

**FACTORS AFFECTING VOCATIONAL EDUCATION IN
UGANDA: A CASE STUDY OF WAKISO DISTRICT.**

BY

**HERBERT SEKANDI DIP. EDUC. (ITEK) BA. EDUC. (HONS)
NKUMBA UNIVERSITY**

**DISSERTATION SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE AWARD OF THE
DEGREE OF MASTER OF EDUCATIONAL MANAGEMENT
AND PLANNING OF NKUMBA UNIVERSITY.**

FEBRUARY 2006


DECLARATION

I Herbert Sekandi, declare that this is my own original work and has not been presented to any other University for award of degree.

Signed 


HERBERT SEKANDI.

SUPERVISOR:

Signed: 

PROF. J.C. SSEKAMWA.

SUPERVISOR:

Signed: 

ASSOCIATE PROF. T. M. MAZINGA KALYANKOLO.

ACKNOWLEDGEMENT

This dissertation could not have been successfully written without the utmost guidance, assistance and encouragement of various personalities, some of whose names the researcher cannot hesitate to mention in this report.

First and foremost, the researcher is greatly thankful to his principal supervisor, Professor Dr. J.C.Ssekamwa for his technical guidance and kind approach.

The researcher also extends his gratitude to his second supervisor, Associate Professor T. M. Mazinga Kalyankolo for his professional assistance during the study.

The researcher is equally grateful to Associate Professor, P.N. Balyejusa for having taught him research methods.

The researcher cannot forget his course coordinator, Dr. Andrew P. Yiga for his wonderful coordination and arrangement of this course.

The researcher is thankful to his dear wife, Justine and children, for having endured his absence during the period of his study.

The researcher is greatly indebted to his friend Mr.Panta Babinaga for his moral and material support, which enabled him to complete the study.

The researcher would also wish to thank his fellow colleagues, with whom he has been pursuing this course whose discussion, criticism and moral support, kept him going and determined to complete writing this dissertation.

Last but not least, the researcher thanks his sister Mrs. Alex. N. Kibirige for typing and printing this dissertation

CONTENTS

CHAPTER ONE: INTRODUCTION.

	<i>Page</i>
Background.....	1
Statement of the problem.....	8
Purpose of the study.....	8
Objectives of the study.....	8
Research Questions.....	9
Scope of the study.....	9
Significance of the study.....	10

CHAPTER TWO: LITERATURE REVIEW.

Level of achievement in PLE, at which students are selected for vocational secondary schools.....	12
Qualification of teachers in vocational secondary schools.....	16
Attitude of the majority stakeholders towards vocational education.....	18
The nature of career guidance in primary schools, focusing on vocational education.....	21

CHAPTER THREE: METHODOLOGY.

Introduction.....	24
Research design.....	24
Population and subjects.....	24
Instruments.....	25
Research procedure.....	26
Validity and Reliability of the instruments.....	28

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS.

Introduction.....	30
Level of achievement in PLE, at which students are selected for vocational secondary schools.....	31

Qualification of teachers in vocational secondary schools.....	33
Attitude of the majority stakeholders towards vocational education.....	35
The nature of career guidance in primary schools, focusing on vocational education.....	36

CHAPTER FIVE:

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Discussion	39
Conclusions.....	42
Recommendations.....	44

REFERENCES	46
-------------------------	----

APPENDICES

Appendix (i) Teachers' questionnaire.....	48
Appendix (ii) Head teachers' questionnaire	53
Appendix (iii) Vocational students' questionnaire.....	63
Appendix (iv) PLE Candidates' questionnaire.....	67
Appendix (v) Parents' Interview Guide.....	69

List of tables.

Table 1: Selection of students for vocational secondary schools after PLE at 3rd grade (page 31)

Table 2: Selection of students for vocational secondary schools after PLE at 4th grade. (Page 32)

Table 3: Qualification of teachers in vocational secondary schools in Wakiso District. (Page 33)

Table 4: Attitude of the majority stakeholders towards vocational education in Wakiso District. (Page 35)

Table 5: Ability of students in terms of vocational subjects. (Page 37)

Table 6: Interest of students in terms of vocational education after PLE. (Page 38)

List of figures.

- Uganda Population and Housing Census by the Uganda Bureau of Statistics, Entebbe (2002).(page 9)
- Statistics by the Ministry of Education and Sports, Planning Unit (18.08.2004) (page 39)

ABSTRACT.

The researcher set out to establish the factors affecting vocational education in Wakiso District. He felt that he would do this because the Ministry of Education and Sports is emphasizing vocational education today and he wanted to see whether the ground is levelled in terms of implementing the policy in Wakiso District.

The researcher used the cross-section survey design because this would facilitate his reaching the stakeholders easily.

Having used it, he found out the following about vocational education in Wakiso District:

1. Selection of students for vocational secondary school after Primary Leaving Examination (PLE) took in students who had scored relatively low grades.
2. Teachers teaching in vocational secondary schools were not properly trained to impart this kind of education.
3. The attitude of the majority stakeholders towards vocational education was viewed as education for failures. Job opportunities for graduates of vocational education are not as easy as those, which are available for people who go through academic education.
4. Career guidance is not properly given to pupils in primary schools, focusing on vocational education.
5. The expensive nature of conducting vocational education tends to frighten the school managers whereas in terms of academics you need simple and easily available items to use.

In view of the above situation, vocational education in Wakiso District is not progressive at all. It would only be viable if the educational management in the country removed the above obstacles.

Finally, the researcher recommended that the Ministry of Education and Sports has got to pay attention to the above named problems, if it is to succeed in implementing the policy of vocational education in this country. Selection and admission system should change and the public should be sensitised that this education is not for low achievers and therefore the government should consider funding it adequately.

CHAPTER ONE

INTRODUCTION

Background:

Vocational education is the training for specific occupation in agriculture, trade or industry, through a combination of theoretical teaching and practical experience provided by many high schools in their commercial and technical divisions and by special institutions of collegiate standing. Here, the researcher referred to the following subjects: agriculture, woodwork, metalwork, technical drawing, art and crafts and home economic within the normal secondary school set up.

Since its introduction in Uganda in 1898, the formal school education administration was in the hands of Christian missionaries. They were responsible for making the curriculum, supervision and inspection of all the educational programmes.

In 1923 the British government passed a policy by which all the British Colonial administrations in the British colonies, should direct social activities in those colonies. Consequently the Colonial Office in London engaged the services of the Phelps Stokes Commission to come from the USA and advise locally the British officials as to how they should involve themselves in the activities of directing educational developments in each colony. Phelps Stokes Commission Report (1925)

Consequently towards the end of 1924, the Phelps Stokes Commission arrived in Uganda and stayed until January 1925. Indeed the commission found out that the missionaries were directing the education system. It appreciated the efforts of the missionaries but it advised the British colonial administration in Uganda to start directing the educational administration in the country without supplanting the missionary activities. It also found out that the missionary education had been too literary and it had neglected the vocational aspect of education. Phelps Stokes Commission Report (1925).

