



ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF EDUCATIONAL SCIENCES AND TECHNOLOGY TEACHERS EDUCATION

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

FACTORS AFFECTING THE IMPLEMENTATION OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING IN SOME SELECTED PUBLIC INSTITUTIONS OF EAST SHOA ZONE

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Factors Affecting the Implementation of Technical and Vocational Education and Training in Some Selected Public Institutions of East Shoa Zone

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Approved by Board of Examiners

As members of Thesis Approval Board of Examiners we certify that we have read the Thesis prepared by Abdella Aman Hamda entitled “*The Factors Affecting the Implementation of Technical and Vocational Education and Training in some selected public institutions of East Showa Zone, of Oromia Regional State, Ethiopia*” and submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Educational Leadership complies with regulation of the university and meets the accepted standards with to originality and quality.

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Abdella Aman

July, 2015

ASTU

CANDIDATE’S DECLARATION

I here by declare that this study entitled “The factors affecting the implementation of technical and vocational education and training in some selected public institutions of East Showa Zone, Oromia Regional State, Ethiopia” submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Educational Leadership is an authentic record of my own work carried out from February 2015 to July 2015 under the supervision of Dr. Fikadu Cherinet in department of Educational planning and management, Adama Science and Technology university , Ethiopia. All relevant resources of information used in this study have been duly acknowledged.

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This is to certify that the above statement made by the candidate is correct to the to the best of my Knowledge and belief. This thesis has been submitted for examination with my approval.

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STATEMENT OF THE AUTHOR

I here by declare that ,this work is the result of my own effort and study. Iaffirmed that I have acknowledged all sources used for the study.I have made every possible effort to avoid plagiarism in compiling this reaserch.

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Dedication

This piece of thesis work is dedicated to my Father Aman Hamda and my Mother Gabaye Simbo for their nursing me from my childhood.

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Acronyms and Abbreviations

AU	-	African Union
ESDP	-	Education Sector Development Program
ETP	-	Education and Training Policy
ICDR	-	institute for Curriculum Development and Research
ILO	-	International Labor Organization
MDGs	-	Millennium Development Goals
MoE	-	Ministry of Education
TGE	-	Transitional Government of Ethiopia
TVETB	-	Technical and Vocational Education and Training Bureau
TVE	-	Technical and Vocational Education
TVET	-	Technical and Vocational Education and Training
UNESCO	-	United Nations Educational, Scientific, and Cultural Organization

Abstract

The purpose of this study was to investigate the factors that affect the implementation of technical and vocational education and training in selected public institutions of East Shoa zone of Oromia Regional State, So as to come up with the result the researcher has used descriptive survey method. Accordingly, It tried to look into the factors related to human resource and non-human resource aspects of the TVET institutions. The sample population used in the study consisted of 37 trainers, 162 trainees, and 3 TVETB officials, TVET institute coordinators, and core process owners within the TVET institutes. Both the trainers and trainees were first selected on the basis of department and occupational area respectively by using stratified sampling. Then the sample population was taken from among these by employing simple random sampling method proportionately. 3 higher TVETB officials were purposively selected; still purposive sampling was employed to select 3 institute coordinators and 3 core process owners in the institutes because of their dependability due to the positions they hold. All in all, there were 208 respondents. The frequency count, percentages, and the mean score were the statistical methods used in analyzing data. The study showed that the trainers are assigned in jobs beyond their qualifications and the different inputs of training (facilities, materials, and services) are below the standard. The facilities in most cases were not initially meant for TVET training. Because of this and other reasons like the trainers' being inexperienced and with lower qualification, the inefficiency of the leadership to properly conduct supervisory activities and provide supportive and timely feedback, the training process is not being carried out satisfactorily. From the findings it was concluded that the institutions are not in a position to achieve the objectives stated in the Ethiopian National TVET Strategy in terms of human resource and non-human resource factors that are important in conducting quality training. Therefore, in order to alleviate the problems associated with human and non-human inputs of training, it is recommended that the Ministry of Education and the regional TVET bureau should devise ways of securing and retaining competent TVET training staff and search for additional inputs in order to lessen the existing severe problems with regard to such basic facilities as classrooms, workshops, libraries, sports fields, latrines, etc. and materials by regularly involving all concerned bodies including influential individuals, governmental, and non-governmental organizations.

Chapter One

The Problem And its Approach

1.Introduction

This chapter presents a background study of the state of Technical and Vocational Education and Training(TVET) ,Statement of the problem, Objective of the study, Research question, Significant of the study, Delimitation of the study, Operational definition of terms and study organization. The purpose of this chapter is devoted to present some of the facts obtained so far from various researches and other sources concerning the issue at hand.

1.1.Background of the Study

Education develops the innate capacities of people. The ever growing and diversifying need sand aspirations of mankind at the individual, Institution national level necessitated upgrading and exploitation of human potential. Thus education as means of helping people to cultivate their potentialities so as to explore and control the challenges and gifts of nature, undergone fast development in all its forms. In Societies where formal schools are well established, individuals are still educated via institutions such as the family and community or tribal groups. However as the world becomes more complex and interrelated ,even these societies will have to create more formal schooling to address the social and cultural needs of their people . Certainly .school will continue to pay significant role in modern technological, industrial and information societies (Ornstein &Hunkinns 2004,135).

As Economic, social and technological changes become faster, people everywhere need to develop their knowledge and skill on a continuous basis also that they can live and work meaningfully in the advanced society. Educational and training contribute to an individual' personal development, increase her/his productivity and incomes at work, and facilitate every body's participation in economic and social life. It follows that education and training can also

help individuals to escape poverty by providing them with the skills and knowledge raises their output and generates income. Investing in education and training is, therefore an investment in the future knowledge and skill is the engine of economic growth and social development (UNESCO.IILO.2002).

Developing countries including Ethiopian need to improve productivity throughout the economy if they are to compete successfully in an era of rapid economic and technological change. This requires not only capital investment but also a work force that has the flexibility to acquire and change occupations. The level of competence of a country's skilled workers and technicians is very important to the flexibility and productivity of its labor force. Skilled workers and technicians enhance the quality and efficiency of production and maintenance and they supervise and train workers with lesser skills. This can be attained through vocationalization of education.

As Defined by UNESCO(in Aggrwal,1997.200) vocationalization embraces those aspects of the educational process involving, in addition to general education, the study of technologies and real sciences and the acquisition of practical skill, attitudes, undertaking and knowledge relating to occupations in the various sectors of economic social life . Education is both a result of development and its cause. In its causative role, it partakes of the nature of a capital good. Vocational education is an investment to produce undertaken well in advance of the demand Deshpande et.al (1998,82).

Historically, the practice to vocationalize the curriculum of school had strong political motivations representing an important part of the effort of the colonizers and later, the indigenous leaders to use such program as a mechanism of social control .It was taken as means of lowering the occupational Aspirations of the youngsters in these societies to manual level. Vocationalization was also considered as a means to prepare children of the masses as a source of cheap labor for the foreign firms operating in these countries, Vocationalization of education is to mean changing the curriculum into a practical or vocational direction, which helps the students to use both their head and hand at the same time . This helps to produce a country's skilled human power for the improvement of its economic and social conditions. Regarding this point Venn(1964.50) states "students and their parents are more impressed with the employment

opportunities held out by vocation than by the grand design of the traditionalist for a common culture..” Gillie(1973.3) writes occupational education has two major people-Oriented objective. It seeks to provide: 1. a sequence of educational and training experiences designed to prepare certain people for initial entry in to the world of work; and (2) educational and training that will enable other people to continue their employability and to further increase their usefulness in the working society. Occupational education is concerned with new working and also with the large group of people who are already in the work force. National technical and vocational systems, therefore, need to develop the knowledge and skill that will help the workforce to become more flexible and respond to the needs of local labor markets, while competing in the global economy(UNESCO,1979;82).

Accordingly, the primary objective of TVET is to train skilled labor force that can compete and adapt to requirements of the labor market. Its focus is to produce skilled workers who could work in various modern establishments. However, It requires a very considerable amount of resources. Regarding this point .UNESCO (1979;87) suggests. The achievement of goals for developing and expanding of Technical and vocational education will depend to a greater Degree on the quality of three major elements of implementation These are (a) the students recruited, depending in turn upon guidance (b) equipment, methods and materials used in teaching and learning process, and (c) the teaching staff.

Evans(1971.2)point out three basic objectives of vocational education .He listed meeting the manpower needs of society, increasing the options available to each student ,and serving as a motivating force to enhance all types of learning in chronological order of their acceptance as goals. Technical and vocational education and training is particularly important in ensuring transition from economic sectors, which embrace shared values, shared curriculum, shared resource and shared outcomes. A country’s technical and vocational training system is a decisive factor determining the competitive strength and level of development of its economy. As stated in UNESCO/ILO(2002.67) the educational and training system is largely determined by the country ‘s socio-cultural, economic ,demographic and technological development. Technological progress changes the needs of industry and commerce; economic development influences therefore needs to maintain and improve the training programs; social development changes the

climate of the labor market at labor ,regional, and national level and demographic changes influence the supply of skilled man power in the labor market and of recruitment of trainees in technical and vocational education system.

The development of a skilled labor force makes an important contribution to national development. It is able to supply science and technology for transformation of materials into and services. A Knowledge able and capable skilled work force is, there fore, the secrete to economic success and national development five broad general objective applicable to the educational system. Three of these are specifically geared to technical and vocational education, These are satisfying the country's need for skilled man power, providing training in various skills and at different levels. making education a supportive tool for developing traditional technology and for utilizing modern technology; and providing education that promotes the culture of respect for work. positive work habits and high regard for workman ship(TGE.1994,9-10) according to the policy (TGE,1994:16-17),parallel to the general education, diversified technical and vocational trading will be provided for those leave school from any level of education.

However, according to Atchoarena .et.al (2002:15) technical and vocational education systems are every where facing challenges to prepare sufficient number with the right skills to meet labor market demands. Matching skills, knowledge and attitudes and the needs of employment is increasingly challenging in the correct contact of globalization and rapid technological changes due to the constant transformation occupations. A critical issue for technical and vocational planners and managers is how to train individuals for further jobs on the meeting of the Bureau of the conference of Ministers of Education of the Africa Union Held in Addis Ababa From 29-31 May.2007 with a few exception, the socio-economic environment and the contextual frame work in which few exceptions, the socio-economic environment and the contextual frame work in which TVET delivery systems .

In general, by weak national economies, high population growth, and a growing labor force shrinking or stagnant wage employment opportunities skilled in the industrial sector; huge Numbers of poorly educated , unskilled and unemployed youth, uncoordinated inequities ,poor public perception weak monitoring and evaluation mechanisms and inadequate financing poor management and ill-adapted or generational structures .

A study conducted by Wanna (1998:61-62) has come up with the concession ,among others that formal Vocational/technical training fails to respond to changing labor market situational because of such characteristics as narrow concept/definition of training trainee coming to the training off-the job class room base “hands off” instruction ,theory –based learning reliance on written messages, textbooks approach ,standard curriculum trainer -centered and trainee adapted to learning materials. This being the national fact, it is important to examine the conditional of training in The study area in a closer sense. The process of producing competent citizens who make good contributions for the country’s overall development requires the fulfillment of various factors. These factors can be either institutional factors or non- institutional factors. Intutional factors according to this study, are mainly learning/training conditional like the curriculum, a school facilities, teacher qualification and competence ,and training materials. It is with this in mind that the research tried to assess the factors that affect the implementation of technical and vocational education and training in some selected public institutions of East Shoa zone of Oromia regional state.

1.2.Statement of The Problem

The overall objective of the National TVET strategy is to create a competent, motive adaptable and innovative work force in Ethiopia that contributes to poverty reduction and social and economic development through facilitating demand-driven high quality technical and vocational education and training relevant to all sectors of the economy ,at all levels, and to all people in need of skills development (MoE,2006:10) Despite the above visionary objective of the sector, TVET institutions are currently producing graduates that fail to fulfill the needs of the labor market. Successful employment or self employment of technical/vocational training program graduates are influenced by relevance of the curriculum to the labor market and (b)sensitivity of the training institutional to the changing Labor market (Wanna,1998:61) Currently a lot of problems are observed in TVET delivery. .Some of them are lack of systematic integration of TVET with the world of work ; curricula used in formal TVET not developed based on occupational standards; unemployment of many TVET graduates even in those occupational field that show a high demand for skilled manpower ; substantial resource wastages as a result of underutilization of equipment in public TVET institutions ; low quality of

TVET teacher/instructors; and as a consequence of budgetary constraints attitudinal problem most urban public TVET programs are under-funded while rural public TVET programs suffer from poor facilities and shortages of training materials(MoE,2008:10-11) .

Investment in TVET is believed to be a key element in the development pro cause it provides the skill and knowledge necessary for social and economic development. Low prestige attached to technical vocational education and training and its inherent inequities are a common phenomenon in Oromia. On the other hand, both institutional and non institutional factors can either positively or negatively influence the training process in TVET institutions. Leadership style, plant, equipment, financial assets and human resources are among the important institution factors. Of these input, human resource, according to (milkovich and Boudreau,1991,3) is very crucial. Human resources provide the creative spark in any organization. People design and produce the goods and services, control quality, market the products, it is simply impossible for an organization to achieve its objectives. In addition to the above mentioned facts and argument there are some researches those done recently on the implementation of TVET program in the Tigry context, on the area of Agricultural TVET college by Berhe (2011).

This researcher was come up with some findings in his study like lack of trainers and trainees awareness toward the programmed. ,and shortage of teachers training on the subject area, improper training facilities and other problems with instructional materials and equipment's. However, the researcher didn't come across any study, which focuses on investigation of the factors that affect the implementation of TVET program on non Agricultural TVET institutions. Second, ministry of education introduce those new TVET programmed, as it implement at the end of secondary higher education institutes.

But there is a great gap between the idea of policy and its implementation (theory and practice) so these ideas initiate more the researcher to conduct research and to investigate the factors that affect the implementation of technical and vocational education and training in some selected public institution of East Shoa Zone of Oromia Regional state. So that, the purpose of this study is to examine the implementation of TVET program in the institutions of East Shoa Zone of Oromia regional state in particular wonji TVET ,Modjo TVET and Batu TVET institution. And

to identify factor may affecting the implementation of the program. Finally to give feasible recommendation that encourages the implementation of the program.

1.3. Research Question

In order to attain the above stated objectives ,the following basic research question will be raised to be answered in the course of study

- A).How is the quality of the human resource in TVET institution ?
- B).How is the adequacy of the non-human resource related factors in TVET institutions?
- C).What mechanisms are used to minimize the influences of the human resource and non-human resource related factors in TVET institution ?

1.4. Objective Of the Study

General Objective

The general objective of this study is to investigate the factors that effect the implementation of TVET in public institutions of Eastern Shoa Zone of Oromia Regional state and suggests possible solutions that might help to reduce the existing problems regarding the issue at hand.

Specific Objectives

The Specific Objectives include:

- a. To assess the quality of the training force and support staff.
- b. To investigate the adequacy of training machines, materials, facilities, and services.
- c. To bring to high the measures taken to minimize the effects of the existing problems.
- d. To bring feasible positive attitude on student to words their field of study
- e. To for ward some relevant recommendation that may help to minimize specified problems.

1.5. Significance of the Study

These data's, TVET is becoming a global issue, especially in the developing countries. This study is basically designed to investigate the institutional factors that affect the trading of TVET study in selected TVET institution of Eastern Shoa Oromia Region. The finding of the study might have the following values.

- ✓ The results of the study may serve as a ground to assist planners and policy makers to assess the problems of TVET training and devise mechanisms to alleviate the problems.
- ✓ The result of the study may help to understand and take action for factors for factor that affect the training of TVET student
- ✓ The results of the study may enable to further strengthen the current TVET practices and produce competent citizens by enhancing the awareness of those who participate in TVET provision ,and
- ✓ It may initiate other researcher to conduct similar study at scale and serves as a stepping stone for further research in the field.

1.6. Delimitation of the study

The researcher believes, that it could be better to conduct the study in large scale. However, due to time and financial constraint, the researcher delimited the scope of the study only to some selected public TVET institution of East Shoa Zone of Oromia regional state . These include Modjo TVET, Wonji TVET and Batu TVET institution. In addition, only the institutional factors such as training materials. Curriculum, attitude ,training staff ,leadership condition and institution facilities are that affect the training of TVET students was considered in order to make the study manageable both its scope and depth .

1.7.Limitations of the Study

One of the problems that the researcher encountered was shortage of reference materials because of lack of adequate time and unavailability of libraries that can provide readings on issues similar to the research. Also some respondents were unhappy to fill out questionnaires because they did not receive any feedback about former studies by other researchers. To keep the effects of these factors to a minimum, utmost effort was exerted to collect relevant consent from world wide web (internet), Addis Ababa University Libraries, UNESCO Library, and the former ICDR and initial orientation and close supervision were conducted by the researcher and his assistants.

1.8.Operational Definition of Key Terms

Implementation –putting in to practice

Public training institution –training institution established with the funds of and operated under the guidance and control of the Government.

Trainee- A person who participates in technical and vocational educational and training program provided by a training with a view to acquiring or upgrading his/her technical and vocational skills.

Trainer- a TVET trainer is an instructor, facilitator or supervisor who is qualified to facilitate specific occupations.

Training institution – a public organization which offers training to which a pre-accreditation license or an accreditation certificate is issued by the appropriate authority to engage in the provision of technical and vocational education and training.

Technical – relating to or specialization in industrial techniques or subjects or applied science.

Training – technical and vocational education and training provided through formal Program learning to certificates of different levels.

Vocational –relating to education designed to provide the necessary skills for specific job.

Vocationalization - An Emphasis on vocational training in education.

1.9.Organization Of The Study

The study is organized in five chapters. Chapter one deals with the problem and its approach. The review of the related literature treated in chapter two. The third chapter deals about methodologies of the study. Analysis and interpretation of the data presented in chapter four. Finally, in chapter five summary, conclusions and recommendations are presented.

Chapter two

Review of Related Literature

2.Introduction

This second chapter is devoted to the review of the related literature. It tries to present some of the facts obtained so far from various researches and other sources concerning the issue at hand. The major contents of this chapter is , meaning of Education ,Goals of Education ,Overall Understanding of TEVT, Revisiting global trends in TVE, Technical and Vocational Education in Africa, Technical and Vocational Education and Training in Ethiopia, Objectives of Technical and Vocational Education and Training, Institutional Factors that Affect TVET Training, Human Resource-Related Factors and Non-Human Factors Affecting TVET Training.

2.1.The Concept of TVET

Education, according to TGE(1994:1-3) is a process by which man transmits his experiences, new findings and values accumulated over the years, in his struggle for survival and development through generations. Education enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes. In the present society, education may be viewed as comprised of two basic elements: formal education and non-formal education. Formal education is that which occurs in a more structured educational setting. Representative of this element would be school and school related activities such as taking a course, participating in a school athletic event or holding employment as part of a formal cooperative vocational education program. Informal education, on the other hand, consists of that education which typically takes place away from the school environment and is not a part of the planned educative process. Part time volunteer work in a hospital might be considered as formal education activity. Central to this element is that education extends far beyond the four walls of the school and encompasses more than what is under a teacher's direction. Education in its formal and informal spheres encompasses a great portion of one's life. From early childhood through adulthood, opportunities exist for participation in formal and informal education and the extent of a person's participation often corresponds with his or her capabilities to perform various roles in later life (Finch et al., 1989:7-8).

