

# A Comparative Study on Practice of Vocational Education Teacher Training Between Tanzania and China

Mzee Mohamed Mzee Kinega

Educational Consultant and Scholar  
Guangdong Polytechnics Normal University,  
Guangdong, Guangzhou, South China



**Abstract:** Given the positive role vocational training has played and continue to play elsewhere in the world, the Tanzanian Government embraced vocational training as a tool for the development in the country. The purpose of this study was to compare practice of Vocational Education Teacher Training between Tanzania and China. This study employed quantitative research strategy. Data was collected by use of questionnaires and the data analyzed by the aid of Statistical Package of Social Scientists Program (SPSS) and Microsoft Office Excel. The findings unveiled that a majority of the respondents from China have both had academic and job experience on what they are teaching, while most of Tanzanians had only academic experience. China has extensively invested in Vocational Education Teachers' Training compared to Tanzania, and support given to Vocational Education Teachers' Training in Tanzania is not satisfactory. Also, the findings portray that unlike China, VET teachers in Tanzania are not satisfied with training opportunities and dislike their careers which make them working while waiting for another alternative. Findings designated that the government of China is very serious in ensuring Vocational Education Teacher Training quality but in Tanzania, the government to the moderate extent is serious in ensuring such quality. Correspondingly, study findings revealed that Vocational Education Teachers' Training are not provided with reasonable resources and standards in Tanzania which call for immediate resolution. The conclusions of this study are; (i) compared to Tanzania, Vocational Education Teachers Training in China is very inspiring as large extent VET teachers possess occupation relevant knowledge, academic and job experience on what they are teaching; and China's Government has invested in Vocational Education Teacher Training; (ii) Vocational Education Teachers in Tanzania are not satisfied with training opportunities in their career; they do not love their job to great extent and they just work because they do not have any other alternatives compared to Chinese Vocational Education Teachers; (iii) Also, in order to enhance the training of Tanzanian Vocational Education Teachers Training, education agencies work together to shape and develop the Vocational Education Teachers Training.

**Keywords:** Training, Vocational Training, Vocational Education and Training, China, Tanzania

## 1. Introduction

This work is about a comparative study on practice of Vocational Education Teacher Training between Tanzania and China. In the study of education systems, the comparative method in the social sciences is prominent. Because of their history, dimensions and relations with civil society, economy as well as national safety and stability, the enormous social investment of educational systems is extremely complex. During the 20th century, national and regional government interventions in education and training programs became more frequent. Increased public education and training investments, individual education benefits, and national economic dividends are correlated with the pace of these measures [1].

Educational systems are traditionally and strongly connected with civil society, including social structures [2] and political systems, and particularly school systems. They are also fundamentally conservative institutions [2] and are a cultural mirror of the nation at least partially. There are also limited rapid changes and the ability to radically innovate. Although government critical assessments of education systems have been encouraged in the national crises, reactions are generally conservative steps intended to improve education standards.

Vocation Education and Training (VET) was created by the first industrial revolution which opened up the era of rapid development in Britain at the end of the 18th century in a wide variety of industries, such as industry, education and technology, and so forth [3]. This technological storm subsequently changed not only Europe's economic and industrial trend but formed a new world image. The old agriculture, manufacturing and low productivity route no longer meets industry requirements, although advanced management and capitalization have become part of the structure. The standard apprenticeship scheme based on class must be upgraded to a specialist VET system accordingly. Under this situation. Most of the European countries have taken the various action based on various cultural, historical and economic contexts to meet this new challenge [4].

VET focuses on specific businesses and gives practical skills that enable individuals to participate in specific workplaces. VET is important not only for providing employees with employment opportunities, but also for enhancing business productivity: "Vocational education and training are indispensable tools to enhance labor agility, adaptability and efficiency to enhance the competitiveness of companies and remedy the imbalances on the labor market". VET includes both formal and informal skill transfer that is essential to increase a society's productive activities [5].

Governments have shown themselves to be able to implement and adapt VET programmes. There were several studies in the German Dual System of apprenticeships and innovation was informed such as apprenticeships in France and the Youth Training Scheme in the UK. In Australia, too, the French labor tax was used as the training guarantee levy model when it was borrowed from abroad. About 1980, professional institutes were established in China as a new type of education. When transitioning from a fully planned economy to a partly market economy, new sectors and enterprises boomed, demanding skilled staff to fill special field positions. In accordance with the centrally planned framework, the national and institutional structures of the provinces cannot adapt quickly to the requirements of new employment. The city governments therefore responded to demand by developing city professional institutions which reflect the location of vocational training [6].

Before independence, VET policies and practices in Africa were either mostly conservative indoor practices or work-related methods for predominantly colonial mining states. It is currently well known that sustainable development in Sub-Saharan African countries (SSAs) would require substantial changes in both basic and technical and executive skills in all sectors of the economy [7]. In order to achieve and maintain international competitiveness, significant increases in labor productivity for tradable goods and services sectors are necessary. However, although there is general agreement on the primary responsibility of governments for the funding and provision of basic education, there is no such consensus regarding the position of government as regards vocational education and training (VET). The lack of recent comprehensive empirical studies on VET in Africa is a major factor exacerbating the lack of consensus [8].

With the positive position of Vocational education and training elsewhere, the Government of Tanzania has introduced vocational training for growth in the country and has continued to play this important role in the world (VETA, 2003). In 1994, the Vocational Educational and Training Authority (VETA) was thus created as an independent government agency for the coordination, regulation, finance and provision of vocational education and training in the country. (VETA, 2003). Vocational education and training encompass institutes and programs within the range and standard of the educational system in a specific segment, usually after obligatory learning and for the workplaces in which the professions, professions or jobs that require comparatively less training and training require are located [9]. The programmes, which combine different types of subjects, modes of education and training, in schools as well as in jobs and in businesses, exist in a number of forms. This variety, particularly from sociological perspectives, the studies are aimed at understanding [10].

Given the basic importance of Vocational education and training institutions for economic success, it is remarkable that in Tanzania Vocational Education Teachers' lack the level of professional development recognition needed to practice as vocational educators. The aim of this study was to understand how does the Vocational Education Teachers' Training (VETT) work in Tanzania compared to China and what are the key issues in the development of the VETT practices in Tanzania compared to China as well as what can Tanzania learn about the position of government from China's advanced practices of VETT practices.

### **Problem Statement**

This study compares Vocational Education Teacher Training between Tanzania and China. Various discussions in connection with Vocational Education Teacher Training have been held globally. Vocational Education Teacher Training is crucial for the functioning of VET education because it provides a way of ensuring students' quality and coherence and mobility for teachers. In China, many strengths are apparent in the system for Vocational Education Teachers' Training including strong arrangements to ensure that teachers in vocational schools remain abreast of the requirements of modern industry. Chinese Vocational Education Teachers' Training is connected to the leading industries so that they are continuously updated and integrated into the overall qualifications framework. Such a standards and qualifications system does not yet exist in Tanzania environment. Lacking of such a standards and qualifications system have deteriorated Tanzania Vocational Education Teachers' professional development. This study was carried to address this problem. It aimed at seeing how China become the leading country in Vocational Education Teachers' Training and what can Tanzania learn from China's previous experience in practice of Vocational Education Teachers' Training. A comprehensive study was undertaken with a view to understanding the problems facing vocational education teachers' training of the Government of Tanzania.

