STAKE HOLDERS' PERCEPTION OF THE DETERMINANTS OF STUDENTS' CHOICE AND ENROLMENT INTO VOCATIONAL EDUCATION IN KAMPALA AND MPIGI DISTRICTS OF UGANDA

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DECLARATION

I, Kiwanuka Makumbi Bakulubazibu Christopher, hereby declare that this is my own original work and has not been presented to any university for any award.

Signed: 

Kiwanuka Makumbi Bakulubazibu Christopher
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Date: 13/12/2011

APPROVAL

This is to certify that this research project has been under our supervision and is now ready for submission to the university.

Supervisors:

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Signed.....

Date: .....13th December, 2011.....

2. Dr. Enon Julius Caesar

Signed .....

Date: .....13/12/2011.....

DEDICATION

This research is dedicated to my family and all those dedicated to the development of vocational education in Uganda.

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I wish to extend my sincere thanks to all those who helped me in one way or the other towards completion of this research work in particular and the whole course in general. I particularly wish to extend my profound thanks to the managers of the secondary schools and those of vocational institutions that participated in the study, who supported me in data collection.

Special appreciations go to Rachael my wife, all other members of my family and colleagues of Nakawa Vocational Training Institute for their vital support during the entire course period.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

ITEA	International Technology Education Association
OECD	Organisation for Economic Cooperation and Development
UNESCO	United Nations Educational Scientific and Cultural Organisation
UPE	Universal Primary Education
UPPET	Uganda Post Primary Education and Training
USE	Universal Secondary Education

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study sought to examine the factors influencing students' choice and enrolment in vocational education institutions in Uganda. It was inspired by the fact that vocational and technical education is being promoted over the world by various governments as it equips students with employable skills that could result into national prosperity (Ministry of Education and Sports, 2001). Scholars believe that the current unemployment in Uganda would reduce if more Ugandans enter technical and vocational employment where they can pursue skills based projects that can eventually result into employment (Biraro, 2010).

In this chapter, the researcher presents the background to the study, the statement of the problem, purpose of the study, research objectives, research questions, significance of the study, scope of the study and operational definition of terms.

1.2 Background to the Study

Currently, few students in Uganda choose and enrol into vocational education, despite the government efforts to promote it (Ministry Of Education and Sports, 2001). In the context of this research, Vocational education also called *Career and Technical Education* (CTE) is one that prepares learners for jobs that are practical oriented and related to a specific occupation or *vocation*, in which the learner participates. It is sometimes referred to as *technical education*, as the learner directly develops expertise in a particular group of techniques or technology. Vocational education might be classified as teaching procedural knowledge (Windham, 1992), which would be expected to attract students for enrolment. Vocational education is also called "Education for work". This is because students are trained to acquire skills that result into immediate employment (UNICEF 1999).

It has been noted over the years that there are low numbers of students enrolled in vocational education in Uganda (Ministry Of Education and Sports, 2010). Many students who choose vocational education at the moment and actually get admitted do not enrol. Instead some choose to enrol in Arts subjects at A- level. Low enrolments are also notable because, often,

when local manufacturers need to recruit direct from the institutions, in most cases their demand is quantitatively not satisfied by students graduating from various vocational/ technical programmes. This scenario is inconsistent with the aims and objectives of vocational/technical education which are: To stimulate the technical growth of students in order to make them productive members of the community; and to produce craftsmen/women, technicians and other skilled manpower to meet the demands of industry, agriculture, commerce and the general labour force .

Understanding the factors that influence students' choice of and enrolment into vocational education is based on the fact that as the labour market becomes more specialized and economies demand higher levels of skills, governments in developing countries, Africa in particular and businesses are increasingly investing in the future of vocational education through publicly funded training organizations and subsidized apprenticeship initiatives.

Many educationists who are committed to the development of society view low enrolment in vocational education as a challenge to skills development, creation of employment, and economic development opportunities for developing economies (Wonacott, 2000). This gap in the development of vocational education is a major problem that threatens the very nature and progress of the development of poor nations like Uganda. Developing countries like Uganda need to develop and implement strategies and interventions that will increase the popularity of vocational education (Tiffany & Burnette 2004).

The Millennium Development Goals five and six, commit all countries, Uganda inclusive, to the promotion of scientific knowledge and technical skills to enable nations have sustainable development, by 2015 (http://www.un.org/millenium goals/poverty.shtml). Vocational and technical education is the foundation of scientific and technical skills. Technical skills are widely believed to be vital for the development of any country because all societies and individuals need some basic knowledge in science and technology if they are to cope with the world of today and the 21st Century (Mulemwa, 1998 and Rwamirama, 2004). Therefore, it is important that the majority of a nation's population, men and women alike, develop basic functional, scientific technological knowledge and skills.

While in most developing countries, enrolment in vocational education is on the increase, statistics indicate that it's relatively not in Uganda. For example, in China, the majority of the population is enrolled in vocational/technical education (China Vocational Education, 1999), South and North Korea will soon join the first world category particularly because of their increased technical and scientific development that has been reached due to vocational/ technical education. In Uganda (see Table1.1), students' enrolment in vocational/technical education is about 0.9% of total country enrolment compared to secondary education's 6% (see Table 1.1). This implies that secondary school students' enrolment is about twenty times that of vocational education. This situation is worrying, given the fact that Uganda's total labour force estimated at about 9 million has about 35% not economically active and industry employs only 5 %, (World Fact book, 1999). Yet, it's only vocational/technical education which is known to quickly increase a country's productive labour force, since it takes a few years and has high potential for self employment (Wonacott, 2002).

Table 1.1: A comparison of Students' Enrolment in vocational and A level Education (August, 2009)

Enrolment	**Figures**	**%**
Primary schools	6,486,000	92
Secondary schools	**427,592**	**6.5**
Teacher Training Colleges	21,472	0.5
Technical Schools and Institutes	**16,489**	**0.32**
National Teachers Colleges	11,130	0.162
Uganda Technical colleges	2,200	0.033
Uganda Colleges of Commerce	3,000	0.014
Other higher institutions	6,872	0.106
Universities	20,325	0.234
Total	**6,995,080**	**100**

Source: Ministry Of Education and Sports, Department of Educational Planning (August, 2009)

A review of the history of government policies on education after independence shows that efforts to promote the teaching of technical/vocational skills have not been very successful in Uganda. Efforts to popularise vocational education in Uganda, started way back in the 19th

Century by the missionaries, backed up by the subsequent independent governments up to now. According to Ssekamwa (2000), the commencement of vocational education in Uganda can be traced from the era of church missionaries in the 19th century. They started teaching literacy skills and practical skills of sewing, home making and agriculture, in their schools. The colonial government then started supporting vocational education in 1925 by introducing an Education Office so as to provide appropriate vocational guidance to schools and students who wanted practical skills training (Okello, 2005).

After independence in 1962, the government further made efforts to strengthen vocational education in Uganda. In his Policy Proposals for Uganda educational needs, the President then, Apollo Milton Obote, lamented that the training youths got at school did not cater for self- employment nor did it give them an incentive to start something on their own (Sifuna and Karugu, 1988). Therefore, this marked the beginning of serious efforts to achieve good technical education. The government then started strategies for curriculum reform, so as to include vocational education right from secondary school level. In January 1963, a Commission under the chairmanship of Professor E.B. Castle was appointed to report on education in Uganda and pave way for making it more practical and relevant to the societal needs (Sifuna and Karugu, 1988). While the Commission was writing the report, there were subject panels busy revising syllabuses to include vocational/technical education. As a result of this report, the secondary school syllabus was revised in 1967 and Vocational Subjects which included Technical and Commercial were introduced (Okello, 2005).

In 1974, in a bid to strengthen the need to include vocational subjects uniformly in all schools, the National Curriculum Development Centre (NCDC) was established in order to help among other things, design a curriculum for vocational education in primary and secondary schools. It was mandated with the responsibility of designing the curriculum at all levels of education except universities (Government White Paper, 1992).

The NCDC developed a technical/vocational education syllabus which was piloted in Mengo Senior Secondary School among others. However, the 1979 war against Amin's government, led to the looting of tools and workshops facilities in secondary schools with a vocational bias. Mengo Senior Secondary School and other schools that were set up to promote the teaching of technical/vocational education such as Wairaka Secondary School, persevered

and up to now they are among the few secondary schools offering vocational skills/subjects (Okello, 2005).

Following the Kajubi Report (1989), the government started implementing the recommendation of vocationalising the education system at three education levels; primary, secondary, and tertiary. This meant integrating technical/vocational subjects with academic subjects. A vocationalised primary school curriculum was launched in 1999 with the hope that it would benefit pupils who had enrolled in UPE acquire self-employment skills. Also in the 2006/2007 financial year, the government introduced Universal Secondary Education (USE). The main intention was to absorb UPE graduates into secondary schools offering technical/vocational skills (White Paper 1992). The government also introduced a universal post primary education and training (UPPET) programme with the intention of enhancing practical skills training. According to the Minister of Education and Sports, Namirembe Bitamazire:

> "It was to develop technical/vocational skills that the government introduced UPE in 1997 and later UPPET. This would provide both intellectual and technical skills training critical to economic growth, social transformation and improving people's lives (Mityana SS Centenary Magazine, 19-09-2009, issue No 1, p.4)"

Experts advise that for developing countries to grow and break out of poverty, they need to promote vocationaltechnical education. This education stimulates the growth of small and medium sized industries that could boost the growth of Uganda's economy and end unemployment among the youth. Vocational skills can also make students who excel at making things with their hands, but lack the concentration of those students who possess cognitive study skills more productive (UNESCO, 2005; Wonacott, 2000). Vocational education may also benefit students with low socioeconomic backgrounds because investing in such education is comparatively inexpensive when contrasted with the average four year university training which is preceded by a two years advanced secondary education.

1.3 Statement of the problem

Despite the fact that vocational education could stimulate growth of small and medium sized industries and thus boost the growth of Uganda's economy, statistics from the Ministry of

Education and Sports show that students' enrolment into vocational/technical education is low. Many students who are admitted to vocational skills training programmes do not actually enrol. In this regard, the researcher believed that either personal, institutional, policy factors or perhaps something else altogether, may be the reason for holding back potential students who otherwise could greatly benefit from vocational education. There was need for empirical evidence about these assumptions, that could be used to initiate policies for popularising vocational education. This prompted the researcher to investigate the determinants of students' choice and enrolment into vocational education in Uganda, through a cross-sectional, descriptive, sample survey in Kampala and Mpigi districts of Uganda.

1.4 Purpose of the study

The purpose of the study was to examine stake holders' perception of the determinants of students' choice and enrolment into vocational education *in Uganda, sampling Kampala and Mpigi Districts*.

1.5 Research Objectives

The study was guided by the following research objectives:

i. To establish students' perception of vocational education.
ii. To find out the effect of the students' perception on their enrolment into technical/vocational institutions.
iii. To establish parents/guardians' influence on students' choice and enrolment into vocational education.
iv. To explore perception on how management of vocational education institutions affect students' choice and enrolment into vocational education.
v. To examine perception on how government policies influence students 'choice and enrolment into vocational education.

1.6 Research questions

The study investigated the following research questions:

i) What is students' perception of vocational education?

ii) What is the effect of the students' perception on their enrolment into technical/vocational institutions?

iii) What influence do parents /guardians have on students' choice and enrolment into vocational education?

iv) How do government policies influence students' choice and enrolment into vocational education?

v) How do the management of vocational education institutions in Uganda affect students' choice and enrolment in vocational education?

1.7 Significance of the study

The findings of this study revealed the challenges facing technical/vocational education in Uganda.

This information may be used by the Ministry of Education and Sports in their endeavour to improve policy in regard to admission, institutional management as well as facilitation for vocational education at primary, secondary and institutional levels, so as to promote it.

The findings may be used by vocational education institutions to improve, their management in the areas of instruction/delivery, learning environment as well as publicity of their institutions to attract more students to the institutions.

The findings may be used by stake holders, such as the Ministry of Education and Sports, vocational institutions and secondary schools to organise seminars and workshops for improving parents and students' attitudes on vocational education.

The findings revealed the strengths and challenges of Uganda's vocational education. Academicians and vocational education scholars will use them in literature reviews of related studies.

1.8 Scope of the study

1.8.1 Content Scope

The scope of this study was derived from the study objectives. The researcher examined students' perception of vocational training and the effect of their perception on choice and, enrolment into vocational education. Examination was also made on how parents/ guardians influence students' choice and enrolment into vocational education. The study further explored perception of various stakeholders on vocational institutions' resources management and quality on choice and how this affects student enrolment in vocational education. The study finally examined perception on the influence of government policies on students' enrolment into vocational education.