Teklehaimanot(1999:1) asserts that education should be an endeavor to introduce the desirable change in to a culture while steadily standing on it .The constitution of thr Federal Democratic Republic of Ethiopia declared that the government shall have the duty to support on the basis ofequality, the groth and enrichment culture and tradition that are compatible with fundamental right,huma dignity,democratic norms and ideals(TGE in Teklehaimanot,1992:2).

2.2. Goals of TVET

Superimposed on the formal and informal elements of education are two categories that reflect the broad goals associated with it. This two types of education goals may be referred to as education for life and education for earning aliving. The two are not mutually exclusive. Dealing with these two broad goals as separate entities is some times quite difficult, if not impossible.Basic preparation for life as part of one's high school education may serve as a foundation for post secondary education or earning living. Likewise,education for earning a living, received early in one's life, might serve to let an individual know that a certain occupation would or would not be satisfying to that person(finch et.al,1989:8).

Mansfield et.al,(1996:3) describe that the role and purpose of the systems and processes of education is to prepare people for independent economic activity may be called as the instrumental purpose, a means to end,to empower people to play afull part as citizens in ademocratic society ,this purpose is to do with access,choice and equality of opportunity and to enable every person to develop his/her natural talents and capabilities to the fullest extent this purpose is to do with individual progration ,improvement and self-fulfillment. The above goals of education can be put in to reality by way of ,among others, general education and technical and vocational education.

General education is which mainly designed to lead participants to a better understanding of a subject or group of subject, specially, but not necessarily, with view to preparing them for other(additional) education at the same or a higher level. Succesful completion of these programs may or may not provide participants with a labor market relevant qualification at this level. Such

programs are typically school based .programs with a general orientation and not focused on a particular specialization should be classed in this category. Vocational and thechnical education, on the other hand ,education is which mainly designed to lead participants to acquire the practical skills ,know-how and understanding necessary for employment in a particular occupation,trade,or group of occupation . Successful completion of such program to a labor market relevant vocational qualification recognized by the competent authorities of the country in which it is obtained UNESCO(2002:17).

Similarly, Hoffman et al(1999:13) define vocational education and general education as” technical/vocational education indicates education aimed at preparing the student for work in a commercial or technical field,the course content is practical and enables the student to enter the labor force ,General education on the other hand prepares the student for the next higher level of education;the courses are mainly academic and theoretical”

2.3. Overall Understanding of TEVT

Vocational education and training are in all probability as old as humanity (Maclean et.al 2009). Currently, UNESCO estimates that some 80% of occupations are based on the application of technical and vocational skills to the world of work (UNESCO-UNEVOC & UNESCO-UIS, 2006). TVET is a comprehensive term referring to the educational process, which involves, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills and knowledge relating to an occupation in various sectors of economic and social life (UNESCO, 1984). It is the major link connecting the school system and the employment market, which means that developments in TVET are intimately linked to general trends in the economy (UNESCO, 1990). The term TVET has changed all through history, typically in reaction to the demands made by the societies it serves (Maclean et.al, 2009). The term “TVET” was adopted by UNESCO and ILO at the second International Congress on TVET, held in the Republic of Korea, Seoul in 1999(Wilson et.al, 2008).

Kingombe (2012) notes that term TVET was adopted by UNESCO and ILO in consultation with their member states and partner agencies to mean: “Those facets of the educational and training

procedures involving the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge in various sectors of economic and social life” (UNESCO,1999 as cited by Kingombe 2012). Maclean et.al, (2009) argue that the present term—TVET—necessitates both explanation and differentiation from other terms (Maclean and Wilson 2009). Over time, a string of terms have been used to elucidate elements of the field that now makes up the term TVET. To mention a few: occupational education (OE), vocational education and training (VET), technical education, TVE career and technical education (CTE), (Maclean and Wilson 2009). A number of these terms are commonly used in specific geographical areas. For instance, in Europe the term vocational education and training (VET) is in common usage, while in the United States the current term is career and technical education (CTE).In addition, many in the field are advocating the use of continuing vocational education and training (CVET).

There are also several different dimensions that can be used to define vocational education and training for example: its venue (company-based, apprenticeship, school-based),and character (initial, continuing). Many Authors argue that, TVET by design is planned to build up skills that can be used in a specific occupation or job. These same authors argue that the objectives and content of TEVT curricula is derived from analysis of the tasks that are to be carried out on the job. The effectiveness of these curricula can be measured by the extent to which trained persons can use their skills in employment. (Middleton, et.al 1993). Wilson (2009) defines TVET as the acquirement of education and skillfulness for the world of work to raise prospects for productive work and personal empowerment and socio-economic development for sustainable livelihoods in the speedily changing work milieu (UNESCO.2012).

2.4.Revisiting Global Trends in TVET

TVET first emerged in the context of the industrial revolution in Europe and North America as part of a philosophy of ‘productive. Anderson (2009) argues that’ He argues that the quest for efficiency and profit was the principal dynamic of the new industrial mode, and that in this context TVET was perceived to have a fundamentally instrumental function in providing the necessary human capital required by industry. Human capital theory has been the dominant approach adopted by global financial institutions such as the World Bank, the International Monetary Fund (IMF), the International Labor Organization (ILO) and by national governments,

although human capital theory has changed in form and emphasis over time (see for example Anderson, 2009; Ilon, 1994; King, 2009; King and Palmer, 2008; Robertson et al., 2007; Tikly, 2004; Unterhalter, 2007). The central rationale for investing in education including TVET within a human capital framework has remained the same, however, and lies in the contribution that different kinds of skill can make to economic growth (DfID, 2008; World Bank, 2011).

In this approach gross domestic product (GDP) is understood as the most significant indicator of development. The perceived role of education and skills in relation to economic growth, however, has shifted over the years. The very first World Bank loan for education, granted in 1963, was for TVET, which accounted for about 40 per cent of all educational loans in sub-Saharan Africa up until the early 1980s (Maclean, 2011).

At that time investment in TVET was considered to be a crucial component of labour force planning. The early prioritization of TVET was criticized on a number of grounds. Some pointed to the ‘vocational school fallacy’ (Foster, 1965).

Based on studies in the Gold Coast in Ghana, Foster questioned the link between the vocationalization of education and the needs of the labor market. He argued that the academic/vocational divide created under colonialism remained intact in the post-independence period, and that academic qualifications were perceived to lead to more and better opportunities in the labor market. There was a disjuncture between the needs dictated by labor force planning and the realities of labor markets. Economists working in the World Bank also began to question the cost-effectiveness of vocational education and the rate of return to investments in TVET (Psacharopoulos, et al. (1991, 1985).

It was argued that unless the policy environment for TVET was reformed, further investment would be an inefficient use of scarce resources (Middleton et al., 1991). It was argued that investment in basic education provided a much higher rate of return than did investment in secondary (including vocational) and post-basic education, and this shift in emphasis provided an economic rationale for emphasizing primary education in the Millennium Development Goals (MDGs). As a consequence of these criticisms funding for TVET dried up, with TVET now accounting for just 8 to 9 per cent of World Bank educational spending (Maclean, 2011). More

recently, and in the context of the shift from the Washington to the post- Washington consensus (see Robertson et al., 2007), proponents of human capital theory have begun to complement a continued interest in rates of return with an interest in education's role in alleviating poverty and promoting social welfare, including women's welfare, as a basis for promoting growth and human security. These have also been recognition of the need to prepare workers for participation in the 'global knowledge economy' and to address the growing skills dividend (incomes differential) between skilled and unskilled workers. As the world moves towards a post-2015 educational agenda, there is an increasing emphasis on learning rather than simply access to basic education. For example, Petrow et.al (2008), writing about Latin America, argue that 'expansion of educational opportunities has not markedly reduced income inequality, underdevelopment and poverty, possibly because of the poor quality of education'.

Hanushek et.al (2007) conclude that there is a statistically and economically positive effect of the quality of education on economic growth which is far larger than the association between quantity of education and growth. They suggest that quality, as measured by student achievement on standardized tests, correlates more strongly with economic growth than simply years spent in education. Priorities are also currently widening to include secondary and post-basic levels of education and training, in order to equip the populations of low and middle income countries with skills for participation in the 'global knowledge economy'. These shifts are also linked to recognition of demographic changes that have seen unemployed youth make up a growing proportion of the population. Reflecting this shift in emphasis, the latest World Bank education strategy (2011), suitably subtitled *Investing in People's Knowledge and Skills to Promote Development*, argues that 'growth, development, and poverty reduction depend on the knowledge and skills that people acquire, not the number of years that they sit in a classroom' (World Bank, 2011, p. vii).

In a similar vein, the UK Department for International Development (DfID) has recently argued that, the evidence is strong. In the technology literature, microeconomic case studies have identified the critical role of educated workers in the innovation process, and industry-level studies have found new technology to be complementary with the education of the workforce. Human capital studies have also shown that educated farmers and workers are more productive in a rapidly changing environment, and thus earn higher incomes. (DfID, 2008, p. 8) .

The new emphasis on skills for growth has led exponents of human capital theory to suggest different kinds of policy solutions. These are summarized in the latest World Bank strategy. In keeping with the findings of previous reports, there is an emphasis on supporting system reform through system assessments, impact evaluations and assessments of learning and skills (including not only basic literacy and numeracy but also a range of further skills including information and communications technology (ICT), critical thinking, problem-solving and team skills). The Bank has expanded its definition of education systems to include not just public schools, universities and training programs but an education system thus includes formal and non-formal programs, plus the full range of beneficiaries of and stakeholders in these programs: teachers, trainers, administrators, employees, students and their families, and employers. (World Bank, 2011, p. ix)7.

The Bank is also committed to supporting a multi sectoral approach including the health and social protection sectors. This expanded definition of an education system and of cross sectoral working is significant because it has the potential to encompass a range of contexts within which skills training is potentially delivered, and reflects the significance of a number of sectors for supporting skills acquisition and learning. The Bank is committed to supporting greater accountability. According to human capital theory, increased accountability within a more diversified and market-led system is perceived as a means to improve the overall efficiency of the system (Anderson, 2008).

Accountability will be achieved through not only more careful monitoring of learning outcomes at different stages of the expanded education and training system to better trace the development of learning and of skills, but an emphasis on support for institutional governance. At a system level, national governments will be held more accountable through the use of results-oriented financing, with different sets of performance indicators used to monitor progress of countries at different stages of development.

2.5. Technical and Vocational Education in Africa

The TVE policies followed by the newly independent African countries were aimed at providing the managers and skilled labor which these countries needed to support the growth of the modern sector. In the late 1970s however the African economies entered a period of recession and

economic crisis ,The growth of modern employment slowed sharply as a result of spending cut sin the public sector and massive lay-offs to maintain productivity in the private sector .The consequence was rapid raise in un employment among young people ,particularly those who had completed their secondary schooling. Gradually, the structure of an employment in sab-Saharan Africa changed ,with rapid growing informal sector absorbing much of the labor force.

Imported models of technical education ,which were developed in a context of economic growth, proved incapable of supplying skilled labor that meet the highly varied requirements of African production systems. A wave of criticism concerning ineffectiveness and high cost of TVE began to be heard and this form of education has been called in to sharp question on the ground that it is poorly suited to labor markets dominated by informal sector employment. Numerous criticism of technical education and vocational training have been voiced over the past decade. These may be summarized as poor quality ,very high cost, training not suited to actual socio-economic conditions, disregard of in formal sector's needs and disregard of labor market and of the high un employment rate among graduates(Atcharena et.al,2002:37-38).

Besides Girma(2009:20) states that in the 1969s and 1970s international development agencies, particularly the World Bank had played a significant role in popularize the TVE system in various African countries. Nevertheless, in following decades ,TVET came under strong criticism and both national and international support had declined considerably. In resent years, how ever TVET has came back to claim a place of importance on the agendas of many international organizations and donor agencies .As a result ,policy makers in many African countries as well as the international donors community have renewed their perspective of the role of TVET as a key to create wealth and emerge out of poverty by producing skilled and entrepreneurial or employable workforce. This is mainly because the need for economic competitiveness and technical improvement has rapid growth through globalization and the number of young people, who have completed basic education but remain in poverty with low, social participation because of high level of un employment has increased. Studies aimed at examining TVET systems in developing countries, particularly Sab-Saharan Africa describe the system as being in a state of crisis already for twenty years. Here two of the main challenges in TVET delivery system will be referred to: quality and relevance .As evaluated by the AU the quality of training is low with un due emphasis on theory and certification rather than skills

acquisition and proficiency testing. Inadequate instructor, training obsolete training equipment and lack of instructional materials are some of the factors that combine to reduce the effectiveness of training in meeting the required knowledge and skills objectives. With respect to relevance, many studies refer to a mismatch between the training offered and the skills needed in the labor market, especially in formal public TVET delivery system often does not pay enough attention to the market trend (Wanna,1998:60).

(Girma,2009:21-22) also witnesses that the quality of training, especially those given in vocational/technical schools can be affected by the quality of instructors, curriculum, resource, and administration. In view of the changes in the labor market, the objective of technical and vocational education have become more diverse: they are no longer simply economic but also social, including the fight against poverty and the integration of young people into the working world. Hence, to train the workforce for self-employment and to raise the productivity of the informal sector become two other major objectives(Girma,2009:21-22).

Many African countries consider to day that the infrastructure and equipment of TVE institution are for the most part obsolete, inadequate and unable to adapt to private sector expectations and technological change. No country however can forego the effort to train young people in the technical skills needed to master the occupations of modern economies. Imports of new equipment's, which workers must know how to use and maintain necessitate an effort to save this training system. It is for this reason that both the international community and African Governments have focused their attention on the question of how to reform TVE(Atcharena et.al,2002:49).Most of the countries in Sub-Saharan Africa regard technical and vocational education as vital to their economic development, as their sector is associated with the acquisition of the qualification needed to be competitive in the international arena. There are many movements under way in the countries of Sub-Saharan Africa to change the content of TVE and its functions, all actors are deliberating the questions of which innovations should be introduced in these countries, in their knowledge that the results obtained will depend on not only their economic and social environment but also cultural and historical factors(Atcharena et.al,2002:57-58).

2.6. Technical and Vocational Education and Training in Ethiopia

Ethiopia has an alphabet of its own for many centuries, and it has been in use system in religious educational institutions. This was going on until early twentieth century when modern education was introduced. Towards the end of the 19th Century, several things accentuated the need for modern education. The victory of Adwa in 1896 resulted in gaining international recognition for the country so that several European and Asian countries expressed their wishes to establish embassies and negotiate treaties. The war itself alerted Emperor Menelik II to realize the inadequacies of church education if Ethiopia was to remain independent. The innovations introduced, such as the formation of the Council of Ministers, the starting of postal, telephone, and telegraphic systems, the establishment of the state bank and printing press, the construction of railway line, etc. all servants (Ayalew, 2000:8).

Academic education continued to be provided until 1936 without the vocational curriculum. required a new type of personnel or qualified civil,immediately after the liberation, there was an urgent demand for trained people to introduce modern management and launch a program of reconstruction. It needed technicians of all levels, managers, planners, engineers, and other economic-oriented labor force. The immediate response to this urgent demand was the establishment of technical and vocational schools to train and supply the critically needed trained people in the various areas of technology (Girma, 2009:26-27).

The vocational/technical schools established in the years 1940s-1960s (Wanna, 1998:57) were Addis Ababa Technical School (1942), Addis Ababa Commercial School (1943), Addis Ababa Building Trade School (1946 (Phased out)), Ambo Agricultural School (1946), Jimma Agricultural School (1944), and Bahir Dar Polytechnic School (1964).

TVET was the most neglected area in the history of the Ethiopian Education System (FDRE,2005:5). However, since 2000/01 a massive expansion of this sub-sector has been operational. The strategic thinking behind the expansion of the TVET sub-sector is to meet the middle level human power demand of the industry, service sector, and commercial agriculture, which have become very essential to the overall development of the country. TVET is an instrument for producing technicians equipped with practical knowledge, who unlike in the past, would be job creators rather than expecting jobs to be provided by the Government. The

objective is to provide quality education and training in the TVET sub-sector. To this end ,the curriculum was revised; skill upgrading training was given to TVET teachers, and expatriate teachers were employed to overcome the shortage of teachers. In collaboration with the private sector and government enterprises, an apprenticeship program was also introduced to develop the skill of the trainees before their deployment to the world of work. The number of TVET institutions has increased from 17 in 1996/97 to 199 in 2003/04 and enrolment from 2,924 to 106,336 out of which 51.2 % are females (FDRE, 2005:5).

2.7. Objectives of Technical and Vocational Education and Training

Though expressed in different ways, TVET has the objective of improving the livelihood of people by equipping them with the necessary knowledge, attitudes, and skills. UNESCO (in Berhanu, et al, 1992:2) has put down the objectives of TVET in relation to the educational process. The objectives are to contribute to the achievement of society's goals of greater democratization and social, cultural, and economic development, while at the same time developing the potential of individuals for active participation in the establishment and implementation of these goals; to lead to an understanding of the scientific and technological aspects of contemporary civilization in such a way that men comprehend their environment and are capable of acting upon it while taking a critical view of the social, political, and environmental implications of scientific and technological change; to abolish barriers between levels and areas of education, between education and development, and between school and society; to improve the quality of life by permitting the individual to expand his/her intellectual horizons and to acquire and to constantly improve professional skills and knowledge while allowing society to utilize the fruits of economic and technological change for the general welfare, etc. Thus, UNESCO has placed high priority on TVET in promoting individual capability and national development. In connection to this, the National TVET strategy of the Federal Democratic Republic of Ethiopia mentions, among others, creating and further developing a comprehensive, integrated, outcome-based, and decentralized TVET system for Ethiopia; strengthening TVET institutions in view of making them centers for technology capability, accumulation & transfer; improving the quality of TVET (formal and non-formal) at all levels and making it responsive to the needs of the labor market; strengthening the private

training provision and encouraging enterprises to participate in the TVET system; and building the necessary human capacities to effectively manage and implement TVET (MoE, 2008:12-13).

While putting into practice the objectives stated above, the following principles will guide and define benchmarks for the further development and implementation of the country's TVET system. These are demand-orientation, quality & relevance, equal access and equal opportunity, permeability, flexibility, life-long learning, gender sensitivity, contributing to the fight against HIV/AIDS, and contributing to environmental challenges (MoE, 2006:10-12). Any development program in a given country, whether it is economic or social, presupposes the availability and the competitiveness of skilled workforce (UNESCO in Befekadu, 1993:12).

In sum, TVET is required to provide skilled labor force to meet the needs of the labor market. This skilled labor force is badly needed for the economic and social development of a country. To lift the country out of poverty and put it in parity with other developed countries, there is a concerted effort being made by the government and other stakeholders to use education and training as an effective vehicle for societal development. The government of Ethiopia took a number of steps in the areas of education and training since it came to power in 1991. Since the introduction of the ETP (1994), quantitative changes have taken place in the areas of education and training. The most significant changes that took place between 1994/95 to 2004/05 which include, among other things, student enrolment in technical and vocational education and training from 2,338 to 45,417. Despite the encouraging results achieved in enrolment increases, the graduates of the TVET system suffer from shortage of reliable knowledge, skills, and attitudes mainly due to a training program that lacks quality and relevance as stated earlier due to numerous bottle necks MoE, 2004/05.

2.8. Institutional Factors that Affect TVET Training

There are many factors that affect TVET training. These can be broadly categorized into two. They are institutional factors and non-institutional factors. Institutional factors relate to all those factors like human resource, facilities, materials, services, etc which are associated with the institution. Non-institutional factors, on the other hand, are those factors like family background, health, diet, etc. that affect the training process. In this study, only the institutional factors are included and are mentioned as follows.