### **2. Purpose of the Study**

The purpose of this study was to compare practice of Vocational Education Teacher Training between Tanzania and China. This study sought to examine best practice in Vocational Education Teachers' Training from China and attempt to locate useful innovations that might be applicable to the Tanzanian context. It takes account of the Vocational Education Teachers' Training, key issues in the practice's development of the Vocational Education Teachers' Training in Tanzania and China and expound what Tanzania learn about the position of government from China's advanced Vocational Education Teachers' Training practices.

### **3. Research Questions**

- a) How does the Vocational Education Teachers' Training work in Tanzania and China?
- b) What are the key issues in the development of the Vocational Education Teachers' Training practices in Tanzania and China?
- c) What can Tanzania learn about the position of government from China's advanced practices of Vocational Education Teachers' Training?

### **4. Significance of the Study**

The conduct of this research impacted differently to different groups of people towards and from its findings as follows:

- (a) This study was aimed at government of Tanzania and Ministry of Education and Vocational Training, to review their activities and plans on how they can assist in solving the challenges facing Vocational Education Teachers' Training, to improve effective teaching and education performance, by demonstrating what can Tanzania learn from China's previous experience in practice of Vocational Education Teachers' Training.
- (b) Through this study, Vocational Education and Training Authority were enabled to have an in-depth understanding and knowledge of the practice of Vocational Education Teacher Training. The course of action which helped them improve in their practice of Vocational Education Teacher Training.
- (c) It is anticipated that this study will allow the researcher to partially meet the Master of Education requirements.
- (d) The results of the study also helped academics to act as a stepping stone for studying related studies and the same study on various case studies.

## 5. Literature Review

Literature reviews and presents a definition, overview and objective analysis of such work in relation to the research question under examination books, scholarly journals, and all other references relevant to particular topics, areas of studies, or theories. Literature reviews should give you an overview of the sources consulted in the study of a particular topic and show you how the thesis works into a broader field of analysis (Fink, 2014). Literature reviews not only help avoid reinventing the wheel (Zorn and Campbell, 2006) and marginalize their own work but also enhance data by means of an aggregation process.

### Qualification, Type and Models of VET Teachers Training

Teachers training mode is significant for the effectiveness in VET to guarantee the sustainable progressiveness of the proficient faculty [12, p. 94]. Currently, "Double-qualified Teacher" is the fashion in the world, while teachers are expected to have to expertise theoretical level, but also need teachers to have professional practice skills. In this era teachers in vocational college or undergraduates have a strong professional knowledge base but a lack of practice and preparation, which need them to carry out the deep study [13]. While the progressive development, the change will bring the revolution in efficiency in the manufacturing system, and labor structure, The "New Road to Industrialization" and skills workers become more advance and this where the fundamental disparity between the "academic" form of staff training and vocational education. [13].

In China, "Double Target" is a teaching mode for vocational education teachers and strategic processes for the development of vocational training [14, p. 113]. Through advanced training and continuing education, vitalize and accomplishment have been made to strengthen the structure of the educator, renovating their education perceptions and enlightening their superior. To advance the general level of the VET teachers, most of the vocational institutions have taken several forms of excellent education and special training for educators, like education with high-level theoretical qualifications "Double-Qualifications" educators' team building, ICT training, etc. In the 21<sup>st</sup> era, educators have been well trained to authenticate to adopt technologically and also scientifically advance. For example, Yantai Gold College has a tough education capability, with almost 100 staff with professional designations. It has progressively shared the applied capacity of the company's engineers with the academic ability of specialized educators and has recognized a "Double-Qualified" ability with high-level faculty and tough professional knowledge and skills [15, p. 1341].

In China, "Master's Degree" is a new training mode for VET teachers, especially in Secondary VET Training [16, p. 45]. "Double type" training staff is the significance assurance of faculties educating in the VET system, particularly in a lot of overseas training systems, there a lot double type" educators building successful cases [17, p. 23]. In China, after the approval of the Ministry of Education and the Academic Degree Commission of the State Council, the State Council Academic Degree Committee Office launched the Cultivating Program for Secondary Vocational School Teachers to Take In-Service Master's Degree (short for MA for SVS) in 2000. From then on, promoting secondary vocational school teachers to pursue master's degrees has become the key to enhance these teachers' quality and to establish a training system of teachers of vocational education. (Initiatives to foster Chinese TVET and TVET Teacher Training, pg 46). This means that from the year 2000, for a teacher to qualify to enroll in a technical institution and to become a vocational secondary school teacher, they need to possess a Master's degree.

In China, there are several typical modes of training. There is the "Order-based training", a cooperation between market actors. In fact, the past practices of many vocational high schools have provided a new direction to the school-enterprise cooperation under the new environment. That is, "to seek support through service", which means by jointly running school with enterprises, schools will help them cultivate the needed specialized talents. After the year 2000, this pattern was vividly named as "Order-based training" by some vocational educators. [18, p. 118] Extended to the education field, the operation process of "order cultivation" is as follows: first, according to the employment agreement signed with enterprises before, schools will select candidates in proportion to the number of graduating students; then provide the training courses according to business requirements; and provide to the enterprises for evaluation and employment on time. This is a training mode, which combines academic education and pre-job training. [18, p. 118] There is another mode where heavy reliance put upon the "Business Industry" to develop education. In China more than 70%, vocational schools still run by relying on industry (Enterprise Group). According to statistics, from 2001 to 2005, the total input of Tianjin vocational education funds was 4,8 billion RMB, of which 2,8 billion was fiscal funds; business industry investment also reached 2 billion RMB. Business industry, has not only, provided strong financial support for vocational schools, but also directly involved in school development. Some transformed enterprise group also sent corporate executives to be the heads of vocational schools, or put some subsidiary companies under the vocational school to, further integrate the management of schools and enterprises. In recent years, most of the vocational schools set up a "major setting steering committee", which consists of senior managing executives, frontline technicians and the relevant technical experts, curriculum experts, schoolteachers, and many other professional staff. The committee's function is to participate in the setting of majors as well as the design and implementation of the

training programs. On the one hand, according to the requirement of enterprises for qualified personnel and the need of social economy development, it will help schools to set up employment-oriented majors; on the other hand, it will also determine teaching objectives of each major as well as the criteria of vocational ability; then based on these, it will further formulate a programmatic teaching plan, which will provide the basis for the specific teaching objectives, curriculum design and teaching content. [18, pp. 119-120] Another notable mode of training used by China is relying on majors to commence business. Since some areas with lack of industrial school experience - such as some small and medium sized cities and vast rural areas, it will be more difficult and riskier, to only rely on vocational schools' spontaneous exploration to search the sustainable school-enterprise cooperation. Therefore, traditionally there are two kinds of choices for schools. One option is to build a training base funded and managed by the two sides. This type of training base has obvious enterprise characteristics. Students can learn in a simulated environment under the guidance of production workers. Schools can also reduce capital investment and save costs. But because the base is built together by both sides, the company has to arrange the equivalent task to cover the production losses during the students' production practice. If things continue this way, students' practice content, their arrangement of time will be limited to the production task of the enterprise.

