

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

ACADEMIC, PSYCHOSOCIAL AND CAREER PROBLEMS AND COPING
MECHANISMS OF STUDENTS AT SOME SELECTED TECHNICAL AND
VOCATIONAL TRAINING CENTERS IN ADDIS ABABA

BY
MEKONNEN ASFAW



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ABSTRACT

The purpose of this research was three-types. First, to explore the major academic, psycho- social and Career/Vocational problems of Technical and Vocational Educational Training (TVET) students at Addis Ababa (AA).Second, to identify students' preferences for helping agents (who they choose to turn for help).Third, to determine their preferences for coping sources and coping practices. In pursuit of this objective, data were collected from different sources by using a Variety of tools (Questionnaire, Interview and Focus-Group Discussion). In this study, a total of 515 participants were randomly selected from four TVET collages (Entoto TVET Collage, Higher 12 TVET Collage Misrak TVET Collage and Higher 7 TVET College). 397 students and 96 teachers responded to the questionnaires. Focus Group Discussion (FGD) was conducted with 10 student participants and structured interview to 4 teachers, 4 deans and 4 counselors. The research result revealed that 71%, 60% and 69% of TVET students encountered various problems (academic, psycho-social and Career/Vocational). 53.4% of the students preferred their friends to get help for problems they encountered from various sources. The study made practical recommendations aimed at preventing and alleviating the major problems of students in all the three areas.

CHAPTER ONE

INTRODUCTION

This chapter deals with the background, statement of the problem, purpose, significance, delimitation and limitation of the study.

1.1 Background of the Problem

Education has become a serious consideration and an investment in human capital since 1960. Investment in human capital is a prerequisite for the development of the people in particular and the nation as a whole. This is because if the country invested more on the training and development of human capital, there would be development and prosperity in the nation (Tekeste, 1990).

As a matter of fact, education is a combination of theoretical as well as practical aspects of knowledge that contributes a lot for the human development and well-being of a society. This reveals that there are different needs between theory and practice. In theory, education is said to take the lion share of the contribution for all economic growths/sectors. But in practice this decisive input is neglected. Therefore, the fact that less attention is paid to education results meager economy. This kind of economy, in the absence of adequate education, often faces challenges of social taboos, social tensions and conflict among people. In addition to this, the whole economic sector would remain fruitless pertaining to human capital (Singh, 2004).

Every organization wants to attract the most qualified employees and match them to jobs for which they are best suited. Human resources, training, and labor relations managers and specialists provide this connection. They provide training and development opportunities to improve those skills, and increase employees' satisfaction with their jobs and working conditions. Training should be offered by way of developing skills, enhancing productivity and quality of work, and building worker loyalty to the firm, and most importantly, increasing individual and organizational performance to achieve

business results. Training is widely accepted as an employee benefit and a method of improving employee morale, and enhancing employee skills has become a business imperative (<http://www.mozilla.com/products/firefox/central.html>).

The complexity of work environment, the rapid pace of organizational and technological change, and the growing number of jobs in fields that constantly generate new knowledge require a better skill. In addition, advancements in learning theory have provided insights into how adults learn, and how training should be organized most effectively for them. In filling entry-level jobs, many employers seek college graduates with appropriate and desirable technical or business background. Therefore, training labor related technicians and specialists are expected to grow faster than the average of all occupations. (<http://www.mozilla.com/products/firefox/central.html>).

Human Resources (HR) training in many employee-related topics is mandatory. We need to equip our employees to handle their employee relations responsibilities competently. But, for maximum positive impact and learning, we need to make the HR training motivational and engaging. Critically important to training transfer are the activities that start during and occur following the training session. You can help create an environment that fosters the ability of each individual to assimilate learning and apply it on the job. Transfer of training isn't a concern when training is experienced as part of the job. Not the same as on-the-job training, action learning employs a facilitator to assist people to stretch their skills while performing needed work (<http://www.nytc.com/>).

Schultz, 1992 stated that the most important economic resource in the works consists of the acquired abilities of people, their education, experience, skills and health. This human capital is decisive in improving the welfare of poor people throughout the world. Investment in population quality through schooling, work experience, and improvement in health enhance human capital. Human capital is the most important factor for the development of the people throughout the world. In order to fulfill this mission, schools play a major role in implementing and facilitating conditions. This is because schools are

expected to provide young people with experience that will help them throughout their lives.

In most developing countries, secondary schools have two major purposes. These are, preparing young people for tertiary level education through academic programs, and training the young for the world of work through technical and vocational trainings. Nowadays, in Africa for example, the needs for Technical and Vocational education are higher than ever before (Schultz, 1992).

According to Makulu (1971), as technical education is now considered to be key to economic development, every country in Africa is giving attention and allocates resources to the building of better technical schools. Similarly, most developing countries including Ethiopia are trying to give attention to the training of adequate and effective technicians in order to meet the needs of national development.