1.8.2 Geographical Scope

This study covered respondents from Kampala and Mpigi Districts. Kampala was selected to represent the more urban areas of Uganda while Mpigi represented the rural areas. Besides, (the Ministry of Education and Sports Statistics (2010) show that these two districts have the largest proportion of vocational institutions in the country, thus, they provided a good representative sample.

1.8.3 Time Scope

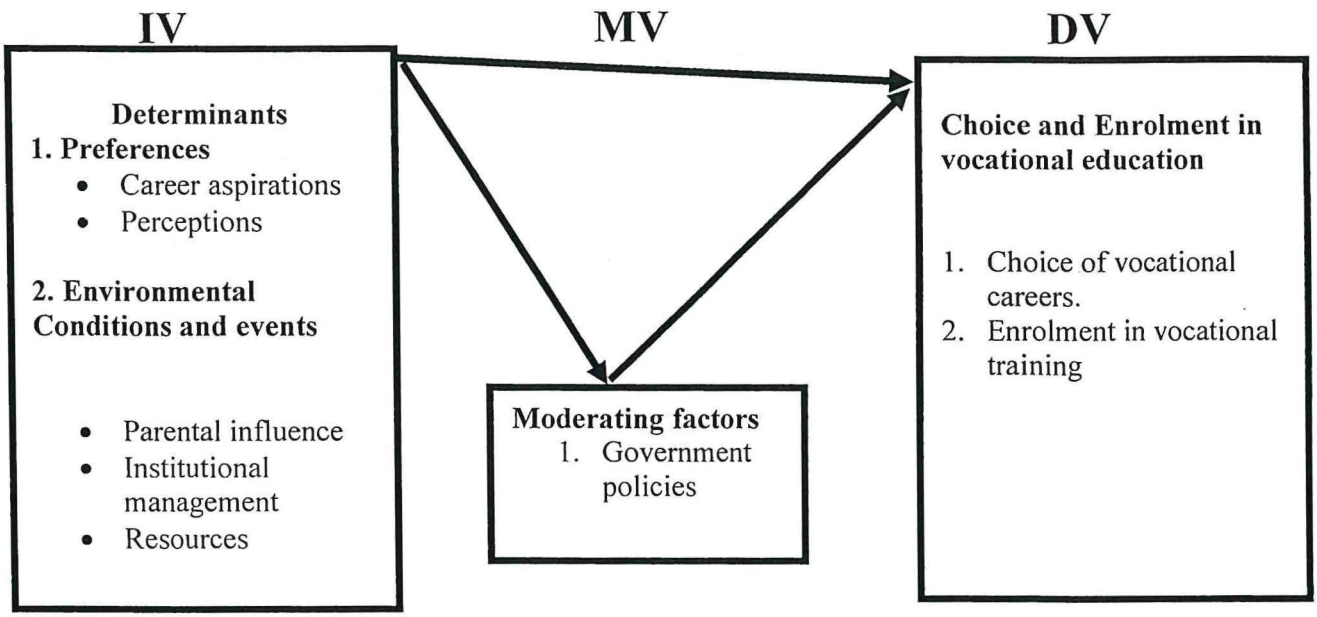
The study explored influencers of students' choice and enrolment into vocational education from the time when the government of Uganda started placing emphasis on vocational education as a factor in reducing unemployment and industrialising the country. According to Egau (1999).

1.9 Conceptual Frame Work

The diagram below gives a graphical conceptual representation of the variables of study and how they relate to each other. The independent variables (IV) were Students' Preferences (Perception of vocational education and career aspirations) and environmental conditions (parental influence, institutional management, and teaching resources), while the dependent variable (DV) was choice and enrolment into vocational education (choice of vocational career, enrolment into vocational training) and government policy was the moderating variable (MV).

Figure 1: The Constructed Conceptual Frame Work

Determinants of students' Choice and Enrolment in Vocational education



Adapted from Krumboltz and Mitchell (1990). *Theory of Career Decision-Making*

The conceptual framework above is based upon the Social Learning Theory of Career Decision-Making (Krumboltz & Mitchell 1990). This theory provides insight into the career choice process as well as factors that influence career choice. Social learning theory explains how educational and occupational preferences and skills are acquired and how selection of courses, occupations, and fields of work are made. According to Mitchell and Krumboltz (1990) environmental conditions which are family, school, and community influences as well and the person's learning experiences (Beliefs that we hold) significantly influence a person's choice and enrolment into a specific career. The influence of the environmental conditions is further affected by the government policy on enrolment and admission into specific career training. It's postulated that each of these environmental influencers plays a part in all career choices and decisions that are made, but different combinations of interactions of the influencers produce a multitude of different career choices that individuals make (Krumboltz & Mitchell 1976). Influencers lead to choice actions that are exhibited as entry behaviours that indicate overt steps in career choice and enrolment.

This research focused on the influencers of choice and enrolment behaviours of individuals into a specific educational programme (i.e. vocational education). The influencers are Preferences and Environmental Conditions and Events. In this case Preferences and Environmental Conditions and Events were the independent variables (IV). Choice of and enrolment into vocational education were the dependent variables (DV). *Sharf (2002),* points out some influencers, which are within and others outside the control of an individual such as social, cultural, political, and economic conditions. According to Krumboltz & Mitchell (1979), such factors may be planned or unplanned, but they are usually beyond the control of the individual. The operation of these factors is specifically moderated by government policy. In most African countries, the governments, through their education departments, put policies in place that either lower or increase students' choice and enrolment into a specific career training. This normally happens when governments want to encourage or discourage prospective students. In this case government policies on admission and enrolment into vocational education were the moderating variable. Therefore the study explored the influence of student preferences and environmental factors (independent variable on student choice and enrolment into vocational education (dependent variable) being moderated by government policies on choice and enrolment into vocational education (moderating variable).

This information is important because it will form a foundation for interventions aimed at promoting the teaching of technical/vocational skills and increase student choice and enrolment into vocational education. This may lead to success in popularising vocational education in Uganda, efforts that started way back in 1890s. An increase in the number of people with technical skills may stimulate the growth of small and medium sized industries and thus boost the growth of Uganda's economy.

1.10 Operational definition of terms

The following key terms used in this study are defined as follows:

A trainee: A student in Uganda enrolled and acquiring vocational skills training in a vocational or technical institution. These students are admitted after completing a minimum of O-level studies in Uganda.

A – Level student: A student enrolled and acquiring studies in S5 and S6 in Uganda.

Instructor: A teacher of vocational and technical skills teaching in Vocational or Technical institution.

Enrolment: Number of students who choose and register to study vocational education courses.

Choice: This refers to showing preference and selecting training in vocational education from the given alternatives.

Determinant: Is a personal, institutional, circumstantial factor that influences and shapes or governs a student's choice and enrolment into vocational education.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This literature review provides insight into the real reasons affecting choice and enrolment into vocational education. Vocational education started long before the industrial development in Uganda where students in early times learned skills from master craftsmen who would mentor them as apprentices (Ssekamwa, 2000). The review also provides significant insight into environmental, social and cultural issues that may influence choice and enrolment into vocational training.

2.2 Theoretical Review and Conceptual Frame Work

The theoretical framework for this study is based on the Social Learning theory of Career Decision-Making (Krumboltz & Mitchell 1990). As earlier noted, this theory provides insight into the career choice process as well as factors that theoretically influence career choice. Social learning theory explains how educational and occupational preferences and skills are acquired and how selection of courses, occupations and fields of work are made. The theory identifies the interactions of environmental conditions (the influences from family, school, community), and learning experiences (beliefs that we hold). It's postulated that each of these influencers plays a part in all career choices and decisions that are made, but different combinations of interactions of the influencers produce a multitude of different career choices that individuals make (Krumboltz & Mitchell 1990). Influencers lead to choice actions that are exhibited as entry behaviours that indicate overt steps in career progression.

This research focused on the influencers of choice and enrolment behaviours of individuals into a specific educational programme (i.e. vocational education). As mentioned earlier, the influencers are preferences and environmental conditions and events. According to Krumbolz (2002), these influencers some of which are within and others outside the control of the individual include social, cultural, political, and economical conditions. Krumboltz & Mitchell (1996) describe several conditions and events, categorized as social, educational, and occupational, that affect an individual's career choice. Such factors may be planned or unplanned, but they are usually beyond the control of the individual.

2.3 Review of Related Literature

2.3.1 Perception towards Vocational Education in Uganda

In spite of the long evolution of vocational education in Uganda, few students enrol into technical and vocational institutions, despite the fact that vocational education students are more likely to find jobs after graduation and relatively earn a better income than the typical three or four -year university graduate. The majority of Ugandans still have the stereotypical image on vocational education. Many students and their role models such as parents, peers and teachers still feel that Technical/Vocational Education is for those students who fail to make it through the straight path, from primary to secondary and to university. The general public sees this type of education as expensive, patronized by intellectually inferior students and associated with non-prestigious blue-collar employment (Egau, 1991).

Vocational schools are still a no-alternative option and students join them as a last resort. Even some parents still regard their children as failures and in disappointment 'dump' them into the Vocational institutions as a last resort to keep them in school. This is evidenced by the fact that despite the fact that government now offers free vocational education in post primary institutions, a few students join them. Still when you examine, the grades of students who enrolled in vocational/technical institutions, they are quite low compared to those who enrolled in academic secondary school institutions. This belief that vocational education is for underachievers is nothing more than a myth.

Recent studies (Egau, 1999) indicate that nearly all parents in Uganda are eager to get their children university education. Most parents still believe that the aim of vocational education is to provide an outlet for school dropouts, the term 'drop-out' being used to describe the group of students who do not join the secondary school path to university. This is partly because of little public understanding that the available secondary schools cannot absorb all those who successfully complete primary school and that vocational education is as good if not better than the literary secondary education.

2.3.2 Parents' influence on students' Perception towards vocational education

Parents, teachers and peers play a big role in influencing the interest of students in vocational education. Studies indicate that vocational and technical education requires high achievement motivation (Maehr & Yamaguchi, 2001). According to Seymour and Hewitt (1997),

vocational education requires high level of educational activity, cognitive and creative abilities. This largely depends on the parenting style that a person went through. Students, who have been socialised to feel that they do not have a major intellectual role to play, may not enrolment in vocational education (Baker and Leary (1995).

According to Rosen and D'Andrade (1959) the level of achievement motivation is in part determined by the parenting styles. They investigated parents' interaction with their children and they found that contrary to parents with low achievement motivation who don't expect much from their children, parents with high achievement motivation traits interact more with their children, give the children rewards as well as punishment when necessary. Weak or less educated/ uneducated parents do not know how to instil a sense of control in their children over their own destiny and this encourages dependency in the children, a trait that does not suit vocational education. Wilson calls this type of upbringing a learned helplessness (Mong, 2006).

In a study done by Baker and Leary (1995) the experiences students have had with other people they loved or admired impacted on their acceptance of vocational/technical careers. Interviews with girls who had enrolled in vocational and technical courses revealed that girls with positive attitudes towards technology attributed their attitudes, in part, to extracurricular experiences such as doing science at home, reading about technology, or watching technology related television shows (Baker & Leary, 1995). According to Seymour and Hewitt (1997), the most commonly cited reason for choosing technology as a major field of study among high-ability undergraduate students in USA is the influence, pressure, or persuasion of significant people. Seymour and Hewitt (1997) also found that women reported this tendency more than men. This observation is supported by Lee's (2002) study in USA that found that when relationships favour vocational and technology involvement, students themselves do more innovations.

Recent studies by (Gray & Herr 1995), done in Uganda show that the majority of the Ugandan population do not know the importance of vocational education. There is still need to attract not just leftovers from academic education but first class students who can impact on technological innovations and economical development. As we have seen, developed countries depend heavily on vocational and technological education for their industrial and

economic advancement. In addition, the public needs to be made aware that not everyone can go to college and that university education is not the only way to success in life.

2.3.3 The Influence of Institutional Management on Choice and Enrolment

2.3.3.1 Institutional Management

According to Gross et al (1971) one of the major factors that influence success of vocational education is the management support at institutional and national level. According to Fullan and Stigelbauer (1991) the management of vocational institutions plays a big role in promoting quality technical/vocational education. Institutional management can use different strategies to popularise vocational education. They can do this by organising promotional programmes, equipping institutions with attractive learning facilities that can motivate students to join these institutions and maintaining good student affairs.