Another option is that the practice workshop will be built, by the school itself. Although the school will take the initiative to organize and guide the training, it often resulted in the separation between practice and production. [18, pp. 121-122]

In Tanzania, there is only one teacher's vocational training college, Morogoro Vocational Teachers Training College (MVTTC). According to, the report of the [19], make this clear statement. "TVET teacher education is largely university based, except for a dedicated general Vocational Teachers Training College in Tanzania" and the evidence from this study find that, (MVTTC) is only college in Tanzania, the college offers only 3 areas for teachers to qualify in, depending on their prior qualifications. Since there is barely a primary vocational school, all teachers who graduate from this college proceed to teach in a secondary vocational school setting, may it be in public or private sector. The Morogoro Vocational Teachers Training College (MVTTC) offers qualification requirements offers the following courses: Technician Certificate in Vocational Teacher Education (NTA Level 5). For a student to qualify to study for this course, they need to possess the National Technical Award (NTA) Level 5 in his/her professional or equivalent from any recognized institution as well as possess a Certificate of Secondary Education (CSE) with a minimum of four (4) passes or three (3) credits including English or Mathematics and excluding religious subjects. Ordinary Diploma in Vocational Teacher Education (NTA Level 6). For a student to qualify to study for this course, they need to possess the National Technical Award (NTA) Level 5 in his/her professional or equivalent from any recognized institution as well as possess a Certificate of Secondary Education (CSE) with a minimum of four (4) passes or three (3) credits including English or Mathematics and excluding religious subjects. Postgraduate Diploma in Technical and Vocational Education and Training (PGD-TVET). For a student to qualify to study for this course, they need to possess a Bachelor's Degree or an Advanced Diploma in the fields related to technical and vocational education and training from any recognized institution. Alternatively, they should possess a Bachelor's Degree or Advanced Diploma in any field with additional experience of at least three years as an instructor in technical and vocational education and training.

In Tanzania, According to MVTTC, the only vocational teacher training college in Tanzania, there are two distinct modes used namely the in-campus mode and off-campus mode. The courses offered at the college divided into Long Course (which expected to be 1 year to 2 years). The proposed mode of delivery will be Institutional Based, ODL (Open and Distance Learning), and Online, this is intended to reach as many targeted groups as possible. Additionally, both Long and Short Courses can be, offered through institutional based, ODL and Online. The information on modes of training used is not, clearly defined by the Morogoro Vocational Teacher Training College. In Tanzania, ICT, re-introduction of apprenticeship schemes, and part-time modes of training [20, p. 28]. An arranged education sequencer plans to deliver the educator and trainers with familiarity and proficiency required to accomplish mastery of professionalism for their academic part in the vocational education system. Instructors' apprenticeships mode, occupied in the global, have been applied by several colleges and prospered. [21, p. 88].

Tanzania VET teacher's education divided into two programs: Vocational Teacher's Certificate Course (VTCC), which established in 1993 and Diploma in Vocational Training (DVoET that established in 2008. [22, p. 1], [23]. The main purpose to establish Morogoro vocational teachers training college was to train vocational teachers. According to the NATIONAL COUNCIL FOR TECHNICAL EDUCATION (NACTE) website, standards require that to qualify, as a technical teacher one should possess educational qualification in the relevant subject area at least one level higher than the level he/she is teaching. The educational qualification in the relevant subject area must evidence. In order to qualify as a teacher, one needs to have acquired instruction techniques and teaching methodology by attending a teacher training course in the relevant subject area and/or have attended Competence-Based Education Training (CBET) facilitation course (<https://www.nacte.go.tz/index.php/registration/teachers-registration/>). Furthermore, a technical teacher should possess a range of personal qualities that can operate in the four domains of Teaching/learning space; Institution; Community; and the Teaching profession; be of good character; and to qualify for full registration, the teacher will be required to have taught for a minimum period of two years. Practical or professional experience in the relevant subject area will be an added advantage towards registration, which, can, be demonstrated by a range of evidence to include: professional development and in-service training; evidence of positive appraisal through increased responsibilities and/or promotion and recent teaching service. Amounting to the equivalent of a prescribed minimum period of full-time teaching in a comparable institution at appropriate NTA level.

## 6. Research Gap

There have been a number of valuable studies in the area of Vocational Education Teacher Training since years back in America, Europe, Asia and some from African countries such as Kenya, Uganda, and Tanzania. Researcher's such as [34] analyzed and

compared the competitiveness of the VET system of China and Sweden qualitatively and quantitatively and then gives some suggestions on China's VET development. However, no research directly to compare practice of Vocational Education Teacher Training between Tanzania and China. This study intends to compare practice of Vocational Education Teacher Training between Tanzania and China so as shed light on what should be done to improve the Vocational Education Teacher Training in Tanzania in order to create an understanding and solution pertaining Vocational Education Teacher Training.

## 7. Methodology

This chapter described the research methodology of the study. According to [35] research methodology refers to the procedural plan that is embraced by the researcher to accurately, objectively, economically and validly answer the questions of the research. It is a detailed explanation of the techniques and processes that used while collecting, processing and analyzing data. This section of the study presents the following subsections; research design, research strategy, target population, sample and sampling technique, data collection method, pilot study, data analysis, validity and reliability of data as well as ethical considerations that the study was guided with.

## 8. Research Design

This research was carried out with the use of a descriptive study design. The design of the descriptive analysis will be embraced as it enables the review of the relationship of the variables under study. The reason why a descriptive design of the study is that it allows improved adjustment of time, cash and furthermore a strategic detachment from the challenge of chasing respondents more than once to produce a high rate of response.

## 9. Research Methods

There are two basic methods in conducting research; According to [36] these are quantitative and qualitative methods. This study employed quantitative research method. Researcher employed quantitative method because it allowed him to reach a higher sample size.

## 10. Sampling Design

According to [35] population is a group of individuals, objects or items from which samples are taken for measurement. The population of this study consisted of Vocation Teachers. Simple random sampling technique was utilized in selecting 163 samples of this study. Each and every Vocation Teacher from selected countries had equal chance to be included in this study. The following equations determined the sample size;

$$n = \frac{N}{1+N.e^2} = \frac{275}{1+275 \times 0.05^2} = 163$$

Where  $n$  = sample size,  $N$  = total population = 275,  $e$  = standard sampling error (5%) is tolerated. A large sample size of 163 respondents was obtained by adding any value of the component into the above formula. The sample size is consistent with the Hair et al (2006) claim that more findings than variables should be provided in a research analysis designed to reveal factor structures, and that 50 observations should be the minimum absolute sample size. Simple random sampling technique was utilized in selecting samples of this study.

## 11. Data Analysis

The data was collected, then processed, analyzed and presented in an orderly manner by using tables and statistics. In data analysis different methods are used in describing information and predicting data, in this study the quantitative data was collected and processed and analyzed using Statistical Package for Social Sciences (SPSS) and Microsoft excel, in order to come up with frequencies and percentages. The software is chosen because it provides a broad range of capabilities for the entire analytical process. Also, Qualitative data was analyzed by using content analysis.

The Cronbach alpha coefficient test was used to calculate the internal accuracy of the instruments. It means the internal accuracy stability is outstanding, [37], when the Cronbach alpha is above 0.9 ( $> 0.9$ ). Reliability is strong when it is higher than 0.8 ( $> 0.8$ ), although it is acceptable over 0.7 and even acceptable above 0.6. If 0.5 to 0.58 is bad and 0.5, internal consistency is not acceptable.