On its departure, the British colonial administration in Uganda set up a Department of Education on Makerere hill, which was charged with the direction of education policies in the country, Ssekamwa (1991).

The Department of Education was further charged with the responsibility of promoting and developing vocational education within the education system.

Consequently the curriculum was revised to include vocational subjects and a uniformed system of supervision and inspection was also established. Agriculture was emphasized in the primary schools theoretically in the classrooms and practically on school gardens. Besides again in primary schools a subject called handwork was established in the curriculum to give practical simple technical skills to the pupils in

the making of such items like simple carpentry articles, ropes, baskets, carpets and garments.

In order to boost the exercise of promoting vocational education, Central Schools were established to work along side the academic Middle Schools, the example of which was Mengo Central School. These kinds of schools were very popular for carpentry, joinery, brick making, brick laying, farming, mechanics and shoe making.

Unfortunately however, the efforts for encouraging vocational education in the education system were ruined by the following factors:

- a) The selection of students for vocational secondary schools was at fault. Students who scored poor grades at the end of Primary Leaving Examination, were the ones who were being selected for vocational secondary schools, which gave the impression to society that vocational courses are meant for low achievers.
- b) There was no effort to train proper teachers for vocational education and teachers who were selected to teach courses in the vocational institutions were amateurs who could not fire the imaginations of students as to the usefulness of the vocational courses, which they were studying.
- c) Job opportunities for people who went through vocational education were not as attractive as for those people who went through academic courses.

All this created an unfavorable attitude among parents and students towards vocational education in the country.

Getting white-collar employment in government and companies after graduation was the aspiration of both students and parents.

Vocational courses in secondary schools such as Kings College Budo, Namilyango College, Busoga College Mwiri and Nyakasura School taught commercial courses during the colonial days. But such commercial courses were not respected and again this negative attitude affected these courses. While however, at Independence time people who had followed vocational courses at secondary school level were highly treasured and they got very good jobs both in government services and in companies as in accountancy, arctecture and engineering.

In 1951 the Colonial Government commissioned the Binns Study Group to recommend educational development in both East and Central Africa, which would help to produce a critical mass of qualified human resources to take on duties after the departure of the British civil servants when the countries in this region would have become independent. The Binns Study Group Report (1952)

This Binns Study Group recommend the increase of schools at both primary and secondary school levels in order to produce the required qualified men and women. It also recommended the stepping up of the standards of education in the education system. It further recommended the establishment of comprehensive secondary schools that could cover both academic and vocational subjects, in order to destroy the attitude, which had unfortunately developed among the Ugandan society that vocational courses were for low achievers. Unfortunately however, the 1952 de Bunsen Education Committee did not adopt the recommendation on Comprehensive Secondary Schools.

The de Bunsen Education Committee advised that in order to improve vocational education the Education Department should set up Rural Trade Schools for woodwork, building and commerce, Farm Schools for agriculture and other forms of farming and Home Craft Centers for girls domestic activities like weaving, sewing, knitting and cookery. Moreover the selection system continued to direct students to these schools who have scored lowest marks after Primary Leaving Examination (PLE) giving the impression again that vocational education was for low achievers.

Similarly, no efforts were made to produce a particular category of teachers suitable for teaching in these vocational secondary schools. Consequently teachers teaching in

those vocational secondary schools were more of amateurs than qualified people suitable for teaching vocational subjects in those schools.

As 1962 approached the de Bunsen Education Committee, vocational secondary schools were enrolling fewer and fewer students in those vocational secondary schools.

Consequently in 1963 the Castle Education Commission stopped these schools and turned them into academic schools with a question mark, "Shall we build the nation on the backs of people who have been branded to feel as failures." Castle Education Report (1963).

When the independent government by 1967 began to feel embarrassed by the school leavers' problem, it invited experts from UNESCO in Paris to experiment on a curriculum that would produce students with abilities to initiate their own employment using the skills acquired through that curriculum. That curriculum eventually came to be called the Namutamba Project because it had been experimented upon in Namutamba Primary Teachers College.

In 1977 the Namutamba Project Curriculum was proven viable and it was inaugurated that year to be implemented in Primary Schools and Primary Teachers Colleges (PTCs). But unfortunately that was at the time when Uganda was at war with

Tanzania and Obote guerrillas. So all the government efforts were directed at defending Amin's regime and no financial resources were released to implement that vocational curriculum. During the Obote two regime which took over after the fall of Amin in 1980, the Namutamba Vocational Project Curriculum was never taken up and it remained as a piece of history.

In 1987 the Government appointed the Educational Policy Review Commission hereafter known as the Senteza-Kajubi Education Commission to study the problems pertaining to the education system in Uganda and advise it accordingly. After a thorough study, the commission reported in 1989 that in order to achieve the Basic Education for National Development (BEND) practical subjects should be taught in the last four years of primary schools and there should be at O-Level comprehensive secondary schools, which should provide both academic and practical subjects, and vocational secondary schools, which should provide only practical subjects. The 1992 Government White Paper approved these recommendations. Thirteen years have now elapsed and these recommendations are being hectically planned to be implemented by the Ministry of Education and Sports. Education Policy Review Report (1989)

In the face of all the aforesaid efforts to promote and develop vocational education in Uganda particularly in Wakiso District in the past, which efforts did not succeed, one

wonders whether the ground is now levelled for a successful implementation of vocational education.

Statement of the problem

Historically efforts to implement vocational education in the Uganda system of education has been hindered by the selection of students for vocational secondary schools after PLE, by the qualification of teachers in vocational secondary schools, by the attitude of the majority stakeholders towards vocational education and the nature of career guidance in primary schools focusing on vocational education. There are hectic efforts now by the Ministry of Education and Sports to emphasize vocational education especially in secondary schools. It is therefore worthwhile to find out whether the above four factors are no longer affecting adversely the implementation of vocational education in secondary schools of Wakiso District.

Purpose of the Study

The study will establish factors affecting vocational education in Wakiso District.

Objectives

1. To establish the level of achievement in PLE, at which students are selected for vocational secondary schools.

2. To establish the qualification of teachers in vocational secondary schools.
3. To establish the attitude of the majority stakeholders towards vocational education.
4. To establish the nature of career guidance in primary schools, focusing on vocational education.

Research questions

1. At what level of achievement in PLE are students selected for vocational secondary schools?
2. What is the qualification of teachers in vocational secondary schools?
3. What is the attitude of the majority stakeholders towards vocational education?
4. What is the nature of career guidance in primary schools focusing on vocational education?