In many developed and some developing countries, advocacy campaigns have been used by technical/vocational institutions to attract more students to these fields. For example in United States of America, a number of technical/vocational institutions used the Society of Women Engineers (2004) to attract secondary school girls to choose and enrol in vocational education. Educational camps that involved motivational speakers, hands-on workshops and volunteer mentors and educational exhibits were used. The impact of these camps was that over 81% of the girls in U.S.A, stated that they learned more about technology fields and 62% of the girls reported that they became very interested in having careers in technology (Society of Women Engineers, 2004). In Canada, a similar intervention is being promoted by ACTUA, a Canadian NGO. This intervention aims at promoting technical education to 225,000 young people each year through science camps, tours, and other activities to stimulate their curiosity and interest and build up their confidence in technology (OECD 2007).

Other institutions have invited students to visit these institutions so that they can familiarise them selves with the learning environment as far as technical/vocational education is concerned. In Ghana, most of the technical/vocational education institutions have a two-week intensive exposure to their learning environment. Students visit the institutions for a better understanding of the various subject areas. They also visit industries and technical research institutions to acquaint themselves with the work environment. Five years later after

the on set of this promotion programme in 1992, the number of students who registered for technical/vocational education increased by 12% (Quaisie, 2009). There was a need therefore, to explore the extent to which managements of technical and vocational institutions in Uganda have used open days and promotion programmes to attract students into technical/vocational education.

Research also indicates that certain educational environments may help increase students participation and achievement in technical subjects and courses. According to Campbell et al (2002), teaching methods that promote an equitable learning environment like collaborative learning, hands-on experiences, an emphasis on practical applications, and the teaching of technology in a more holistic and social context have attracted more students to technical/vocational institutions. It is the responsibility of technical/vocational institutions to set up learning environments that may attract students to join them. There is need to establish the extent to which technical/vocational institutions in Uganda have used conducive learning environments to attract students.

However, Egau (1999) notes that the management of most of vocational institutions in Uganda has been poor. This has even forced the Government to take over more vocational education institutions, which used to be privately owned and only sought government assistance. Some of these private institutions could not afford to pay the teachers and buy training equipment. This among those with low enrolment since their only source of funds was tuition paid by the students. Government now pays these technical teachers/instructors and services both their recurrent and development budgets (Gray & Herr, 1995).

The quality of education and training depends a great deal on the ability of institutions to adjust the content of training to meet changing skill needs. This is especially important in training for strategic occupations that are rapidly changing under the impact of new technology. A multi-disciplinary approach is necessary which involves professional groups and representatives of industry and general educators as well as the teachers/instructors of technical/vocational education (Rwendeire, 1993).

2.3.3.2 Teaching and Learning Resources

Another important responsibility of institutional management is the provision of good learning environments and effective teaching. According to Sifuna and Karugu (1988), vocational training is designed to teach the practical knowledge and skills. Proficiency in home economics, agriculture, woodwork, metal work, business, commerce, electricity and other vocational subjects is developed through practical work in workshops using the necessary basic tools and machinery. In 1951, Dr. Harlow, the Assistant Technical Education Adviser to the Colonial Office in London advised the Colonial Office in London that to develop technical/vocational education in Uganda, workshops were needed. So in 1952 technical and vocational education workshops were set up in every junior secondary school depending on the availability of teachers capable of teaching some carpentry (Ssekamwa, 1999)." This policy was implemented and it worked very well for sometime until other factors failed it, especially the negative attitude and the lack of trained teachers/instructors for practical skills. By 1989 most of the technical/vocational education institutions in Uganda did not have modern workshops and tools.

The Education Policy Review Commission Report (1989) found out that one of the reasons why few students enrolled in vocational/technical education was partly because the few available institutions were not well facilitated in terms of workshops and tools. The report recommended that, government should urgently renovate workshops and repair equipment of technical/vocational institutions. In a study done by Kunguvu (2000), to assess the quality of available facilities in secondary schools that were teaching technical/vocational education, it was found that facilities like workshops and basic tools and equipment were lacking. The teachers/instructors he interviewed said that this had led to loss of interest in vocational and technical education. In a recent comment by the chief of Uganda National Examinations Board, Mathew Bukenya, lack of facilities in schools that teach technical and science subjects, was the major cause of failure at 'O' level, (Businge, 2009). This may discourage prospective students from joining these institutions, because of fear of failure.

According to Ferreira (2001), Students' performance in technical/vocational education is enhanced by field trips, practical learning and career counselling, which help students see the relevance of technology in the broader context of work and life (Kahle, 1996). Institutions through their management are responsible for setting up the above conditions. However,

available research indicates that the majority of technical/vocational education institutions in Africa are ill equipped with facilities and lack well trained teachers. This has continually discouraged prospective students who would otherwise want to join technical education in Uganda (ITEA, 1997).

According to Egau (1999), teachers/instructors are an important resource in the teaching of vocational education. The problem of teacher/instructor supply and quality remains a big one. Most teachers/instructors are still untrained, and yet as Hammond (1999) correctly notes, "teachers' knowledge and skills influence students/trainees' achievement". If the teachers/instructors are poor deliverers of their content, then they are likely to produce poor graduates with low motivation and confidence to work.

2.3.4 The Influence of Government policy on choice and Enrolment

The popularity of technical/vocational education very much depends on how supportive, government education policies have been towards it. The Government White Paper on Education(1992) adopted the following major recommendations on technical/vocational education: Integration of technical with business education; restructuring of technical/vocational education to cater for vocationalization from primary to post secondary levels of education, re-equipping of technical/vocational education institutions with tools, equipment, scholastic materials and the training of technical teachers/instructors. To-date, many of these recommendations have been implemented Kilemi (2002), identifies major areas of government support. He argues that all the vocational subjects with the exception of the business studies courses need workshop facilities for teaching practical aspects of the curriculum. In almost all cases, the cost of setting these workshops up and equipping them is higher than that of similar facilities for the sciences. Institutions are not able to do it on their own. The government needs to come in with financial support and other policies to facilitate these institutions.

In addition, the government may need to introduce admission policies that support technical/vocational education. In the past, the government had admission policies to support girls' education, such as the 1.5 additional points for girls joining public universities (affirmative action) and the science based sponsorship policy (Athmani, 2009). This policy could be extended as well to technical/vocational education.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the research design, the study area, target groups, sampling procedure and the sample size. The chapter also discusses the research instruments, piloting procedure, reliability and validity, data collection techniques and data analysis methods. Ethical and logistical considerations are also discussed in this chapter.

3.2 Research Design

This study was a cross –sample sectional, descriptive -survey. A research design is a structure used to show how the sample, data collection and analysis methods are connected to address the central research questions (Trochim, 2006). A cross- sectional design was used because the researcher wanted to collect information from a variety of respondents. A variety of information was needed to effectively address the research problem. The study was descriptive in the sense that the researcher aimed at gathering information that would indicate the state of affairs with regard to students' choice and enrolment into vocational education. Information was collect from a large proportion of each category of respondents which made a survey design methodology relevant. Data was collected and analyzed using both qualitative and quantitative methods. Individual interviews were used to collect qualitative data on the nature of the factors influencing choice and enrolment in vocational education. Interview data was supplemented by observations that were made using the observation guide. These findings were analysed qualitatively. The closed- ended questionnaires on the other hand were used to collect quantitative data which was analyzed quantitatively.

3.3 Population

The sample study population included; Trainees, Instructors and Administrators of vocational institutions in Kampala and Mpigi districts. The population also included A- level Science and Arts students and parents. The population included a cross section of respondents so as to provide detailed information that would make the findings more generalisable (Mugenda & Mugenda, 1999).

3.4 Sample and Sampling Techniques

A number of sampling techniques were used to select the final sample. In order to have a representative sample, Multi-sampling was used. This sampling strategy enabled the researcher to select a more representative sample in a cost effective way. Since there was no general sample frame, this sampling strategy was more suitable (Trochim, 2006). Cluster sampling was used to select the schools while, stratified and quota sampling was used to select the specific respondents. Random sampling was finally used to select the individual students and trainees. Administrators/parents and instructors were selected purposively.

3.4.1 Sampling Trainees and Students

Students, and trainees categories completed the questionnaire. They were sampled using stratified sampling. A total of 80 A- level Science and Arts students were selected from four secondary schools known to offer science and technical subjects. Twenty (20) were selected from each school. The schools were: Lubiri Senior Secondary School and Kyambogo College School from Kampala District and St. Balikuddembe Secondary School and Gombe Secondary School in Mpigi District. Secondary school students were used as a base line for interpreting data from trainees. Also a total of 80 trainees were selected from four vocational institutions. The institutions were: Nakawa Vocational Training Institute and Mengo Technical Institute from Kampala district. Kabasanda Technical Institute and St. Joseph Polytechnic Mitala Maria from Mpigi District. Twenty (20) trainees were selected from each institution.

3.4.2 Sampling Administrators, Instructors and Parents

Administrators and Instructors of vocational institutions and parents categories of respondents acted as Key informants. Key informants are those individuals who have broad knowledge about the research problem and hold important information that is relevant to the objectives of the study (Opdenakker (2006); Mugenda and Mugenda, 1999). In the case of Administrators, the Heads of the sampled institutions and their deputies were interviewed. Ten instructors from each institution completed the questionnaire. These included mainly Heads of Departments and their assistants. A total of 22 parents also participated in the study. Parents were included as key informants because literature had indicated that they play a big role in influencing their children's choice and enrolment into vocational education. While 24 had been targeted, 3 parents from each school and institution, 22 gave usable

responses. The study targeted parents on the Board of Governors (BOGs) and Parents/Teachers Association (PTA) Committees of the participating institutions and school. Below is a summary of the category of respondents who finally participated in the study.

Table 3.1: Summary of Respondents who Participated in the Study

Category	Targeted	f	%	Data
Trainees	80	75*	32	Quantitative
Students	80	78*	34	Quantitative
Instructors/Technical Teachers	40	34*	14.7	Quantitative
Administrators	08	5	02	Qualitative
Parents	24	22	10	Qualitative
Total	**232**	**214**	**92.7**	

N.B: In the stared (*) categories, f was less than the target because some of the questionnaires were not fully completed and so were not included in the sample.

As indicated in the table above a grand total of 214 respondents participated in the study. Students made the largest proportion of 34%, followed by trainees who made 32%, then by instructors (14.7%). Parents made 10% of the total sample and administrators made 2%. Demographic information of respondents that was relevant the study was collected and is presented in the table below.

Table 3.2 Gender of Respondents

Students			Trainees		Instructors		Administrators		Parents	
Gender	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**
Male	**48**	**61.5**	**57**	**76.0**	**27**	**79.4**	**4**	**80**	**14**	**64**
Female	**30**	**38.5**	**18**	**24.0**	**7**	**20.6**	**1**	**20**	**8**	**36**
Total	**78**	**100.0**	**75**	**100.0**	**34**	**100.0**	**5**	**100.0**	**22**	**100.0**

As indicated in the table above, 61.5 % of the students were males and 38.5% were females. In case of trainees, 76% were males and 24% were females while for administrators, 80%

were male and 20% were female. With regard to parents, 64% were male and 36% were female. Generally, all gender were well represented, so the findings reflect the views of cross gender. As far as parents are concerned, their occupations varied from self employment to lecturers in higher institutions of learning. Most of the parents were highly educated with the highest level being a master's degree. A large proportion of parents had diplomas and degrees in technology related fields. Some had children already training in a technical institute. In addition, all the parents served on the school/institution board of governors and management committees and parents teachers Association committees. This implies that parents had acquired good knowledge on the research problem.

Table 3.3: Subject Combination of Students, Courses of Trainees and Instructors' Courses Taught.

Students	f	%	Trainees	f	%	Instructors	f	%
Science	56	71.8	Electrical	23	30.7	Electrical	8	23.5
Arts	22	28.2	Motor Vehicle	13	17.3	Motor Vehicle	4	11.8
Total	78	100.0	Plumbing	11	14.7	Plumbing	6	17.6
			Brick Laying and Concrete Practice	15	20.0	Brick Laying and Concrete Practice	6	17.6
			Welding and fabrication	5	6.7	Welding and Fabrication	2	5.9
			Carpentry and Joinery	8	10.7	Carpentry and Joinery	4	11.8
			Total	75	100.0	workshop Practice	2	5.9
						Machining and Fitting	2	5.9
						Total	34	100.0

As indicated in the table above, the majority of students (71. 8%) were studying sciences and 28. 2 % were for arts. With regard to trainees, 30.7% were studying electrical, 20% BCP, 17.3 % were doing motor vehicle, 14.7 % were doing plumbing, 10.7 %, carpentry and

joinery and 6.7% welding and fabrication. As far as instructors are concerned, the majority (23.5%) were training Electrical. Those training plumbing were 17.6% which was the same percentage for building instructors. Respondents from motor vehicle and carpentry shared the same percentage at 11.8% each. The rest i.e. welding, machining and electronics each shared 5.9%. Therefore, views from the major categories of stake holders: students, trainees and instructors were collected and presented. We can thus reliably conclude that the findings are truly representative of stake holder views.