**How does the VET work in Tanzania and China:** The Cronbach  $\alpha$  of this construct was 0.811 exceeding the suggested level of 0.7 in ability tests. The CITC of each item is varying from 0.528 to 0.712 beyond the suggested level of 0.3, means the correlation between the item and the remaining items is acceptable. The Cronbach's Alpha if Item Deleted of each item have shown that all item should not be deleted due to the reliability coefficient does not increase when any items are deleted. Hence, this construct is reliable enough for further analysis.

**Key issues in the development of the VET in Tanzania and China:** The Cronbach  $\alpha$  of this construct was 0.765 exceeding the suggested level of 0.7 in ability tests. The CITC of each item is varying from 0.362 to 0.515 beyond the suggested level of 0.3, means the correlation between the item and the remaining items is acceptable. The Cronbach's Alpha if Item Deleted of each item have shown that all item should not be deleted due to the reliability coefficient does not increase when any items are deleted. Hence, this construct is reliable enough for further analysis.

**Tanzania learn about the position of government from China's advanced Vocational Education Teachers Training:** The Cronbach  $\alpha$  of this construct is 0.749 exceeding the suggested level of 0.7 in ability tests. The CITC of each item is varying from 0.663 to 0.821 beyond the suggested level of 0.3, means the correlation between the item and the remaining items is acceptable. The Cronbach's Alpha if Item Deleted of each item have shown that all item should not be deleted due to the reliability coefficient does not increase when any items are deleted. Hence, this construct is reliable enough for further analysis.

Table 1: Preliminary Analysis of Reliability

Construct	Cronbach's Alpha	Number of Items	CITC	Cronbach's Alpha If Item Deleted
V1	.811	5	.528	.801
		6	.548	.798
		7	.627	.773
		8	.757	.724
		9	.712	.748
V2	.765	10	.533	.729
		11	.515	.732
		12	.362	.755
		13	.399	.752
V3	.749	14	.771	.692
		15	.663	.807
		16	.694	.836
		17	.821	.654
		18	.786	.690
		19	.666	.689

**Key:** V1 = VETT work in Tanzania and China; V2 = Key issues in the development of the VETT in Tanzania and China practices; V3 = Position of government in advancing practices Vocational Education Teachers Training.

To know if the instruments used are valid, right, relevant and correct the researcher should test their validity (Kothari, 2004). The data obtained is accurate if the value of KMO is greater than 0.5 [38]. The results of Kaiser-Meyer-Olkin were as follows following analysis of data obtained on SPSS v.25:

**How does the VETT work in Tanzania and China:** Kaiser-Meyer-Olkin was 0.843 based on the observations from the report, which indicates that the obtained data was accurate. On the other hand, in this study Bartlett test yielded a p-value = 0,000, which implies, as suggested by [38], the variables are adequate to provide a rational foundation for factor analysis, where the Bartlett test value should be less than 0.05. Hence, for further analysis, this construct is valid enough.

**Key issues in the development of the VETT practices in Tanzania and China:** From the findings of the study, Kaiser-Meyer-Olkin's was 0.724 and the data was correct. On the other hand, in this study Bartlett test yielded a p-value = 0,000, That implies, as suggested by [38], the variables are adequate to provide rational foundation for factor analysis, where the Bartlett test value should be less than 0,05. Hence, for further analysis, this construct is valid enough.

**Tanzania learn about the position of government from China's advanced Vocational Education Teachers Training practices:** The Kaiser-Meyer-Olkin value was 0.717 based on the results of the analysis which resulted in accurate data collection. On the other hand, in this study Bartlett test yielded a p-value = 0,000, That implies, as suggested by Crano (2009), the variables are adequate to provide rational foundation for factor analysis, where the Bartlett test value should be less than 0.05. Hence, for further analysis, this construct is valid enough.

Table 2: Preliminary Analysis of KMO and Bartlett's Test

Construct	KMO Measure	Bartlett's Test of Sphericity		
		X2	Df	Sig.
V1	.843	221.390	10	.000
V2	.724	414.072	36	.000
V3	.717	604.299	28	.000

**Key:** V1 = VET work in Tanzania and China; V2 = Key issues in the development of the VETT practices in Tanzania and China; V3 = Position of government in advancing practices Vocational Education Teachers Training.

## 12. Results and Discussion

This section tries to scrutinize the data into a critical analysis in order to obtain information that can provide answer to the questions which developed by researcher. Quantitative data were analyzed using SPSS v.25 and Microsoft Excel Spread Sheet. Tables and figures were used to present major findings of the study.

From a total of 163 questionnaires distributed, 158 were returned making a response rate of 97%. Out of 158 respondents, 107 were from China while 51 were from Tanzania. This is a reliable response rate for analysis as [36] showed that 50% of response rate is sufficient for analysis and presentation of the data, 60% is reliable and 70% of response rate and over is excellent. This response rate was considered adequate and representative to allow generalization of the findings.

Table 3: Occupation Relevant Knowledge

Item	Country	Options	F	%
Occupation Relevant Knowledge	China	Yes	59	55.1
		No	48	44.9
	Tanzania	Yes	44	86.3
		No	7	13.7
Academic and Job Experience	China	Yes, I have both	51	47.7
		No, only I have academic	24	22.4
		No, only I have job experience	32	29.9
	Tanzania	Yes, I have both	9	17.6
		No, only I have academic	29	56.9
		No, Only I have job experience	13	25.5
Government Has Invested In Vocational Education Teacher Training	China	Very High Extent	75	70.1
		High Extent	16	15.0
		Moderate Extent	4	3.7
		Low Extent	12	11.2
	Tanzania	Moderate Extent	28	54.9
		Low Extent	8	15.7
Teacher Education Reform	China	Very Effective	86	80.4
		Effective	21	19.6
	Tanzania	Somehow Effective	43	84.3
		Not Effective	8	15.7
Financial Supports	China	Very High Extent	24	22.4
		High Extent	16	15.0
		Moderate Extent	67	62.6
	Tanzania	Moderate Extent	9	17.6
		Low Extent	13	25.5
		Very Low extent	29	56.9

The results further denotes that, a majority of the respondent from both countries (55.1% in China and 86.3% in Tanzania) apart from their academic, they have other occupation relevant knowledge.

A majority of the respondents from China, 70.1% state that the government of China to Very high extent has invested in Vocational Education Teacher Training while 15.0% said to high extent, 3.7% said to moderate extent and 11.2% said to low extent. On the other side, a majority of the respondent form Tanzania state that, to moderate extent the government has invested in Vocational Education Teacher Training. This was shown by the 54.9% of the entire population while 15.7% state low extent and 29.1% state that to very low extent the government of Tanzania has invested in Vocational Education Teacher Training.

Responding to the question, majority of the respondents (80.4%) from China asserted that the Vocational Education Teacher Training (VET) Reform is very effective while 19.6% said is effective. In Tanzania, a majority of the respondents (84.3%) asserted that the Vocational Education Teacher Training (VET) Reform is somehow effective while 15.7% said is not effective.

A majority of the respondents from China, 62.6% state that the government provide financial support to Vocational Education Teacher Training (VET) while 22.4% said to very high extent and 15.0% said to low extent. In Tanzania, to moderate extent the government

provide financial support to Vocational Education Teacher Training (VET). This was shown by the 56.9% of the entire population while 25.5% state low extent and 17.6% state that to the moderate extent the government provide financial support to Vocational Education Teacher Training (VET).