Scope:

Wakiso District is one of the districts found in central Uganda. According to Uganda Population and Housing Census by the Uganda Bureau of Statistics, Entebbe (2002). It covers an area of 2,814,898.45 Square Kilometers and it has

800 primary schools and 274 general secondary schools. Besides the 274 general secondary schools there are 9 vocational secondary schools and 2 comprehensive secondary schools.

This study will focus on the factors affecting vocational education in Wakiso District.

Significance of the study

The study shall be significant in the following manner:

Policy makers who wish to promote vocational education in secondary schools in the District may use the study in mapping out strategies bearing in mind the historical background of the problem they are solving.

School administrators and government officials may use the study to make appropriate decisions and policies in regard to problems facing vocational education.

Parents in Wakiso District and the general public may also benefit from the study especially in regard to the provision of vocational skills to young people in secondary and even in primary schools.

Planners and educational administrators may benefit from the study, when designing a system of education to promote national development. It could also help them to be

watchful against possible future mistakes in providing vocational education disciplines in primary and secondary schools.

Since our education system is a product of its history, this study may help historians in education to understand the findings, which they would use to equip the players in education with better means of controlling the system and redressing its consequences.

The study may help future educationists intending to research on pending vocational education aspects.

CHAPTER TWO

LITERATURE REVIEW.

Literature closely related to this research and of similar studies carried out elsewhere will be reviewed in order to provide the necessary background knowledge against which questions of this research can be established and based.

Level of achievement in PLE, at which students are selected for vocational secondary schools.

In India, the National Policy guides the selection of students for vocational schools after elementary education in the following words;

“... these elements are meant to develop a healthy attitude amongst students towards work and life to enhance individual employability to reduce the mis-match between the demand and supply of skilled man- power and to provide an alternative for those intending to pursue higher education without particular interest or purpose....” Kochnar (1984)

In the above quotation one sees efforts to create a healthy attitude towards vocational courses in society. We also see efforts to give practical skills to people, which they can use on their own even if other people do not employ them.

CHAPTER TWO

LITERATURE REVIEW.

Literature closely related to this research and of similar studies carried out elsewhere will be reviewed in order to provide the necessary background knowledge against which questions of this research can be established and based.

Level of achievement in PLE, at which students are selected for vocational secondary schools.

In India, the National Policy guides the selection of students for vocational schools after elementary education in the following words;

“... these elements are meant to develop a healthy attitude amongst students towards work and life to enhance individual employability to reduce the mis-match between the demand and supply of skilled man- power and to provide an alternative for those intending to pursue higher education without particular interest or purpose....” Kochnar (1984)

In the above quotation one sees efforts to create a healthy attitude towards vocational courses in society. We also see efforts to give practical skills to people, which they can use on their own even if other people do not employ them.

Thirdly, we see that vocational education can even lead to studies at higher levels. Therefore in India, selection of students for vocational education at higher level is not based on low achievement at a lower level.

Similarly, Japan has no bias in terms of selection of students for both academic and vocational education. Students are selected for both academic and vocational schools according to their interests and ability to pursue various courses. Japanese Six Reforms in Vocational Education (1986.)

Selection for vocational schools in Ghana, unlike in many other African states, was and still is done with reasonable justice. Students are selected according to their interests and ability, either for academic schools or for vocational institutions after their elementary education, without giving the impression that vocational education is for low achievers.

In Uganda before Primary Leaving Examination (PLE) is done, parents and teachers work together to decide which secondary schools their children would go to when the results are out.

Although co-curricular activities like music, dance and drama and sports are very important for both the child and the schools, which he/she is planning to join, they are

not seriously considered when choices are being made after PLE. The priority is given to the traditional academic schools like Budo, Gayaza, Kisubi, Namagunga, Namilyango, Nabisunsa, Kibuli and others of the kind. This shows that the attitude of parents does not favor vocational education and even teachers do not encourage parents to drop this negative attitude towards vocational education.

On a sad note, those students who might have scored very low grades at PLE, are thrown to the vocational secondary schools, where they expect them to do what they think are inferior courses like carpentry and joinery, brick laying and others of the same nature.

A case in point, after the PLE results have been published, head teachers are invited by the Ministry of Education and Sports to select students for secondary schools. These head teachers do not select students who selected their schools unless they scored first class grades at primary school level. Indeed, the policy is that students are taken to schools where they placed their first choices. But in actual practice this is not what is done. In the last analysis, the poor performers are sold to the 2nd and 3rd grade post primary schools, which are normally running vocational courses.

This kind of selection creates a negative attitude into the students and parents and in most cases a large number of students does not join the schools selected for them. Those who join the vocational secondary schools go to them feeling unhappy and the

rest of the society looks at them as failures. This gives an unfortunate impression that practical education is for students who are less capable and indeed nobody wants to associate with schools which are taking on less capable students.

This unfortunate approach in selection and admission of students, violets Recommendation 109 addition (iii) of the Government White Paper (1992) which reads: “ parity between the more general and academic oriented education, and technical/vocational education will also be ensured through structural changes, making the latter more attractive through standardization of admission to the two types of institutions. Admissions will be made equally competitive and done at the same time.” Government White Paper (1992).

The confidence of students joining vocational institutions is further eroded when those students in academic schools despise them. For example, it is traditionally known that students of St. Joseph’s Technical Institute, Kisubi suffer from the chagrin meted out to them by the students of St. Mary’s College, Kisubi. Ssekamwa (1991).

In conclusion, the researcher evaluates this selection and admission system as being unfortunate indeed. Looking at it realistically, it should be the vocational secondary schools which should require the students who pass with higher marks at the end of

their primary school cycle. This is so because vocational and technical courses demand initiative, creativity and imagination. While on the other hand, academic courses involve only cramming facts dished out from other people's books. For instance, technical skills make a person create new things such as chairs of different designs, shoes, desks, tables, doors, technical gadgets and machines of all descriptions and architectural designs of an endless nature. It is only people with sharp minds who can do this. But it is unfortunate that vocational subjects are supposed to be studied by less capable students. Yet in reference to India and Japan, care is taken to see that vocational education is of equal value to academic education. This encourages parents and students to have high esteem to vocational education and for the students to go to it without being biased against it.

Qualification of teachers in vocational secondary schools.

Teachers of vocational courses in India are duly trained and qualified enough. Due to their training, they teach quite effectively. Kochnar (1984).

In Japan like in India, teachers for vocational schools are properly trained and qualified to handle all levels of vocational education in different trades like technology, agriculture, commerce, merchant marine and fisheries.

Theoretical teaching in classroom is restricted to morning hours and the afternoon is devoted to practical application. Japanese Six Reforms in Vocational Education. (1986)

In Ghana, an effort was made to supply better vocational training and a lot of money was spent on agricultural extension services, in form of vocational education throughout the 1950s and 1960s at primary and secondary schools. "There were trained and qualified teachers to handle the learners, at all levels." Foster (1965).