3.5 Research Instruments

Information was collected using self-administered questionnaires and interview guides.

3.5.1 Self-administered Questionnaires

Questionnaires were used to obtain information from the students. Questionnaires were used to obtain respondents' information of the determinants of students' choice and enrolment in vocational education. The questionnaires had structured and open-ended items. Structured questions allowed collection of specific data while open-ended statements gave respondents opportunity to freely express themselves. Use of questionnaires also allowed the respondents some time to reflect on answers to avoid hasty responses (Mugenda and Mugenda, 1990).

The questionnaires had two sections. Section A, measured demographic variables of students and trainees that could influence the validity of the findings while section B, measured the factors that influence choice and enrolment in vocational education. For each of the items in Section B respondents responded on a five point scale for which I implied strongly disagree and 5 implied strongly agree.

3.5.2 Interview Guides

Interview guides were used to collect in-depth information from institution administrators and parents. Interviews were used, because the study examined respondents' real opinions on the research problem. The interview questions were focused, on the major themes of the study (Kvale & Brinkmann, 2009). Interviews also gave an opportunity to the researcher to probe and obtain detailed information on the research question (Amin, 2005). In addition, interviews were also used to help the researcher to triangulate information that was collected by questionnaires and thus giving validity to the data collected. During the interviews,

respondents spoke while the researcher recorded the responses (Kvale & Brinkmann, 2009; Mugenda & Mugenda, 1999). The interviews were recorded to ensure that no information was missed.

3.5.3 Pilot Study

This involved pre-testing the instruments. Data was collected from 10 students, 10 trainees and 5 instructors. This data was used to test the psychometric properties of the questionnaire.

3.5.3.1 Pre-testing the instruments

A pilot study was conducted to pre-test the instruments. According to Amin (2005), a pilot sample is done in order to identify any ambiguities, misunderstanding or inadequacies. Pilot data was also used to test the psychometric properties of the instruments.

3.5.3.2 Validity of the questionnaires and Interview Guides

Validity refers to the extent to which an instrument measures what it claims to measure Arya et al (2002) or the content validity of an instrument (Davillis 2003). Respondents are less likely to complete and return questionnaires perceived to be inappropriate. Therefore, the instrument should have face validity, simple wording and clarity. Besides, the instrument should be easy to complete and the total time to complete it should be reasonable.

Before the pilot study, a panel of three experts on vocational education from the Faculty of Education, Kyambogo University evaluated the questionnaire for its content validity. Items they found ambiguous or the ones judged to be inappropriate were eliminated and some were adjusted (Amin, 2005). The average Content Validity Index (CVI) was measured using the formula below.

$$\text{Content validity index (CVI)} = \frac{\text{Number of items declared valid}}{\text{Total number of items}}$$

This should be greater than or equal to 0.7 in order for the instrument to be accepted as valid (Amin 2005).

In case of the interview guides, the experts rated their face and content validity on a scale of 1 to 10, for which one (1) represents items not relevant and ten (10) items very relevant. The average inter-rater validity was calculated.

Table 3.4: Showing Content Validity Index (CVI)

Expert	Parents'	Administrators
Expert 1	0.849	0.749
Expert 2	0.782	0.982
Expert 3	0.830	0.830
Average	0.820	0.853

As indicated in table 3.4 all the average CVI, for the parents and administrators' interview guides were above 0.70, indicating that the questions were relevant to the study variables. Expert 2 highly rated (0.982), the validity of the administrators' guide, indicating that it's had very relevant items. According to (Amin 2005) an interview guide is valid if its average inter-ratter validity is greater than 0.7. In this case all the guides were valid for the research purposes.

3.5.3 Reliability of the questionnaire

Pre-testing instruments was used to help in enhancing the reliability of the instruments. The Instruments were administered to 10 students, 10 trainees, 5 instructors. The data was entered in the computer and analyzed using the Statistical Package for Social Sciences (SPSS) which provides for a Cronbach alpha coefficient test of reliability. The results are presented in the table below.

Table 3.5: Reliability Test Findings

Variable	Alpha coefficient
Students questionnaire	0.8964
Trainees questionnaire	0.7183
Instructors questionnaire	0.9343

Table 3.5 indicates that all the alpha coefficients of the three questionnaires were above 0.7. In the case of the instructors' questionnaire, the alpha coefficient was very high (0.93)

implying that the instrument was very reliable. According to Amin (2005) a research instrument is reliable for research purposes if it has an alpha correlation coefficient of at least 0.5.

3.6 Procedure

Permission to conduct the study was sought from the respective schools/ institutions' heads. A letter of introduction from the Department of Educational Planning and Management, Faculty of Education, Kyambogo University was used to acquire permission from the schools/institutions. After getting this letter, the researcher went to the field. The researcher first pre- tested the instruments, and made the necessary changes.

Before selecting the final respondents, the researcher used the introduction letter to approach heads of institutions where respondents were drawn. The researcher explained the benefits of the study and how the study would be conducted. The researcher asked for permission to select respondents.

After permission was granted, the researcher met respondents at their convenient time. He explained the purpose and benefits of the study and requested them to willingly participate in the study. Respondents were requested to complete instruments or respond to interview questions in an honest and accurate way. Respondents were assured of the anonymity and confidentiality of data they gave. A data collection instruments' schedule was used to plan and implement data collection. The interviews were tape-recorded and in addition field notes recorded in a note book during data collection.

3.7 Data Analysis

Data analysis is the process of summarising, presenting, analysing and interpreting data to get information that can be used to answer research questions (Mugenda and Mugenda,1990, Kvale and Brinkmann,2009). Both quantitative and qualitative methods were used to analyse data.

3.7.1 Quantitative Data Analysis

Quantitative data in the form of Likert scale responses and students' enrolment in vocational education was analyzed using descriptive and inferential statistics. Trend analysis using

frequency polygons was done to analyze data on students' enrolments. Data from the questionnaires was analyzed using, descriptive statistics.

3.7.2 Qualitative Data Analysis

Qualitative data from the study was obtained using face- to -face in-depth interviews. This data was analyzed using cross- case data matrices because the data was collected from a cross section of respondents which included; Parents and administrators. Flow charts were also used to reduce, summarize and make connections between themes (Berg 1989).

3.8 Logistical and Ethical Considerations

The researcher operated within the available funds and other logistics that were within his reach. Ethical issues were observed with the seriousness they deserved. Specifically, informants were assured of the confidentiality of the information given to the researcher. The purpose of the data that was collected was explained to the respondents to allay any fears that might arise from the exercise. In addition, the respondents were given an environment that allowed them to respond willingly and voluntarily.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the findings of the study that explored stakeholders' perception on the determinants of students' choice and enrolment into technical/vocational institutions. The study specifically examined the current students' perception of vocational education and the stakeholders perception on the influence of parents/guardians, government policies and Institutional Management on students' choice and enrolment into vocational education. Data was analysed using descriptive statistics and cross -case qualitative methods.

4.2 Objective one: Students' Perception of Vocational Education

The first objective of the study was to find out students' perception of vocational education and its effect on their enrolment in technical/vocational institutions. Data was collected from students in secondary schools, trainees in vocational institutions, parents on Board of Governors (BOGs) and Parents Teachers Association (PTA) of the participating institution and schools and managers in vocational institutions. In order to establish the nature of students' perception on vocational education, quantitative scores on the perception were got as shown in the table below. High scores were above the median while low scores were below the median. Students and trainees were first asked whether they had chosen vocational education at 'O' Level.

Table 4.1: Whether students and trainees had chosen Vocational education on filing of forms at 'O' level

Students	f	%	Trainees	f	%
Yes	3	3.8	Yes	30	40.0
No	75	96.2	No	45	60.0
Total	78	100.0	Total	75	100.0

As indicated in table 4.3 above only 3.8% of the students had put a choice in a vocational institution at O- level and the majority 96.2% had not. In the case of trainees, the majority

(60%) had not put a choice in these institutions and only 40% had put their choice there. This is an indication that generally both students and trainees have a low perception of vocational education. The reasons (table 4.4) given for not choosing these institutions further point to a low perception towards vocational education. In the case of students, they said that they had wanted to join university (48.7%), did not like vocational education (14.1%) had been advised not to join by relatives and friends (9%) , had other career plans or feared vocational education (6.4%). In the case of trainees, they had other career plans (37.3%), thought that vocational education was for the academically weak (10.7%) and some did not know that vocational education existed (10.7%).

Table 4.2: Reason for not Choosing Vocational Education

Students	**f**	**%**	**Trainees**	**f**	**%**
I wanted to Join University	38	48.7	I had other career plans	28	37.3
I feared technical education	5	6.4	I thought voc.ed was for academically weak	8	10.7
I had Negative attitude	11	14.1	Voc institutes In Uganda are sub standard	1	1.3
Advised not to	7	9.0	I did not know about voc. ed	8	10.7
I had other career plans	7	9.0	Did not choose	45	60.0
Voc. inst in Uganda are below standard	1	1.3	Chose	30	40.0
No, tuition	1	1.3	**Total**	**75**	100.0
No response	2	2.6			
I thought I did not qualify	2	2.6			
Total	74	94.9			
Choose Voc. ed.	4	5.1			
Total	**78**	**100.0**			

In the table below the perception of students on vocational education is indicated.

Table 4:3: Students and Trainees Perception of Vocational Education

	Students						Trainees					
	High			Low			High			Low		
	No.	%	Mean	No.	%	Mean	No.	%	Mean	No.	%	mean
Urban	31	77.5	31.5	9	22.5	29.3	31	77.5	32.1	7	17.5	31.1
Rural	4	10.0	31.1	35	82.5	28.7	27	67.5	31.9	12	30	29.1
Gov't	-	-		-	-		32	80	31.5	7	17.5	30.3
Private	-	-		-	-		25	62.5	31.7	12	30	31.0

Findings in Table 4.3 indicate remarkable differences in the perception of secondary school students and trainees in institutions of vocational education. Comparing their perception between urban and rural vocational, 77.5 % (mean = 31.5) of students in urban schools reported high perception while 82.5 % (Mean = 28.7) of rural students indicated low perception. Similarly many trainees from urban institutions (77.5%, mean = 32.1) demonstrated high perception and a good number of trainees (67.5%, mean = 31.9) from rural institutions also posted high perception. A comparison of perception of trainees from government and private institutions also revealed remarkable difference. Trainees from government institutions revealed higher perception (80.0%, mean = 32.1) than those from rural institutions (62.5%, mean = 31.9). A survey among institutions in vocational training also produced some interesting differences in perception (table 4.6)

Table 4.4: Instructors' Views on Trainees' Perception of Vocational Education

	Urban		Rural	
	F	%	F	%
Perception for academically weak	**12**	**60**	**7**	**46.7**
Leads to quick employment	**4**	**20**	**6**	**40.0**
Laborious and dirty	**-**	**-**	**1**	**67**
Cheaper than University Education	**2**	**10**	**-**	**13.3**

Table 4.4 reveals that the majority of instructors in urban institutions believe that students perceive vocational education as being for the academically weak students (66.7%) and very few believed that vocational education is cheaper than university education (11.1). No instructor perceived that students feel that vocational education is laborious and dirty. Among

rural instructors almost equal number feel that students perceive vocational education as for the academically weak students (43.7%) and vocational training leads to quick employment (37.5%). 62.5% of managers of these institutions also feel that students perceive vocational education as being for the academically weak students. In the table below, the perception of parents and administrators is shown.

Table 4.5: Parents and Administrators' Responses on Perception

Responses	Parents		Administrators	
	f	%	f	%
For academically weak	15	50	3	33.3
A dirty blue collar job	5	16.7	2	22.2
Has limited career options/progression	6	20	2	22.2
For the lowly graded and poor (disadvantaged)	4	13.3	2	22.2
Total	30	100	9	100

According to the table 4.5 above, parents also said that students view vocational institutions as for the academically weak (50%), career with limited options(20%) a career that is dirty and for those who are practical oriented(16.7%) for the poor and lowly(13.3%). The administrators said that students feel that vocational education is for the academically weak (33.3%), for the lowly and the poor (22.2%), has limited career options (22.2%) and is dirty (22.2%).