2.8.1 Human Resource Related Factors

These factors are directly related to the human population within the institutions. The following sections try to reveal how the human resource factors play roles in the training process.

2.8.1.1 Management of Technical and Vocational Education and Training

In order for vocational education to be carried out properly, one of the preconditions that need to be fulfilled is the existence of efficient management, especially human resource management. Williams (2006:203-204) states that people need to be managed in the same way as equipment, materials, and information are managed. However, people are unique and special resource and managing them is not simply a control process. Managing people is a challenging task. To this end, Cheatle explains as follows: Above all else, of course, managing people is a dynamic, endlessly changing, complex, and sometimes a downright frustrating business (Cheatle,2001:1).

If technical education at all levels is to function efficiently and if there is to be a constant attention given to ensuring the quality of instruction, highly competent administrators and supervisory personnel are a prime condition. Although both administrators and supervisors should be drawn from the ranks of experienced teachers, the knowledge and talents needed for performing their tasks are different. In-service courses on the post-graduate level for teachers of proven ability are an excellent way of preparing these directors. Also, just as in-service training of various types-particularly the conference or seminar-serve to bring teachers together for discussion of common problems and mutual stimulation, so these types of courses may serve the same function for administrators and supervisors. In addition to a thorough knowledge of the teaching profession, the administrator needs a certain breadth of vision as well as knowledge of

handling certain problems of administration. He will be dealing with teachers in a number of different specialties (UNESCO, 1973:175-176).

Trainers are one group of the human resources available in TVET institutions. These have to be properly managed in order to let them contribute their best. According to a report by UNESCO (1994:31), teachers at all levels of education require regular opportunities for further study, for both personal and professional growth so that they can maintain their commitment and motivation, update knowledge and skills, be exposed to new curricula and teaching materials, and have access to a reorientation program if they wish to move into different field of teaching. Teachers have to be treated as individuals. Regarding this, Anderson writes: Teachers are repeatedly told to treat their students as individuals. However, all teachers typically are given this advice in exactly the same way. That is, we consistently fail to recognize individual differences among teachers even as we admonish them to adjust their teaching to individual differences among students (Anderson, 1991:91).

Efficient management can perform the above stated activities and retain TVET trainers in its respective institution. The issue of supervision is worth mentioning here. Good supervisors are those who know what they are doing and are committed to getting a job done, yet are friendly and pleasant to work with employees. Generally, supportive school leaders are cognizant of the influence of their leadership style and the professional culture they create in their schools; they know that they have an important role to play in the evolution of models of good practice in teacher attention. Capitalizing this point, Coe (1973:77) stresses that a quality program is administered and supervised by personnel who are educated and experienced in vocational education, who understand the needs of pupils and the needs of business and industry, and who are able to work effectively with employers, labor, other school officials, and employment and social agencies. Some of the present problems in vocational education have been created by well meaning people who lack sufficient experience in vocational education to develop and maintain quality programs. There is real danger when such persons also have the power and authority to make far-reaching decisions.

Any system of vocational and technical education requires some form of inspection or supervision to ensure that the quality of teaching is as high as possible, and that it conforms to national standards. Provision for some type of supervision should then be an integral part of planning in vocational and technical education, as evidenced by the ILO Recommendation on the subject: 'The teaching staff of training institutions should be regularly inspected or supervised by the competent authorities with a view to assisting them in their work and improving the instruction given.' The supervisor or inspector performs a number of duties. He must ensure that teachers and administrators are performing their functions properly. But his most important function is one of guidance: he/she should be much more than simply an educational watchdog (UNESCO, 1973:180-181).

The management is expected to establish productive school-community relations. Altering the form and functions of the school is the responsibility of the society (Landers et.al, 1977:340). They continue: The school doesn't exist in a vacuum. It is a social institution-an agency by which a desirable social need may be met-and therefore is a means to an end, not the end in itself (Landers et.al, 1977:340).

An administrator should not only be good in the process of implementing the school curriculum and utilizing the school finance effectively, but also he or she has to be excellent in communicating with the school board, concerned tax payers' group, or the staff (Bagin et.al, 2001:1).

Finch et.al (1979:11) express the importance of school-community relations for vocational education. Vocational education is charged with the responsibility of maintaining strong ties with a variety of agriculture, business, and industry-related areas. In fact, strong school-community partnerships exist in many locales. Since there are a number of potential "Customers" in the community, who are interested in products (graduates), the curriculum must be responsive to community needs. Employers in the community are, likewise, obligated to indicate what their needs are and to assist the school in meeting these needs. This assistance might consist of employers serving on curriculum advisory committees, donating equipment and materials to the schools, or providing workstations in the community for students enrolled in cooperative vocational education. Whatever relationship exists between the vocational curriculum and the community, it should be recognized that strong school-community partnerships might often be

equated with curriculum quality and success. In this section, it has been emphasized that the management of TVET can influence the productivity of the inputs of training including human resources. The management should be well equipped with both how training should go on and how people should be treated if the maximum benefit is to be obtained. In addition, the importance of establishing close and positive relationships by the management with the nearby community has been given due attention.

2.8.1.2 Interpersonal Relationships

Management is about getting the best out of people to achieve objectives. Managers are judged by the performance of their teams. Therefore, the manager needs to focus on the interpersonal relationships within the team. Mullins as cited in Williams explains it as follows. Harmonious working relationships and good team work help make for a high level of staff morale and work performance (Williams, 2006:18).

Thus, in order for all the group members to form good working relationship, the manager has to form good relationships with his/her team members and colleagues and encourage the development of productive working relationships. This means valuing each individual within the team, behaving appropriately, showing respect, recognizing and acknowledging contributions from individuals and the team as a whole. A climate of openness and trust will help to foster good working relationships and strengthen the team abilities through cooperation and mutual support. The manager can do this through regular open communication with the team, encouraging individual development, involving everyone in decisions as appropriate. The capacity to form good relationships is dependent upon the effectiveness of an individual's interpersonal skills. Being aware of what is involved and striving to refine and improve these skills can only bring benefit to the manager, the team, and the organization as a whole (Williams, 2006:118-119).

The existence of good interpersonal relationships leads to high level of employee motivation ultimately resulting in higher productivity. From among the techniques that enable managers to establish good interpersonal relationships within their teams, participation and communication are worth mentioning. Communication is extremely important factor in the workplace. If employees feel comfortable with their employer, it not only creates a good atmosphere to work

in, but also it facilitates the flow of ideas and information. If an employee is having a problem, a communicative manager is more apt to know about it. Communicating involves listening attentively, and counseling as what the right course of action may be. Communication can come in many forms. Some companies choose to have meetings, and if done right, meetings can be a great place for interoffice communication (Noe et al, 2000:401).

This part of the literature review was directly related to the task of management. For better interpersonal relationships to prevail in a training institution, the management has to take the lion's share. Work might be accomplished in the absence of good interpersonal relationships. Nevertheless, this cannot be satisfactory and sustainable. It is common knowledge that people perform better when they are treated in a friendly manner. There should be effective communication and problems that may arise in the course of discharging responsibilities have to be solved on the spot by way of open communication.

2.8.1.3 Training Staff

One of the important principles used to define the quality of a TVET program is related to the preparation of adequately trained teachers and other professionals who shoulder the responsibility of preparing students with quality marketable skills for the dynamically changing world of work. According to this principle, quality TVET programs are distinguished by having a highly trained, experienced, technically competent, and enthusiastic staff including the coordinators, teachers, counselors, and all others who assist them in the instructional process (Strong, Wenrich in Antonios, 2006:38).

Teachers, coordinators, and counselors of quality TVET programs are expected to be masters at their works, thoroughly skilled in every phase of their occupation, and well-informed regarding all technical matters relating to their practices. They have to be able to teach and orient not only the skills and information of the occupation, but also should guide, advise, and stimulate the learners. Atchoarena et.al (2002:62) discuss that trainers/teachers play a crucial role in the supply of high-quality technical and vocational education. In this sector, instructors need first hand industrial experience. In most cases, however, they have little or no contact with the work place or with new technologies. Thus, they rarely have the possibility of updating their stock of

knowledge. Some countries have taken measures to make teachers aware of the new technologies and the new skills, which will be required of pupils when they enter the labor market.

UNESCO (1997:71-72) on its part emphasizes that the successful implementation of TVET programs very much depends on the availability of well-trained and experienced TVE teachers. A major constraint in the vocationalization of curricula in Africa has been due to the lack of such personnel. In several areas, due to low pay, it has not been possible to attract the right teachers to these areas as most qualified TVE professionals often opt for deployment in enterprises or self-employment where incomes are more attractive. Once recruited, TVE trainers should be offered opportunities to advance in pursuit of higher education and training and to periodically take re-training either through enterprises or in specialized institutions to keep current in their disciplines.

The quality of technical and vocational education depends in part on the efforts made by governments and TVE institutions to obtain well-trained teaching staff. With connection to the issue of quality TVET, Coe (1973:78) demands teachers to be masters in their occupation and complete teacher-training programs where they learn how to impart their knowledge and skills to students. Boe et.al (1999:17) have defined five components of teacher quality. These are teacher qualification (such as certification in degree or diploma), tested ability (pass scores in the aptitude/entrance tests offered at teacher preparation institutions), demographic matching of teachers and students (i.e., representative diversity in race/ethnicity, gender and age that is relevant in classroom interaction), teacher professionalism (activities for teachers that enhance the attractiveness of the profession), if for instance, teachers are placed in key decision making roles as in programs involving merit pay, career ladder, and/or peer evaluation, it is assumed that they typically entail enhanced professional responsibility and ultimately job satisfaction, and classroom teaching practice (excellence in delivery of subjects). Skilled teaching has a strong positive impact on pupil achievement.

Saylor et.al (1954:111) stress that teachers may play the parents' roles in providing affection, security, and status. By doing so, they can avoid the aggravation of estrangement. Based on a recent study in Pakistan, UNESCO (1998:33) explains that investments in improving the teacher' teaching methods and the exposure of the students to teachers is far more advantageous than any

other activities like improving physical infrastructure. Students achieve better results when experienced, well prepared, and hard-working teachers teach them (Caillods et.al, 1995:16).

Melaku (2000:15) discusses that educational systems are always expected to maintain and improve the effectiveness and efficiency of their staff members. It should be noted that significant improvement of education could not be accomplished without adequate effort at the in-service training of staff personnel; especially teachers. The staff is the heart of the operation of schools. Money, materials, time, space, facilities, and curricula-all of these are important, too. But initially, in process, and ultimately, the ability of the staff is crucial. One of the most effective ways to bring about curriculum changes, teaching improvement and the professional growth of teachers is through well-organized in-service training of teachers.

In-service training programs to teachers should include activities that are likely to develop teachers' skills in teaching and in the use of diversified and modern teaching technologies, that can encourage teachers to adopt various modern methods of evaluating student performance, that are aimed at increasing teachers' skills or knowledge in their teaching subjects, that would enable teachers to work as a team in solving instructional problems which are of common concern to all staff, that would involve teachers in contributing to the development of the educational objectives of the school system, and that would develop an understanding in teachers of the function of education in society, and its relationship to social, economic, and governmental structures. Besides, skills and competencies necessary to meet the challenges of TVET teacher training will not be achieved through the traditional forms of TVET teacher-training curriculum and delivery and its systems. A multi-dimensional approach is necessary to meet the objectives.

These will include, according to UNESCO (1997:39), pre-service and continuing teacher education through formal and open learning systems; more broad-based and flexible teacher training curriculum replacing skill-specific training programs; integration of training and education in cooperation with industries and private sectors; life-long flexible learning to enable the teachers to meet the demands of higher and varied demands of the teaching job; knowledge and skills of using new technologies of training and education including the computers; development of multi-lingual and communication skills; and increased emphasis on development of work ethics, teamwork, human values, and other non-technical competencies like leadership,

time management, environmental awareness, etc. The way instruction is carried out influences the training process. Generally, it is believed that teachers should use the appropriate training method for a given content. The success of a TVET program largely depends on the competence of its teachers to select and use the right instructional methodology for the teaching of a particular skill. As most educators agree, there is no unique and best teaching method for the instruction of all types of objectives in varied practical circumstances. In this regard the method which may be considered the best for one teacher in a certain situation, for a particular skill may not be the best for others in different circumstances. However, most educators agree that TVET instruction becomes more successful when it is carried out in a student-centered mastery learning approach by emphasizing on the students performing practical activities. Nevertheless, according to UNESCO (2002:7), there are still world shortages of teachers, still large numbers of unqualified teachers and still many who need further professional education and training as they work. In much of the South and especially in sub-Saharan Africa and South Asia, problems of teacher supply threaten the attainment of the education targets. Even where there are enough teachers, too many of them are untrained or undertrained, and the quality of training is often itself inadequate.

Good vocational training requires instructors who have technical and pedagogical skills as well as industrial work experience. Such instructors are expensive to train or attract to the teaching profession. Without qualified teachers, training programs could not be effective (Wanna, 1998:61).

In this part, it has been tried to emphasize that the availability of other resources is useless unless there are well-trained and motivated training staff, especially trainers. Moreover, the current state of trainers and other training staff has been examined. It is important to carry out tasks that enable trainers to keep abreast of new technological developments and new methods of teaching/training. There are many ways of enhancing trainers' skills, knowledge, and attitudes. One of them is a well-organized and well-thought in-service teacher/trainer training.

2.8.1.4 Guidance and Counseling Services

There are many services recommended to be made available to students of school systems. However, guidance and counseling service may constitute the only student personnel services offered in many of our schools. This service is more typically found in secondary schools. The basic purposes of guidance and counseling program are to assist students to understand themselves, and to realize their potentialities more fully. In order to achieve these objectives, the program should provide to the student a set of services. The guidance and counseling program offers a set of services designed to help students understand themselves (appraisal), as well as their immediate and future environment (orientation, educational and occupational information), and to reach decisions which will fully utilize their present and future capabilities (individual and group guidance and counseling). In addition, a good guidance and counseling program provides assistance to those students seeking a job or a college which will be appropriate for them (placement), and checks with them periodically after they have left school to ascertain the effectiveness of the school's assistance to them and their need for further help (follow-up) (Melaku, 2000:25-26).

Guidance can involve all types of life situation-personal, social, religious, and occupational. Guidance is, in general, a set of services or programs, which aids people to solve their problems. The guidance program is based on analysis of the individual needs; the provision of information; counseling; placement of educational, job, and social; consultation; follow up; and research and evaluation (Abosetugne, 2000:26).

Melaku (2000:26) goes on to write that both teachers and school counselors have the responsibility to play roles in the guidance and counseling program. More specifically, he mentions that the school counselor shows concern for and assists the planning of the student's educational, career, personal, and social development; aids the student in self-evaluation, self understanding, and self-direction, enabling him to make decisions consistent with his immediate and long-term goals; encourages the student to participate in appropriate school activities with a view toward increasing his effectiveness in personal and social activities; encourages the student to plan and utilize leisure time activities and to increase his personal satisfaction; assists in the student's adjustment to school and evaluates his academic progress; assists the student in understanding his strengths, weaknesses, interests, values, potentialities, and limitations. But

some trainees are assigned to fields of training that are not of their interest as they are not given the chance to choose the field of study. Assigning TVET trainees to fields of study without their choice may lead to the development of negative attitude towards their field of study (Desta, 2008:71-73).

Guidance should not be provided on a haphazard manner. Guidance has basic principles. According to Pecku in Abosetugne (2000:28), the basic principles of guidance are: guidance is for all students; guidance is a program for all ages; guidance must be considered with all areas of the student's growth and development; guidance is based upon recognition of the dignity and worth of the individual; school guidance program must be relevant to student needs and characteristics; guidance should strive for cooperation and not compulsion; and guidance is a cooperative service involving different groups of people.

Seleshi (2000:18) discusses that the Ministry of Education could not assign counselors to schools, especially in remote areas due to shortage of work force. In such schools, teachers having less teaching load were selected and assigned as counselors. But because these had no any training in guidance and counseling courses, the services these individuals used to give were not satisfactory. Even in those schools where counselors were assigned, there was a difference in terms of the services provided. Some of them were with a background in psychology and the others had sociology and social anthropology. Those who had taken psychology courses had better performance in their jobs.

In addition to guidance and counseling, the school is expected to provide health service. With regard to this, Melaku (2000:26-27) explains that the importance of health services has long been recognized in education, but the implementation of the program to that end has frequently been limited. The primary function of school health services is to assess and diagnose the health status of students in a school, and to work with teachers, parents, school administrators, and others to promote better student health habits and practices. School administrators and teachers need to recognize that the condition of a student's health affects his educational motivation and performance in school. Co-curricular activities should also be managed in the school. Some of the objectives of co-curricular programs are to help all students learn how to use their leisure time more wisely, increase and use constructively whatever unique talents and skills they possess, develop new vocational and recreational interests and skills; and develop a positive

attitude toward the value of these activities, increase their knowledge of and skills in functioning as a leader.

This section discussed the services thought to be available in schools. These comprise of such services as guidance and counseling, health, and co-curricular activities. Most importantly, it stressed guidance and counseling. Under this topic, the roles of the school counselor, the basic principles of guidance, and other related issues were treated. The condition of assignment and the types of professionals assigned in the Ethiopian high schools were also raised.

2.8.2 Non-Human Resource Factors Affecting TVET Training

2.8.2.1 Contents of the Curricula

A desirable curriculum is one that reflects a consistent cultural point of view & attempts to achieve a mutual adjustment of cultural elements in terms of a common orientation. An undesirable curriculum, on the other hand, is one that accelerates the maladjustment of cultural elements by stressing those traditional ideas, knowledge, sentiments, and skills no longer relevant to social realities (Smith et al, 1957:12-13).

The relationship between the curriculum and the society is seen in a perspective which emphasizes that the curriculum is always in every society, a reflection of what the people think, feel, believe, and do; the curriculum needs to reflect and be based on the activities, problems, and future aspirations of the society; curriculum reflects the ideas, knowledge, and skills that are related to the common activities of the members of society; and curriculum of the school is established to serve the purposes of society (Derebssa, 1999:70).

The ultimate success of a vocational and technical curriculum, as Finch et.al, (1979:10) put it, is not measured merely through student educational achievement but through the results of that achievement- results that take the form of performance in the work world. Thus, the vocational and technical curriculum is oriented toward process (experiences and activities within the school setting) and product (effects of these experiences and activities on former students).

A curriculum should be considered as encompassing general (academic) education as well as vocational and technical education. Realistically, the curriculum includes work and experiences associated with preparation for life and for earning a living. This more global definition of

curriculum enables us to consider not only what might be offered in vocational and technical education, but how those learning activities and experiences should relate to the student's more general studies (Finch et.al, 1989:10).

Throughout vocational education, the word 'flexibility' has crept into the jargon: flexible learning, flexible access, flexible assessment, flexible colleges, and flexible management. The concept of flexibility of curriculum delivery is clearly implicit in the notion of a learning program. Flexibility is intrinsic to the design of modular structures and flexibility is also an aspect of access, in that the student is offered many entry points to study and accreditation in the movement away from the traditional academic year (Nasta, 1994:44-45).

MoE explains the idea of flexibility as follows: To respond to the changing occupational requirements and to accommodate the different demand of the various target groups, the TVET system will allow and encourage flexibility and dynamic development of the TVET offers. This applies to the organization and delivery of TVET programs as well as to the way in which people can pursue their individual occupational careers (MoE, 2008:14).

