be able to update their competence though further training. This is relevant because with science and technology, knowledge and skills change dramatically. The trainers' need capacity building with current knowledge and practices in their fields since knowledge is dynamic. It is also important for deploying an adequate number of TVET trainers in the institutions for the purposes of enhancing the effectiveness and efficiency of the programmes. The trainers further suggested that there needs to build awareness among the youth and society about the opportunities, sponsorship, and benefits TVET. When the youth and society know more about TVET, negative perceptions that people might have are reduced, creating a better image of TVET within the society. Table 8 presents the trainees' suggestions.

Table 8: Trainees' suggestions to address challenges facing TVET (n=130)

Suggestion	Frequency	Percentage
Procurement of training tools and facilities	18	13.8
Employing more trainers	10	7.7
More practical training	11	8.5
Improving learning environment	4	3.1
Giving loans to trainees and graduates	5	3.8
Establishing more VETA institutions	4	3.1
Direct employment of TVET graduates	4	3.1
Awareness building to youth and society about TVET	5	3.8

As Table 8 shows, a relatively large number of trainees identified the challenges of procurement of training materials and tools as well as the need to employ more trainers. These responses support what the trainers also identified. The trainees also require more time in practical training. This implies that they need extra time for practical activities and increasing the duration of training in the courses.

DISCUSSION

The results indicate that vocation and technical training is perceived as very beneficial to the trainees, as it makes them self-reliant due to the acquisition of skills for performing tasks of a particular field of study. A challenge mentioned by many respondents was the need for capital to enable them start a particular project depending on one's area of specialization. The results suggest that through attending TVET courses, the youth gain a lot of skills which are beneficial to them. This is in line with the results of the study by Setiyawami, Sugiyo, Sugiyono, and Rahardjo (2019) in Indonesia, which revealed that the role of vocational education is to equip the next generation with appropriate skills in a field and preparing this generation with a good character (referring to soft skills).

The findings imply that if the TVET trainees are supported with capital after completion of studies, they are self-confident, entrepreneurially start their own businesses, and even create jobs for other youth. This will, consequently, increase the skilled human resources for the society and also contribute significantly to national economic development. Self-employment can reduce the burden of the government in generating employment for all youths seeking jobs from the government. This is supported by Nasir, Alvi, and Tenar (2021), who assessed the role of TVET in promoting youth employment in Pakistan. They revealed that TEVT played a dynamic role in income generating activities for youth and increasing the employment rate in the country, as the majority of the trainees who completed a vocational program were earning money by utilizing their vocational skills. The results are also in line with those by Nath, Babu, Kalama, and Hossain (2019) in Bangladesh, where majority of the respondents (youth and parents) perceived TVET as a way of preparing the youth for employment.

Though these research findings demonstrate that the trainees find the TVET courses useful, there are some challenges facing TVET provision in the studied institutions. The main challenges facing TVET provision include: inadequacy of training facilities, lack of trainers, infrastructure challenges, and language barriers. The lack of or inadequacy of training resources and facilities will hinder skill learning and development. This situation makes it difficult for the tutors to effective guide the trainees in practical tasks. Furthermore, the inadequate number of the affects the effective implementation of the TVET courses, as effective learning requires a reasonable ratio of trainers to trainees. With

few trainers, they get tired making good planning and preparations for the lessons, which hinders the teaching of their lessons successfully. This inadequacy of the trainers is also likely to contribute to inadequate practical activities, which is another challenge mentioned. If there are an adequate amount of trainers in the institutions, enough groups can be created and supervised effectively by the facilitators for the trainees to have practical training in a particular skill.

In line with this study, Anudo and Awuor (2020) found that obsolete equipment and an inadequate number of trainers and mentors are among the key challenges facing TVET institutions in Kenya. Furthermore, a report by Choi (2021) involving a cluster of five member states of UNESCO (Brunei-Darussalam, Indonesia, Malaysia, Philippines, and Timor-Lesle) revealed the three main challenges facing TVET implementation; The challenges were: lack of infrastructure, equipment, and quality programmes, as well as instructors. Bano, Yang and Alam (2022) in Pakistan reported that insufficient teacher training and infrastructural issues were among the challenges facing TVET. Bassah (2022) asserts that a facilitator's competency requires a comprehensive understanding of instructive and methodological tools which meet the particular teaching circumstances and requirements of the core curriculum.