The perceptions held by different stakeholders about students feeling of vocation education are quite low. This perception could probably impact on other responses towards vocational training. Parents indicated that the perception has led to students preferring university white collar training and just a few joining vocational education willingly .The administrators indicated that the negative perception of students results from the O-level curriculum being white collar oriented, so students do not have enough exposure to practical –skills based education, poor academic guidance in schools and a general poor attitude towards vocational education in the country.

4.3 Objective Two: The Effect of Student's Perception on Their Enrolment into Vocational Institutions

The second objective of the study was to establish the effect of students' perception on their enrolment in technical and vocational institutions. Administrators were asked to indicate the current enrolment of trainees in their institutions. The findings are indicated as below.

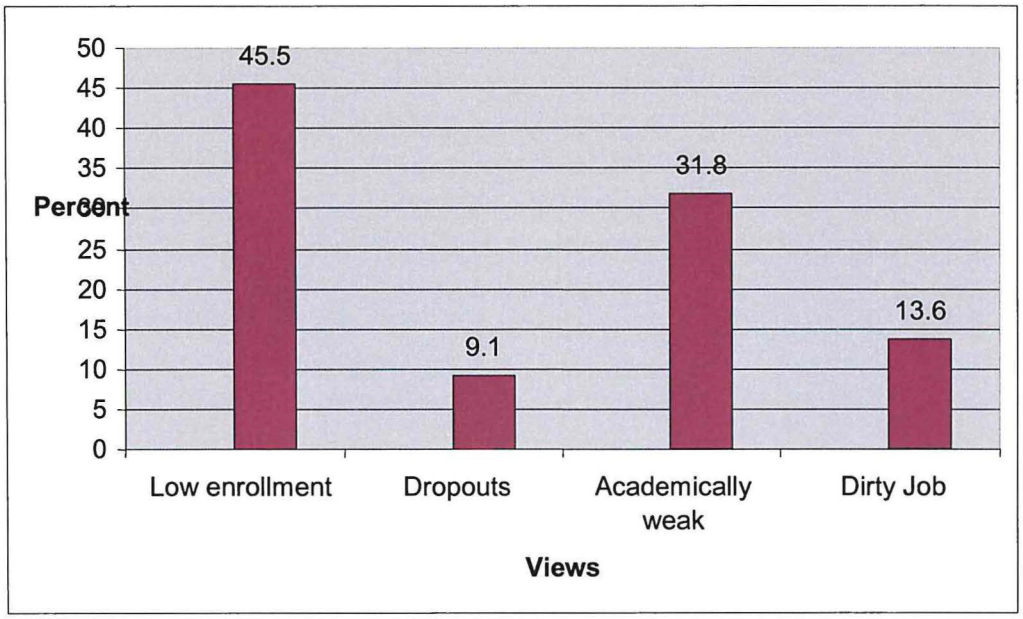
Table 4.6: Trainees current (2010) enrolment in the selected institutions

		Enrolment					
Institution	**Location**	**Year 1**		**Year 2**		**Total**	**Capacity**
		M	**F**	**M**	**F**		
Nakawa	**Urban**	**80**	**22**	**140**	**60**	**302**	**420**
Mengo	**Urban**	**72**	**20**	**120**	**18**	**230**	**320**
Kabasanda	**Rural**	**61**	**15**	**94**	**10**	**180**	**258**
Mitala Maria	**Rural**	**56**	**8**	**61**	**7**	**132**	**200**

As indicated in table 4.6 above, the current trainees' enrolment in the four institutions is quite low. Students' enrolment in year one is lower than that in year two in all institutions. Nakawa has 102 students in year one compared to 200 in year two. Mengo has 92 in year one compared to 138 in year two. Kabasanda has 76 in year one compared to 104 in year two while Mitala Maria has 64 in year one compared to 68. This implies that in all the four institutions, there is a down trend in enrolment. Enrolment in urban institutions is more than that in rural institutions. All institutes are operating below capacity. Nakawa by 98, Mengo by 90, Kabasanda by 78 and Mitala-Maria by 68. Operation below capacity is a further indication of low enrolments that are caused mainly by a poor perception of students towards vocational education.

In the figures and tables below, parents and instructors views on the effect of students' perception on their choice and enrolment into vocational education is presented.

Chart 1: Parents Views on how Students' Perception Affects Choice and Enrolment



Findings summarized in chart 1 above give a fair picture of what parents think about how students' perception affects their choice and enrolment in vocational education. Their feelings are not highly skewed. About 45.5% of the parents feel that students' perception affects their choice and enrolment by totally rejecting these institutions hence low enrolment. 31.8% of parents, think that students' low perception of vocational education leads to mainly those are academically weak without other option to join. 13.6% of the parents were of the view that students' perception affects their enrolment by getting trainees with low interest. The smallest proportion of parents (9.1%) feels that the students would dropout of the institutions. This view suggests that once the students have enrolled, they would not think of dropping out.

The instructors' views were also examined with respect to their location (urban or rural institutions). Their views are summarized in Table 4:7.

Table 4.7: Instructors' Views about Effects of Students' Perception on Choice and Enrolment;

	Urban		Rural	
	N=18	%	N=16	%
Few students join vocational education	-		4	31.2
Those who join do so as last resort	15	83.3	6	50
Institutions have under utilised facilities	-		-	-
Not chosen as preference in university	3	10.7	3	18.8

From Table 4.7 it can be concluded that most of the instructors from urban areas (83.3%) feel that students who join their institutions do it as the last resort. This means that most students initially do not want to enrol for vocational education. Therefore, most students tend to prefer university education path and when they fail then the alternative is vocational education. The same pattern is reflected among instructors from rural areas with about 59% of them citing the same effect. All these views suggests that those students who enrol do it with low interest, feel inferior that it is for failures and probably do not have clear understanding of what vocational education is all about. Finally the managers' views were also generated. Because they were few, it was not practical to categorise them as urban or rural. At least 50% of the managers thought that the effect of students perception is mainly that students were advised to go else where and not to vocational institution. This view could be attributed to parents, peers and the consistent stereo type. This finding would suggest the need for active sensitization of the community about the importance of vocational education.

4.4 Objective Three: Parents' /Guardians' influence on Students' Choice and Enrolment into Vocational Education

The third objective of the study was to establish parents /guardians influence of students' choice and enrolment into vocational education. Questionnaires were administered to students and trainees and interviews were conducted with parents, and managers to elicit their views. The findings are indicated in the tables below. The students and trainees were asked to

mention if any body ever advised them to join vocational education. This was done to discover the frequency at which parents are mentioned.

Table 4.8: Sources of Motivation for Students and Trainees to join Vocational Education

Students	f	%	Trainees	f	%
Parent/Guardian	7	9.0	Parent/Guardian	41	54.6
Teacher	16	20.5	Teacher	8	10.7
Friend	6	7.7	Friend	3	4.0
Others	12	15.4	Uncle	2	2.7
No response	17	21.8	Sibling	6	8.0
None	18	23.1	No response	1	1.3
Role models	2	2.6	None	14	18.7
Total	78	100.0	Total	75	100.0

As indicated in table 4.8 above, the majority of students had not been motivated by any body to join vocational education while 20% had been motivated by teachers (20%) and 15.4% had been motivated by other people like siblings and relatives, but not parents. With regard to trainees, the majority had been motivated by parents or guardians (54.6%) while others had not been motivate by any body (18.7%). Since parents do not feature significantly in motivating students while they do in motivating trainees, this implies that parents prefer their children to pursue other careers, but in case they fail, then they encourage them to join vocational education as a last resort. This indicates that parents have a low influence in motivating students to join vocational education.

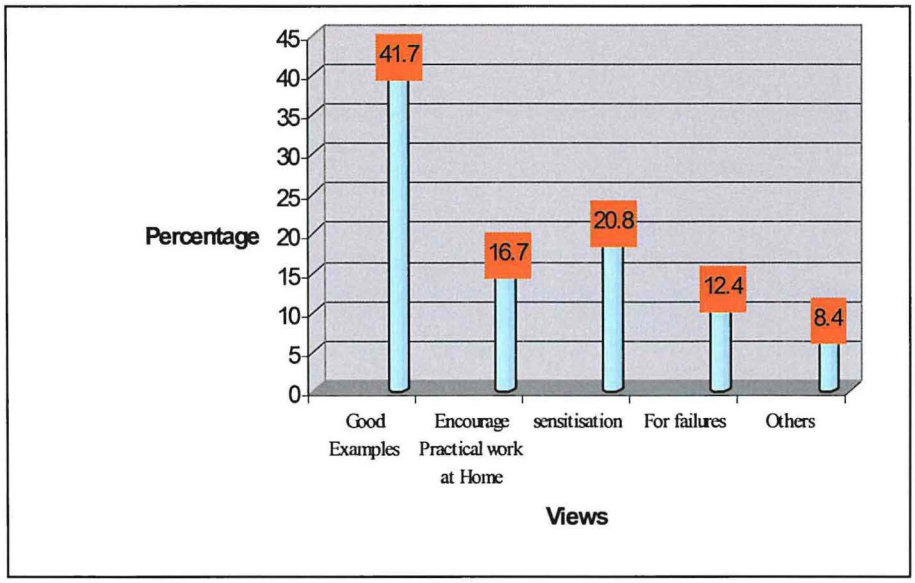
Questionnaires were administered to students and trainees to get their views on this issue. The findings are presented in table 4.9 below.

Table 4.9: Students' and Trainees' Views on Parental Influence:

	Students						Trainees					
	High			Low			High			Low		
	f	%	Mean	f	%	Mean	f	%	Mean	f	%	Mean
Urban	8	20	26.2	28	70	24.4	17	42.5	33.1	19	47.5	32.1
Rural	8	20	25.6	28	70	23.8	18	45.0	31.6	20	50.0	29.6.3
Gov't	-			-			18	45.0	31.9	20	50.0	30.1
Private	-			-			17	42.5	32.6	20	50.0	28.9

Table 4.9, presents students' and trainees' views about parental influence on their choice and enrolment. The table gives clear differences among secondary school students. The majority of them (70%, mean = 24.4) from both urban and rural do not believe that parents do influence their choices and enrolment into vocational education. This finding clearly demonstrates that the students feel that they make the choice by themselves either because they do not have clear understanding of vocational training or because they hold negative attitude towards it. Among the trainees, there is also no clear difference in their views between urban and rural as well as between government and private institutions. More of them also tend to believe that parents do not influence their choice and enrolment. More students (70%, mean = 23.8) than trainees (50% mean = 30.1) do not believe that parents influence their choice and enrolment. Parents responses about their role were examined as reflected in below.

Chart 2: Parents' Views about their Influence on Students' Choice and Enrolment



The findings above show that 41.7% of parents believe that they influence students through good examples such as successful people who have gone through vocational training. A small proportion of 20.8% recognize their role through sensitization about the values and importance of vocational training. The smallest proportion of 8.4% of parents feel that they influence through other techniques such as telling them about the need to pursue university education that it is cheap and they can afford, and the need to be strong in science subjects. Parents could influence their children by, giving them information and guidance on practical skills training, being role models in practical skills and having siblings employed in vocational careers. In the case of trainees, parents influence them by information and guidance on practical skills training, being role models in practical skills Views of instructors and managers were also examined but found not to be significant.

4.5 Objective Four: The Effect of Management of Vocational Education Institutions in Uganda on Students' Choice and Enrolment in Vocational Education

The fourth objective of the study was to explore the effect of management of vocational education institutions in Uganda on students' choice and enrolment in vocational education. To do this, data was collected from students, trainees, parents and managers. The findings are summarized in Table 4.10 and chart 3.

Table 4.10: Students and Trainees Responses about how Management Affects Choice and Enrolment into Vocational Education

	Students						Trainees					
	High			Low			High			Low		
	f.	%	Mean	f.	%	Mean	f	%	Mean	f	%	mean
Urban	21	52.5	12.4	12	33.0	11.1	33	82.5	13.4	5	12.5	11.8
Rural	18	45.0	11.9	22	55.0		31	77.5	12.7	8	20.0	12.0
Gov't	-			-			34	55.00	13.1	5	12.5	11.8
Private	-			-			30	75.00	12.8	6	15.0	12.1

Students and trainees perception about managers influence are summarized in table 4.14. The findings demonstrate that generally students and trainees have the feeling that managers do influence students' choice and enrolment. Urban students tended to be more positive about it (52.5%, mean = 12.4) than rural students who tended not to believe so (55.5% mean = 13.1) more than those who believed. On the other hand, trainees tended to believe so more than students. The majority of trainees of all categories do believe/perceive management influence students' choice and enrolment.