Table 4: Key Issues in the Development of the VETT Practices in Tanzania and China

Item	Country	Options	F	%
Satisfaction	China	Yes	82	76.6
		No	13	12.1
		I can't say this	12	11.2
	Tanzania	Yes	17	33.3
		No	25	49.1
		I can't say this	9	17.6
Last Training	China	Less than one Year ago	87	81.3
		One year ago	7	6.5
		More than 3 Years ago	13	12.1
	Tanzania	One year ago	15	29.4
		More than 3 Years ago	20	39.2
		More than 4 years ago	7	13.7
		Never	9	17.6
Love Job	China	Yes, I love my job	79	73.8
		I am not sure	23	21.5
		I can't say that	5	4.7
	Tanzania	Yes, I love my job	17	33.3
		No, just work for a while and waiting for another alternative	25	49.0
		I am not sure	9	17.6
Type	China	Yes.	98	64.5
		I do not know	9	8.4
	Tanzania	No	35	68.6
		Yes	5	9.8
		It depend	11	21.6
Ensuring Quality	China	Very Serious	39	36.4
		Serious	64	59.8
		Somehow	4	3.7
	Tanzania	Serious	24	47.1
		Somehow	20	39.2
		Not Sure	7	13.7

Findings showed that a majority of the respondents from China are satisfied with training opportunities in their career as VET teacher. This was shown by 76.6% of the respondents who agreed to this statement though 12.1% disagreed and only 11.2% were not in position to say anything. Moreover, a majority of respondent from Tanzania (49.1%) claimed that they are not satisfied with training opportunities in their career as VET teacher. Only 33.3% of the respondents posited that they are satisfied with training opportunities in their career as VET teacher and 17.6% were not in position to say anything.

A majority of the respondents from China state that they have received their last training in less than one year ago. This was shown by 81.3% of respondents responded to this statement. 6.5% claimed that their last training in was one year ago and 12.1% more than 3 years ago. Unlike Tanzania, a majority of the respondents (29.4%) claimed that their last training was one year ago, 39.2% more than 3 years ago, 13.7% more than 4 years ago and 17.6% have never received any training since they commence their career.

Results from the statistical shows that, good number of respondents (55.5%) from China love what they do. Also, 21.5% were not sure while 4.7% were not able to say whether they do love their job as VET teacher or just work because no other alternatives. In Tanzania, a majority of the respondents (49.1%) asserted that they do not like the job, they just work for a while and waiting for another alternative, 33.3% decreed that they love their job and 17.6% were not sure.

Researcher wanted to know if the government fund Vocational Education Teachers Training, a majority of the respondent from China agreed that the government fund Vocational Education Teachers Training by 91.6% while 8.4% were not. In Tanzania things were



quite different, a majority of the respondents 68.6% disagreed that government fund Vocational Education Teachers Training while only 9.8% agreed and 21.6% said it depend.

The statistical table above showed that, respondents (36.4) from China designated that the government is very serious in ensuring Vocational Education Teacher Training (VET) quality, 59.8% serious and 3.7% said somehow the government is ensuring Vocational Education Teacher Training (VET) quality. In Tanzania, respondents (47.1%) state that the government is serious in ensuring Vocational Education Teacher Training (VET) quality, 39.2% said somehow and 13.7% claimed they are not sure if the government is serious in ensuring Vocational Education Teacher Training (VET) quality.

Table 5: Position of Government in Advancing Practices VETT

Item	Country	Options	F	%
Number of Vocational Education Teachers	China	Strongly Agree	75	70.1
		Agree	16	15.0
		Neutral	16	15.0
	Tanzania	Strongly Disagree	44	86.3
		Disagree	2	3.9
		Neutral	1	2.0
Curriculum	China	Yes	88	82.2
		No	10	9.3
		May be	3	2.8
		No, needs changes	6	5.6
	Tanzania	Yes	17	33.3
		No	15	29.4
		May be	1	2.0
		No, needs changes	18	35.3
Reasonable resources and standards	China	Strongly Agree	71	66.4
		Agree	21	19.6
		Neutral	13	12.1
		Disagree	2	1.9
	Tanzania	Agree	9	17.6
		Disagree	36	70.6
Vocational Education Teachers Effective Partnerships with Universities	China	Strongly Agree	79	73.8
		Agree	28	26.2
	Tanzania	Disagree	25	49.0
		Neutral	17	33.3
		Agree	9	17.6
Professional Development	China	Very Large extent	79	73.8
		Large extent	13	12.1
		Moderate extent	15	14.0
	Tanzania	Little extent	35	68.6
		No extent	5	9.8
		Moderate extent	11	21.6

A majority of the respondents (70.1%) from China strongly agreed that the government had enough number of Vocational Education Teachers while 15.0% agreed and 15.0% were neutral about this statement. In Tanzania, a majority of respondents (86.3%) strongly disagreed that government has enough number of Vocational Education Teachers, 3.9% disagreed, 2.0% were neutral and only 70.8% agreed.

82.2% of respondents from China thought training curriculum used for VET teacher training have effects on students earning on this science and technology, 9.3% disagreed, 5.6% disagreed while 2.8% were not sure. In Tanzania, 35.3% disagreed that training curriculum used for VET teacher training have effects on students earning on this science and technology and claimed it need changes, 33.3% agreed, 29.4% disagreed and 2.0% were not sure.

Results showed that, Vocational Education Teacher Training are provided with reasonable resources and standards in China. This was showed by 66.4% of the respondents who strongly agreed to this statement, 19.6% agreed, 12.1% were neutral and 1.9% disagreed. In Tanzania, 70.6% disagreed that Vocational Education Teacher Training are provided with reasonable resources and standards though 17.6% agreed and 11.8% were neutral.

Again, the researcher wanted to know if Vocational Education Teachers have effective Partnerships with Universities. A majority of the respondents from People's Republic of China claimed that Vocational Education Teachers have effective Partnerships with Universities. This was shown by the 73.8% and 26.2% of the respondents who strongly agreed and agreed respectively to this statement. In United Republic of Tanzania, a majority of the respondents disagreed that Vocational Education Teachers have effective Partnerships with Universities while 33.3% were neutral and only 17.6% agreed.

In China, to the very large extent 73.8% claimed that the government offer professional Development to Vocational Education Teachers, 12.1% said to the large extent and only 14.0% claimed that to a moderate extent. Unlike Tanzania, 68.6% claimed to the little extent the government offer professional Development to Vocational Education Teachers, 9.8% said the government offer no professional development and 21.6% said that to the moderate extent government of Tanzania offer professional development.

### 13. Discussion of Findings

#### VETT Work in Tanzania and China

In Tanzania, Vocational Education Teacher Training has grown along with general education but has dragged behind. The results showed that a majority of the respondents from both countries, apart from their academic work, have other occupation-relevant knowledge. Teachers in vocational schools must spend one month or two months every two years in the industry each year. Furthermore, a large number of schools hire part-time educators who serve in industry. The results showed that, a majority of the respondents from China have both had academic and job experiences on what they are teaching, while most of the Tanzanians have only academic experience. This is a challenge, as most VET teachers in Tanzania have no business experience but only academic background and are unable to keep the progress in the fields of technology and science up- to- date. The work experience of VET teachers needs to be improved urgently and a greater proportion of VET teachers must be recruited with business backgrounds.