The United Nations Educational Scientific and Cultural Organization (UNESCO) 1957 in full agreement with the Government of Ghana provided a lot of technical assistance towards the training of both vocational teachers and students. And Ghana unlike other African states had no problem with the qualification of teachers for vocational secondary schools. This is further confirmed by Curtain et.al. (1978), that unlike in many other African countries where authorities at least paid lip services to the ideas of vocational training for African pupils, Missionaries in Ghana taught more practical subjects and manual training.

Uganda however, unlike India, Japan and Ghana has not put in much effort in producing trained teachers to teach vocational courses in educational institutions.

At the moment there are only four community poly techniques for training teachers of vocational courses. The output of teachers from these poly techniques is very insignificant in view of the very large number of vocational secondary schools.

In the past Kyambogo Polytechnic College was training a few teachers to teach technical education. But these few were always being absorbed by technical institutes and hardly any went to vocational courses in secondary schools.

Attitude of the majority stakeholders towards vocational education.

In India, academic and vocational education are equally valued. India is globally known for its cottage industries and therefore vocational education is the gist of these industries, as far as employment is concerned. Since vocational education is a good source of employment for the people of India, the community has all the reasons to express its fullest support towards its promotion and development at all levels, right from primary school to doctoral level.

Japan like India, has no reason to debase vocational education as far as its background on industrialization is concerned. It is one of the leading industrialized countries in the world today and therefore cannot manage such a programme without people with practical expertise. The demand for people with some vocational and technical knowledge is so big that even at times the government fails to meet it.

Such a situation, which provides ready employment for people on graduation, manifests a positive attitude among the majority stakeholders. Japanese Six Reforms in Vocational Education. (1986).

In Ghana, despite all the efforts put in by the government towards promoting and development of vocational education, Foster (1965) concluded that students were found to prefer a continuation with academic work after senior four. This means that there is a big range of negative attitude among the majority stakeholders towards vocational education, and the reason is mainly due to lack of ready employment after graduation. In view of this Ghana scenario, absence of employment in Uganda may continue to produce a negative attitude towards vocational education, which means that the production of qualified teachers for vocational secondary schools may not be entirely responsible for changing pupils' attitude for this kind of education. The lesson exhibited by Ghana's case is that Uganda should endeavor to industrise if vocational education is to be valued by the Uganda society just as it is valued in the industrised Japan and India.

Here in Uganda traditionally the aspiration of both students and parents since the 1930s was to get white-collar employment in the government and companies. The Middle Schools, which were offering academic education, were the ones fulfilling the

aspiration for white-collar employment. So the majority of both the parents and students preferred to join Middle Schools, instead of the practical Central Schools. The mission of the Central Schools was to produce graduates who could initiate their own jobs, if no body gave them employment in the society. Initiating one's own employment would need some funds in form of capital, which was not easy to raise.

This created a negative attitude among the parents and students. Also teachers of vocational subjects were not happy, since their products (students) were not getting jobs on completion of their courses, as compared to those who were graduating from academic schools. In addition to this discomfort, teachers from vocational secondary schools were being despised by their colleagues from academic schools, whose products (students) were getting white-collar jobs immediately on graduation. Lugumba and Ssekamwa (1973).

This negative attitude amongst students, teachers and parents is still prevailing. Students from academic secondary schools despise those from vocational secondary schools, to the extent of calling them "woodpeckers." Teachers of general academic secondary schools show a lot of aggrandizement before their colleagues from vocational secondary schools, when they are in their professional societies as teachers. This kind of behavior is also common among parents of opposite schools. Parents of traditional academic schools like Budo, Kisubi and others, underrate their fellow parents, whose children go to vocational secondary schools. This chagrin creates a very bad impression to the parents of vocational secondary schools and discourages their children from joining such schools. They also discourage their sons and daughters from becoming teachers for vocational schools.

The nature of career guidance in primary schools, focusing on Vocational Education.

India has a well-organized programme responsible for career guidance in elementary schools, focusing on vocational education. This programme has done a lot to identify the talents of children during elementary education and prepares them accordingly for their post elementary education. Those students who show interest and ability for vocational courses are advised to join vocational schools and they go there feeling happily but not as failures, because we have already seen the society is prepared to respect vocational education just as they respect academic education. Mishra (1993).

Kochnar. (1984) asserted that; people differ in abilities, interests and personalities. No two people are exactly alike; each has a different characteristic pattern of traits and abilities. People are qualified by virtue of their characteristics for a number of occupations.

One of the important functions of education, is to guide the child while still in a school for a right vocational choice which would suit well the individual's abilities, aptitude, interests and personality qualities. Since every vocation needs certain background, preparation and aptitude, only those people having them can succeed. It is common knowledge that many young men drift into their occupations; many shift about aimlessly from one wrong choice to another; others are anxious and troubled by indecision. Many wear themselves out becoming frustrated and defeated by a struggle

for place guidance in an occupation for which they are unsuited. Therefore advising students towards vocational education is in response to this need.

In democracy, it would seem important to use the most efficient methods for finding and using leadership and for planting each student in the occupation in which he/she can render his/her best service. Students' choice of courses and their vocational plans are functionally inter-related. Educational guidance becomes fruitful only by keeping an eye on the vocational implications of subjects and the field of occupations they will lead to. Similarly, a plan of vocational guidance should be followed or accompanied by educational guidance. Both are parts of the total guidance process, by which an individual's potentialities are discovered and developed through his/her own efforts for his/her personal happiness and social usefulness.

Japan behaves like India. Career guidance, is a prerequisite to all study programmes. Students are assisted to know their talents before they can embark on higher study programmes. This helps the students to study the right courses whether academic or vocational without a bias. And the system is such that on graduation in terms of employment, students who have pursued vocational courses are at par with those who have undergone academic courses.

Ghana also has got a positive arrangement towards career guidance in elementary schools, focusing on vocational education. Nevertheless, the community that includes the parents and guardians harbors some negative ideas towards vocational education, which leads this kind of education to be less successful. Mc Williams (1957)

In the case of Uganda, although there is a person charged with career guidance in the Ministry of Education and Sports who runs a programme of career guidance for schools, one hardly sees the impact of this programme in schools especially in guiding students towards vocational education.

In conclusion, taking into account vocational education in India, Japan and Ghana, Uganda is out of step in terms of selection of students for vocational secondary schools, production of teachers for vocational secondary schools, fostering a positive attitude in society for vocational education and in career guidance for students in primary schools focusing on vocational education.

CHAPTER THREE

METHODOLOGY:

Introduction:

Research methods are specific ways a researcher uses to collect data, within the overall strategy of research. Methodology represents the research design, the area of the study and the sample selection. It also includes the data collection techniques, instruments and the analysis procedures.