One of the basic characteristics of the vocational and technical curriculum is its responsiveness to technological changes. Many years ago, programs that prepared people for work were quite stable. Typically, the skills and knowledge developed in an apprentice program would be useful for the rest of one's productive life. Today, however, the situation is quite different. More recently, the integration of technological concepts into our everyday life, have had a profound impact on vocational and technical education curricula. The contemporary vocational curriculum is responsive to a constantly changing world of work. New developments in the field are incorporated into the curriculum so that graduates can compete for jobs, and once they have jobs, achieve their greatest potential (Finch et.al,(1979:12).

The organization of quality TVET curricula always considers the needs of all its stakeholders. It incorporates the needs of students, because they are the primary beneficiaries of the programs; the needs of private enterprises, because they are the ones that employ the products of these programs; and the needs of the society and the state, because they are responsible for the socio-economic well-being of the youth (Mansfield et.al, 2006:36). When we come to our case, the 1994 Education and Training Policy of the FDRE has mentioned such points as producing

citizens who stand for equality, justice, and democracy; harmonize theory & practice; integrate national and regional realities; maintain the level of international education standards; and reflect the principles of equality of nations, nationalities, and gender (MoE, 2002:29).

The design of quality TVET curricula involves modularization that emphasizes the specification of particular knowledge and skills, and their application to the standards of performance required in the work place. In practice, the issue of designing TVET curriculum is overwhelmed by various problems. Skills being developed in training programs must correspond with those needed in the labor market. Curricula used for training in schools must be based on occupational or job analysis. An ILO report in Wanna (1998:62) mentions that lack of relevance in formal training includes needs assessment which is inadequate or based on incorrect assumptions about labor market opportunities; a lack of communication between training institutions and potential skill users; a narrow view of training and its role in development; an undue reliance on foreign training models and standards; an inability or unwillingness of institutions or their staff to adapt to changing needs and circumstances; wrong reasons for training, such as “Keeping the kids of the street”; and inadequate feedback mechanism.

Moreover, as is stated in UNESCO (1997:73), current TVE curricula are still too foreign oriented and in the majority of cases outdated because they are based on old trades most of which are now non-existent in the Western countries. There is a need, therefore, for innovations in TVE curricula to make them more relevant to the changing needs of modern African work environments. In short, a curriculum is expected to reflect the needs and beliefs of the society. A school curriculum needs to encompass academic as well as vocational contents. Besides, it is important to involve all stakeholders in the process of curriculum preparation. However, what is in practice is not exactly this way. There are such problems like lack of communication between training institutions and potential users of the graduates.

2.8.2.2 Organization of Training Facilities

Learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments. Learning environments are made up of physical, psychosocial, and service delivery elements. Physical learning environments or the places, in which formal learning occurs, range from relatively modern and well-equipped

buildings to open-air gathering places. The quality of school facilities seems to have an indirect effect on learning, an effect that is hard to measure. The quality of any TVET program is largely dependent upon the degree of the organization of its training facilities. They are characterized by the presence of adequate, well planned, and properly equipped physical facilities, which are very much similar in nature and operation to the facilities in the actual working places (Coe, 1973:78).

TGE (1994:5) elaborates that due attention is given to the provision and appropriate usage of educational facility, technology, materials, environment, organization and management to strengthen the teaching-learning process and the expansion of education.

Physical facilities are important for the proper functioning of training institutions. A functional as well as pleasant working environment may contribute a great deal to training. Thus, considerable thought should go into the planning and construction of physical facilities in order to create the appropriate environment. Among the important elements of these facilities are lecture rooms with good lighting and acoustics; classrooms designed for the particular function they will serve; small rooms for study groups and seminar work; space for individual work, e.g. study cubicle, best placed in library; well-organized library facilities conducive to individual research work and study; conference room; staff rooms; and of course, well-planned and equipped workshop facilities. The creation of appropriate physical facilities is not just a matter of providing the necessary funds and materials. They should be planned and designed by experienced specialized architects in conjunction with teacher educators in order to best serve the education process (UNESCO, 1973:199).

It has been seen, in this section, that training facilities have to be created and organized by bringing together individuals with the best knowledge about them. The effect of training facilities on the achievement of the trainees is not measurable. Making the facilities conducive for learning/ training may result in better training and competence of graduates.

2.8.2.3 Instructional Materials

According to Amare (1999:53-54), instructional materials relate to all forms of materials with which students and teachers interact for the purpose of learning and teaching. They are the instruments with which a teacher teaches and from which students learn. No one disputes the role

and function of instructional materials in enhancing the quality of education. The traditional method of learning which mainly relies on the experience of listening and reading limits the development of other experiences, which in turn, are instrumental to further learning. Still Dale in Amare (1999:55) has provided a comprehensive listing of the pedagogical uses of instructional materials. Some of them are facilitating active learning; encouraging creative thinking; effecting student skill development; overcoming the limitations of time and space; concretizing abstract experiences; creating the access to invisible realities; teaching and entertaining; relating theory with practice; making learning more functional by increasing retention; assisting learning of a method of learning; and encouraging responsibility.

In spite of the high importance attached to instructional materials, they are not accessible to the TVET institutions. Regarding this, UNESCO (1997:12) explains that many institutions suffer from insufficient resources to purchase the complex and expensive equipment needed for their workshops and laboratories. Thus, a close liaison with employing institutions in the world of work needs to be established so that effective on-the-job programs for students may be worked out cooperatively between the education institution and the employing enterprise. This section tried to give a brief explanation about instructional materials. Lack of or inadequacy of training materials hampers the normal learning/training process. It is impossible to expect competent graduates from training institutions that suffer from the inadequacy or lack of training materials. The graduates would not be competent in the world of work. Therefore, it is important to furnish, as much as possible, the institutions with training materials for better achievement of the trainees.

2.8.2.4 Cooperative Training

Cooperative training system in Ethiopia is derived from the “dual training system” of Germany and refers to mode of training delivery of technical and vocational education and training that combines training in enterprise and institution based on a training plan collaboratively designed and implemented by industries and respective TVET institutions. Under this system, the industries/companies and the TVET institutions share the responsibility of providing the trainee with the best possible job qualifications, the former essentially through practical training and the latter by securing an adequate level of specific, general and occupation-related basic competency. The word “cooperative” refers to the two parties providing training: the concept

“system” means that the two parties do not operate independently of one another, but rather coordinate their efforts. The guiding principle is that as all parties involved, namely: the industry, the trainees and TVET institutions will gain immediate and long-lasting benefit; they will choose it (MoE, 2010:6).

This cooperative training, as stated above, is a new phenomenon in the Ethiopian TVET System. In cooperative training, the trainees are expected to spend a certain part of their time in the training institute and most of the time in an enterprise that undertakes tasks related to their occupational training. It is believed that this type of cooperation benefits both the training institution and the enterprise leaving aside the advantages the government and the trainees derive from it. In Atchoarena et.al (2002:58) state that for the improvement of technical education and vocational training, systems systematically refer to the need to forge closer links between training and the labor market. This search for a better match between jobs and training is based on a two-horned problem:

- The labor market today is often considered to be characterized by the acute shortage of skilled labor, as reported by many employers. Paradoxically, many economies suffer, at the same time, from rising unemployment, particularly among the young people leaving the education system, as reflected in graduate employment rates.
- The pace of technological change requires workers to have new qualifications in order to perform the tasks required in modern jobs and thus to raise competitiveness.

Cooperation between technical schools and enterprises can come in several forms, ranging from sandwich training to collaboration in research and development (Atchoarena et.al, 2002:59). Although there are a few, but significant, exceptions-e.g. Botswana, South Africa, Zimbabwe most African countries have very little experience with dual forms of training in technical and vocational education.

Hence, several countries, such as Côte d’Ivoire, Kenya, and Congo, are developing this form of cooperation with business in order to work towards a closer match between the supply and the demand for training. Though dual training appears to be an effective means of familiarizing trainees very early with the conditions of the work environment, there are many difficulties in applying this system in the countries of sub-Saharan Africa. One of the reasons for this is it

requires first and foremost that enterprises be willing to provide training and consider it as a long-term investment in human resource development. If such training is to give young people a true immersion experience in the company, careful organization of in-firm practical training and supervision of trainees is also required. These conditions, not always met in developed countries, are hardly satisfied in most of sub-Saharan Africa. Cooperative training is expected to play its role in improving the quality of the current Ethiopian TVET system. Any enterprise who can provide a working place to trainees, machines for training, tools, consumables, materials and which can also assign a training coordinator/ supervisor can be a cooperative training partner. As far as occupational activities of the enterprises, in one way or another, if the activities of an enterprise have similarity with occupational training, any enterprise, large or small, can take part in cooperative training (MoE, 2010:6).

Those parties who participate in cooperative training are given each their responsibilities. The enterprise, the TVET institution, the trainer, and the trainee are all responsible for the proper execution of cooperative training. Besides responsibilities, each participant benefits from the process. The following are among the points described in the Cooperative Training Handbook.

- Enterprises get competent workforce shaped according to their demand and will be assured of the long-term availability of qualified staff in the labor market. Also they can get new technologies transferred through the trainers and trainees from training institutions.
- Trainees are more motivated to study, and they learn more easily, since they are aware of what they are training for and how they will apply competency concepts in their practical work.
- As the practical training shall take place at the enterprises' venue, training providers save resources to be spent for purchasing training materials/inputs, environment, and reduce training material need in the training institutions. In addition, the training staff will get exposure to real world of work environment through the interaction with enterprises (MoE, 2010:6).

To make the enterprises and other business organizations cooperate with the TVET institutions, they have to be involved in planning, developing the objectives and strategies, etc. of the system. In Ethiopia, despite the due emphasis given to technical and vocational system by the government, the participation of enterprises in cooperative training programs is still very low. A study conducted by Wanna (1998:61) has come up with the conclusion that though there are

some efforts by such TVET institutions as the Addis Ababa Technical School, Entoto Vocational/Technical School, and General Wingate School to create links with enterprises, the status of the other institutions is not well documented. It should be indicated that job placement of vocational/technical program graduates is one of the indicators of effective training system. In order to keep current with the state of the art practice, there is a need for collaboration between TVE institutions and enterprises to enable students gain skills and to enable teachers to retool in their own occupations. In this relationship, tangible benefits accrue to both educational institution and the informal/formal sector (UNESCO, 1997:73-74).

Here, it has been tried to explain what cooperative training is, the participants in the program, and the benefits derived from the program by each participant. The source and the way cooperative training is expected to be put into practice and the condition of cooperative training including the major problems being faced, in Ethiopia have been discussed. The literature review part of the research has tried to further emphasize the objectives of TVET, mention some of the major institutional factors both human resource-related and nonhuman resource related that influence the training of TVET students. The human resource related factor include TVET management, interpersonal relationships, training staff and guidance and counseling services

The nonhuman resource related factors, on the other hand, comprised of such things as curriculum content, school facilities, instructional materials, and cooperative training. The recent developments in TVET in Africa particularly Ethiopia have been to some extent raised here and there throughout the chapter. It is in this sense that the researcher tried to investigate the factors that affect the implementation of technical and vocational education and training in selected public institutions of East Shoa Zone of oromia regional state by finding proper answers to the basic questions raised at the end of the statement of the problem.

Chapter Three

3. Research Design and Methodology

3.1. Research Design

To conduct this research the researcher was used a descriptive survey method of research . This is because of it save time and cost. limited number of units from the population of the study are investigated. it can lead to a greater accuracy, because of close monitoring and supervision of the data collection, analysis and interpretation were much more feasible. The aim of survey design is to study the sampled population and be able to generalize the findings to population from which the sample is drawn. Therefore, the study focused mainly on describing ,identifying ,analyzing and interpreting the current conditional of TVET that exit in relation to reveal the factors affecting the implementation of technical and vocational educational and training in selected institutions of Eastern Shoa Zone of Oromia Regional state. The research approach which design to work this thesis is mixed approach because date collected by close ended questions was interpreted by quantitative and the date collected by open ended questions was interpreted by qualitative approach.

3.2. Population Sample and Sampling Techniques

The East Shoa Zone has a total of six(6) TVET institution. For the purpose of this study the researcher was selected only three TVET institution sample by using simple random sampling techniques. It is obvious that the TVET institution includes Level I,II,III and IV trainees. Among those levels, the researcher purposefully was take Level III And IV is because the researcher believes that Level III and IV were senior or familiar with the school environment and with their teacher's and cover a broad areas and depth, which provide the required data. Finally, the selection of the respondents is based on Sample population including trainers, trainees institute coordinators/directors, one process owners and TVET bureau officials. The researcher used availability sampling technique to select coordinator/director, one process owners and TVET official since they are few in number. The total population of student and teachers in the three TVET institution are relatively large size ; among this the researcher was take 30% Level II and IV trainees and trainers by using stratified sampling with simple random sampling technique and the sample was drawn proportionally from each institutions. In addition ,for the sake of convenience in generalizing and homogeneity, 3 from among six TVET institution that provide

training in deferent fields were selected using simple random sampling method and were included in the study . The TVET institutions are

1. Batu TVETT Institution.
2. Modjo TVET Institution
3. Wonji TVETT Institution

Sample Population including trainees coordinators, and process owners are selected from these institutions. The Following table depicts respondents who participated in this study in this study including officials form TVET bureau.

Table .I Respondent (teacher & trainees for Questionnaires and TVET bureau) Official,Directors & process owners for interview questions)

S.N	Name of TVET Institution	Director+One Process Owner		Trainer		Trainees		Grad Total	
		Total Number	Sample	Total Number	Sample	Total Number	Sample	Total Population	Total Sample size
1	Batu	2	2	60	18	169	51	231	71
2	Modjo	2	2	20	6	95	29	117	37
3	Wonji	2	2	73	21	287	86	362	109
	Total	6	6	153	45	551	166	710	***217

NB:- There are one director and one process owners in each TVET center.

- The coordinator of the institution.
- Basically subject teachers but appointed as managers.

*** Three (3) are wareda TVETB officer.

All the six (100%) directors and process owners were taken using purposive sampling for they are expected to give better responses for the interview. The selection of sample trainers was carried out first by forming categories(strata of trainers based on their area of specialization. After this respondents were selected proportionately from each stratum using random sampling .Altogether ,45(43.3%) of the trainers were selected to take part in this study.

There were a total of 551 second and third year regular trainees (of course, including few trainees from first years so as to ensure the representation of occupational areas) in the three TVET centers. One hundred and sixty-six(29.8%) of them were included in the study by way of

proportionate sampling. Year 2 and years 3 trainees were chosen with the assumption that they can provide reliable information due to their comparatively longer stay in their respective institution. In addition three TVETB officers with longer experience in TVET were purposively included in the interview as they are expected to have accumulated knowledge of the TVET practices they observed via reports and supervision. Overall, 220 respondents were included in the study. The information obtained from the senior TVETB officers, directors, and the process owners by way of semi-structured interview was used to compare and triangulate the responses given by the trainers and the trainees. The semi-structured interview was employed because it enables to get detailed answers by asking additional questions when necessary.

3.3.Sources of The Data

Primary and secondary sources were consulted to obtain information about the subject under study. Primary data were gathered through questionnaires and interview from trainers & trainees and TVETB Officers, directors and process owners respectively, while relevant documents pertaining to the number and type of trainees and employees were analyzed to secure secondary data.

3.4.Data Gathering Instruments

The research instruments employed for data collection were two sets of questionnaires; one for trainees and another for trainers, semi-structured interview for the senior TVETB officers, directors and process owners; observation checklist and document analysis. The questionnaire was employed as a principal data collection instrument, because factual information is better secured through the questionnaire. Moreover, questionnaire enables to obtain variety of opinions from a large size of population relatively within a short period of time. The document analysis was mainly used for investigating the number of trainers and trainees in the TVET institution. How each of data gathering instruments was used is discussed in detail.

a) Questionnaire

The questionnaire is one particular type of survey which asks for responses to a set of questions. One can involve large numbers of people by using a questionnaire (Hult, 1986:37). Both sets of questionnaires were first prepared in English and trainees questionnaires' were translated in to Afan Oromo versions were distributed to the respondents to make them more comprehensible. The questionnaires contained both closed-ended and open-ended items. Most of the closed-ended items were constructed in the form of multiple choice (of course some of them were in the form of rating scale). The open-ended questions were prepared in a form that enables to collect the respondents' suggestions, comments, and recommendations.

b) Interview

An interview is a data-collection method in which an interviewer (the researcher or some one working for the researcher) asks questions of an interviewee. That is, the interviewer collects the data from the interviewee, who provides the data (Johnson and Christensen, 2008:203). An interview guide was prepared, so as to get better detailed information from the senior TVET officers, directors, and process owners. The interview was conducted on a face to-face basis.

c) Document Analysis

To secure facts and figures about the trainees and employees (directors, process owners, and trainers), a number of documents, among others, statistical information, reports, employees' lists, etc, were thoroughly and sufficiently investigated. In addition, secondary sources such as official policy and strategy documents, guidelines, books, magazines, education statistical abstract, etc. were referred.

d) Observation Checklist

Since it is important to secure additional facts through observation at the respective sites, an observation checklist comprising points regarding the staffing, equipment, facilities, services, and the training process was prepared and employed. This was used to further strengthen the information collected by means of other data gathering instruments.

3.5 Data Gathering Procedures

The descriptive method is appropriate to carry out this study because it helps to obtain adequate information on the existing training practices of TVET institutions and enables to test the basic questions. Furthermore, the method can be used to draw out recommendations that may help to improve the existing conditions. As long as the procedure of data collection is concerned, the researcher were get through the following steps, so as to collect the relevant data. The first thing to do is, getting permission from the director/coordinator of the TVET institution .After the researcher gets permission, he distributes the questionnaire's to the respondents (to trainee and trainers),After precise introduction so as to let them to know the purpose of the study .Next, the researcher was observed institution compounds regarding staffing, equipment, facilities, services and the training process. then the researcher conducted interview with the TVET officers, directors, process owners. Finally document analysis was take place, by preceding smooth introduction to create clear/good relation and as to get very relevant data. After data collected from respondents, the researcher were like to address his acknowledge for all people those corporate him.

3.6 Tools of Data Analysis

To make the collected data ready for analysis, the questionnaires were checked for completeness, the data were classified and tallied carefully, the assembled data were arranged and organized in tables, and computed using percentages. Finally the organized data were interpreted. The statistical tools employed to analyze the data are frequency, percentage, and mean score which help to identify the relative weight of the major institutional factors affecting the learning/training of TVET trainees.

3.7. Ethical Considerations

The researcher addressed ethical considerations of confidentiality and privacy. A guarantee was given to the respondents that their names should not be revealed in the questionnaire and research report. Moreover, the researcher informed the participants about the purpose, procedures and confirmed that the researcher for the educational research purpose to fulfill his Master's thesis in educational leadership. Lastly, the respondents received a verbal and written description of the study, and consent of respondents was obtained before the survey.

Chapter Four

4. Presentation, Analysis and Interpretation of Data

This chapter deals with the presentation, analysis, and interpretation of the data pertaining to the background information of the sample population and their responses to the items that are set in the instruments.

4.1. Characteristics of the Respondents

The selection of the respondents is based on Sample population including institute coordinators/directors, one process owners and TVET bureau officials. The target population mainly consists of trainers and trainees. Both of them were selected, first, using stratified sampling able to include trainer and trainee participants from the department available. Then proportionate sampling was employed to roughly ensure the representation of participants. Finally, the ones included in the sample were chosen using simple random sampling method. 166 and 45 questionnaires were distributed to the trainees and trainers respectively. 162 (96.4%) and 37 (88.1%) of the questionnaires were completed, returned, and used for the study. In sum, out of 211s questionnaires, 199 (94.8%) were used for the study.