A majority of the respondents from China stated that the government of China has invested in Vocational Education Teacher Training to "very high extent" while the Tanzanians stated that the government has invested in Vocational Education Teacher Training (VET) to a moderate extent. Investing in vocational education teacher training at this stage offers several possible benefits. The government of Tanzania has to learn from China because the Chinese government has invested heavily in professional training for teachers. In Tanzania, the international financial crisis has aggravated high unemployment in many countries. While the market is more than the availability of labor, Tanzania's workforce is not prepared to raise because rural workers are poorly trained and most of them are without the skills. Hugely investment in Vocational Education Teacher Training will increase the demand for skilled workers and will thus enormously decrease unemployment rate in the country. This has been complimented by findings of Nguyo et al., (2017) who conducted a comparative Analysis of Teacher Education in Kenya, Somalia, and Finland and responded that it is no secret that countries which have made adequate and appropriate investments in education are more developed than those have not.

A majority of the respondents from China responded that the Vocational Education Teacher Training (VET) Reform is very effective while in Tanzania, a majority of the respondents responded that the Vocational Education Teacher Training (VET) Reform is somehow ineffective. In order to train the teachers who join the VET schemes, the Tanzanian Government should create legislation for teachers in education. Teachers in vocational education must be continuously trained throughout their careers. The aim is to ensure that professors have sufficient and current professional knowledge.

The findings revealed that government of China has to a high extent provided the government financial support to Vocational Education Teacher Training (VET). Unlike the government of Tanzania, which has invested to a moderate extent as the result showed, Chinese government has given a large number of financial supports to Vocational Education Teacher Training. From China's experience, Tanzania's government should provide financial assistance to teacher's training in vocational education by offering scholarships to teachers who are not able to participate in education programmers. The government should also encourage all professional education teachers to establish "training bases."

#### Key Issues in the Development of the VETT Practices in Tanzania and China

Motivation contributes significantly to teachers' effectiveness and efficiency in their jobs. If teachers with a minimum of abuse are well encouraged to pay and satisfy with their wages, good results shall be achieved (Moshia, 2016). If teachers are not sufficiently encouraged and compensated for their lower moral standards, it only results in weak classroom dedication and involvement in other pet businesses. Findings showed that a majority of vocational teachers in China are satisfied with the training opportunities in their career as VET teachers. Moreover, a majority of respondents from Tanzania claimed that they are not satisfied with training opportunities in their career as the VET teachers. This is because training opportunities for VET teachers are not available mostly and when there are any chances, it tends to be full of bureaucracy.

Findings depicted that a majority of VET teachers in China have received their last training in less than one year ago. Unlike China, in Tanzania, a majority of the respondents claimed that their last training was one year ago and others have never received any training

since they commenced their career. The higher authorities do not have clear policies and directives. Vocational Education Teachers Training, conventional teachers' methodology prevails, and the failure to organize vocational training teachers. Komba (2018) points out that for over 15 years, a large number of Tanzania's school teachers have had little chance of improving their skills by in-service teaching.

Results showed that, a good number of respondents from China love what they do. In Tanzania, a majority of the respondents responded that they do not like their job and they just work for a while and are waiting for another alternatives. This is calibrated by the low and late salary payment, as observed by World Bank (2006), in Tanzanian Education institutions, there is a delay of payment of subsistence allowance, holiday allowance, and transfer allowance. The delay of teachers' payment has affected the delivery of quality education. In addition, inadequate schools, overcrowded classroom, distance from home to school, housing, materials for teaching and studying, promotion and career development and the lack of moral teaching standards, these issues must be tackled to re-establish VET teachers' morale and increase the standard of VET education as the Chinese government does in China. In China, the salary of vocational teachers is very high while in Tanzania the salary is 15% deducted. Not many conferences and lectures like such government employees have been attended by teachers. What they depend on is a monthly wage that is not sufficient to meet their needs (Msuya, 2012).

The researcher has also wanted to know if the governments of the two countries have funded in Vocational Education Teachers Training. A majority of the respondents from China agreed that the government fund Vocational Education Teachers Training. In Tanzania, things are quite different. A majority of the respondents disagreed that government fund Vocational Education Teachers Training. The government of Tanzania should imitate this act from China by increasing a fully funding for Vocational Education Teachers Training to the levels specified by law and should increase teachers' salaries, in the same time, reducing teacher attrition and attracting more qualified teachers into Vocational and Education Training.

The respondents from China designated that the government is very serious in ensuring Vocational Education Teacher Training (VET) quality but in Tanzania, respondents stated that the government is not serious in ensuring Vocational Education Teacher Training (VET) quality. The government of Tanzania needs to play a centralized role in "ensuring the quality" of the country-wide programs of Vocational Education Teacher Training, which is good to be observed in the Chinese government. Since several various agencies are interested in training, the Tanzanian government should organize the training provided within the organizations to ensure that it is effective. The government can also ensure that the education suits the needs of Vocational Education Teacher Training.

#### **Position of Government in Advancing Practices VETT**

From the findings of this study, the Chinese government seemed to have hired enough number of Vocational Education Teachers while the government of Tanzania have not hired enough number of Vocational Education Teachers. Although there have been more efforts put in VET, particularly in view of the recent years of economic crisis, to increase VET institutions availability in Tanzania, there is a tremendous shortage of Vocational Education Teachers. This should be due to the reason that a good number of VET teachers have entered higher learning institutions to undertake courses, which lead them to become experts in other field, hence leaving the vocational teaching profession. Additional causes include increasing the elimination of teacher recruitment, attrition and retirement.

Curriculum is a series of guidelines commonly prescribed to govern school delivery. There should be taking into account the following: skills (knowledge, skills and attitudes) to be built and learned by students in their education and learning; pedagogical methods to be used during curricular implementation. Findings showed that a majority of respondents from China thought training curriculum used for VET teacher training have effects on students learning of science and technology while in Tanzania, a good number of respondents disagreed that training curriculum used for VET teacher training have effects on students learning of science and technology and claimed it needs to be changed. Curriculum training may have a favorable or detrimental impact on schooling – the learning results of students when they assess the standard of education and affect the quality of education when it comes to education policy (Onucha, 2002). Tanzania Training curriculum used for VET teacher training needs to be more enhanced in order to ensure that VET teachers are effective enough, reintroducing their educational perceptions and pacifying their superiority.

Results has also showed that Vocational Education Teacher Training are provided with reasonable resources and standards in China. In Tanzania, results revealed that Vocational Education Teachers' Training are not provided with reasonable resources and standards. Learning from China, the overall expenditure on Vocational Education Teacher Training should be increased. Despite the tight budget, extra resources should be allocated so as to remove financial barriers to participation in Vocational Education Teacher Training and to improve its quality. Furthermore, there should be an increased tax transfers to ensure that vocational education teacher training is funded around the country. The government can also define minimum levels of quality for vocational education teacher education, and should fairly pursue the standards of the main vocational education teacher training. Such requirements may be related to the distribution of resources. This comply with Spöttll (2015) and Keating et al., (2002) who responded that technical teacher preparation is focused on expectations for programs, contents and services to ensure that teaching personnel are optimally trained. Since teachers are the most important people to follow the teaching requirements, teacher training standards must also be addressed.