1.2 Statement of the Problem

A vocational/ technical training, with parallel to the academic system, should establish an independent structure. Students who discontinue the formal academic education and who wish to acquire a trade are trained in different vocational or technical schools at a level and competence corresponding to their educational background. As a result, the existing vocational/ technical training centers have been upgraded and expanded, and new ones have been built in accordance with the skilled manpower requirements of the country and the level of economic development. Though the system is separated, it is interlinked with the academic stream so as to allow easy flow from one to the other appropriate level. It should also be flexible enough to accommodate students who come through the non-formal system, or students who have completed a few grades above the appropriate level. Though training at each level is terminal, sequential higher training in the same field should be possible (MOE, 1994).

According to the Ethiopian's education policy, after the completion of secondary education students are supposed to appear for the Ethiopian General Secondary Education Certificate Examination (EGSECE). If the result they claim is below the

standard, they will be assigned to middle level technical and vocational training centers. This option is preferred by the government in order to produce semi-skilled human power and make them cope with the world of work. However, at the present time the training centers do not pay due attention towards TVET students regarding their academic, psycho-social and career/ vocational problems. One thing is clearly certain, neither the needs nor interests of students are not be met, as clearly implied in the country's educational visions and missions. Students need to be supported academically and psychologically through professional counseling services. This, actually, helps students to overcome the numerous socio-psychological and academic complexes they encounter while they enroll in TVET systems. It, therefore, is to be underlined that students should be trained at any cost and be helped to survive. However, not enough research has been done on the problems faced by students in TVET Colleges. In all honesty, few know the students and understand them. It would then be safe to state that these students are the most neglected and least understood group in the Colleges. These observed problems insist the researcher to conduct this research.

In view of the above, the present study attempts to answer the following questions:-

1. What are the main academic problems of Middle Level Technical and Vocational Students (MLTVS)?
2. What type of psycho-social problems do they encounter?
3. What are their main vocational or career problems?
4. What type of coping strategies do they use to resolve their problems?
5. How do they rank their preference activities?

1.3 Objectives

1.3.1 General Objective

The major objective of the study is to examine the academic, psycho-social and career/vocational problems of Middle Level Technical and Vocational Students /MLTVS/ in some selected training centers at Addis Ababa

1.3.2 Specific Objectives

The following are the specific objectives of the study:

- To assess academic problems of MLTVS.
- To identify the psycho- social problems of the students.
- To investigate the main career/vocational problems of the students.
- To identify sources of help/coping strategies students use to resolve their problems, and
- To explore the preferred activities of the students for the various problems they encounter.

1.4 Significance of the Study

The researcher believes that the output of the research could encourage researchers in the areas and serve as a starting point to promote further study adding new insight to it.

1.5 Delimitation of the Study

This research is limited both in extent and depth. Due to the shortage of time and material resources, the study is delimited to academic, psycho-social and career/vocational problems of students in some selected Technical and Vocational Training Centers at Addis Ababa. Although the schools are chosen in such away that they fully represent the vocational and technical training centers in the city, they may not clearly show the country-wide practices and problems pertaining to the sector. Hence, only Entoto, Misrak, Higher 7 and Higher 12 Technical and Vocational Training centers were the focus areas of the study.

CHAPTER TWO

REVIEW OF RELATED LITRATURES

2.1 Conceptual Framework of Vocational Education

Vocational education, as a comprehensive process, refers to the educational process that involves, in addition to general education, the study of technologies and related science, and the acquisition of practical skills and knowledge related to occupations in various sectors of economic and social life (UNESCO,1982).Accordingly, Laugloand L et al (1988), stated that vocational education is the aspect of education that aims the development of human lives in terms of knowledge, and skill so as to serve happily and efficiently in carrying on the activities in the vocational pursuits of their choice.

Vocational education, basically, is an education designed to develop skills, abilities, understanding, attitudes, work habits and appreciation encompassing knowledge and information needed by workers to enter and bring about progress in employment on a useful and productive basis. It is an integral part of the total education program and contributes towards the development of productive citizens by promoting their physical, social, civic, cultural and economic competencies (Laugloand L et al, 1988).

In Ethiopian context, vocational education is defined as a field of study which serves as an important means so as to create competent and self-reliant citizens that can contribute their share to the economic and social development of a country (MOE, 2006).

Education is said to be a tool to prepare the present generation for the future. Vocational education is not only considered as part and parcel of the educational system, but also one of the fundamental component as it plays a key role in the preparation by linking education to the areas of work and production. This is because of the fact that professional work and production is the essence of social life. Education, based on work and designed for it, must break the barriers that are based on differentiation between

vocational work and intellectual work in a contradictory manner (E:\Ministry of Labour.htm).