The analysis of parents views are also presented in the chart below;

Chart 3: Parents' Views about Management's Influence on Choice and Enrolment

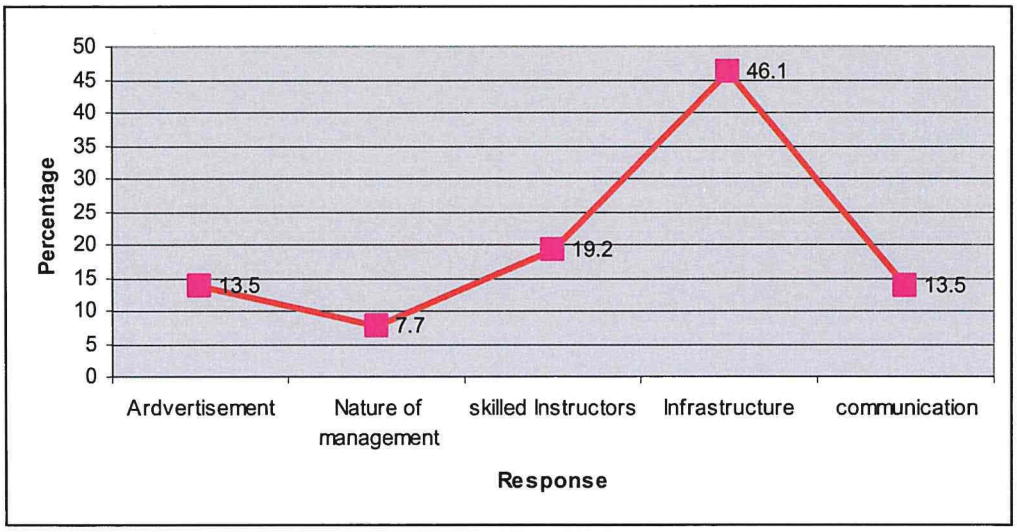


Chart 3 shows that the majority of parents (46.1 %) feel that managers' role in students' choice and enrolment is by providing infrastructure and equipment at the institute and to make learning environment attractive and conducive. other felt that management has to recruit skilled instructors (19.2%), do advertisements and attract students (13.5%) Observations were made on the quality of teaching and learning resources in the four institutions.

As shown in table 4.11 below, observations were made on the quality of teaching and learning resource. In this research quality of resources was taken be the same adequacy of the resources. Resources were adequate when the institution or its department had the necessary and sufficient number. The findings in the table below indicated that the majority of the institutions have insufficient facilities and equipment and a poor learning environment.

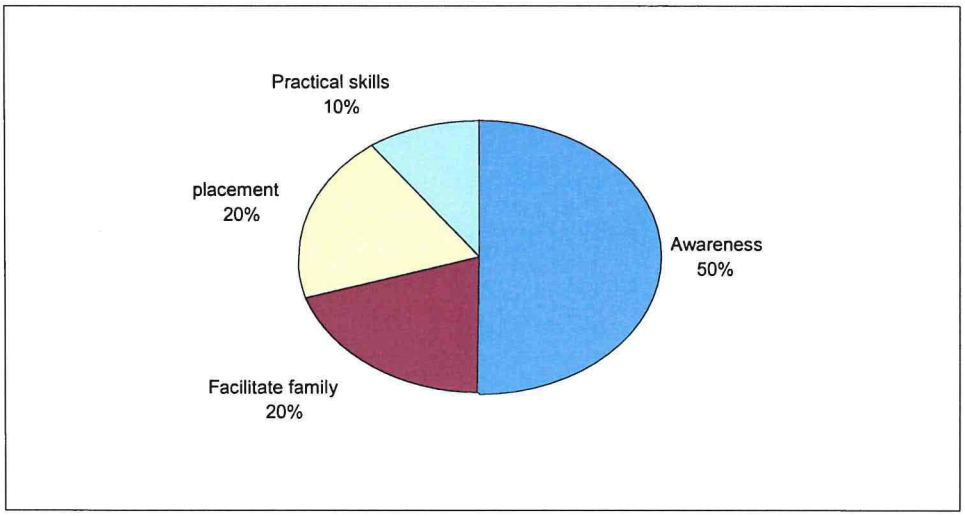
Table 4.11: Showing Quality of Teaching and Learning Resources

Institution	location	Workshops	Instructors	Qualifications	Equipment
Nakawa	Urban	Sufficient(8)	Sufficient	Sufficient	Sufficient
Mengo	Urban	Insufficient(8)	Insufficient	Insufficient	Insufficient
Kabasanda	Rural	Sufficient(8)	Insufficient	Insufficient	Insufficient
Mitala Maria	Rural	Insufficient(3)	Insufficient	Insufficient	Insufficient

As indicated in the table above, only one (Nakawa) institution had sufficient workshops, instructors who are qualified and learning equipment. This was probably due to external funding by JIICA. The two (Mengo and Kabasanda) had sufficient workshops, but were not well equipped. One institution (Mitala Maria had no sufficient workshops (only 3), instructors (majority were part-timers) and they did not have the necessary qualifications. Generally 3 out of 4 institutions had insufficient learning and teaching resource. This implies that generally institution had inadequate teaching and learning resource, indicating poor quality.

In the chart below managers views on their influence on student choice and enrolment into vocational education are indicated.

Chart 4: Managers' Views about Management's Influence on Students' Choice and Enrolment into Vocational Education



As indicated in the chart above, managers influence students' choice and enrolment into vocational education by providing awareness on the value of vocational education(50%), facilitating the family (20%), finding good jobs (replacement) for excelling students (20%) and providing practical marketable skills (10%).

4.6 Objective Five: The Influence of Government Policies on Students' Choice and Enrolment into Vocational Education

The fifth and last objective of the study was to find out the influence of government policies on students' choice and enrolment into vocational education. Data was generated from students, trainees, parents and institution staffs (instructors and managers). Findings are summarized in tables and the chart below.

Table 4.12: Students and Trainees' Perception about Government Policies

	Students						**Trainees**					
	High			**Low**			**High**			**Low**		
	f	**%**	**Mean**	**f.**	**%**	**Mean**	**f**	**%**	**Mean**	**f**	**%**	**Mean**
Urban	**14**	**35.0**	**13.4**	**21**	**52.5**	**12.4**	**12**	**30**	**10.2**	**17**	**42.5**	**18.6**
Rural	**14**	**35.0**	**13.0**	**19**	**47.5**	**12.1**	**15**	**37.5**	**12.4**	**18**	**45.0**	**12.7**
Gov,t	**-**	**-**		**-**	**-**		**13**	**32.5**	**11.0**	**17**	**42.5**	**13.5**
Private	**-**	**-**		**-**	**-**		**14**	**35.0**	**12.3**	**19**	**47.5**	**12.5**

The results on students and trainees' perception about influence of government policies in Table 4.18 indicate rather weak perceptions. Generally, students have indicated low level of perception indicating that they do not clearly see the influence of government policies. More urban students have demonstrated low perception (52.5%) than rural students (47.5%). Similarly, more trainees have demonstrated low perceptions about the policies. In contrast, more students from rural institutions (45.0%) have low perception than those from urban institutions (42.5%). In the same way, more trainees from private institutions (47.5%) have low perception than those from Government. In regard to perception of parents' the findings were portrayed in Chart 5.

Chart 5: Parents' Perception about Government Policies' Effect on Students' and Trainees' Choice and Enrolment into Vocational Education.

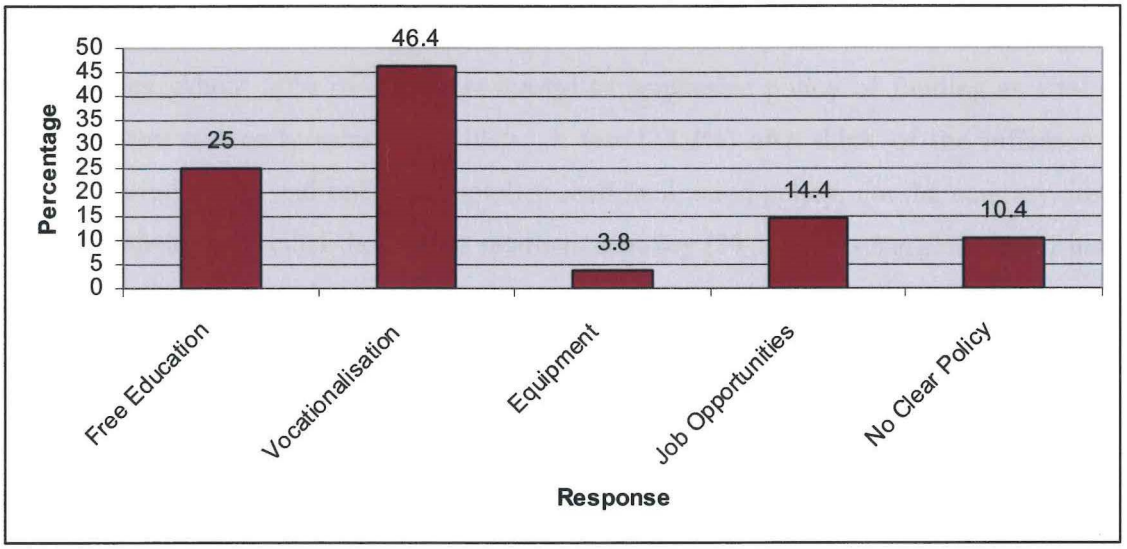


Chart 5 shows that the majority of parents (46.4%) believe that the policies of promotion of vocationalisation of education greatly influence students enrolment. Policies include reward of science profession, encouraging science and vocational subjects and vocationalising the education system: A small number of parents (25%) believe that the free education policy has had influence, too. This implies that some students have joined these institutions because of free education. Very significant numbers of parents considered the availability of equipments and job opportunities as important.

About 10.7% believe that there is no clear government policy to influence students' choice and enrolment. When the parents were probed about the specific policies, indeed to increase

trainees / enrolment in these institutions, most of them (70 %) cited the need for free training and loan policy. Other policies they cited include the need for setting minimum wages, more vocational institutions and compulsory vocational training. Managers and instructors were also asked about these policies and their responses are summarized in Table 4.20.

Table 4.13: Managers' and Instructors' Responses on the Influence of Government Policies on Students Choice and Enrolment in Vocational Education

Responses	Managers		Instructors	
	f	%	f	%
Free Education	2	33.3	3	20
Improved Funding	3	50.0	-	47-.5
Motivation / Facilitation	1	16.6	12	80

Table 4.13 above shows that managers and instructors tend to believe in majorly three policies. About 50% of managers tended to emphasize policy of funding as vital such as adequate and early release of funds. A few (33.3%) also think of the influence of free education policy and only one member cited facilitation policy. On the contrary, instructors overwhelmingly cited the role of facilitation policy (80 %). This suggests that if instructors are well motivated, they can attract students probably because they would perform well to the satisfaction of students.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study is on stakeholders' perception about determinats of students' choice and enrolment into vocational institutions. The study was conducted in Kampala and Mpigi Districts. Students in secondary schools, trainees in vocational institutions, their principals/ headmasters and deputies and instructors and parents provided data. The findings demonstrated differences in perception among different groups. This chapter presents discussions, conclusion and propose some recommendations.

5.2: Discussion:

5.2.1 Objective one: Students' Perception of Vocational Education

The first objective was to determine students' perception about vocational education in Uganda. The findings indicate remarkable differences in their perception. The findings indicate that the students in urban have high perception about vocational education while those in rural have low perception. This finding agrees with Egau (1991) who stated that those who are living in well-to-do areas do not see vocational education negatively.

The trainees in rural areas have generally low impression of vocational education. This finding confirms what Egau (1991) stated that the majority of Ugandans still have stereo typed image about vocational education. The majority of instructors indicated that students perceive vocational education as being for the academically weak ones. This finding is in agreement with many others who found that the general public looks at vocational education as being a last resort.

5.2.2. Objective Two: The Effect of Students' Perception on Their Enrolment into Vocational Institutions

Objective two was about how students' perception influences choice and evolvement in vocational education. The findings indicate that students' perception is negative, since they view vocational education as a career for the academically weak. Few students and trainees placed their choices in vocational institutions. This has contributed to low enrolments in vocational education. All the four selected vocational institutions had low enrolments and were operating below capacity. The average deficit was as high as 60 students. This is because many students do not know the value of vocational education (Gray, & Herr, 1995). According to Easterling (2006), this negative attitude of students, influenced by social-cultural values has negatively affected the development of vocational education and has led to low enrolments.