Again, the researcher wanted to know if Vocational Education Teachers have effective Partnerships with universities. A majority of the respondents from People's Republic of China claimed that vocational education teachers have effective partnerships with universities. In United Republic of Tanzania, a majority of the respondents disagreed that vocational education teachers have effective

partnerships with universities. A number of degree-seeking and on-going training programs for VET teachers in different universities should be established by the Government of Tanzania through the Ministry of education and training. These institutes should be established to meet the increasing needs for VET teachers' continuing education credits. This is supported by findings of Caves and Baumann (2018) who explicated that key success factors of vocation teachers training are employers, intermediary, educator involvement, human, financial, and research resources; cooperation and coordination, clear strategy with political will and context fit and accountability.

Andrysová and Chudý (2019) noted that variations exist in the enrollment processes, certification criteria for teacher achievement, training programs for teachers and continuing education for teachers in particular. In China, to a very large extent, a majority of the respondents claimed that the government has offered professional development to vocational education teachers compared to Tanzania, where by a majority of the respondents claimed to the little extent the government offer professional development to vocational education teachers. The government of Tanzania needs to increase the professional development to vocational education teachers. Opportunities for professional development would enhance the experience of teachers and increase the quality of teaching in VET institutions..

#### 14. Conclusion

This study that we present deals with a comparison of Vocational Education Teachers Training in selected countries. This study concludes that, compared to Tanzania, Vocational Education Teachers Training in China is very inspiring as to large extent VET teachers possess occupation relevant knowledge, academic and job experience on what they teaching and China's Government has invested in Vocational Education Teacher Training while provide financial support to Vocational Education Teacher Training as well as having effective Vocational Education Teacher Training reform. In this respect, professional Vocational Education Teacher Training in in Tanzania should be advanced in newest science and scientific insights should be taken from the lessons using recent experience.

This study concluded that, Vocational Education Teachers in Tanzania are not satisfied with training opportunities in their career, they do not love their job to great extent and they just working because they do not have any other alternatives compared to Chinese Vocational Education Teachers. Also, this study concluded that Vocational Education Teachers in Tanzania had received their last training long time. Also, Tanzanian government fund to Vocational Education Teachers Training is not satisfactory and attention paid less attention to Vocational Education Teacher Training quality compared to China. Quality improvement should be a key focus of Vocational Education Teachers Training. Throughout Tanzania, physical infrastructure for Vocational Education Teacher Training need to be upgraded, and government fund need to be increased for the sake of high-quality Vocational Education Teachers Training.

The conducted analysis shows that what Tanzania can learn about the position of government from China's advanced Vocational Education Teachers Training. It was clearly seen that the government of China has have enough number of Vocational Education Teachers, Training curriculum used for VET teacher training have positive effects on students earning on this science and technology, Vocational Education Teacher Training are provided with reasonable resources and standards and Vocational Education Teachers have effective Partnerships with Universities as well as the Chines government offer professional Development to Vocational Education Teachers. The foregoing things must be imitated in order to enhance the training of Tanzanian Vocational Education Teachers Training. This is feasible if the governments of Tanzania and their education agencies work together to shape and develop the Vocational Education Teachers Training. Almost any phase of decision-making should include the Vocational Education and Training Authority (VETA) in the financing and development of services, the engagement of teachers and the establishment of vocational training standards for teachers. To achieve the modernization objective and boost national competition the Ministry of Education and Vocational Training should enforce the national Vocational Education Teacher Training Policies. Also, the Ministry should prioritize expansion, quality and efficiency, restructuring, and regulation of Vocational Education Teachers Training.

#### Abbreviations and Acronyms

CSE	Certificate of Secondary Education
ICT	Information and Communications Technology
KMO	Kaiser Meyer Olkin
MoEVT	Ministry of Education and Vocational Training
MVTTC	Morogoro Vocational Teachers Training College
NACTE	National Council for Technical Education
NGOs	Non-Government Organizations
NTA	National Technical Award
OECD	Organization for Economic Cooperation and Development
PGD-TVET	Postgraduate Diploma in Technical and Vocational Education and Training
SPSS	Statistical Package for Social Science
SSAs	Sub-Saharan African countries
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Education, Scientific and Cultural Organization
UNEVOC	International Centre for Technical and Vocational Education and Training
VET	Vocational Education and Training
VETA	Vocational Education and Training Authority

**References**

- [1] H. Dachi, "Reflecting on Five Decades of Teacher Professional Development in Tanzania", Dar es Salaam, Tanzania
- [2] F. Boudieu, "Vocational education and training in Sweden", Short description, Cedefop Panorama Series No. 180, Publications Office of the European Union, Luxembourg, 2009
- [3] P. J. Kalimasi, A. Heikkinen, L. Lassnigg, "Myths and Brands in Vocational Education", Cambridge Scholars Publishing, 2015
- [4] C. Guo, "Research on the Problems and Countermeasures of Chinese Teachers in Vocational Education Training", 2nd International Conference on Education Reform and Modern Management (ERMM 2015), Handan, China, 2015
- [5] UNESCO-UNEVOC, "World TVET Database", UNESCO 2016, Arusha Technical College, 2016
- [6] H. Liu, M. Liu, D. Hariyanto, "The current state of the TVET teachers' workplace learning in China", Journal of Physics: Conference Series, Vol. 1446, 18-03-2020
- [7] C. Guo, "Research on the Problems and Countermeasures of Chinese Teachers in Vocational Education Training", 2nd International Conference on Education Reform and Modern Management (ERMM 2015), Handan, China, 2015
- [8] ILO-UNESCO, "A Global Overview of TVET Teaching and Training: Current Issues, Trends and Recommendations", ILO – Geneva, UNESCO – Paris, 2019
- [9] G. Beredy, "Comparative Method in Education", Holt, Rinerhart and Winston Inc, New York, 1964
- [10] W. J. Akala, "Vocational Education and Training in Sub-Saharan Africa, Current Situation and Development", W. Bertelsmann Verlag GmbH & Co., KG, Windhoek, Namibia, 2016
- [11] UNESCO-UNEVOC, "International Perspectives on Teachers and Lecturers in Technical and Vocational Education", Bremen, Germany, Springer, 2007
- [12] L. Yahong, W. Junzheng, Z. J. Dongquan, "A Comparative Study of Vocational Education for Teachers in China and Foreign Countries", 2nd International Conference on Social Science and Higher Education (ICSSHE 2016), Changchun, China, 2016
- [13] Guo Changzhao, "Research on the Problems and Countermeasures of Chinese Teachers in Vocational Education Training", 2nd International Conference on Education Reform and Modern Management (ERMM 2015), Handan, China, 2015
- [14] F. Bünning, K. Gleißner and M. J. & S. Yang, "Initiatives to foster Chinese TVET and TVET Teacher Training", p. 9, December 2011
- [15] Y. Xu, "Research on Current Situation of Vocational Education in China", 5th International Conference on Economics, Management, Law and Education (EMLE 2019), Yantai, Gold College, 2019
- [16] MVTTC, "Institutional Profile and Terms of Reference", Morogoro Vocational Teacher's Training College, Morogoro, 2014
- [17] Wei Yao, "Discussion of the foreign "double type" teachers' team construction in vocational colleges", 2nd International Conference on Modern Management, Education Technology, and Social Science (MMETSS 2017), Dalian Vocational Technology College, 2017
- [18] UNESCO-UNEVOC, "Initiatives to foster Chinese TVET and TVET Teacher Training", p. 50, 2011
- [19] European Commission, "TVET teacher education in Africa", European Union, Brussels, November 2015.
- [20] S. Suharno, N. A. Pambudi, I. W. B. Harjanto, "Apprenticeship Implementation of Productive Teacher at Vocational School in Indonesia", 5th UPI International Conference on Technical and Vocational Education and Training (ICTVET 2018), Surakarta, Indonesia, 2019
- [21] MVTTC, "Morogoro Vocational Teacher's Training College Improving Skills Training For Employment Program Institutional Profile and Partnership Terms of Reference", VETA, Canada, December 2014
- [22] UNESCO-UNEVOC, "World TVET Database Tanzania", UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training, No. UNEVOC/2016/TVETDB/TZA/1, February 2016
- [23] Q. Yu, "Study On Establishing National Standard Of Vocational Teachers' Training In China", Journal of Technical Education and Training, No. 282, 13-10-2011
- [24] MoEVT, "Ministry Of Education And Vocational Training Tanzania Institute Of Education Curriculum For Certificate In Teacher Education Programmes In Tanzania", 2014
- [25] European Commission, "TVET teacher education in Africa", European Union, Luxembourg, 2014
- [26] European Commission, "TVET teachers Education in Africa", Brussels, 2014
- [27] Andrysová and Chudý, "Systems of teacher education in several European countries – Specifically the Czech Republic, Slovakia, Germany, France and Finland", British Journal of Education, Vol. 2 (4), pp. 50-62, 2019
- [28] Spöttl et al., "Teacher Education for TVET In Europe And Asia: The Comprehensive Requirements", International Review of Education, Vol. 3, No 2, pp. 171-181, 2015
- [29] Miguel et al., "A Comparative Study of Classroom and Online Distance Modes of Official Vocational Education and Training. Strategies for reforming initial vocational education and training in Europe", pp. 118-133, 2014
- [30] Keating et al, "Comparison of national vocational education and training (VET) systems in Europe, East Asia and the Americas", Organization for Economic Cooperation and Development (OECD), 2021