Table II- Sex and age of the respondents

S. N ^o	Item	Trainers		Trainees	
		N ^o	Percentage	N ^o	Percentage
1	Sex				
	a) Male	32	86.5	75	46.3
	b) Female	5	13.5	87	53.7
	Total	37	100	162	100
2	Age				
	a) 15-20 years	4	10.8	128	79.0
	b) 21-25 years	21	56.8	33	20.4
	c) 26-30 years	10	27.0	1	0.6
	d) 31 years and above	2	5.40	-	-
	Total	37	100	162	100

Table II reveals sex and age of respondents. The respondents were trainers and trainees. In the first item, among the 37 trainers, 32 (86.5%) were males and 5 (13.5%) were females. Of the trainee respondents, 75 (46.3%) and 87 (53.7%) were males and females respectively. This shows that the percent in the training institution of female trainers is low as compared to that of their male counterparts. Whereas the number of female trainee population in the institutes is acceptable and encouraging in general.

Item 2 refers to the age range of the respondents. 4 (10.8%) of the trainers are in the age range of 15-20 years and more than (56.76) of the trainers are in the age range of 21-25 years. 10 (27.0) trainers are of age 26-25 years. Only 2 (5.4%) are with ages 31 years and above. One hundred and twenty-eight (79.0%) of the trainees are in the age range 15-20 years. Only 1 was in the age range 26-30 years.

Almost all the trainers (94.6%) are in the range 21-30 years. This implies that they are in the age of hard work and though they less experienced. Many of the trainees are also in the right age range according to the national age-grade level expectation. This is because trainees are expected to complete grade 10 at the age of 16 if they start schooling at the age of 7, which is the Ethiopia official age for starting primary schooling.

Table III Qualification and marital status of trainers

S. N ^o	Item	Trainers	
		N ^o	Percentage
1	Qualification		
	a) Master's	-	-
	b) First Degree	10	27.0
	c) Diploma	27	73.0
	d) Certificate	-	-
	e) Other	-	-
	Total	37	100
2	Marital status		
	a) Married	8	21.6
	b) Single	29	78.4
	c) Divorced/separated	-	-
		-	-
	Total	37	100

Table III presents qualification and marital status of trainers. Only 10 (27.0%) of the trainers were first degree holders (item 1). They had had the right qualification level to train at level III and level IV. The rest 27 (73.0%) were with diploma qualification level. These trainers were assigned in jobs that are beyond their qualification. In addition, most of the diploma holders were recently recruited because the experienced diploma trainers joined universities to upgrade their qualification. Training provided by these under qualified and inexperienced trainers may not enable to produce capable graduates that play important roles in the country's economic and social spheres. According to the responses obtained from the interviewees, effort has been exerted by the regional TVET bureau and the institution to minimize the shortage of trainer. On this issue, one of the interviewees mentioned as follows: We have shortage trainers. Even the available trainers do not impart the training properly They are deficient in both theory and practice. The trainers themselves are graduates of institution that are not yet efficient. They are not expected to improve their pedagogical skills within a short period of time. There is a gap between what they are assessed for and what they are training. Currently efforts are being made to enhance their skills by providing them trainings on pedagogy and their respective occupations. In addition, training are conducted by experienced trainers and industrial exposure is being taken as one way of capacity building”.

In Connection to the above stated finding, UNESCO(1997:71-72) emphasizes that the successful implementation of TVET programs very much depends on the availability of well-trained and experienced TVE teachers. A major constraint in the vocationalization of curricula in Africa has been due to the lack of such personnel. In several areas, due to low pay, it has not been possible to attract the right teachers to these areas as most qualified TVE professionals often opt for deployment in enterprises or self-employment where incomes are more attractive. Wanna (1998:61) states that good vocational training requires instructors who have technical and pedagogical skills as well as industrial work qualified teachers, training programs could not be effective.

Item 2 refers to the marital status of trainers. Of the total 37, only 8 (21.6%) were married. Twenty-nine (78.4%) of them were single. Most of them were too young to get married as they came to the position of trainer directly after graduation from their respective TVET institutes. It was also tried to examine the service of the trainers. Accordingly, 18 of them served in other jobs from 6 months to 20 years before they became TVET trainers. As to their services in the current

job, 26 of them replied that they have services below 2 years. Only 11 (29.7%) of them had services of 2 years and above. Their services in the current job ranged from 6 months to 26 years, The prevalence of many inexperienced trainers in an institution. might be an indication of the institution's failure to provide mature training that leads to successful employment and/or self-employment.

Table IV- Level and year of training of trainees

S. N ^o	Item	Trainers	
		N ^o	Percentage
1	Level of training		
	a) Level III	36	22.2
	b) Level IV	126	77.8
	Total	162	100
2	Year		
	a) 1	13	8.0
	b) 2	88	54.3
	c) 3	61	37
	Total	162	100

Table IV displays the level and year of training of trainees. Item one asks about the level of training of trainees. Thirty –six (22.2%) of the trainees were in level III while 126 (77.8%) were enrolled in level IV. This implies that most of the occupational areas provided are in level. IV.

Item 2 is concerned with the year of training. Accordingly, 61 (37.7%) and 88 (54.35) of the trainees were in their 2nd and 3rd years trainees in building electrical installation in two of the institutes were out of the campuses. The trainees included in the sample, in general, are expected to be relatively mature and knowledgeable enough to give better responses to the questions raised as they stayed in the institutes for a relatively longer period of time.

4.2. Analysis of Data Related to Factors Affecting the Implementation of TVET

Table V- Training of trainers and their interest in TVET

S. N ^o	Item	Trainers	
		N ^o	Percentage
1	Do you have adequate training in technical and vocational area?	29	78.4
	a) Yes	8	21.6
	b) No		
	Total	37	100
2	If your answer to question 1 is “yes” the training program was/is :		
	a) pre-service	15	40.5
	b) in- service	20	54.1
	c) workshop	2	5.4
	Total	37	100
4	How would you rate your interest in training in a TVET institution?		
	a) Excellent	15	40.5
	b) Fair	9	24.3
	c) Poor	5	13.5
		8	21.5
	Total	37	100

Table V shows training of trainers and their interest in TVET. 29 (78.4%) of the respondents witnessed that they had adequate training in technical and vocational area. This helps them to perform their current tasks in a relatively better way. Only 8 (21.6%) replied that they had no adequate TVET training. Still from the same table (item 2), it can be seen that 10, 16, and 3 of the respondents responded that the training was in the form pre-service, in service, and workshop respectively. However, because the forms of training can be overlapping, it seems difficult to take for granted the responses. As can be observed from the answers given to third item of the table, asked about their knowledge of the objectives of TVET, 15 (40.5%) and 20 (54.1%) respectively expressed that they very adequately and adequately know the objectives. Only two (5.4.5%) replied that they do not adequately know the TVET objectives. The trainer’s knowledge of the objectives of TVET is a step forward to strengthen the training process. Regarding the interest of trainers (item4), 24 (64.9%) had excellent and good interest in training. Nevertheless, the fact that a significant number (35.1%) had fair and poor interest in training poses negative influence on the training process. The trainers with fair and poor working interest in TVET stated

the issue of unequal treatment for equal contribution as the reason behind their feeling. Also in the interview conducted with TVETB officials, institute coordinators, and process owners in the TVET institutes, it was learnt that the delay in putting into practice of the national TVET Trainers' Qualification Framework, which is associated with salary and benefits, was the main reason for the lowered trainers' interest in their jobs. The trainers' interest to work in TVET is influenced, among others, by the salary and benefits. To this end, an interview vow: The training interest of trainers is low due to the prevalence of unsatisfactory salary and benefits. There is no satisfied trainer. The TVET bureau promises but it does not accomplish all.

Table VI-Trainees' information about, choice, and interest in TVET training

S. N ^o	Item	Trainers	
		N ^o	Percentage
1	Had you any information about the institution before you joined it?		
	a) Yes	54	33.33
	b) No	28	17.3
	c) Partially yes	80	49.4
	Total	162	100
2	Why did you choose to make your study in a TVET institution?		
	a) Family influence	1	0.6
	b) its access to further education	87	53.7
	c) Its opportunity to employment	12	32.4
	d) better income from the field	20	12.4
	e) lack of other alternatives	31	19.1
	f) former graduates of the institution	2	1.2
	g) other reasons	9	5.6
	Total	162	100
3	How did you choose your field of study?		
	a) own choice	118	72.8
	b) with the help of vocational counselor	7	4.3
	c) friends convinced me	6	3.7
	d) the institution forced me	5	3.1
	e) by the orientation given by the department	23	14.2
	f) if other specify	3	1.9
	Total	162	100
4	Does your institution have attractive training compound?		
	a) Yes	83	51.2
	b) No	79	40.8
	Total	162	100

Table VI portrays trainees' information about, choice and interest in TVET training. Item 1 is about trainees' information about TVET training. 54 (33.3%), 28 (17.3%), and 80 (49.4%)

responded “yes” “no” and ‘partially yes’ respectively. This indicates that almost one fifth (28) of the trainees did not have information about TVET training.

According to the response obtained item 2 of the same table, 87 (53.7%), 31 (19.1%),and 20 (12.4%) of the trainees responded ‘its access for further education, lack of other alternatives; and income from the field, respectively. When asked to specify other reasons, most of them stated that they want to have skills to serve their communities and country at large. The current process of up grading to the TVET trainer might have influenced them mainly ‘to choose its access for further education.

It is also possible to see choices of field of study (item 3). One hundred and forty-one (87.0%) of the trainees chose their fields of study either by themselves or based on the orientation given by the respective departments. The possibility to join a field of training of one’s choice enhances the probability success in that particular field. The other ways of joining fields accounted for only 21 (13.0%).

In response to the fourth item (interest in the field of study), out of the total trainees, 153 (94.4%) of them responded that they are interested in their field of study. Their being interested in their respective fields of study can serve as a positive factor for better achievement.

With respect to the attractiveness of the training compound (item 5), almost half (51.2%) of the trainees rated that their training environment is attractive. A training environment considered unattractive by about half (48.8%) of the respondents cannot be expected to be conducive for training.

Generally seen, the fact that most of them had information about TVET training, joined their fields of interests, and being interested in their current contributes to heightening the morale of trainees and eventually helps them to succeed in their respective occupational area.

Table VII- Trainers' views about the interest and achievement of trainees

S. N ^o	Item	Trainers	
		N ^o	Percentage
1	In your opinion, are the majority of trainees in your department interested in their field of study ?		
	d) Yes	26	70.3
	e) No	8	21.6
	f) I don't know	3	8.1
	Total	162	100
2	From your experience as a trainer, how do you rate trainees' achievement in your training area?		
	a) High	8	21.6
	b) Moderate	29	78.4
	c) Low	-	-
	Total	37	100

Table VII reveals trainers' views about the interest and achievement of their trainees, When asked whether the trainees in their respective occupational areas are interested in the training (item 1), 26 (70.3%) of the trainers responded positively. Eight (21.6%) of them answered 'no'. Three (8.1%) of the trainers explained that they do not whether the trainees are interested or not. Those who answered 'no' gave such reasons as lack of adequate knowledge about TVET, absence of other alternatives, and insufficient salary paid for graduates. The trainers' belief that majority of the trainees are interested in their areas of training can motivate the trainers to discharge their responsibilities in better ways. However, about one fourth of the trainees are not interested in the training (as per the trainers' response) means that there should adequate attention to mitigate such problem from the very outset.

Item 2 asks about trainees' achievement. Trainers were asked to rate their trainees' achievement in general. Twenty-nine (78.3%) of the trainers replied 'moderate' Only 8 (21.6%) responded that their trainees' achievement was 'high'. This is an indication that still most trainers feel good about the achievements of their trainees.

Table VIII-Vocation counselor and streaming of trainees

S. N ^o	Item	Trainers		N ^o	Percentage
		N ^o	Percentage		
1	Is there a vocational counselor in your institution ?				
	g) Yes	124	76.5		
	h) No	29	17.9		
	i) I don't know	9	5.6		
	Total	162	100		
2	If your answer to question 1 is 'yes', in which of the following activities did he/she assist you?				
	a) providing necessary information about my field of study	25	20.2		
		28	22.6		
	b) providing necessary information about TVET institutions	5	4.0		
	c) providing necessary information about job opportunities after graduation	26	21.0		
		40	32.3		
	d) providing necessary information about the methods by which I can enhance my achievement				
	e) He/she didn't give me any assistance				
	Total	125	100		
3	If you answer to question number 1 is 'no' who work as vocational counselor in your TBET institution?				
	a) Teachers	10	34.5		
	b) Any staff member	12	41.4		
	c) Nobody	7	24.1		
	Total	29	100		
4	In your institution, trainees streaming to various fields of study is conducted.				
	a) according to the interest of trainees			14	37.8
	b) by the decision of institutes' as-hoc committee			5	13.5
	c) By the decision of management of the institute			7	18.9
	d) Partially based the interest of the trainees			11	29.7
	Total			37	100

Table VIII displays the presence of vocational counselor and streaming of trainees. Asked about the presence of a vocational counselor (item), 124 (76.5%) of the trainees replied 'yes', 29 (17.9%) answered 'no' and 9 'do not know,. Though trainees' knowledge of the presence or

absence of a vocational counselor is a pre-condition for seeking help from him/her, still there are some who do not have any idea about the service in their institutions. No knowing the very presence of a service leads to deprivation of getting it that would have otherwise contributed to one's success in a field of study. Item 2 is about the assistance trainees received from the vocation counselor. From among the 124 trainees, 40 (32.3%) responded that they did not receive any assistance. Twenty eight (22.6%), 26 (21.0%), and 25 (20.2%) answered that the vocational counselor helped them by Providing the necessary information about TVET institutions, the methods by which they can enhance their achievement, and their field of study respectively. Only 5 (4.0%) expressed they were provided information about job opportunities after graduation. The fact that many trainees were not given any assistance implies the ineffectiveness of the guidance and counseling service in the institutions.

The trainees who answered 'no vocational counselor' were asked concerning those who work as vocational counselor (item 3). Accordingly, 12 (41.4%) and 10 (34.5%) of them replied 'any staff member' and 'trainers' respectively. Seven (24.1%) explained that 'nobody' works as vocational counselor. In an interview with the TVET management of both levels, it was found out that management members and trainers work as vocational counselors. It can be possible to infer that the guidance and counseling services provided to the trainees with employees totally occupied by responsibilities of their own may not be effective.

For question no. 4 above, 25 (67.6%) of the respondents expressed that the streaming of trainees into various occupational fields is done either 'according to the trainees' interest' or 'partially based on the interest of the trainees'. A little more than one third (32.4%) of the trainers witnessed that this is done either by the decision of institute's ad-hoc committee or by the decision of management of the institute. Streaming trainees according to their interest coupled with thorough understanding about the labor market, if circumstances allow, appears to be a good way.

But from the data described above, one could clearly see that some of the trainees are assigned to fields of training that are not of their interest as was found out by Desta (2008: 71-73) that trainees were not given the chance to choose the field of study. He further vows that assigning TVET trainees to fields of study without choice may lead to the development of negative attitude among trainees.

Table IX Trainers' views about the leadership

S. N ^o	Item	Rating scale				
		Excellent	Good	Fair	Poor	Mean
1	Competence/managerial efficiency	5	12	11	9	2.4
2	Friendliness	8	12	7	10	2.5
3	Helpfulness	8	10	13	6	2.5
4	Ability to inspire	5	11	10	11	2.3
	Average					2.4

Table IX above reveals trainers' views about the leadership. According to the responses given, the leadership is rated 62.5% in terms of friendliness and helpfulness, 60% with respect to managerial efficiency, and 57.5% in the ability to inspire. Despite the slight differences, it can be said that the management is rated weak with regard to the above mentioned factors. As can be observed from the table, the average score for all the four behaviors is only a bit higher than half (60%). From this, it is possible to say that the leadership is not in apposition to help and influence other so as to make them exert utmost effort in the course of accomplishing institutional objectives.

Table X- Trainees' views about the leadership

S. N ^o	Item	Rating scale			
		High	Medium	Low	Mean
a.	Promote quality training	31	97	34	2.0
b.	Provide strong leadership for the institution	25	85	52	1.8
c.	Efficiently utilize institution's resource	31	67	64	1.8
d.	Conduct monitoring in training classes regularly	27	73	62	1.8
e.	Evaluate out- of class activity regularly	16	59	87	1.6
f.	Support trainees' effort in the training process	26	79	57	1.8
g.	Create relationship with parents	14	25	123	1.3
h.	Create relationship with local community	14	55	93	1.5
	Average				1.7

Table X shows trainees' views about the leadership. According, the highest response obtained was 2.0(66.7%) for promoting quality training; other activities like 'providing strong leadership; efficiently utilizing resources', conducting monitoring in training classes', and

supporting trainees' efforts' were rated 1.8 (60%) each. 'Evaluating out-of- class activates', creating relationship with the local community', and creating relationship With parents' help the next ranks with mean scores of 1.6, 1.5 and 1.3 respectively. All in all, the average point regarding the activities was 1.7 is around half (56.7%).Hence, it is possible to deduce that the management/leadership has satisfied neither the trainers nor the trainees as the average performances in both tables (table IX and table V) are only a little more than half.

In the interview, it was found that in spite of the differences among individuals, their experience in TVET management positions, participation in various trainings concerning TVET, some of them being graduates of TVET fields, and availability of manuals are factors that improve the managerial efficiency of the leadership. However, all the interviewees agreed that assignment in management positions with no predetermined political and/ or civil service directives coupled with absence of incentives resulting in continuous turnover is partly the reason for failure of the institutional management to carry out the responsibilities properly. In support to this, one respondent says: The position process owner/coordinator should have been clearly and constantly declared whether it is on the basis of merit or political appointment-avoiding current fluctuation.

The reality seems against what is stressed by Coe (1973:77) saying that "a quality program is a administered and supervised by personnel who are educated and experienced in vocational education, who understand the needs of pupils and the needs of business and industry, and who are able to work effectively with employers, labor, other school officials, and employment and social agencies." Still he goes no to say " Some of the present problems in vocational education have been created by well-meaning people who lack sufficient experience in vocational education to develop and maintain quality programs. There is real danger when such persons also have the power and authority to make far- reaching decisions."

Table XI-Evaluation of the condition of materials and facilities

S. N ^o	Item	Trainers		Trainees	
		No	Percent	No	Percent
	The adequacy workshops in your training area are: a) b) Moderately adequate c) Not adequate	5 8 24	13.5 21.6 64.9		
	Total	37	100		
2	How do you rate the relevance of available equipment in your area? a) High b) Medium c) Low	5 18 14	13.5 48.7 37.8		
3	In the field you train, availability of hand tools for the training is: a) sufficient b) Moderately sufficient c) Not Sufficient	9 18 10	24.3 48.7 27.0		
	Total	37	100		
4	Do the raw materials provided for practical training arrive in time? a) Yes b) Sometimes yes c) No			21 64 77	13.9 39.5 47.5
	Total			162	100
5	Are there sufficient classes in your training area? a) Yes b) No			81 81	50.0 50.0
	Total			162	100

Table XI reveals trainers' and trainees' evaluation of the condition of materials and facilities. In item 1,24(64.9%) of the trainers responded that the workshops in their respective training areas are not adequate. Thirteen (34.1%) witnessed the workshops as either 'adequate' or 'moderately adequate'. From both the interview and the observation, it was learnt that the buildings are not up to the standard. One interviewee expresses: The buildings were not primarily means for the purpose they are Currently serving. They are insufficient in terms of both quantity and size. Another responded emphasizes: Some of them were laboratory classes for secondary schools. There are classrooms, storerooms, and libraries which are completely made of only wood and

corrugated sheets of iron with earthen floors. The work is that the problem related to facilities goes to the extent of lack of even common latrines.