Research Design

The researcher used the cross-sectional survey design to get information from various categories of people, who are the stakeholders like teachers, head teachers, students, parents, local leaders and the rest of the community. The researcher used this design because it is convenient for reaching a large sample of respondents in a short time.

Population and Subjects.

Subjects of the study were purposefully selected and they comprised the following categories:

1. 30 out of 180 accessible vocational students.
2. 30 out of 110 accessible PLE candidates.
3. 6 teachers of vocational subjects from 3 vocational secondary schools.

4. 3 Head teachers from 3 vocational secondary schools.
5. 12 parents of students studying in 3 vocational secondary schools.
6. One official from the department of education of Wakiso District.
7. The Secretary for Education at the District Local council headquarters, Wakiso.

Instruments

Observation

Since this technique characterizes all researches, the researcher used it to describe all data collected, by seeing, hearing, smelling or tasting. It helped the researcher to get direct information, avoid report bias from someone else, overcome language barriers.

Here, the researcher observed his subjects without them knowing that they were being observed (naturalistic observation) and he also involved them in the observation exercise (participant observation)

Interview guide.

The researcher employed this technique to collect data from his subjects, and it was by oral. Responses from the interviewees were recorded and analyzed for information. The questions were both semi-structured and unstructured.

Questionnaire

This technique was similar to the interview. The researcher used it on teachers and students because of their number being larger than the rest of other subjects. He personally delivered them to his subjects, duly instructed to fill them up, and collected them later for analysis and information.

Research Procedure

A letter of introduction from researcher's Dean.

Distribution of instruments to the subjects by personal delivery.

Collection of instruments from subjects.

Analyzing of data by the researcher.

Teachers' questionnaire.

The teachers' questionnaire had ten to fifteen structured, semi-structured and unstructured questions, aiming to achieve the following objectives of the study:

To establish the approach to selection of students after Primary Leaving Examination (PLE).

To establish the qualification of teachers in vocational schools.

To establish the attitude of the majority stakeholders towards vocational education.

To establish the nature of career guidance in primary schools focusing on vocational education.

Head teachers questionnaire.

The objective of the head teachers' questionnaire was fourfold, that is:

To enrich the researcher on matters of general interest concerning vocational subjects in secondary schools.

To add emphasis to the teachers' questionnaire.

To find out how and to what extent was vocational education funded in secondary schools.

And to find information about teachers of vocational subjects like their attitude towards the subjects, their experience, their qualifications, and availability of teachers of vocational subjects in secondary schools and other related issues. The head teachers' questionnaire had twenty to twenty five items.

Students' questionnaire.

The students' questionnaire had four to eight structured, semi-structured and unstructured questions aiming at achieving selected objectives of the study.

Validity and reliability of the instruments.

The researcher pretested his instruments by developing a few questionnaires for the people outside his subjects, to see the validity and reliability outcome.

Validity of instrument:

Validity: Means that the instrument measures what it is meant to measure.

The content validity index of the questionnaire items was then computed, using the formula:

$$CVI = \frac{\text{Number of items rated as relevant}}{\text{Total number of items in the questionnaire.}}$$

The CVI equaled to 0.5 and above, and the questionnaire was considered valid.

Reliability of instrument.

Reliability: Means that the instrument is consistent, that whenever the instrument is used, the results are the same. Which means that it is consistent.

$$\text{Reliability} = \frac{K}{K-1} \left[\frac{1 - \sum sdi^2}{SDt^2} \right]$$

Where: $\sum sdi^2$ = Sum of variance of individual items in the Questionnaire.

SDt^2 = Variance of the entire questionnaire.

K = Number of items in the questionnaire.

The correlated-coefficiency was 0.7 and above, and questionnaire was regarded reliable for use in the field.

Places visited:

The researcher visited many places but the following are worth mentioning:

The Headquarters of Wakiso District Local Administration and Wakiso District Education Administration Headquarters.

Methods of treating data.

Qualitative method for presentation and analysis of data was used.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

Introduction:

This chapter presents the findings and analysis of the data collected, using the methods as indicated under methodology.

The purpose of this study was to establish factors affecting vocational education in Uganda, a case of Wakiso District, which is presented under the following arrangement:

The first section presents the levels at which students are selected for vocational secondary schools after Primary Leaving Examination (PLE). The second section presents the qualification of teachers in vocational schools. The third section presents the attitude of the majority stakeholders towards vocational education, and the fourth section presents the nature of career guidance in primary schools, focusing on vocational education.

Data was collected from 84 respondents consisting of the following PLE candidates, parents, education official and L.C. Secretary for education Wakiso District, and 39 key informants of mixed sex and varying age consisting of vocational students, head teachers and teachers of vocational subjects using in-depth interviews and self-administered questionnaires

Level of achievement in PLE, at which students are selected for vocational secondary schools.

Level of achievement in PLE, at which students are selected for vocational secondary schools, was done through the following question;

What scores are considered while selecting students for vocational secondary schools after PLE?

As for the above question, the table below represents the findings:

Table 1

Title: Selection of students for vocational secondary schools after PLE at 3rd grade.

Category	No	Respondents	Grade	%
Head teachers	3	2	3 rd	66.67%
Teachers	6	4	3 rd	66.67%
Students	30	20	3 rd	66.67%
Parents	12	8	3 rd	66.67%

The percentage of selection according to grade three in PLE shows that the majority of students enter vocational secondary schools at a relatively high grade. For example,

and teachers, teachers, students and parents agree that at grade 3 a high number of students is selected.

Table 2

Title: Selection of students for vocational secondary schools after PLE at 4th grade.

Category	No	Respondents	Grade	%
Head teachers	3	3	4 th	100%
Teachers	6	4	4 th	66.67%
Students	30	25	4 th	83.33%
Parents	12	10	4 th	83.33%

The percentage of selection reveals that the majority of students selected at the 4th grade for vocational secondary schools, are selected at a very low grade. It is only teachers who say that they are selected at a relatively high grade.

The researcher established to some extent, that although the Uganda Government White Paper (1992) confirmed and emphasized the importance of vocational education to develop skilled human resources, the selection favored the high academic achievers to join the best traditional general secondary schools like Budo, Kisubi, Gayaza and others of the same status preparing them for white-collar employment

Qualification of teachers in vocational secondary schools.

The second objective regarded the qualification of teachers in vocational secondary schools.

The relevant question, which was asked teachers in the questionnaire to tap the information for this objective was: what is the level of your vocational education?

Table 3

Title: Qualification of teachers in vocational secondary schools in Wakiso District.

Category	No	Diploma	Degree	Certificate	None	%
Head teachers	3	0	0	0	3	100%
Teachers	6	0	0	2	4	66.67%

The above results revealed that 100% of head teachers for vocational secondary schools were not trained. Also the results continued to reveal that the majority of teachers for vocational secondary schools were trained at a very low grade to teach vocational subjects.