5.2.3 Objective Three: Parents' /Guardians' Influence on Students' Choice and Enrolment into Vocational Education

The third objective attempted to establish how parents' perception influences students' choice and enrolment. It was found that generally parents have low perception. The parents in Uganda mainly want their children to go for academic careers in the university because they still regard vocational education as careers for the academically weak and the poor who can not pay for university education. Therefore, they prefer their children to pursue other careers, but in case they fail, then they encourage them to join vocational education as a last resort. This finding agrees with Gray and Herr (1995) who reported that vocational education largely depends on the parent styles where parents motivate or demotivate their children to choose different careers. So students who have been socialized to feel that they do not have a major intellectual role to play may not enrol in vocational education. Parents have also indicated that they over influence students enrolment through good examples and sensitization. This finding is in total agreement with Barker and Leary (1995) and Gilbert and Colvert (2003) who suggested that the experience students have are with other people they lived with or admired that impacted on their acceptance of vocational and technical courses. Some parents believe that their influence is also through encouragement for practical work at home.

This finding is in line with Baker and Leary (1995) whose study observed that those who had enrolled in vocational education revealed that those with positive attitudes to their

experiences such as doing sciences at home, reading about technologies or watching technology related television shows.

5.2.4 Objective Four: The Effect of Management of Vocational Education Institutions in Uganda on Students' Choice and Enrolment into Vocational Education

Objective four explored, how management influence on students choice and enrolment. The findings do indicate that generally managers do influence through infrastructures, advertisement, placements for jobs and skilled instructors. This finding supports Gross et al (1971) who found that one of the major factors that influence success of technical and vocational education is management support at institutional and national level. The study also confirms Fullay and Stigelbauor (1991) who are of the view that management of technical and vocational education plays a big role in promoting technical education. They can do this by organizing promotion programmes, equipping institutions with attractive learning facilities that can motivate students to join these institutions and maintaining good students' affair. The finding also confirms Compell et al (2002) who observed that certain educational environment may help increase students participation and achievement in technical subjects and causes such as teaching methods that promote an equitable learning. However, Instructors and parents admitted that vocational institutions are very inactive have not publicised what they do. Many students do not know the courses offered and admission requirements. Most of the institutions are poorly equipped and offer substandard training (Rwendeire, 1993). The Instructors in these institutions are not practicing their professions, are not known by the public and communities as technicians. Therefore, it is the responsibility of vocational institutions to set up learning environment that attract students to join them.

The findings revealed that the majority of the institutions are poorly equipped, do not have modern equipment and so are not able to train efficient technicians. These findings agree with Kunguvu (2000) who said that most vocational institutions in Uganda are not well equipped with modern training materials and so attract few students. This has led to a negative attitude of students and their parents towards vocational education in Uganda. Some students have branded vocational education in Uganda as sub-standard and parents would prefer to take their children interested in vocational education to institutions outs side Uganda, because they are more equipment, provide more practical training and encourage creativity (Kahle, 1996).

5.2.5 Objective Five: The Influence of Government Policies on Students' Choice and Enrolment into Vocational Education

The last objective was about stakeholders' perception of government policies on how they influence choice and students' enrolment into vocational education. The findings generally indicate that the perception is low indicating that most respondents are not happy with government policies. The respondents emphasized the importance of such policies like vocationalisation, free education, etc. Respondents also want the government to equip vocational institutions with modern resources and facilities, provide scholarships for trainees, provide good employment polices for technicians and make admission requirements conducive to every potential student for enrolment in vocational education to increase. Respondents were bitter that the government has failed to implement a vocational curriculum at all levels of education, right from nursery and gives both financial and policy support to vocational institutions. This finding does not differ from what Athmani (2009) who reported that government may need to introduce admission policies that support technical education. A few new vocational institutions have been put in place. The existing ones are not being fully supported. There is no policy for encouraging enrolment into vocational education like scholarships, ready employment, or capital grants for technicians. This has led to a slow growth of vocational education and low student enrolments (Kilemi, 2002).

5.3 Conclusions

This study on stakeholders' perception of determinants of students' choice and enrolment into vocational education yielded important views from different respondents. The study revealed that students' choice and enrolment into vocational education is significantly influenced by their attitudes towards vocational careers, their parents' perception of the careers, the quality of vocational institutions' management and the level of government's policies' support for vocational education.

The study has specifically shown that in Uganda, a substantial number of parents view vocational education as careers for the poor and the academically weak and therefore discourage their children from pursuing these careers. Most parents only allow their children to enrol into vocational education, as a last resort. Due to their parents' influence, most students also have a negative perception of vocational education and prefer academic careers

through university training. This has subsequently led to low enrolment of students into vocational careers.

The study has also revealed that the management and infrastructure of vocational institutions play a significant role in students' choice and enrolment into vocational education. Vocational educational institutions with poor management and infrastructure are less attractive to prospective students. The Ministry of Education and Sports current policies for encouraging students' enrolment into vocational education are rather weak. Affirmative-action in form of warding privileges to facilitate students who choose and enrol into vocational education are needed to enable attraction of students into these institutions.

The following specific conclusions on the findings were made:

Students in urban secondary schools and Trainees in Vocational Institutions and other stakeholders held positive perception about vocational education while those from rural are not quite positive. There is however general perception that vocational education is for those who are academically weak and it is pursued as an alternative or last resort.

Perception held by various people be it students, parents or any other stake holders pointed to likelihood of influencing students' choice and enrolment into vocational education.

Students and trainees do not significantly feel that parents influence students' choice and enrolment. However, parents feel that good examples, sensitization, and encouraging children can increase their choice and enrolment into vocational education.

Students in urban institution think that encouragement can influence their choice and enrolment but trainees are fully positive about managers' role.

Views towards increase in enrolment stress the importance of advertisement, sensitization, skilled quality instructors and good learning environment as very paramount. Most people see government policies as not influencing students due to lack of their proper/effective implementation.

5.4 Recommendations

In view of the above, the researcher made the following recommendations;

1. Attitude towards Technical and Vocational Education

The negative perception of stake holders can be improved by government starting massive educative campaigns on the value of vocational education. These campaigns can be done through radio programme and posters in the major local languages. They should specifically target parents and their secondary school children. School counsellors/carrier masters in secondary schools should be encouraged to provide appropriate guidance that shows the value of vocational education

The government should implement vocational education right from nursery schools to university and start sponsoring students in secondary schools who choose to take vocational subjects at secondary schools and tertiary institutions. The sponsorship can be in form of providing free scholastic materials and tuition.

The remuneration for technicians across the county should be reviewed by Government, to make it more attractive. This attractive pay will make vocational education more popular among students and their parents, who are the main influencers of their career aspirations.

2. Institution Management and Resources

The MOES should secure donor funds, initiate fundraising drives, and encourage parents, and NGOs to donate both funds and equipment to enable vocational education institutions improve their learning environment and increase the standards for technical and vocational education.

Secondary school teachers and trainers should also be given special training by the Ministry of Education and Sports for making and improvising simple technical/vocational education tools and equipment using locally available materials, especially scrap. This initiative may improve the adequacy of learning resources in the institutions. This will subsequently lead to attraction of more students for enrolment.

The MOES through the department of BTVET should also organise regular basic workshops preferably at every end of term holidays to improve vocational teachers' skills and knowledge in teaching.

Modern and current reference books and students' text books should also be purchased and stocked in libraries by the management of the various institutions..

In-service training of instructors/teachers and regular advice through magazines, news bulletins by school inspectors should be strengthened by MOES to enhance their ability to introduce new knowledge and to improvise in the absence of inadequate learning/training facilities.

Managers of Technical/vocational institutions at all levels, through in service training should be provided with appropriate management skills to enable them provide professional leadership to the staff and put in place programmes that would market and make their institutions attractive to students and the public.

3. Policies

The Ministry of Education and Sports should institute a special task force to explore why these practical vocational education policies are not being implemented. There is need to study why technical/vocational education is still placed in none priority position by both schools and the government, despite its role in modernising the economy and reducing on unemployment.

To improve the academic standards of vocational institutions and to make them more attractive, the curricular for technical/vocational education and training at all levels should continuously be reviewed by the Ministry of Education and Sports through BTVET in conjunction with the National Curriculum Development Centre and other stakeholders so as to always march with the market and public demand and subjects like English, maths etc which provide a stronger foundation for students profession development should be integrated and made examinable.

A special policy to attract more teachers/instructors into vocational education should be implemented by MOES. This policy should include providing a special allowance for technical teachers/instructors and a salary bonus for teachers/instructors of vocational skills/subjects.

A fully equipped National Instructor Training College with facilities, tools, workshops, and equipment should be established by the Ministry of Education and Sports to specifically train instructors for vocational skills, courses and subjects.

5.5 Area for Further Research

The researcher recommends that further research be carried out on the challenges the Uganda government is facing in implementing some of the very good policies it has drafted on the teaching of technical and vocational education in Uganda.

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APPENDIX 1

KYAMBOGO UNIVERSITY

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TEL: +256-0414-285037/285001, www. Kyambogo.ac.ug
FACULTY OF EDUCATION
DEPARTMENT OF EDUCAITONAL PLANNING AND MANAGEMENT

Our Ref:

Your Ref:

Date: 1st November 2010

TO WHOM IT MAY CONCERN

This is to certify that **Mr. Kiwanuka Makumbi B. Christopher** is a student in our department. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic entitled:

Determinants of Students' Choice and Enrolment into Vocational Education in Uganda: Case Study of Kampala and Mpigi Districts.

Any assistance accorded to him is highly welcome. He is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you

Okongo Wilberforce
HEAD OF DEPARTMENT

APPENDIX 2

INSTRUMENT I: STUDENTS' QUESTIONNAIRE

KYAMBOGO UNIVERSITY

Dear respondent,

I am carrying out a research study on "what influences students to choose and join technical and vocational education". This information is important in that it will assist with designing effective government programs aimed at improving vocational education. Your responses will also be used for academic purposes in improving the technical and vocational education in Uganda's education system.

Please complete the following questionnaire. Since you need not provide your name, there will be no way in which your answers can be identified. There is no right or wrong answer to any of the questions. An answer is "right" if it describes what you know or feel about what is being asked. So please be honest and do not choose an answer because it "seems the right thing to say". Just answer truthfully and independently, and do not answer what others believe or what your peers say you must believe.

I thank you sincerely for your time and willingness to participate in this research.

Section I: Demographic Data of respondents

1). Name of school .....

2). Are you a Male or Female? (Please tick)

(1) Male (2) Female

3). Tick (✓) your class

Class: 1. S. 5 2. S. 6

4). Write your Subject combination

.....

5). Did you put any choice in vocational or technical institutions such as (Kisubi Technical Institute, Lugogo Vocational Training Institute etc) for further education after your 'O' Level?

Yes No (Please tick)

6). If you did not put your choice give reasons why

.....

.....

7). Were you admitted

Yes No (Tick)

8). If you were admitted give reasons why you did not join

.....

.....

9). Mention the relationship of some one who has ever motivated you to join vocational education (e.g. Parent, teacher

.....

.....

Section II:

Instructions

Please circle the number on the scale that best indicates your opinion on the issues below.

5 = Strongly Agree (SA), 4 = Agree (A), 3 = Not Sure (NS), 2 = Disagree (D),

1 = Strongly Disagree (SD)

Perception	SA	A	NS	D	SD
Vocational education is for academically weak students	5	4	3	2	1
I can not put my choice in a vocational institution	5	4	3	2	1
I can only join a vocation institution as a last resort	5	4	3	2	1
Vocational training leads to quick employment	5	4	3	2	1
Vocational training is very dirty	5	4	3	2	1
Uganda needs vocational education to develop	5	4	3	2	1
Vocational education is cheaper than university education	5	4	3	2	1
Vocational education is more beneficial since it develops employable skills	5	4	3	2	1
Vocational education provides limited opportunities for personal development	5	4	3	2	1
Vocational education provides limited opportunity for upgrading.	5	4	3	2	1
Parental Influence					
My parents encourage me to do vocational subjects	5	4	3	2	1
My parents have exposed me to practical skills training	5	4	3	2	1
At home I read books on technical things	5	4	3	2	1
My parents give me opportunity to do home repairs	5	4	3	2	1
My parents have taught me the value of vocational education	5	4	3	2	1
My parents took me for a visit to vocational Institute	5	4	3	2	1
At home I watch technology related films	5	4	3	2	1
My parents are good role models with regard to using practical skills	5	4	3	2	1
I have a number of siblings employed in vocational careers	5	4	3	2	1

Institution management					
People from vocational institutions regularly visit our school to sensitize us on vocational skills training.	5	4	3	2	1
I have been invited to visit a vocational institution a number of times	5	4	3	2	1
I like the learning environment In vocational schools	5	4	3	2	1
Vocational schools have good workshops and machines	5	4	3	2	1
Vocational institution in our area invites us to open days so that we can get acquainted with them.	5	4	3	2	1
Vocational institutes normally give us brochure describing their programmes	5	4	3	2	1
I will join vocational education because the have good work shops	5	4	3	2	1
I will join vocational institutes because they have modern learning tools	5	4	3	2	1
I will join vocational institutes because they have good teaching methods	5	4	3	2	1
I will join vocational institutes because they have professional teachers	5	4	3	2	1
Vocational training institution students' welfare is good	5	4	3	2	1
Government policy					
I will join vocational institution because The government supports it	5	4	3	2	1
I will join vocational education because of government sponsorship	5	4	3	2	1
I like vocational education because the government encourages them	5	4	3	2	1
The government has made joining vocational institutes easy	5	4	3	2	1

Thank you so much for your co-operation. God bless you.