This fact was very well confirmed by the observation out simultaneously with the interview. In item 2, respondents were asked about the relevance of equipment. Though a good number 23(62.2%) of the trainers took the relevance of the equipment as either high or medium, a significant number (14 (37.8%) of them expressed it as low. In the third item, concerning the availability of hand tools, 18 (48.65%) of the trainers answered 'moderately sufficient'. The number of trainers who answered 'sufficient' and 'not sufficient' is almost similar.

When asked about the arrival of raw materials for practical training in time. (item 4), only 21 (13.0%) of them explained 'yes' 77 (47.5%) and 64 (39.5%) responded 'no' and 'sometimes yes' respectively, That is, raw materials are not made ready before hand. The last question (item 5) asks whether there are sufficient classrooms. 81 (50%) of the trainees replied that the classrooms are sufficient. The fact that this idea is opposed by the other 50% shows the inadequacies of the training process.

The condition of the facilities, materials, equipment, and hand tools in sum is not conducive for a proper training process that eventually results in the production of competent and productive work force equipped with up-to-date knowledge and skills. Still in the interview, respondents explained that there are problems associated with scarcity of budget and supply of materials in time one respondent explains, "In most cases, the available training materials are economically used. Though there are times where by the expenditure for the purchase of the raw materials exceeds the price of the goods produced by the trainees, these are tolerable as they sacrifices paid for skills development of citizens."

This result seems to go in line with the report by Atchoarena et.al (2002;49) Which states that many African countries consider that the infrastructure and equipment of TVE institution are for the most part obsolete, inadequate, and unable to adapt to private sector expectations and technological change. No country, however, can forgo the effort train young people in the technical skills needed to master the occupations of modern economies, Imports of new equipment's, which workers must know how to use and maintain necessitate an effort to save this training system.

Table XII- Availability of service

S. N ^o	Item	Trainers			
		No	Percent	No	Percent
	Does your institution provide health service to trainees? a) Yes b) No	6 31	16.2 83.8	38 124	23.5 76.5
	Total	37	100	162	100
2	Are there sufficient reference books in our field in the library? a) Yes b) No	11 26	16.2 29.7		
	Total	37	100		
3	Trainees' textbook in the field you train is: a) Adequate b) Moderately adequate d) Not adequate	6 11 20	16.5 13.5 -		
	Total	37	100		
4	Do you render guidance and counseling service to trainees in the field you train so that they strengthen and develop self-confidence in their effort and achievement? a) Yes b) Sometimes yes c) No	32 5 -	86.5 13.5 -		
	Total	37	100		
5	Do you conduct additional support programs such as tutorials in your training area? a) Yes b) No	28 9	75.7 24.3		
	Total	37	100		

Table XII above presents the availability of services,. In item 1, both trainers and trainees were asked whether their institute provides health services to trainees. According, 31 (83.8%) and 124 (76.5%) of the trainers and the trainees responded 'no' those trainers and trainees who answered 'yes' might have considered the vaccination of girls and other health activities carried out by outsiders as the institute's performances. Additionally, most of the trainers do not know the reason why the institution do not provide health services. When asked about the availability of reference books in their respective fields in the library, item two, only 11 (29.7%) of them answered that there are sufficient reference books. shortage of reference books hampers proper

training as it influence the knowledge of both the trainers and the trainees. Regarding the trainees' textbooks, item 3, 20 (54.1%) of the respondents explained that trainees' textbooks are not adequate. 11 (29.7%) answered trainees' textbooks are moderately adequate. In the fourth item, that is, guidance and counseling services, 32(86.5%) of them replied that they perform the activity. 5 (13.5%) of them responded they do not participate due to lack of time and interest.

The last item (question 5) is about support programs like tutorials. 28 (75.7%) of the trainers replied that they conduct such activities. Those who responded that they do not conduct such program gave reasons that include working as part-timer to back their income, shortage of time, and absence of incentives that encourage them to provide supports. Services like trainees' textbooks and reference materials and especially health care are low. Both trainees trainers cannot grasp the needed knowledge base that may help them to further strengthen their practical skills when these resource are scarce. The guidance and counseling and tutorial activities are carried out, but it is difficult to expect fruitful outcomes as they are provided by people charged with other overwhelming responsibilities beside their being not professional in such fields as psychology.

The condition of guidance and counseling service in the institution are consistent with what Seleshi (2000) explained regarding the selection and assignment of teachers background education and training, particularly in the field of psychology and opposes that of Melaku (2000) which states that vocational counselors have to provide multifaceted services to trainees including showing concern for and assisting the planning student's educational, career personal, and social development; aiding the student in self- evaluation self understanding, and self-direction, enabling him to make decision consistent with his immediate and long-term goals; encouraging the student to participate in appropriate school activities with a view toward increasing his effectiveness in personal and social activities; encouraging the student to plan and utilize leisure time activities and to increase in academic progress; assisting the student in understanding his strengths, weaknesses, interests, values, potentialities, and limitations.

Table XIII- Trainees view of material, facilities and services

S. N ^o	Materials, facilities, and services	Rating scale			
		3. (Adequate)	2(Moderately adequate)	1 (Not adequate)	Mean
1	Machines for the training	10	56	96	1.5
2	Textbook in your field study	31	62	69	1.8
3	Availability of workshops for your area of training	44	65	53	1.9
4	Sufficient reference books in your filed of study	29	66	67	1.8
5	Raw materials provided for practical training	16	72	74	1.6
6	Librarian to give services in your library	65	66	31	2.2
7	Library service	50	71	41	2.1
	Average				1.8

Table XIII portrays the trainees' view of materials, facilities, and services. Hence, majority of the respondents explained the inadequacy machines for training, raw materials for practical activities, textbooks in their fields of study reference books. Items like the librarian who gives service, library service, and availability of workshops were rated moderately adequate. Surprisingly, the response given for library service opposes to what the researcher observed in person and heard from the TVET leadership members during the interview. Except for the librarian who gives the services, the 'adequate' responses provided for the other items were in general less than one third. The average for all items is 1.8 (60%).

Books particularly reference books were in most cases not separately shelved. They were rather either put haphazardly on shelves irregularly or laid on the floor (rather dusty) due to unavailability of shelves. Moreover, most of the reference books were in fields related to business and mathematics. This indicates further that the training institutions are not in a good condition with respect to materials, facilities, and services. In a situation where the materials, facilities, and services are lacking, it is unthinkable to expect smooth running of the TVET program.

Coe (1973:78) stresses that the quality of any TVET program is largely dependent upon the degree of the organization of its training facilities. They are characterizes by the presence of

adequate, well planned, and properly equipped physical facilities , which are very much similar in nature and operation to the facilities in the actual working places. Nevertheless, the existing condition in the TVET institution are against the suggestion given by Coe. In order to at least lessen the problem associated with facilities and services, efforts were made at regional and institution level. One of the interviewees raised the following. To minimize the problem related to-facilities and services, project proposals are designed and presented to the regional government societal involvement in the construction of institution is being encouraged, repeated short-term and long-term training are being carried out at federal and regional levels, awareness creation activities are being conducted and guidelines have been set for the institution to spend their internal revenue.

Table XIV-interpersonal relationships

S. No.	item	Trainers		Trainees	
		No.	percent	No	percent
1	In your opinion interpersonal relationship of trainers in your training areas				
	a) High	17	46.0	58	35.8
	b) moderate	18	48.7	90	55.6
	c) low	2	5.4	14	8.6
	Total	37	100	162	100
2	In your of training, trainer-trainee relationship is:				
	a) High	28	75.7	51	31.5
	b) moderate	7	18.9	82	50.6
	c) low	2	5.4	29	17.9
	Total	37	100	162	100
3	In your area of training, training, trainees' interpersonal relationship is:				
	a) High	24	64.7	72	44.4
	b) moderate	12	32.4	75	46.3
	c) low	1	0.6	15	9.3
	Total	37	100	162	100

Table XIV above explain about the interpersonal relationships. Item is concerned with the interpersonal relationship of trainers. Only 2 (5.4%) trainers 14 (8.6%) trainees responded that the interpersonal relationship is “low”. The rest of the trainers and the trainees expressed the Relationship as “high” or “moderate”. In sum, the interpersonal relationship is good. When asked about the trainer-trainee relationship (item 2), most of the trainers (28 (75.7%)) responded that the

is high. However, less than one third (31.5%) of the trainees consider it high. More than half (50.6%) of the trainees witnessed that the relationship is moderate. This indicates either the trainees are exaggerating the weak sides in the issue or the trainers are appreciating themselves wrongly.

Concerning the trainees' interpersonal relationships (item 3), 24 (64.9%) of the trainers regard it as high and 72 (44.4%) of the trainees answered "high". Only 1 (0.6%) and 15 (9.3%) of the trainers and the trainees responded "Low" respectively. In general, the various types of interpersonal relationships are either "high" or moderate". This can be a good pre-condition for a better understanding and mutual respect in the training process. In the interview, it was further confirmed that all types of interpersonal relationship were in a good condition. One of the interviewees says as follows: Except for some disagreements and conflicts between the management and the trainers that emanate from the trainer's lack of understanding about the bureaucracy (wanting to obtain what they need immediately), the interpersonal relationship of different types in the training institutes are good.

This in line with what Williams (2006: 118-119) Put. He states that a climate of openness and trust will help to foster good working relationships and strengthen the team abilities through cooperation and mutual support. The manager can do this through regular open communication with the team, encouraging individual development, involving everyone in decision as appropriate.

Table XV- Cooperative training

S. No.	item	Trainers		Trainees	
		No.	percent	No	Percent
1	Do you (trainees) participate in cooperative training program?				
	a) Yes	35	94.59	121	74.7
	b) No	2	5.41	41	25.3
	Total	37	100	162	100
2	The availability of machines in the cooperative training organization was/is:				
	a) Adequate	5	13.51	12	9.9
	b) Moderately adequate	10	54.05	66	54.6
	c) Not adequate	12	32.43	43	35.6
	Total	37	100	121	100
3	The supply of raw materials in the cooperative training was/is:				
	a) Adequate			10	8.3
	b) Moderately adequate			77	63.6
	c) Not adequate			34	28.1
	Total			121	100
4	In your opinion, the cooperative training program in your area of training was/is:				
	a) Highly effective	7	18.92	16	13.2
	b) Moderately effective	23	62.16	92	76.0
	c) Not effective	7	18.92	13	10.8
	Total	37	100	121	100

Table XV presents issue related to cooperative training. In item 1.both respondents were asked whether trainees participate in cooperative training. Thirdly-five (94.6%) of the trainers and 121 (74.7%) of the trainees answer that trainees participate in cooperative training. With regard to the availability of training machines in the cooperative training organization, (item 2), 20 (54.1%) of the trainers and 66 (54.6%) of the trainees responded that it is moderately adequate. At most one third of the trainer' and the trainees' response for this item was "not adequate'. In addition, trainees expressed that they are not practicing with full machinery in the cooperative training organization in an information discussion with the researcher.

Item 3 it about the supply of raw materials for training. From among the 121 trainees who responded that they participate in cooperative training program, 87 (71. 9%) of them explained that the supply of raw materials is either "moderately adequate' or 'adequate.

As to the effectiveness of the cooperative training (item 4), 23 (61.2%) of the trainers and 92 (76.0%) of the trainees answer that it is moderately effective. Almost a similar number of trainers and trainees responded either 'highly effective' or 'not effective'. This is an indication that the cooperative training is to some extent being run in the right direction though there are still obstacles related to supply of raw materials, awareness of enterprise owners, scarcity of enterprises that take part in the program, and efforts undertaken by TVET institutions to work in collaboration with enterprises as cited by trainers and trainees.

According to the information gathered through interview, the institution strive to some extent to run cooperative training. Nonetheless, the success of the program is not satisfactory. Capitalizing this, one of the respondents responds, "The acceptance of cooperative. Training on the part of the participating enterprises is not encouraging. In addition, trainees and trainers fail to continuously attend and monitor the program respectively. Absence and scarcity of enterprises in the areas and failure of the training institutions to establish strong relations with the available enterprises are two of the main problem observed in this regard."

In order to keep current with the state of the art practice, there is a need for collaboration between TVE institution and enterprises to enable students gain skills and to enable teachers to retool in their own occupations. In this relationship, tangible benefits accrue to both educational institution and the informal/formal sector (UNESCO, 1997:73-74). In this regard it is important to mention that wanna (1998:61) has come up with the conclusion that though there are some efforts by such TVET institutions as the Addis Ababa technical school, Entoto Vocational/Technical School, and General Wingate school to create links with enterprises, the status of the other institution was not well documented.

UNESCO (1997:12) Explains that many institution suffer form insufficient resources to purchase the compiles and expensive equipment needed for their workshops and laboratories. Thus a close liaison with employing institution is the world of work needs to be established so that effective on-the job programs for students may be worked out cooperatively between the education institution and the employing enterprise.

Table XVI-Trainees' evaluation of their trainers' activities

S. No.	Activities	Very high	High	Medium	Low	Very low	mean
1	Provide training by relating theory with practice	8	25	90	21	18	2.9
2	Have adequate knowledge of their subject	25	46	64	20	7	3.4
3	Cover the contents prescribed in the course outline	23	29	67	30	13	3.1
4	Have adequate experience in training	21	37	69	28	7	3.2
5	Use appropriately the available instructional materials	20	30	61	29	22	3.0
6	Assist their trainees willingly both during classroom training and out of the training time	27	27	30	38	39	2.8
7	Evaluate trainees' achievement continuously	14	25	47	43	33	2.7
8	Provide feedback on time	22	32	49	32	27	2.9
9	Provide guidance and counseling services	41	31	57	28	25	3.6
	Average						3.1

Table XVI displays trainees' evaluation of their of their trainers. All the nine activities of the trainers were rated above average, the highest and the lowers being 72% and 54% for providing guidance and services and evaluating trainees' achievement continuously respectively. The average for all the above activities is 62%. From among the 9 activities listed, only 3 activities ('9' '2', and '4') of trainers are rated above the average point. All the six activities are below the average except one which is equal to the average. Generally, it can be said that still trainers' activities are not satisfactory in the eyes of their trainees. This is an indication that trainers' are not getting what they expect from their trainers.

The finding in this case is not consistent with the idea of Coe (1973:78) which demands teachers to be masters in their occupation and complete teacher-training programs where they learn how to impart their knowledge skills to students.

Table XVII-Trainers' handling of training and expectation about their trainees

S. No.	item	Trainers	
		No.	percent
1	Do you evaluate trainee's activities continuously?		
	a) Yes	35	86.5
	b) No	5	13.5
	Total	37	100
2	In your opinion trainers' expectation about the trainees in your training area is:		
	a) positive	35	37.8
	b) Negative	2	51.4
	c) I don't know	-	10.8
3	Total	37	100
	In your opinion employment and/or self-employment expectation of trainees in the field you train is:		
	a) High	14	37.8
	b) Moderate	19	51.4
	c) Low	4	10.8
	Total	37	100
4	In the field you train, trainees' effort to do assignments, projects, etc is:		
	a) High	16	43.2
	b) Moderate	20	54.1
	c) Low	1	2.7
	Total	37	100

Table XVII shows trainers' handling of training and expectation about their trainees. The first item is about evaluation of trainees' achievements. According, 32 (86.5%) of the trainers expressed that they do it continuously. Some of them understood evaluation as a political endeavor rather than pure educational because they answered 'no' or give the reason 'failure of the management to arrange such evaluation programs'. The trainers who replied that they consciously evaluate their trainees' achievement were asked how they carry out the evaluation. Accordingly, majority of them mentioned that they observe the projects accomplished, assess trainees' theoretical and practical know how, and ask oral questions. In item 2 above, trainers were asked about their expectation about their trainees. 39 (94.6%) of them expect that trainees are able to achieve better results. This might motivate the trainers to work hard and encourage

their trainees' efforts. In the third item, respondents were asked about the employment or self-employment expectation of their trainees.

Based on this, 33 (89.2%) if them expect that their trainees' expectation is either high or moderate for employment or self-employment. The fourth last item it about trainees' efforts to do assignments, projects, etc. 20 (54.1%) and 16 (43.2%) of the trainers answered that it is 'moderate' and 'high' respectively. That is, 97% of the trainers have good attitude towards their trainees concerning attempting assignments. Therefore, it can be deduced that trainees' effort to accomplish various training activities is almost in line with the expectation of the trainers and is contributing to a certain extent positively to the success of the overall training process.

Table XVI-Trainees 'view of inputs of training In the institute

S. No.	Inputs	Rating scale			
		3(high)	2(medium)	1(low)	Mean
1	Availability of machines for the training	7	16	14	1.8
2	Adequacy of the annual budget allocated	1	18	18	1.5
3	Adequacy of support from the leadership (principals /vice principals)	7	17	13	1.8
4	Supply of raw materials	5	14	18	1.6
5	Relevance of TVET curriculum to the interest of trainees	11	19	7	2.1
6	Flexibility of TVET curriculum to the interest of trainees	12	16	9	2.1
7	Librarian to give service in your library	9	14	14	1.9
8	Library services	9	13	15	1.8
	Average				1.8

Table XVIII shows trainers' view of inputs. In this regard, relevance and flexibility of the curriculum were rated 2.1 or 70.0% followed by adequacy of librarian to give services and availability of machines, leadership support & library service with scores 1.9 and 1.8 respectively. This shows that there is a possibility of making curricula flexible and relevant to the needs of the trainees, the community, and the labor market at large. On this point, a responded mentions: Training areas have been prioritized based on assessment of the labor market. For instance, it is decided that construction has to cover 45% and training areas that have no labor market demand (like business) should cease to exists. How ever, currently training in business fields cover 20% instead of 5% An assessment is being carried out in collaboration with private TVET institutions to come up with result that will serve for five years. Supply of raw materials

for staining and adequacy of annual budget allocated were rated 1.6 and 1.5 respectively. The average for the eight inputs above is 1.8 (60%). Inputs with high level of deficiencies do not enable one to whole-heartedly say that adequate training activities can be conducted. Therefore, it is safe to conclude that the TVET institutions are suffering from shortage of training inputs.

The finding about curriculum goes with the concept of flexibility of curriculum delivery by (Nasta, 1994:44-45) which states that it is clearly implicit in the notion of a learning program. Flexibility is intrinsic to the design of modular structures and flexibility is also an aspect of access, in that the student is offered many entry points to study and accreditations in the movement away from the traditional academic year.

Table XIX-Trainees’ views about the TVET curriculum

S. No.	Item	Responses	
		No	Percent
1	To what extents is the TVET curriculum flexible to accommodate the interest of trainees?		
	a) Highly flexible	22	35.64
	b) Moderately flexible	117	27.09
	c) Not flexible at all	23	37.27
2	Total	162	100
	To what extent is the TVET curriculum relevant to the local community?		
	a) Highly relevant	40	24.7
	b) Moderately relevant	95	58.6
	c) Not relevant at all	27	16.7
	Total	162	100

Table XIX portrays trainees’ view about the TVET curriculum. Asked about the flexibility of the TVET curriculum (item1), 22 (13.6%) and 117 (72.2%) of the trainees replied ‘highly flexible’ and ‘moderately flexible respectively. Twenty-three (14.2%) of them answered ‘not flexible at all’ To the second item, which is about the relevance of the TVET curriculum, almost all (93.2%) of the respondents replied either ‘highly relevant’ or ‘moderately relevant’ Those who gave the answer ‘not relevant’ are 27 (16.7%). Both the flexibility and relevance of the curricula seem to be good. This further strengthens what the trainers have already replied in table XVIII above. As stated on the previous page under table XVIII, the responses given by TVET management members of the bureau and the institution to the interview question also support that the curricula are becoming flexible and relevant from time to as institution are give the

mandate and encouraged develop curricula on the basis of the basis of the results obtained from labor market demand assessment.