- [31] Caves Katherine, Baumann Severin, "Getting there from here: A literature review of VET reform implementation", ETH Zurich, KOF, KOF Working Papers, No. 44, 2018
- [32] Chen, "Comparison between the competitiveness of the VET system of China and Sweden", Educational Management Administration & Leadership, pp. 1-16, 2012
- [33] K. C., "Research Methodology: Methods and techniques", New Age International, 2004
- [34] Mugenda O. M., Mugenda A. G., "Research Methods, Quantitative and Qualitative Approaches", ACT, Nairobi, 2003
- [35] George D., Mallery P., "SPSS for Windows Step by Step: A Simple Guide for Reference 11.0", 4th Edition, Allyn & Bacon, Boston, 2013
- [36] Crano N., Berchie M., "Principles and methods of Social Research", Boston:Ally and Bacon, 2009
- [37] Nguyo et al., "Comparative Analysis of Teacher Education in Kenya, Somalia, and Finland", 34 (i), pp. 59, 2017
- [38] H. Mosha, "Conceptualizing Quality of Education: The quality of Education in Tanzania - Issues and Experiences", Galabawa J. C. F.E.M.K, Senkoro and A. F. Lwaitama. TUKI, UDSM, 2016
- [39] Komba, "The provision of quality education: Constraints in the Provision of quality education in Tanzania. Paper presented at the Annual Heads of Secondary Schools Conference, October", Arusha, Tanzania, 2018
- [40] ILO-UNESCO, "A Global Overview of TVET Teaching and Training:Current Issues, Trends and Recommendations", Geneva, Paris, 2018
- [41] H. Machumu, C. Zhu, J. K. Sesabo, "Blended Learning in the Vocational Education and Training System in Tanzania: Understanding Vocational Educators' Perceptions", International Journal of Multicultural and Multireligious Understanding, Vol. 3, No. 2, p. 32, June 2016
- [42] Frank Bünning, Kai Gleißner, Mi Jing, Sun Yang, "Initiatives to foster Chinese TVET and TVET Teacher Training", p. 45, December 20, 2011
- [43] F. Hardman, J. Abd-Kadir., A. Tibuhinda, "Reforming Teacher Education in Tanzania", International Journal of Education Reforming Teachers Education in Tanzania, p. 2, 2015
- [44] International Labour Organisation, "Vocational Teachers and Trainers in a Changing World: The Imperative of high Quality Teachers Training System", Vol. 17, 2015
- [45] MV TTC, "Institutional Profile and Terms of Reference", ISTEP-06, Morogoro Vocational Teacher's Training College, Morogoro, December 2014
- [46] K. Raisch, Bernd Zinn, J. Reimann, "Analysing training needs of TVET teachers in South Africa: An empirical study", International Journal for Research in Vocational Education and Training (IJRVET), Vol.6, Issue 2, 174-197, 29 Stuttgart, Germany, August 2019
- [47] C. Ragin, "The Comparative Method. Moving Beyond Qualitative and Quantitative Methods", University of California Press, Berkeley, 1987
- [48] J. Wojniak, "George Z. F. Bereday (Zygmunt Fijilwoski) and his comparative method in educational research", SHS Web of Conference, Vol. 48, Article 01050, Krakow, Poland, 2018
- [49] United Nations, "World Population Prospects 2019", New York, 2019
- [50] Journal of the Washington Institute of China Studies, Vol. No. 2, pp. 49-60, Summer 2008
- [51] Y. Tian-ping, "The Problems and Some Suggestions in the Current System Reform of Teacher Education in China", US-China Education Review B 1, p. 117-125, 2011
- [52] African Development Fund - Tanzania, "Tanzania - Support To Technical Vocational Education", African Development Fund, March 2014
- [53] China Daily, "China has 11,700 vocational schools nationwide in 2018", 2019, [Online]
- [54] World TVET Database, Tanzania, "International Center for Technical and Vocational Education and Training", Tanzania, 2016
- [55] Paper presented to the Joint Education Sector Annual Review, 2010
- [56] "Demands, Relevance of TVET to the Market", JESR, 2010
- [57] Z. Chen, E. Ryymin, I. Kunnari, "Comparison of vocational teacher education in Finland and China", HAMK Unlimited Professional, 2018
- [58] Hair et al., "Qualitative, Quantitative and Mixed Method Approaches", 4th Edition, Sage Publication Inc, United Kingdom, 2010
- [59] E. Mlyuka, "A simplified Guide to Research Proposal and Report Writing for Institutions of Higher Learning", Ecumenical Gathering (EGYS), Dar es Salaam, 2016
- [60] Olomi, "Education and Social development on Sub-Saharan Countries", Dar es Salaam, Mkuki na Nyota, pp. 12-19, 2006

### Acknowledgment

This paper is dedicated to my late father, Mohamed Mzee Kinega: "May he rest in peace, Ameen", Her Excellency President of Tanzania Mama Samia Suluhu Hassan. My beloved Mother Mtumwa Juma, My wife Linda Mapendo Kinega, my brother Kilima Mohamed and Kinega family. Thanks God make my dream come true. 2021/June/17.