The researcher noted that although in Wakiso District vocational secondary schools were duly registered with the Ministry of Education and Sports, Planning Unit. and

their signposts clearly indicate that they are vocational schools, what the researcher physically found on the ground was that most of these schools were not offering vocational subjects. The reason for this is that they had no trained teachers to do the job, and that they had no funds to buy teaching and learning materials, tools and equipment to run the programme.

The researcher was also deeply dismayed when he found out that these schools were instead running academic programmes and not vocational courses. The researcher also discovered that when government saw the need of opening up vocational schools, it did not consider training relevant human resources for these vocational schools. Lowly qualified teachers according to the study, could not handle vocational education, which involves high initiative, creativity and imagination.

The researcher found out also that it required a lot of funds to produce highly qualified teachers to handle vocational programmes. This was because much money to provide both teaching and learning materials, tools and equipment, was needed in training of these teachers. The study further revealed that vocational schools would need a lot of materials, tools and equipment to teach vocational students, but funds to provide such materials, tools and equipment were not being provided by the

government. Consequently, the sum total of all this prevented head teachers from conducting vocational courses in their schools.

Attitude of the majority stakeholders towards vocational education.

The third objective regarded the attitude of the majority stakeholders towards vocational education in Wakiso District.

To tap the information regarding the attitude of the majority of the stakeholders towards vocational education, the following question was asked the respondents:

Generally what has been the attitude of the majority stakeholders towards vocational education in Wakiso District?

Table 4

Title: Attitude of the majority stakeholders towards vocational education in Wakiso District.

Category	No	Respondents	Positive	%
Head teachers	3	3	2	66.67%
Teachers	6	4	1	25%
Students	30	20	15	75%
Parents	12	9	2	22.22%

The results of the above table show that the percentage of the head teachers is slightly high in favor of vocational education in Wakiso District. On the other hand however, the percentage of the teachers shows that they are not in favor of vocational education. This can be explained that the majority has no qualification for teaching vocational subjects. And also they are holding a low status in the educated society.

The percentage of the parents shows that the majority is not in favor of vocational education and therefore when they send their children for vocational education they do not have pride in it. On the other hand however, the percentage of students in favor of vocational education is quite high. This is very encouraging because it shows that the attitude of the majority of the students is no longer opposed to vocational education. And since they are the recipients of this education the future is bright in terms of vocational education.

The nature of career guidance in primary schools focusing on vocational education.

The 4th objective regarded the kind of career guidance given to students in primary schools focusing on vocational education.

To tap the information regarding the above issue, the following question in terms of ability of the students was asked: what emphasis do you put on vocational subjects in your school in terms of career guidance?

In terms of the answers to this question from the respondents, the researcher found out that their career guidance was based on the ability and interests of the students.

Consequently a table in regard to ability was constructed.

Table 5

Title: Ability of students in terms of vocational subjects.

	No	Respondents	Ability	%
Head teachers	3	2	2	100%
Teachers	6	6	5	83%
Parents	12	12	12	100%

The results here reveal that head teachers, teachers and parents consider ability for guiding students towards their career.

This then implies that in directing students to vocational secondary schools after PLE, the emphasis is based more on the ability of the students. Therefore students, who show that they are high achievers in academic subjects, are being directed to the famous academic schools. This is also evident in the grades taken by the head teachers of academic schools at the selection time.

The following table represents the interests of students in terms of vocational education after PLE.

Table 6

Title: Interest of students in terms of vocational education after PLE.

Category	No	Respondents	Interest	%
Head teachers	3	2	0	0%
Teachers	6	5	0	0%
Parents	12	8	2	25%

In table 6, the results reveal that the major players in guiding students in terms of career do not regard interests of students for their future career. This is unfortunate because the head teachers and teachers direct pupils into careers for which they have no interest.

In table 5, we have seen that in directing students towards a future career, head teachers and teachers consider ability, which means that they direct students to careers for which they are not interested in.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.

Discussion

This study focused on the factors that affect vocational education in Uganda, a case of Wakiso District. The findings were based on the qualitative analysis of the collected data.

In Wakiso District, the statistics by the Ministry of Education and Sports, Planning Unit (18.08.04) revealed that the number of general secondary schools is 274, 255 of which are private. The same records revealed that there were nine (9) vocational and two (2) comprehensive secondary schools in the District. But as we have seen already even those schools, which are registered as vocational schools were found to be offering academic courses rather than vocational courses.

Consequently, education has failed among other things to promote a sense of self-reliance and vocational knowledge. Uganda's education system is not tailored to prepare people for self-employment. There has been too much concentration on academic learning, passing examinations and paper work per se to the neglect of acquisition of vocational skills and knowledge, needed to solve real life problems. The result has been that the education system has fallen far short of turning out the

right number and types of human resources needed for optimum development. This is a challenge to Uganda towards human resource development for national consumption.

On becoming independent, on 9th October 1962, the Uganda government appointed Prof. E.B. Castle (1963) to advise and guide it on changes needed in the education system, relevant to the aspirations of an independent Uganda. The commission considered both qualitative and quantitative education. The Castle commission also saw vocational education as a solution to unemployment, and economic development. (Education in Uganda Report (1963) referred to here as the 1963 Castle Education Commission Report.)

Vocational education is a crucial and pre-condition factor for development as it provides basic skills that modern methods of production and management need and here, schools should play a vital role.

In addition, educationists have always been associating educational careers with strong commitment towards self-discipline, hard work and change of attitudes, which are conducive to industrial innovation and productivity.

Nevertheless, there has been a number of barriers to vocational education in Uganda. In the first place, vocational subjects were not examinable and were treated as optional subjects. They were not offered at A-Level and were not considered for combination.

In 1973 the National Curriculum Development Centre (NCDC) was established to review the relevancy of the existing curriculum of schools. And in 1975 the curriculum included practical subjects. Despite all the effort put in by the government towards promoting vocational education, the school administration and management, left out vocational subjects, thinking that they were hard to pass. They even made those examinable by the Uganda National Examinations Board (UNEB) optional, without knowing that vocational subjects were a means to self-reliance and development.

On the other hand, vocational subjects were very expensive to teach. Teaching/learning materials, tools and equipment were very costly. Teachers of vocational subjects were also very expensive to train and were not inspired to teach vocational subjects, because of the related stigma concerning vocational education. Consequently, teachers were very scarce and the few in the schools had no inducements for them to remain in the field. This led to having unqualified head

teachers to head vocational secondary schools and also themselves to employ by and large unqualified teachers as is evident in table 3 page 33

The study clearly found out that in all the schools the researcher visited in Wakiso District, there was no actual business of vocational education taking place. This is because of the problems already highlighted like poor selection of students to vocational schools after PLE, untrained teachers, low attitude of the majority stakeholders towards vocational education, poor handling of career guidance in primary schools, focusing on vocational education and inadequate funding. Looking outside Uganda, countries like India, Japan and Ghana, had a different approach to vocational education. In those countries the attitude to vocational education is purposefully made positive and vocational education is well provided for in the schools and selection of schools by students after each level is guided by the ability and interest of the students and not based on the quality of marks scored, as it is the case in Uganda for vocational schools.