Table XX-Supervision

S. No.	Item	Responses	
		No	Percent
1	Is the leadership qualified in educational management?		
	a) Yes	18	48.7
	b) No	19	51.4
2	Total	37	100
	The leadership (principal/vice principal) evaluates the training process in training classes, workshops, etc regularly		
	a) Yes	17	46.0
	b) No	20	54.1
3	Total	37	100
	how frequently to supervisors evaluate the performance of you institution?		
	a) Regularly	6	16
	b) sometimes	27	73.0
	c) Do not evaluate at all	4	10.8
	Total	37	100
4	Does the leadership monitor the institution's out-of-class activities regularly?		
	a) Yes	27	73.0
	b) No	10	27.0
	Total	37	100

Table XX displays the condition of supervision. In item 1, 18 (48.6%) of the trainers agreed that the institute leadership members are qualified in educational planning and management leadership with qualification in educational planning and management can provide better assistance to employees and trainees. However despite the trainers' thoughts, the actual records showed that no one of the TVET institute leaders was a graduate of educational planning and management and only one from among the 3 TVET bureau officials was a graduate of such a field. Item 2 is about the evaluation of classroom activities by the leadership (principal or vice principal) regularly. Accordingly, a little more than half (54.1%) of the trainers replied that the leadership evaluates the training process in the classrooms, workshops, etc. regularly. Nearly half of them were against this and it shows that the activity is not being properly performed. The third item is concerned with the frequency of supervision individuals and groups from the regional TVET bureau. Twenty-seven (73.0%) of them responded that supervisors sometimes

evaluate the performance of their respective institution. The rest of them replied either ‘regularly’ or ‘do not evaluate at all’.

Regarding the fourth item, 27 (73.0%) of the trainers responded that the leadership monitors the institute’s out-class activities regularly. Ten (27.0%) of them are of the idea that the leadership does not monitor such activities on a regular basis. The leadership has to strive to supervise activities to a degree that guarantees accomplishment of activities that enable to successfully TVET Objectives. From all the above discussion, it can be inferred that supervision is not being properly carried out and that absence of timely feedback on performance of various types lower the morale and productivity of employees considerably affecting the training process. The result obtained regarding supervision is in contract with what is put by ILO in UNESCO (1973:180-181) which emphasizes that the teaching staff of training institutions should be regularly inspected or supervised by the competent authorities with a view to assisting them in their work and improving the instruction given.

Table XXI-The training process

S. No.	Item	Responses	
		No	Percent
1	In you area of training how is the training conducted?		
	a) More of theory and less practical	7	18.9
	b) More of practical and less of theoretical	20	54.1
	c) 50% practical and 50% theoretical	10	27.0
	d) if others specify	-	-
	Total	37	100

Table XXI is all about the training process. This item asks trainers about how the training takes place in their respective fields. Twenty (54.1%) of them responded that the training is more of practical and less theoretical. Ten (27.0%) and 7 (18.9) answered 50% practical and 50% theoretical and more of theory and less practical respectively. When seen against what is suggested by (FDRE, 2004 :2558), it is stated that TVET training should comprise 70% practice and 30% theory. But the training process which is currently being conducted in the TVET institution is much below what is required. TVET training not accompanied by practical hands on training is so worthless that one cannot become competent enough in a world of even growing technological knowledge and skills.

Chapter Five

5. Summary, Conclusions, and Recommendations

5.1 Summary

The main purpose of this study was to reveal the major institutional factors affecting the training of TVET students in selected public TVET institutions of East Shoa Zone of Oromia regional state. Three among the Six TVET institutions located in the zone were taken as they are a bit similar in the type of training they provide. By so doing, the study tried to answer the following basic questions.

- a) How is the quality of the human resource in TVET institutions?
- b) how is the adequacy of the non-human resource related factor in TVET institutions?
- c) What mechanisms are used to minimize the influences of the human resource and the non-human resource related factors in TVET institutions?

A descriptive survey method was used. The data gathering instruments were questionnaires, interview, observation checklist, and document analysis. The data were gathered from the records of TVET institutions, trainers, trainees, TVETB officials, training institute coordinators, and TVET institute core process owners. 166 and 45 questionnaires were distributed to trainees and trainers respectively. 162 out of the 166 and 37 out of the 45 were properly filled, returned, and used. Finally, the data were analyzed using frequency, percentage, and mean score methods. The following are the major findings.

1) The findings of the study revealed that 73% of the trainers were assigned in jobs beyond their qualification as they were diploma holders. Almost all (94.6%) of the trainers either very adequately or adequately know the objectives of TVET and a little more than one third of them had either fair or poor training interests. The delay in putting into practice the National TVET Leaders and Trainers Qualification Framework was stated by trainers in the questionnaire; and by TVETB officials and institute management members in the interview as the main reason for the lowered trainers' interest in their jobs. To solve the shortage of trainers, the institutions went to the extent of hiring trainers from higher education institutes.

2) The data depicts that one fifth of the trainees had no information about TVET training and trainees joined TVET training mainly due to its access for further education and lack of other alternatives. Almost 90% of the trainees chose their fields of study either by themselves or based on the orientation given by the respective departments. On top of this, more than 94% of the trainees noted that they are interested in their fields of training. Trainers also witnessed that the trainees are interested in their fields of study. Though vocational counselors were assigned in two of the three institutes, a significant number of the trainees (about 32%) revealed that they did not receive any help. In the absence of a vocational counselor, it was learnt that trainers and other staff members conduct guidance and counseling activities. The activities of the leadership with respect to various managerial duties, according to the trainers' and trainees' views were not satisfactory.

3) It was found out that the workshops in the various training areas were not adequate. A significant number (37.8%) of the respondents expressed that the relevance of the equipment is low. About half of the trainers agreed that the availability of hand tools was 'moderately sufficient'. Raw materials for training, in most cases, did not arrive in time. Furthermore, the classrooms were not adequate, health services were not provided, and there were no adequate reference books and trainees' textbooks in the libraries. The TVET bureau is encouraging the involvement of stakeholders in the expansion of TVET training and they are currently participating in building facilities and allocating recurrent budget for training and capacity building.

4) From the study, it was revealed that relevance and flexibility of the curriculum, librarian to give services and availability of machines, leadership support, & library service were put in order in descending order. This implies that there is an improvement in making curricula flexible and relevant to the needs of the labor market. Supply of raw materials for training and adequacy of annual budget allocated were rated the least two and the average for the eight inputs is 1.8 (60%). Inputs with 40% deficiencies, one cannot expect dependable training activities to be carried out. Therefore, it may be inferred that the TVET institutions are suffering from acute shortage of training inputs.

5) The various types of interpersonal relationships were found to be either 'high' or 'moderate'. That is, all the interpersonal relationships (the interpersonal relationship of trainers, the trainer-trainee relationships, and the trainees' interpersonal relationships) are good enough to ensure mutual trust among the sections of the institutions.

6) The finding also showed that trainees participate in cooperative training. The availability of training machines in the cooperative training organization was moderately adequate. Still there were problems in this respect as one third of the trainers' and the trainees' response for this item was 'not adequate'. The supply of raw materials for training was in most cases moderately adequate or not adequate and the cooperative training, in general, was moderately effective.

7) According to the finding, the performances of the trainers were generally not satisfactory though trainers stated that they evaluate their trainees' achievements and expressed their view that their trainees achieve better. About 89.2% of the trainers rated trainees' expectation about employment or self-employment as good. Trainees' efforts to do assignments, projects, etc. were also good. These might motivate them to work hard and encourage their trainees' efforts.

8) The data revealed that to some extent the leadership evaluates the training process in the classrooms, workshops, etc. regularly. Supervisors sometimes evaluate the performance of the institutions. Besides, the leadership monitors the institutes' out-of-class activities to a certain extent (73.0%). However, the leadership and supervision activities of the management and the TVETB in general are found to be so weak that the institutions and work groups and individuals do not receive timely feedback and support needed for the improvement of their performances.

5.2 Conclusions

Based on the findings, the following conclusions have been drawn.

Most of the trainers were assigned in jobs far more beyond their qualification. In addition to the low acceptance by the trainees, the trainers may not have the needed confidence to train in those levels. As a result, the overall performances of the institutions become weaker. The fact that the degree holder trainers had no TVET training awareness the way they deliver training. Almost all the trainers had adequate knowledge about the objectives of TVET and most of them good interest to work in TVET. These two points may enhance the possibility of carrying out responsibilities with better devotion.

The way the leadership is trying to manage the TVET institutions may not result in successful achievement of the objectives of TVET. Moreover, supervision is not carried out properly and there are no employees permanently assigned as supervisors at the regional level. Due to this, feasible and timely feedback is not provided and improvements are not monitored. The sum total of the management's activities including solving minor problems in time is low. Generally seen, there is a huge gap between what the leadership has to and is currently accomplishing.

Creating awareness about TVET, especially among those who become future TVET trainees is of paramount importance. Their timely knowledge and understanding about TVET eventually enhances their success in the training.

Vocational counselors are not assigned in every institution. Moreover, even though they are assigned, they do not have the necessary knowledge and skills to effectively accomplish their duties. It seems that the effort to help trainees know the services provided by the institutions is low.

Facilities and materials are not adequate. Hence, trainees are not grasping the necessary knowledge and skills as per their expectations and the expectations of stakeholders. Trainees trained using sub-standard materials, facilities and services.

Though most of the trainers render guidance and counseling services and conduct such supportive programs as tutorials, they may not be carrying out these activities happily. It seems

difficult to expect satisfactory results from unsatisfied staff. The inadequacy observed with regard to both reference books and trainees' textbooks further aggravates the dissatisfaction of the trainers by lowering their confidence and eventually forcing them to abandon the profession.

Good interpersonal relationships enhance the probability of creating favorable conditions for mutual understanding and execution of the institutions' objectives. These may enable the leadership and other sections of the training institute to focus only on the important activities reducing conflict and delay of task accomplishment.

Issues related to cooperative training are all rated moderately adequate by both the trainers and trainees. This may imply that cooperative training is not being carried out properly. Failure to carry out such a TVET cornerstone activity due to various reasons might harm the training process to a larger extent resulting in shortage of skilled labor force.

The acceptance of the trainers by their trainees appears to be low. Trainees cannot strive to grasp the necessary knowledge, attitudes, and skills from those trainers whom they consider incompetent in all aspects. Incapable graduates would be the product of such a training process. On the contrary, trainers' views about their trainees are positive. Generally, the positive trainers' views may make them keep loyal to their trainees and job.

Enhanced flexibility and relevance of the TVET curricula increases the probability of producing graduates that can better fit to the labor market. This, in turn, increases the importance and acceptability of TVET training and consequently enables to secure additional training inputs from various stakeholders and immediate employment of graduates.

5.3 Recommendations

Based on the findings and conclusions mentioned so far, the following are recommended.

1) Most of the trainers were assigned in jobs beyond their qualifications. So, the regional TVET bureau together with the Ministry of Education strives to attract and retain qualified and competent trainers besides strengthening the present capacity building activities using short-term and long-term trainings. The trainers have good knowledge about the objectives of TVET. However, this knowledge has to not only be sustained but also updated from time to time depending on the changes observed on the ground. Hence, it is advisable for the regional TVETB to undertake continuous awareness creation activities to enhance the knowledge, interest, and commitment of the trainers and other staff.

2) Vocational counselors, especially those with the necessary professional preparation contribute to proper training. Thus, it is better the Ministry of Education and the regional TVETB devise mechanisms for securing employees with the right profession. Moreover, the institutions are advised to aware their trainees about the presence and roles of vocational counselors so that they can benefit from the service.

3) It seems difficult to say that the leadership is carrying out its responsibilities as per the expectation. Therefore, TVET leadership positions should be occupied by people having the necessary professional preparation and experience on the basis of merit. The regional TVET had better set criteria for assigning individuals at TVET leadership positions based on demonstrated skills.

4) Facilities such as workshops, classrooms, latrines, libraries, vehicles, etc. and materials are not adequate. Training in the absence of suitable facilities and materials is against the objectives of TVET. Thus, it is advisable for the National Regional Government of Oromia to allocate the at most budget available to fulfill the necessary facilities. Furthermore, it is better if it can manage to encourage the involvement of the various stakeholders in the expansion and proper running of TVET activities. In connection to this, the regional TVETB and the institutions should give due attention to the designing of convincing project proposals to get fund from different sources.

5) Though most of the trainers render guidance and counseling services and conduct such additional supportive programs as tutorials, it does not seem that they are carrying out these activities happily. Hence, both the regional TVET bureau and the institutional leadership are advised to create favorable working conditions for the trainers to discharge their responsibilities voluntarily and in the best productive way possible. The issue of TVET trainers' salary and benefits has to be given an end and trainers should be paid equal for equal contributions.

6) It is important to regularly follow-up the performances of training institutions to improve TVET training. Therefore, it is recommended that the regional TVETB has to work hard in conducting continuous and thorough supervision that provides timely responses to the respective institutions and monitors the progress.

7) Cooperative training seems not to be carried out according to the expectation. There are various reasons for this. Thus, it is better for the regional TVETB and the institutions to work in close collaboration with the various enterprises by preparing and signing Memorandum of Understanding early in the training period. Still they are advised to involve enterprises of varied sizes in discussions and activities related to TVET training. In addition, it is recommended that they have to show their concern about the success of the enterprises, as much as possible, by helping them in solving the technical problems they face.

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Appendices'

Appendices A

Adama Science and Technology University

School of Educational Science and Technology Teachers Education

Department of Educational Planning and Management

Questionnaire to be filled by the Trainees/Student/ of Technical and Vocational Education and Training Institutions

The purpose of this questionnaire is to collect relevant data for the study on “**Major Institutional Factors Affecting the Training of TVET Students in Selected Government TVET Institutions of East Shoa Zone of Oromia Regional State**”. Your cooperation in providing relevant and accurate information is highly important for the success of the study. Please be frank and respond to each item as accurately as possible.

Instruction:

- .No need of writing your name.
- .Where alternative answers are given, answer by **circling the letter of your choice**.
- .For the open-ended questions, try to give precise answers by writing your responses
- .If you have any questions, please contact me by **0913943917**
- .Thank you in advance for your cooperation

Part One

1. Name of the TVET institute _____

2. Personal Data:

- 2.1 Sex a) Male b) Female
- 2.2 Age range a) 15-20 years c) 26-30 years
b) 21-25 years d) 31 years and above
- 2.3 Field of training _____
- 2.4 The training program you attend is a) Level II b) Level III
- 2.5 In which year are you now? a) 1st year b) 2nd year c) 3rd year

Part Two-Questions on Technical and Vocational Education and Training

- 1. Had you any information about the institution before you joined it?
a) Yes

- b) No
- c) Partially yes

2. Why did you choose to make your study in a TVET institution?

- a) family influence
- b) its access to further education
- c) its opportunity to employment
- d) better income from the field
- e) lack of other alternatives
- f) former graduates of the institution
- g) other reasons specify _____

3. How did you choose your field of study?

- a) own choice .
- b) with the help of vocational counselor
- c) friends convinced me f) if other specify _____
- d) the institution forced me
- e) by the orientation given by the dep't
- f) if other specify _____

4. Are you interested in your field of study? a) Yes b) No

5. If your answer to question no. 4 is “No”, in which field of study were you interested? Please specify in rank from 1 to 3 assuming 1 your first choice and 3 your last.

- 1. _____
- 2. _____
- 3. _____

6. If your answer to question no. 4 is ‘yes’, write your reasons in the space provided.

- 1. _____
- 2. _____

7. Is there a vocational counselor in your institution? a) Yes b) No c) I don't know

8. If your answer to question number 7 is ‘N0’, who work as vocational counselor in your TVET institution? a) Teachers b) Any staff member c) Nobody

9. If your answer to question no. 8 is ‘Nobody’, what is its impact on your training? Specify your answers.

- a) _____
- b) _____

10. If your answer to question no. 7 is ‘Yes’, in which of the following activities did he/she assist you? You can choose more than one answer.

- a) Providing necessary information about my field of study
- b) Providing necessary information about TVET institutions
- c) Providing necessary information about job opportunities after graduation
- d) Providing necessary information about the methods by which I can enhance my achievement
- e) He/she didn’t give me any assistance

11. The followings materials/facilities or services are assumed to be important for the smooth running of training in TVET. Indicate the degree to which the materials/facilities are available. Please, rate by putting “X” in the column of your choice for 3= adequate; 2= moderately adequate; 1= not adequate

S.No	Objective& Activities carried out	Rating		
		1	2	3
a	Machines for the training			
b	Textbook in your field of study			
c	Availability of workshops for your area of training			
d	Sufficient reference books in your field of study			
e	Raw material provided for practical training			
f	Librarian to give services in your Institution.			

12. Do the raw materials provided for practical training arrive in time?

- a) Yes b) Sometimes yes c) No

13. Are there sufficient classes in your training area? a) Yes b) No

14. Does your institution provide health service to trainees? a) Yes b) No

15. In your field of training, how do you evaluate trainers on the basis of the activities given in the table below? Put an “X” mark in the space provided.

S.No	Activities	Very high	High	Medium	Low	Very low
a	Provide training by relating theory with practice					
b	Have adequate knowledge of their subject.					
c	Cover the contents prescribed in the course out line.					
d	Have adequate experience in training					
e	Use appropriately available instructional material.					
f	Assist their training willingly both during classroom training and field training					
g	Evaluate trainees achievement continuously					
h	Provide feedback on time					
i	Provide guidance and counseling service.					

16. In your opinion interpersonal relationship of trainers in your training area is:

a) High b) Moderate c) Low

17. In your area of training, trainer- trainee relationship is:

a) High b) Moderate c) Low

18. In your area of training, trainees' interpersonal relationship is: a) High b) Moderate c) Low

19. Do you participate in cooperative training program? a) Yes b) No

20. If your answer to question 19 is 'yes', does your institution assign a supervisor for the program? a) Yes b) No

21. If your answer to question number 20 is 'No', why?

a) _____

22. The availability of machines in the cooperative training organization was/is:

a) Adequate b) Moderately adequate c) Not adequate

23. The supply of raw materials in the cooperative training was/is:
 a) Adequate b) Moderately adequate c) Not adequate
24. In your opinion the cooperative training program in your area of training was/is:
 a) Highly effective b) Moderately effective c) Not effective
25. To what extent is the TVET curriculum flexible to accommodate the interest of trainees?
 a) Highly flexible b) Moderately flexible c) Not flexible at all
26. If your answer to question 25 is ‘not flexible’, why? Specify your reasons.
 a) _____
27. To what extent is the TVET curriculum relevant to the local community?
 a) Highly relevant b) Moderately relevant c) Not relevant at all
28. Does your institution have attractive training compound? a) Yes b) No
29. If your answer to question 28 is ‘No’, mention its impact on your achievement.
 a) _____
30. In your opinion, how do you evaluate your institution’s leadership in undertaking the following activities? Put an “X” mark in the space.