The trainees also mentioned challenges such as transportation, hostels cost, lack of classrooms, and language barriers. The first three may be addressed if the funding from the government can be extended to cover boarding costs for the trainees. The language challenge is due to the use of the English language as a medium of instruction in the courses. This largely affects primary school leavers. The same challenge was also found by URT (2021), such that the use of English language was posing a communication barrier to most VET trainees, and some instructors and recommended the use of Kiswahili. The institutions should find a way to have a special English course for trainees who do not have secondary education, and they should train separately from other groups with secondary education and beyond. Alternative programmes could be designing similar TVET modules but offered in the Kiswahili language to suit the primary school leavers who enroll in VETA institutes.

The results indicate that trainees require training that is more practical. This implies that they need extra time for practical activities or increasing the training duration in the courses. The suggestion is very important for them to have an adequate acquisition of practical skills. Trainees also suggested that they should be supported though loans that are made available for them to be able to establish some self-employment opportunities. This finding is supported by Nasir, Alvi, and Tarar (2021), who advocate that small loans should be offered by the government and NGOs to encourage self-employment. Luhala and Yuting (2021) also recommend the same, such that graduates from TVET colleges should be given

capital in one way or another, e.g., loans with simple conditions and policies that will help the graduates to establish small industries. The research respondents also suggested that more VETA institutions should be established in the country. This is a sign that the trainees are seeing a significant role of TVET in bringing hope through skill learning, hence they are advocating for more institutions to be established. Luhala and Yuting (2021) advocate that the increase of TVET institutions will help TVET education be accessible by many people from different area of Tanzania, hence producing skilled labour and reducing poverty. Some trainees see the need for TVET graduate to be directly employed by the VET institution soon after completion of the training. This can be an incentive for many youths to pursue TVET training. The country needs to develop a market for TVET graduates who were trained using public funds. This will increase the skilled human resources in the country and accelerate innovation and creativity. The employed graduates will, in turn, contribute to the economic growth of the country through paying taxes and increasing employment opportunities for more people.

Nevertheless, the trainees suggested that the youth and society at large need more awareness of TVET. This suggestion is in line with the recommendation by Nasir, Alvi, and Tarar (2021) about the need to launch awareness campaigns for the grass-root acceptance of vocational and skill training. Educating the society about the relevance of TVET is important, so that correct information about this kind of education is disseminated, instead of over-valuing formal, higher education, which is less practical compared to TVET. The public needs to be educated to correct the misconceptions of TVET training as a low-class education (Waihura, Joseph, Richard, & Kimosop, 2020). If the public becomes better informed, then the parents and youth will increasingly value vocational and technical education. This can influence many to go into TVET fields, and more vocational and technical experts are produced within the country, enhancing industrialization. Correct information must be made available to the public for that purpose. This information should include the need for TVET equipped workers in the market as well its benefits to the individuals and society. Hanni (2019) cautions that a lack of labour market information and wage information diminishes the perceived benefits of attending or investing in TVET programmes. Similarly, Oviawe (2017) suggests that occupational awareness needs to be created though orientations, career talks, seminars, role-playing, and distributing media at primary and school levels.

Implications of the Study

The findings indicate that TVET institutions need to be made more easily accessible to more youth in their communities, since TVET can empower the youth through gaining practical skills. TVET can contribute to massive capacity building among young people, addressing youth unemployment. This, in turn, can contribute to the productivity of the youth, who otherwise would have been unproductive due to the lack of relevant skills for

either employment by the government, the business sector, or through self-employment. The TVET implementation agencies need be aware of and address these challenges, which can slow efficient and effective achievement of TVET goals in Tanzania.

CONCLUSION

This study concludes that, the TVET trainees perceive the TVET courses as beneficial to them since it is skill-based. TVET is giving the trainees the confidence and competence that they need to be able to employ themselves or be employed. This is empowerment, and it needs to be developed for the benefit of the youth and the nation at large. Another conclusion of this study is that the inadequacy of training materials and facilities, trainers, and infrastructure are the main challenges to the successful provision of TVET in the studied VET instructions. Such challenges require appropriate remedy. Based on the findings and conclusions, the researcher recommends the following:

i. Provision of information about TVET training opportunities and benefits to primary and secondary schools.
ii. Procurement of adequate training materials and equipment to enhance effective and efficient acquisition of the practical skills for students at TVET institutions.
iii. Provision of capacity building training for the TVET facilitators to update themselves with new knowledge and skills in their fields. In addition, more TVET experts should be deployed to TVET institutions to address existing shortage.
iv. Develop the infrastructure at TVET institutions to make these institutions easily accessible and enhance the environment for conducive learning.

Future Research

The current study recommends that future researches should investigate the impact of TVET education upon the lives of the TVET graduates and the contribution of TVET skills to the economic improvements in the society. A tracer study should be done for the graduates from TVET colleges to establish their employment status. Further research should assess the extent of the involvement of the private sector (or collaboration with the government) in supporting vocational education in the society.

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