Conclusions

The study revealed that vocational education is very expensive to run. This problem is felt right from the training of teachers for vocational subjects, where a lot of materials, tools and equipment are required for both the trainers and trainees. These tools and

equipment also need technical people, responsible for servicing, repairing and maintaining them, whenever such need arises, during and after training.

Vocational students are also expensive to handle. They need a lot of learning materials, tools and equipment during their course of study. These items are very costly and our vocational schools here cannot adequately afford them.

This is why even the Government White Paper (1992) recommendations towards promoting vocational education for self-reliance, has not been implemented.

The study further concluded that vocational education faces a number of social problems. This was measured by the negative attitude of the majority stakeholders towards vocational education as seen in table no. 4 page 35.

However, there is no cloud without a silver lining. In all this, the findings have shown that the attitude of students towards vocational education is quite high. This is a good pointer towards the success of vocational education in Uganda, because the recipients are in favor of it.

Recommendations.

1. Selection of students for vocational education should be reconsidered so that there is no implication that this education is for low achievers because the prevailing system over the years has created the attitude in the community that one should avoid supporting one's child for vocational education.
2. Properly trained teachers for teaching vocational courses in schools, should be properly trained. We have seen that through times this has been a stumbling block for the development of vocational education in the country.
3. The government like in India and Japan should intensify the sensitization of the people as to the usefulness of vocational education in the country and remove the traditional stigma attached to vocational education. If the selection system as we have noted above, is made in such a way that this education is not for failures, this would go a long way in making people believe that vocational education is a respectable undertaking.
4. The nature of career guidance in the schools should pay attention to the ability and interest of the students. That is if a student shows interest and ability in vocational courses, he/she should be encouraged to pursue that line of development and show that opportunities which lie ahead for people with technical qualifications, are endless.

Finally, the researcher recommended that all vocational education stakeholders should disregard and resist the element of despising vocational education and adopt Eleanor Roosevelt's assertion: "no one can make you feel inferior without your permission."

Areas for further research

A similar study should be carried out in one of the Districts outside the central region of Uganda to find out whether the findings are similar to those in Wakiso District. This would be intended to help the government in implementing the policy for vocational education, well knowing the obstacles, which made this kind of education, fail in the past and put in place the recommendations, which the researcher has advanced above.

REFERENCES:

Aggrawal, J. C. (1997) Revised Edition, Development and Planning Modern Education, Shipra Publications, Format Hardcover New Delhi, India.

Anabo, H. (1990) Factors Influencing Vocational Development of Secondary Schools in Kampala District. MED Thesis, Makerere University (unpublished).

Bekeiha. Z. (1991) The Nature and Consequences of Competition in Establishing Schools in Kabaale District 1920-1963 MED. Thesis Makerere University (unpublished)

Binns Study Group Report (1952) Her Majesty's Service. London, UK.

Castle Education Report (1963) Education in Uganda. The Report of Uganda Commission.

Curtain P. et . al. (1978) African History Longmans London ,UK.

Foster J. Philip (1965) The Vocational School Fallacy in Development Planning in Education and Economic Development. Anderson and Bow Alan, Chicago, USA.

Greinert Wolf Dietrich (1998) Modern Technology University of technology Berlin, Germany.

Government White Paper (Uganda) on Education. Ministry of Education and Sports. (1992) Government Printer Entebbe, Uganda.

Japanese Six Reforms in Vocational Education Ministry of Education, Culture, Sports, Science and Technology (1986)

Kenyatta, J. (1968), Facing Mt. Kenya, London Seeker and Wartburg Ltd.

Kochnar, J.S.K. (1984) Education and Vocational Guidance in Secondary Schools, New Delhi Sterling Publishers, Private LTD.

Lugumba S.M.C. and Ssekamwa, J.C. (1973) History of Education in East Africa 1900-1973 Fountain Publishers Kampala, Uganda.

McWilliams, H.O (1957) The Development of Education in Ghana Longmans. London, UK.

Mishra, Arun K (1993) Technical/Vocational Education in India. In R.V.R. Chandrasekhara Rao, ed. Technical and vocational programmes through distance education, Hyderabad: Ambedkar Open University.

Nyerere, J.K. (1967) Education for Self-Reliance Dar-es-salaam, Tanzania.

Odaet, C.F. and Bbuye, R. (1997) Comparative Education, Educational Foundations of Education, Department of Distance Education. Makerere University. Kampala, Uganda.

Jones Jess (1924-1925): Education in East Africa. Phelps-Stokes Commission Report, Phelps-Stokes Fund, New York. USA.

Senteza-Kajubi, (1989) Education Policy Review Commission Report Government Printer Entebbe, Uganda.

Ssekamwa, J.C. (1991) History of Education in East Africa. Fountain Publisher Kampala, Uganda.

Ssentongo, C. (1998) Problems Facing Vocational Education in Secondary Schools in Luweero District (1962-1990) MED Thesis Makerere University (Unpublished).

UNEB, (1987) Uganda Certificate of Education Regulations Syllabi (1990) Oxford University, Printing House. London, UK.

UNESCO, (1957) Studies in Ghana.

Wolf-Dietrich Greinert, (1998) The German System of Vocational Tradition and Organizational Functions University of Technology, Berlin. Germany.

APPENDICES

Appendix i

TEACHERS' QUESTIONNAIRE.

a) Under selection of students for vocational schools after Primary Leaving Examination. (PLE)

1. (a) Would you advise your students to take up vocational courses after PLE?

.....
.....
.....
.....

(b) If yes why?

.....
.....
.....
.....

(c) If not, why?

.....
.....
.....

Qualification of teachers in vocational school.

1. What is the level of your vocational education?

Degree: diploma certificate other

2. Where did you train from as a vocational teacher?

3. Are you a vocational teacher by:

Choice Circumstance Other

4. If you are a teacher by choice, give details of your choice for teaching vocational subjects.

5. What vocational subjects do you teach?

What efforts do you make while teaching to interest students in vocational education subjects in terms of their future?

.....

.....

.....

.....

7. What major problems have you been facing in teaching vocational subjects in your school in terms of the availability of:

- i) Materials
- ii). Tools
- iii) Equipment
- iv) Literature

8. How does this affect your teaching vocational subjects?

.....

.....

.....