APPENDIX 3

INSTRUMENT II: TRAINEES' QUESTIONNAIRE

KYAMBOGO UNIVERSITY

Dear respondent,

I am carrying out a research study on "what influences students to choose and enrol in technical and vocational education". This information is important in that it will assist with designing effective government programs aimed at improving vocational education. Your responses will also be used for academic purposes in improving the technical and vocational education in Uganda's education system.

Please complete the following questionnaire. Since you need not provide your name, there will be no way in which your answers will be identified. There is no right or wrong answer to any of the questions. An answer is "right" if it describes what you know or feel about what is being asked. So please be honest and do not choose an answer because it **"seems to be the right thing to say". Just answer truthfully, objectively and independently, and do not answer what others believe or what your peers say you must believe.**

I thank you sincerely for your time and willingness to participate in this research.

Section I: Demographic Data of respondents

1). Name of school .....

2). Are you a Male or Female? (Please tick)

(a) Male (b) Female

3). Write your course (e.g. electrical, Motor Vehicle) .....

4). Did you put any choice in vocational or technical institutions such as Kisubi Technical institute, Nakawa Vocational training institute etc. for further training at the end of 'O' Level?

(a) Yes (b) No (Please tick)

5). If yes, what motivated you to do so?

.....

.....

6). If you did not put your choice give reasons why

.....

.....

7). Mention the relationship a person (if any) who motivated you to join vocational education (e.g. Parent, teacher)

.....

.....

8). Do you have a relative or friend who was trained through vocational/technical education?

(a) Yes (b) No (Tick)

9. If Yes write the kind of relationship you have with that person e.g. father, mother, uncle, friend etc.

.....

.....

Section II:

Instructions

Please circle the number on the scale that best indicates your opinion on the issues below.

5 = Strongly Agree (SA), 4 = Agree (A), 3 = Not Sure (NS), 2 = Disagree (D),

1 = Strongly Disagree (SD)

Perception	**SA**	**A**	**NS**	**D**	**SD**
Vocational education is for academically weak students	5	4	3	2	1
I can not put my choice in a vocational institution	5	4	3	2	1
I joined a vocation institution as a last resort	5	4	3	2	1
Vocational training leads to quick employment	5	4	3	2	1
Vocational training is very dirty	5	4	3	2	1
Uganda needs vocational education to develop	5	4	3	2	1
Vocational education is cheaper than university education	5	4	3	2	1
Vocational education is more beneficial since it develops employable skills	5	4	3	2	1
Vocational education is very tiresome	5	4	3	2	1
Vocational education involves boring scientific theories	5	4	3	2	1
Parental Influence					
My parents encouraged me to do vocational subjects	5	4	3	2	1
My parents have exposed me to practical skills training	5	4	3	2	1
At home I read books on technical things	5	4	3	2	1
My parents gave me opportunity to do home repairs	5	4	3	2	1
My parents taught me the value of vocational education	5	4	3	2	1
I visited a vocational institute with my parents before joining this one	5	4	3	2	1
At home I watch technology related films	5	4	3	2	1
My parents are good role models with regard to using practical skills	5	4	3	2	1
I have a number of siblings employed in vocational careers	5	4	3	2	1
Institution management					
I joined a vocational institution because personnel from these	5	4	3	2	1

institutions influenced me when they visited my former school					
I was invited to visit a vocational institution by its management	5	4	3	2	1
I like the learning environment in my vocational institute	5	4	3	2	1
My Vocational institute has good workshops and machines	5	4	3	2	1
My tutors are professional and experienced	5	4	3	2	1
The management in my institution ensures efficient training	5	4	3	2	1
I joined a vocational institute because they have good work shops	5	4	3	2	1
I joined vocational institute because they have modern learning tools	5	4	3	2	1
I joined vocational institutes because they have good teaching methods	5	4	3	2	1
I joined the vocational institute because it has professional instructors.	5	4	3	2	1
Government policy					
I joined vocational institution because The government supports it	5	4	3	2	1
I joined vocational education because of government sponsorship	5	4	3	2	1
I like vocational education because the government encourages them	5	4	3	2	1
The government has made joining vocational institutes easy	5	4	3	2	1

Thank you so much for your co-operation. God bless you.

APPENDIX 4

INSTRUMENT III: QUESTIONNAIRE FOR VOCATIONAL EDUCATION INSTRUCTOR/TECHNICAL TEACHERS

KYAMBOGO UNIVERSITY

Dear respondent,

I am carrying out a research study on "what influences students to choose and join technical and vocational education". This information is important in that it will assist with designing effective government programs aimed at improving vocational education. Your responses will also be used for academic purposes in improving the technical and vocational education in Uganda's education system.

Please complete the following questionnaire. Since you need not provide your name, there will be no way in which your answers will be identified. There is no right or wrong answer to any of the questions. An answer is "right" if it describes what you know or feel about what is being asked. So please be honest and do not choose an answer because it **"seems the right thing to say". Just answer truthfully objectively and independently, and do not answer what others believe or what your peers say you must believe.**

I thank you sincerely for your time and willingness to participate in this research.

Section I: Demographic Data of respondents

1. Write the name of your institution

   .....

2. Are you a Male or Female (Please tick)

(a) Male (b) Female

3. Write down the course that you teach

   .....

4. What is your title (e.g. instructor, senior instructor, technical teacher etc)

.....

5. Tick the number of years you have served as an Instructor/Technical teacher

(a) 1- 3 years (b). 4- 6 years (c). 7-9 years (d). 10 years and above

6. Write down your responsibility (e.g. head of department, assistant head, etc.)

.....

Section II: Determinants of student choice and enrolment into vocational education

In all the questions below, please tick <u>only one</u> most appropriate response.

1. How do students in Uganda perceive vocational education?

a) Vocational education is for academically weak students

b) Vocational training leads to quick employment

c) Vocational training is very dirty

d) Vocational education is cheaper than university education

Please write down any other relevant points not mentioned above

.....

.....

2. In what ways has the students' perception affected enrolment into vocational education?

   a) Few join these institutions

   b) Those who join do it as last resort

   c) These institutions have underutilised facilities

   d) Most students prefer university education

Please write down any other relevant points not mentioned above

.....

.....

3. How do parents in Uganda perceive vocational education?
   a) Vocational education is for academically weak students
   b) Vocational training leads to quick employment
   c) Vocational training is very dirty
   d) Vocational education is cheaper than university education

Please write down any other relevant points not mentioned above

.....

.....

4. How do parents /guardians influence students' choice and enrolment into vocational education?
   a) They can discourage a child from joining
   b) They can motivate a child to like vocational education
   c) Can provide career information on vocation education

Please write down any other relevant points not mentioned above

.....

.....

5. How does the management of vocational education institutions in Uganda affect students' choice and enrolment in vocational education?
   a) Good advertisement attracts students
   b) Good teaching attracts students
   c) Good student welfare attracts students
   d) Modern learning environments may attract students

Please write down any other relevant points not mentioned above

.....

.....

6. What are the specific things that management in your institution has done to increase trainees/student enrolment

   a) Intensive advertisements
   b) Visiting secondary schools to provide career information
   c) Lowering tuition fees
   d) Providing bursaries to excelling students
   e) Providing modern learning facilities and equipment

Please write down any other relevant points not mentioned above

.....

.....

7. In what ways do government policies influence students' choice and enrolment into vocational education?
   a) Poor facilitation of institutions leads to low enrolment
   b) Unclear admission requirements leads to low enrolment
   c) Lack of supportive admission policies leads to low enrolment.

Please write down any other relevant points not mentioned above

.....

.....

8. Mention the specific polices that are needed to facilitate increase in trainees/ student enrolment in vocational education.
   a) Institutes should have attractive admission policies
   b) Increasing government sponsorship for trainees
   c) Equipping institutions with modern training facilities
   d) Mass education about the value of vocational education
   e) Good remuneration of technicians/craftsmen

Please write down any other relevant points not mentioned above

.....

.....

9. What influence do institutional resources have on students' choice and enrolment into vocational education?
    a) Good instructors/teachers attract more students
    b) Modern facilities attract more students
    c) Modern equipments attracts more students
    d) Good students' welfare attracts more students.

Please write down any other relevant points not mentioned above

.....

.....

Thank you so much for your co-operation. God bless you.

APPENDIX 5

INSTRUMENT IV: INTERVIEW GUIDE FOR VOCATIONAL EDUCATION INSTITUTIONS' MANAGERS

KYAMBOGO UNIVERSITY

Research introduction and establishment of Rapport

1. For how long have you been a Principal / Deputy/ in a vocational institution?
   .....

2. What is your subject of specialisation in vocation education?
   .....

3. In your view what are the factors affecting students' choice of vocational education in Uganda?
   .....
   .....

4. How do students in Uganda perceive vocational education?
   .....
   .....

5. Why do you think they have the perception you have mentioned in 4 above?
   .....
   .....

6. In what ways has the students' perception affected enrolment into vocational education?

.....

.....

7. How do parents /guardians influence students' choice and enrolment into vocational education?

.....

.....

8. How do parents in Uganda perceive vocational education?

.....

.....

9. Why do you think they have the perception you have mentioned in 8 above?

.....

.....

10. How does the management of vocational education institutions in Uganda affect students' choice and enrolment in vocational education?

.....

.....

11. Mention the specific things that management in your institution has done to increase student enrolment

.....

.....

12. In what ways do government policies influence students' choice and enrolment into vocational education?

.....

.....

13. Mention the specific polices that are needed to increase student enrolment in vocational education

.....

.....

14. What is the influence of institutional resources on students' choice and enrolment into vocational education?

.....

.....

15. Give practical strategies for increasing the number of students opting for vocational education in Uganda

.....

.....

16. Thanking the respondents for his/her time and requesting for a tour of the training facilities. .....

APPENDIX 6

INSTRUMENT V: INTERVIEW GUIDE FOR PARENTS

KYAMBOGO UNIVERSITY

Research introduction and establishment of Rapport

(A) Personal information of parents

a) Gender.....

b) Occupation/profession.....

c) Highest level of education.....

d) Do you have/ or ever had any of your children training/trained in a technical /vocational Institute?

Yes/No.....

e) If yes what motivated you to take her/him there?

.....

.....

f) If no why?

.....

.....

(B) Student's Enrolment and Choice of Vocational Education

1. How do students in Uganda perceive vocational education?

.....

.....

2. In what ways has the students' perception affected enrolment into vocational education?

.....

.....

.....

3. How do you personally perceive vocational education?

.....

.....

.....

4. Can you allow your children to join vocational education? (yes/no)

.....

5. How have you influenced your children?

a) To choose to chose vocational education?

.....

.....

.....

b) Not to choose vocational education?

.....

.....

.....

6. How do parents /guardians influence students' choice and enrolment into vocational education?

.....

.....

7. How does the management of vocational education institutions in Uganda affect students' choice and enrolment in vocational education?

.....

.....

.....

8. Mention the specific things that parents/ Guardians can do to increase trainees/ student enrolment?

.....

.....

.....

9. In what ways do government policies influence students' choice and enrolment into vocational education?

.....

.....

.....

10. Mention the specific policies that are needed to increase trainees /student enrolment in vocational education

.....

.....

11. What influence do institution resources have on students' choice and enrolment into vocational education?

.....

.....

.....

Thanks for giving me these honest and accurate responses

APPENDIX 7

INSTRUMENT VI: OBSERVATION GUIDE ON QUALITY OF TEACHING AND LEARNING RESOURCES

KYAMBOGO UNIVERSITY

1. Institution .....

2. Number of workshops..... out of the recommended 8

3. Amount of machines, tools in the workshops.....

4, Number of instructors out of the recommended number per department.....

5. Qualifications of instructors:

Post graduate holders.....

Graduates.....

Diploma holders.....

Certificate holders.....