S.No	Activities	High	Medium	Low
a	Promote quality training			
b	Provide strong leadership for the institution			
c	Efficiently utilize institution resource			
d	Conduct monitoring in training classes regularly			
e	Support trainees effort in the training procces			
f	Evaluate out of class activities regularly			
g	Create relationship with parents			
h	Create relationship with local community			

Part Three- Open-ended Questions

1. What are the major problems in your institution? Please mention some.

a. Problems related to inputs (materials, facilities, trainers, etc)

b. Problems related to the training process

c. Other problems

2. Please suggest possible solutions to minimize the existing institutional factors affecting the training process.

a. -----

b. -----

c. -----

Thank you again for your cooperation!

Appendices B

Adama Science and Technology University

School of Educational Science and Technology Teachers Education

Department of Educational Planning and Management

Questionnaire to be filled by the Trainers/Teachers of the TVET Institutions

The purpose of this questionnaire is to collect relevant data for the study on “**Major Institutional Factors Affecting the Training of TVET Students in Selected Government or Public TVET Institutions of East Shoa Zone of Oromia Regional State**”. Your cooperation in providing relevant and accurate information is highly important for the success of the study. Please be frank and respond to each item as accurately as possible.

Instruction:

- No need of writing your name.
 - Where alternative answers are given, answer by **circling the letter of your choice**.
 - For the open-ended questions, try to give precise answers by writing your response.
- .If you have any questions, please contact me by **0913943917**.

.Thank you in advance for your cooperation

Part One

1. Name of the TVET institution _____ Town _____

2. Personal Data:

2.1 Sex: a) Male b) Female

2.2 Marital status: a) Married b) Single c) Divorced/separated d) Other

2.3 Age range a) 20-25 years b) 26-30 years c) 31-35 years d) 36-40 years e) 40 years and

above

2.4 Field of study _____

2.5. Courses/subjects you are currently teaching/training _____

2.6 Educational qualification: a) MA/MSc b) BA/BSc c) Diploma or Level IV

d) Certificate e) Other specify _____

2.7. work experience _____ years

Part Two-Questions on Technical and Vocational Education and Training

1. Do you have adequate training in technical and vocational area? a) Yes b) No

2. If your answer to question number 1 is ‘Yes’, the training program was/is:

- a) Pre-service b) In-service c) Workshop

3. Do you clearly know the objectives of the TVET program?

- a) Very adequately b) Adequately c) Not adequately

4. How would you rate your interest in training in a TVET institution?

- a) Excellent b) Good c) Fair d) Poor

5. In your institution, trainees’ streaming to various fields of study is conducted:

- a) according to the interest of trainees
- b) by the institute’s committee
- c) by the management of the TVET institute
- d) partially based on the interest of the trainees

e) If any other specify _____

6. In your opinion, are the majority of trainees in your department interested in their field of study? a) Yes b) No c) I don’t know

7. If your answer to question number 6 is ‘No’, why?

8. From your experience as a trainer, how do you rate trainees’ achievement in your training area? a) High b) Moderate C) Low

9. If your answer to question 8 is ‘Low’, why? _____

10. How do you rate the leaders of your TVET institution on the following traits?

S.No	Traits	Excellent	Good	Fair	poor
1	Competence/managerial efficiency				
2	Friendliness				
3	Helpfulness				
4	Ability to inspire				

11. What matters is the quality of the workshop with latest equipment rather than the number: a) Adequate b) Moderately adequate c) Not adequate

12. How do you rate the relevance of available equipment in your training area?

a) High b) Medium c) Low

13. In the field you train, availability of hand tools for the training is:

a) Sufficient b) Moderately sufficient c) Not sufficient

14. Are there sufficient reference books in your field in the library? a) Yes b) No

15. Trainees' textbook in the field you train is:

a) Adequate b) Moderately adequate c) Not adequate

16. Does your institution provide health service to trainees? a) Yes b) No

17. If your answer to question no. 16 is 'No', why? Indicate the reasons.

a) _____

18. Do you render guidance and counseling service to trainees in the field you train so that they strengthen and develop self-confidence in their effort and achievement?

a) Yes b) Sometimes yes c) No

19. If your answer to question 18 is 'No', why?

Specify _____

20. Do you conduct additional support program such as tutorials in your training area?

a) Yes c) No

21. If your answer to question no. 20 is 'No', why? State your reasons.

a) _____

b) _____

22. In your opinion, interpersonal relationship of trainers in your training area is:

a) High b) Moderate c) Poor

23. If your answer to question no. 22 is 'Poor', why? Mention the reasons.

a) _____

b) _____

24. How do you evaluate the relationship among trainees? a) High b) Medium c) Low

25. How is the trainee-trainer relationship in your area? a) positive b) Moderately positive
c) Poor

26. If your answer to question 25 is 'poor', why? State the reasons.

a) _____

27. Do you evaluate trainee's activities continuously? a) Yes b) No

28. If your answer to question 27 is 'No', why? Specify

a) _____

If your answer is 'Yes', how? Mention the methods you use:

a) _____

b) _____

29. In your opinion trainers expectation about the trainees in your training area is:

a) Positive b) Negative c) I don't know

30. Prior academic achievement on the part of trainees for the recent training is:

a) High b) Moderate c) Low

31. In your opinion employment and/or self-employment expectation of trainees in the field you train is: a) High b) Moderate c) Low

32. If your answer to question 31 is 'Low', why? State the reasons.

a) _____

b) _____

33. In the field you train trainees' effort to do assignments, projects, etc. is:

a) High b) Moderate c) Low

34. If your answer to question 33 is 'Low', mention its impact on their achievement.

a) _____

b) _____

35. Do trainees participate in cooperative training programs?

a) Yes b) No

36. If your answer to question 35 is 'yes', does your institution assign a supervisor for the programs? a) Yes b) No

If your answer is 'No', why?

a) _____

b) _____

37. The availability of machines in the cooperative training organization was/is:

a) Adequate b) Moderately adequate c) Not adequate

38. In your opinion the cooperative training program in your area of training was/is:

a) Highly effective b) Moderately effective c) Not effective

39. Indicate the degree to which the following inputs are available/adequate or

relevant . Please, rate by putting “X” in the column of your choice for

3= high; 2= moderate; 1= low

No	Inputs	Rating scale		
		1	2	3
a	Availability of machines for the training			
b	Adequacy of the annual budget allocated			
c	Adequacy of support from the leadership (principals/vice principals)			
d	supply of raw materials such as training materials			
e	Relevance of TVET curriculum to accommodate the interest of trainees			
f	Flexibility of TVET curriculum to accommodate the interest of Trainees			
g	To what extent the equipment are up to date(latest)			
h	library to give services in your institution			

40. If your response for question ‘b’ is "not adequate", please mention its impact on the training process?

- a. _____
- b. _____

41. If your response for question ‘c’ is "**low**", please mention its impact on the training process?

- a. _____
- b. _____

42. If your response for question ‘e’ is "**low**", please specify the reasons?

- a. _____
- b. _____

43. If your response for question ‘f’ is "**low**", please specify the reasons?

- a. _____
- b. _____

44. The leadership (principal/vice principal) evaluates the training process in training classes,

workshops, etc. regularly? a) Yes b) No

45. How frequently do supervisors evaluate the performance of your institution?

- a) Regularly b) Sometimes c) Do not evaluate at all

46. In your area of training how is the training conducted?

- a) More of theory and less practical
- b) More of practical and less of theoretical
- c) 50% practical and 50% theoretical
- d) If other specify _____

47. Is the leadership qualified in educational management? a) Yes b) No

48. Does the leadership monitor the institution's out-of-class activities regularly?

- a) Yes b) No

Part Three- Open-ended Questions

1. What are the major institutional factors which hinder trainees' achievement in your TVET institution?

- a) _____
- b) _____
- c) _____

2. What strategies do you suggest to improve the performance of trainees in the TVET institute?

- a) _____
- b) _____
- c) _____

Thank you again for your cooperation!

Appendices C

Adama Science and Technology University

School of Educational Science and Technology Teachers Education

Department of Educational Planning and Management

Interview Guide for Woreda TVET Officers, Directors & Core Process Owners of the TVET Institutions.

The purpose of this interview guide is to gather additional information for the study “Major institutional Factors Affecting the Training of TVET Students in Selected Public TVET Institutions of East Shoa Zone of Oromia Regional State”.

1. Do leaders of the TVET institutions have the necessary professional know-how to play leadership roles effectively? If no, why?
2. Do the institutions have adequate qualified trainers? If no, are there measures taken to solve the existing problems? How about their competence and interest in training?
3. Are vocational counselors assigned to TVET institutions in order to assist trainees and to perform related activities? If no, why?
4. What does the relationship between and among the sections of the school community look like? (Among trainees, trainers, trainers and trainees, administration and trainers, etc.)positive/negative Why?
5. Are the facilities up to the standard? If ‘No’, why? Do you know the standard?
6. How do you evaluate the availability of instructional materials? And are they being properly utilized?
7. How is cooperative training being carried out? Please mention clearly.
8. Is the curriculum being implemented relevant to the current labor market demand? If ‘No’, why?
9. What are the major problems of the TVET institution/s?
10. What measures were taken so far to minimize the problems?
11. Kindly suggest possible solutions to alleviate the existing problems?

Appendices D

YUUNIVARSIITII SAAYINSII FI TEEKNOLOJII ADAAMAA KOLLEEJJII

SAAYINSII FI TEEKNOLOJII GOSA BARNOOTAA BARSIIISUMMAA

MUUMMEE KAROORA BARNOOTAA FI HOOGGANSAA

Bargaaffii Barattootaa ykn leenjitoota Dhaabbata leenjii teeknikaa fi Ogummaatiif guuttamu Kabajamtoota leenjitoota Kaayyoon guddaan Bargaaffii kanaa raga qabatamaa qorannoo mata dureen isaa rakkoo gurgudduu dhaabbaticha keessatti leenifamtoota miidhuu danda’an kanneen dhaabbilee Teeknikaa fi Ogummaa Godina Shawaa Bahaa Bulchiinsa Mootummaa Naannoo Oromiyaa irratti mul’atan furuuf kan ooluu dha.

Kabajamtoota leenjifamtoota ragaan isin naaf laattan kan galma ga’iinsa qorannoo kootiitiif iddoo olaanaa waan qabuuf dhugummaa fi qabatamummaa qabaachuu qaba.

Ajaja

1. Maqaa keessan barreessuun hin barbaachisu.
2. Bifa filannootiin kan isinii kenname deebii keessan irra martu.
3. Gaafii banaa isiniif dhiyaateef deebii gabaabaa fi ifa barreessuun keettu gaafiin yoo jiraate laakkofsa bilbilaa 0913943917 bilbiluu dandeessu. Gargaarsa keessaniif ulfaadhaa

Kutaa 1ffaa

1. Maqaa Dhaabbatichaa _____

2. Ragaa dhuunfaa

2.1. Saala a/ dhiira b/ Dubara

2.2. Umrii a/ 15-20 b/ 21-25 c/ 26-30 d/ 31 oli

2.3. Gosa ittiin leenjifamtu _____

2.4. Sadakraa leenjii a/ gulantaa II b/ gulantaa III

2.5.Waggaa meeqaffaa a/ 1ffaa b/ 2ffaa c/3ffaa

Kutaa 2ffaa

Gafilee leenifamtootaa dhaabbata teeknikaa fi Ogummaa tiif

1.Waa'ee dhaabbatichaa osoo hin seenin dura odeeffannoo qabdaa?

A,Eeyyen B, Lakki C,Hanga tokko

2.Maalii Dhaabbata leenjii teeknikaa fi Ogummaa filachuun seente?

A/Dhiibaa maatiitiin B/Iddoo haala mijaahaa waan argadheef

C/ Carraa of duratti qacaramuu waan qabuuf D/Galii gaarii argamsiisuu waan danda'uuf E/ carraa biraa waandhabeef. F/Salphatti dhaabbatichi waan eebisuuf G/Sababa biraa yoo qabaatte_____

3.Erga seentee booda gosa irratti leenitu akkamitti filatte?

A/ filannoo koo irratti hundaa'ee

B/Gorsitoota dhaabbatichaa irratti hundaa'ee

C/Eeruu Hiriyyaatiin

D/dhiibbaa dhaabbatichhatiin

E/Gosa gorsitoota muummeewwaniitiin

F/Sababni biraa yoo jiraate_____

4.Filannoo gosa leenjii keetitti gammaddee jirtaa? A/Eeyyen B/ Lakki C/ Hanga tokko

5.Yoo deebiin gaaffii 4ffaa Lakkii ta'e gosa leenjii kami osoo filattee gammadda turte? filannoo koo osoo ta'ee jettee kan yaaddu 1-3 tartiibaan tarreessi.

A._____

B._____

C. _____

6. Yoo deebiin gaaffii 4ffaa kee eeyyeen ta'e sababa jetteef gabbabsii barreessi.

7. Dhaabbata keessan keessa Ogeessi gorsaa jiraa? A/eeyyen B/lakki C/ani hin beekku.

8. Yoo deebiin gaaffii 7ffaa Lakkii ta'e eenyutuu akka gorsaatti dhaabbata keessan keessatti akka gorsaatti tajaajilaa ture? A/Barsiistots ykn leenistota B/Miseensa hojjattoota mooraa C/ tasuma hin jiru

9. yoo deebiin gaaffii 7ffaa tasuma hin jiru ta.e miidhaan inni qaqqabsiisu danda.u maali jette yadda .yaada kee barreessi.

a _____

b _____

c _____

10. yoo deebiin gaaffii 7 ffa eeyyeen ta.e hojiileen inni /isheen hojjata/ hojjatu kami . deebii tokko ol filaachuu dandeessaa

a) waa'ee gosa leenjii filadhuu odeeffannoo kenna.

b) waa'ee dhaabbatichaa odeeffannoo kenna

c) waa'ee carraagama of duraa leenjichaa odeeffannoo kenna

d) mala kamitti fayyadamee akka leenjii koo akka xumure odeeffannoo kenna

e) gargaarsa adda addaa naaf kennuu danda'a/dandeessi

11. Tajaajilli meeshaalee armaan gadii leenjii teeknikaa fi ogummaa keessatti qasban murteessaa dha, sadarkaa barbaachisummaa meeshaalee kanneenii gabatee keessatti kaa'i.

3-barbaachisaa dha 2-barbaachisummaan isaa giddu galeessa 1-hin barbaachisu.

T.lakk	Meeshaalee barbaachisan	Sadarkaa		
		1	2	3
1	Maashinii leeniif oolu			
2	Kitaabilee gosa leenjiif oolan			
3	Iraachuu mana bal'aa shakalaaf oolu			
4	Meeshaaleen sakattaa baruu gosa leenjiif oolan ga'aa ta'uu			
5	Meeshaalee dheedhi shaakalaaf oolan dhiiyaachuu			
6	Tajaajila mana kitaabaa dhaabbatichaa			

12. Meeshaaleen dheedhiin shaakalaaf barbaachisan yeroodhaan dhiyaatuu?

a) eeyyee b) yeroo tokko tokko c) lakki

13. kutaan gahaan iddoo leenjii keessatti argamaa? a) eeyyeen b) lakki

14. Dhaabbatichi keessan tajaajila fayyaa isinii dhiyeessaa? a) eeyyeen b) lakki

15. Leenjii keessan keessatti akkaataan madaallii hojii leenjifamaa maal fakkata? Gabatee armaan gadii keessatti mallattoo 'X' iddoo duwwaa keessa kaa'i.

T.l ak k.	Dalagaalee	Sadarkaa				
		B.olaanaa	olaan aa	g.g olaanaa	xiqqaa	Bxiqqaa a
a)	Leenjii keessatti yaaxina qabatama faana wal qabsiisuu					
b)	Gosa barnootichaa irratti beekumsa ga'aa qabaachu					
c)	Qabiyyee karoorra barnootaa irra jiru cufa waliin ga'uu					
d)	Leenjii irratti muuxannoo ga'aa qabaachuu					
e)	Meeshaalee barnootaaf barbaachisu seeraan itti fayyadamuu					
f)	Shaakallii dareef barnoota kutaa walqabsiisuu					
g)	Madaallii leenji'aa walitti fufsiisuu					
h)	Duubdeebii yeroodhaan dhyeessuu					
i)	Tajaajila sirreessaa fi gorsa dhiyeessuu					

16. Akka yaada keetitti hariiroon leenjifmtoonni iddoo leenjitti qaban .

a) olaanaa dha b) giddu galeessa c) gadaanaa

17. Iddoo leenji keessatti hariiroon leenji'aa fi leenjisa.

a) olaanaa dha b) giddu galeessa c) gadaanaa

18. Hariiroon leenjistoonni iddoo leenjii isaanitti qaban.

a) olaanaa dha b) giddu galeessa c) gadaanaa

19. Sagantaa leenjii waliinii irratti hirmaattee beektaa? a) eeyyeen b) lakki

20. yoo deebiin gaaffii 19faa eeyyeen ta'e dhaabbanni keessan too'ataa sagantaa kanaaf

qopheessaa? a) eeyyeen b) lakki

21. yoo deebiin gaaffii 19faa lakki ta'e maaliif ta'a jettee yaadda?

a) _____

b) _____

22. Leenjii waliinii dhaabbatichaa irratti Maashinoonni argamuun

A) Murteessaa dha B) Giddi=u galeessumaan C) murteessaa miti

23. Haalli dhiyaachuu meeshaalee dheedhii leenjii waliinii kun

A) Murteessaa dha B) Giddi=u galeessumaan C) murteessaa miti

24. Akka yaada keetitti sagantaan leenjii waliinii iddoo leenjii keetti.

A) baay'ee bu'a qafbeessa B) giddugaleessumaan C) bu'a qabeessaa miti

25. Sirni barnootaa leenjii teeknikaa fi Ogummaa hangam fedhii leenjistootaa guutuuf yaalii godha.

A) Olaanaa dha B) giddu galeessa C)tasumaayyuu

26. yoo deebii gaaffii 25 ffaa lakki ta'e ,maaliif sababa kee ibsi?

A)_____

B)_____

27.fudhatamummaa sirna barnootaa leenjii teeknikaa fi ogummaa hawaasa naannoo biratti qabu hammami?

A)Olaanaa B)Giddu galeessa C) fudhatama hin qabu

28.Dhaabbanni leenjii keessan mooraa hawataa qabaa? a) eeyyee b) lakki

29. yoo deebiin gaaffii 28ffaa lakki ta'e dhiibbaa bu'aa keessaniif qabu ibsi

A)_____

B)_____

30. Akka yaada keetitti gaggeessaa dhaabbataa keessanii akkamitti madaalta? qabxiilee armaan gadii irraatti hundaa'uun mallattoo 'X' bakka duwwatti kaa'i.

T.lakk	Dalagaalee	Sadarkaalee		
		olaanaa	giddugaleessa	gadaanaa
a	Qulqullina leenjii guddisuu			
b	Gageessumaa cimaa			
c	Qabeenya dhaabbatichaa seeraan itti fayyadamuu			
d	Too'ataa iddoo leenjitti yeroo hundaa ramaduu			
e	Humna leenji'aa adeemsa leenjii keessatti deeggaruu			
f	Yeroo cufaa shaakallii (gochoota) kutaan ala madaaluu			
g	Hariiroo maatii faana uumuu			
h	Hariiroo hawaasa faana uumuu			

Kutaa 3ffaa: Gaaffii Banaa

1.Rakkoon guddaan dhaabbata keetii maali?

a)(rakkoo dhiyeessii faana wal qabatan, meeshaalee,barruulee,leenjistoota fi kkf)

B) Rakkoo adeemsa leenjii faana wal qabatan

C)Rakkoo biro _____

2.Sababoota rakkoo dhaabbata leenjii kana miidhuu danda'aniif furmaata jettee kan yaaddu.

Ragaa waan naaf knnitaniif Ulfaadhaa , Horaa bulaa !!!