.....

c) Under attitude of the majority stakeholders towards vocational education.

1. a) Generally, what has been the attitude of students towards vocational subjects?

- i) Positive
- ii) Fairly positive
- iii) Not positive

b) Give reasons for your selected answer in (a) above.

.....

.....

.....

.....

d) Under the nature of career guidance in primary schools focusing on vocational education.

1. Of the lessons taught in your school, which ones have your students tended to like most?

- i) Academic lessons
- ii) Vocational lessons

2. Why have your students tended to like most lessons in 1 above?

.....

.....

.....

3. Give valid reasons why vocational subjects should be taught in secondary schools.

.....

.....

.....

.....

Appendix ii

HEAD TEACHERS' QUESTIONNAIRE

a) Under selection of students for vocational schools after Primary Leaving Examination. (PLE)

1. What is the basic qualification of your vocational students?

PLE

Others

2. a) What scores do you consider for vocational courses after PLE?

Grade i Grade ii Grade iii Grade iv

b) Of the students you admitted in S.I. during the last five years, at what aggregates did they join the school?

.....
.....
.....
.....

3. What comment can you give on the level of achievement in PLE, for selection of students for vocational secondary schools?

.....
.....
.....

4. If the number of intake for vocational subjects is small, what could be the reason?

.....

.....

.....

.....

b) Under qualification of teachers in vocation schools.

1. What is your professional qualification?

.....

.....

2. What comment do you have on your teachers of vocational subjects as regards their professional qualifications?

.....

.....

.....

.....

3. What is your assessment on the provision of learning materials, tools and equipment for vocational subjects?

.....

.....

4. a) How is the work of teaching vocational subjects in your school?

i) Good

ii) Fairly good

iii) Not good

b) Give reason for your selected answer in 4 (a) above

5. a) How positive is the government towards vocational education in your school in terms of provision of funds to purchase material, tools equipment and literature?

i) Positive

ii) Fairly positive

iii) Not positive

b) Give reasons for your selected answer in 5 (a) above.

...er attitude of the majority stakeholders towards vocational education.

1. a) How many of those students admitted, turn up for studies?

All

Some

Few

None

b) Give reasons for your selected answer in 1 (a) above.

2. a) Are the students happy with the vocational subjects?

i) Very happy

ii) Happy

iii) Somehow happy

iv) Not happy

b) Give reasons for your selected answer in 2 (a) above.

3. a) Do you consider vocational education useful for a student's future?
Yes No

b) If yes, why?

.....
.....
.....
.....

c) If not, why?

.....
.....
.....
.....

4. a) Are there any tangible developments of vocational education in your school, in Wakiso District?

Yes No

b) If yes, what are they?

.....
.....
.....
.....

c) If not, why?

5. What factors do you think have contributed most, to students' omission of vocational subjects?

6. Why do you think students have had such an attitude mentioned in 5 above?

7. a) Do you see any future of vocational education in your school?

Yes

No

b) If yes, why?

c) If not, why?

8. a) Does your school have enough facilities for vocational education?

Yes No

b) If not, why?

9. In brief, what is your assessment of vocational education in Wakiso District?

10.a) What are the sources of funds on which you rely to run vocational courses in your school?

.....

.....

.....

.....

b) Are those funds enough to run your vocational subjects?

- i) Enough
- ii) Fairly enough
- iv) Not enough

c) Give reasons for your selected answer in 10 (b) above.

.....

.....

.....

.....

d) Under the nature of career guidance, in primary schools focusing on vocational education.

1. What emphasis do you put on vocational subjects in your school, in terms of career guidance?

.....

.....

.....

.....

2. What attempts has your school made to balance academic education with vocational education?

.....

.....

.....

.....

3. What steps has your school taken to promote vocational education, since its inception there?

.....

.....

.....

.....

4. How has the teaching of vocational subjects been encouraged in your school?

.....

.....

5. What efforts has your school made to promote agricultural education in terms of vocational education?

.....

.....

.....

6. a) How effective is the department of career guidance in your school in relation to vocational subjects?

i) Very effective

ii) Effective

iii) Fairly effective

v) Not effective

b) Give reasons for your selected answer in 6(a) above

.....

.....

Appendix iii

VOCATIONAL STUDENTS' QUESTIONNAIRE.

a) Under selection of students for vocational schools after PLE.

In which form are you?

.....

What subject do you offer?

.....

.....

a) Are they by: Choice Imposition

b) If by choice, why?

.....

.....

.....

.....

c) If by imposition, why?

.....

.....

.....

.....

What grade did you get in PLE?

b) Under qualification of teachers in vocational schools.

None

c) Under attitude of the majority stakeholders towards vocational education.

1.a). Are you happy with vocational subjects?

i) Very happy

ii) Happy

iii) Somehow happy

iv) Not happy

b) Give reasons for your selected answer in 1(a) above.

2 a) Is your family happy with what you are offering?

i) Very happy

ii) Happy

iii) Not happy

iv) No idea

b) Give reasons for your selected answer in 2(a) above.

.....

.....

.....

.....

3. What do your peers and neighbours say about your studying vocational subjects?

.....

.....

.....

.....

4 a) Does your society generally believe that studying vocational subjects benefit you in future?

Yes No

b) If yes, why?

.....

.....

.....

.....

c) If not, why?

.....

.....

.....

.....

d) Under nature of career guidance for students in primary schools, focusing vocational education.

_____None_____

Appendix iv

PLE CANDIDATES' QUESTIONNAIRE.

a) Under selection of students for vocational schools after PLE.

Sex..... Age.....

b) Under qualification of teachers in vocational schools

_____ None _____

c) Under attitude of the majority stakeholders towards vocational education

1. a) Would you like to take on vocational subjects after PLE?

Yes No

b) If yes, are your parents/guardians positive with your choice?

i) Very positive

ii) Positive

iii) Not positive

iv) No opinion

c) Give reasons for your selected answer 2 (b) above

.....

.....

.....

.....

d) How about your teachers?

i) Very positive

ii) Positive

iii) Not positive

iv) No opinion

e) Give reasons for your selected answer as in 2 (d) above.

.....

.....

.....

.....

d). Under nature of career guidance in primary schools focusing on, vocational education.

_____ None _____

Appendix v

PARENTS' INTERVIEW GUIDE.

a) Under selection of students for vocational schools after PLE

1. How many children do you have at this school?

Boys Girls.....

2. What courses are they offering?

.....
.....
.....
.....

b) Under qualification of teachers in vocational schools.

_____ None _____

c) Under attitude of the majority stakeholders towards vocational education

1) a) How did you become a parent of this school?

By choice

By circumstance

b) If by choice, why?

.....
.....

.....
.....
c) If by circumstance, why?

.....
.....
.....
.....

d) Under nature of career guidance in primary schools, focusing on vocational education.

_____ None _____