Vocational education, as a means for vocational guidance, targets individuals at the beginning of school, and keeps them in the curricula. It is an area in which students can identify their vocational and professional future. Vocational education is a far-reaching process that keeps human beings well-equipped from the time they begin their education. The intervention of vocational education is part of the educational goals in the educational system of the community. Professional Education directs its attention to the educational, psychological and social goals in a student's personality wherein the nucleuses of career options are needed to be well rooted (E:\Ministry of Labour.htm).

Teachers play an important role in guiding the students to choose the occupations that are suited to their interests and readiness. This means that teachers should take on the role of a professional guide. Preparation for the professions and future career is an educational task that falls within the overall objectives of the education system. Therefore, the vocational guidance process is affected by and affecting the educational systems' goals and objectives. (E:\Ministry of Labour.htm).

The growing economic importance of Colleges raise questions about what the role of vocational education should be. Vocational education, preparation for occupations requiring other than a baccalaureate or advanced degree. Vocational education itself has been changing. Thousands of high schools and community Colleges in recent years have been developing new courses of study that prepare students for work as well as for further education, including four-year College or University. Vocational education in high schools and community Colleges should no longer be restricted to occupations that do not require a bachelor's or advanced degree. Instead they should encourage collaboration between vocational and non-vocational educators to prepare students both for work and for further education. (E:\CenterWork 9_2 - executive summary Removing the Ceiling.htm).

Vocational education as preparation for both College and career which would eliminate the necessity for students to choose one or the other. It would also give schools no reason to separate students into college-bound and non-college-bound. Instead, high schools and community colleges could continue to develop courses of study that keep students' options open. If students want to go to work full time after high school, they would have some practical skills and knowledge to help them earn a living--but if they decide later to return to college, that option would still be available. Conversely, students who go directly to college or university would have some marketable skills to fall back on if they decide to discontinue their education before receiving a college degree. Preparing students for both college and careers helps them discover at a young age how learning and work are intertwined. This kind of dual preparation equips students to find their way in the learning economy(E:\CenterWork 9_2 - executive summary removing the ceiling.htm).

The UNESCO Convention described vocational education and training as: 'all forms and levels of the educational process involving, in addition to general knowledge, the study of technologies and related sciences, the acquisition of practical skills, know-how, attitudes and understanding relating to occupations in the various sectors of economic and social life.' In the UK, vocational education and training includes commercial, technical and professional development as well as transferable personal skills. And in our system, nothing stays still for long. That's because the skills needed by the economy are constantly evolving in line with global trends and technological advances. So the system ensures we can be responsive to these needs within a quality framework which ensures that standards are kept consistently high (<http://www.britishcouncil.org/china.htm>).

Vocationalization

According to Bacchus (1988), the term vocationalization refers to efforts done by schools to include in their curriculum those practical subjects which are likely to generate among the students some basic knowledge, skills and dispositions that might prepare them to think of becoming skilled workers or to enter other manual occupations. Here the main objective is to influence the occupational choices of students away from white-collar jobs

to which they have traditionally aspired and make them some what better prepared to work in other types of occupation.

Lauglo and Lillis (1988), explain that vocationalization of secondary education is taken to mean curriculum change in practical or vocational direction. They further stress that vocationalization is intended to ease school-leavers into job or self-employment, under conditions of widespread youth unemployment.

Objectives of Vocational Education

The effectiveness of school-based vocational education programs appears to depend on their objectives. Gill Dar and Littman (2000),stated the objectives of vocational education as to keep less gifted students out of higher education and off the streets; second, to keep people temporarily with the labor market; and third, to provide employers with skilled workers and technicians.

According to (Gaynor, 1998; UNESCO, 1978); many countries consider vocational education as one part of their education system. They consider them to contribute to the developmental needs of students. In such cases, the programs are organized to prepare trainees (learners) to the world of work. In addition to their contribution to productivity, they are organized particularly for trainees who may not be interested in pursuing College education.

Vocational education has also been expected to achieve other societal goals, and the expectations have been especially high for pre-employment training. According to the study conducted by the World Bank (1990), objectives of vocational education have included supplying manpower to stimulate growth by avoiding skill bottlenecks, improving the employability of the disadvantaged youth from aspirations for white collar employment and higher education, and providing a path to wage employment for women.

Pre-employment training was the replacement of expatriates in skilled positions. It was also thought that training would create a reserve of skilled labor that would stimulate economic growth. Formal training institutions were expanded accordingly. The first objective was rapidly achieved in many countries. The second objective was in

retrospect, unrealistic where other preconditions for development were weak. Where growth has been constrained and the efficiency of vocational education reduced by economic policies, the outcome has been in pre-employment training, with consequent high rates of graduates' unemployment and under employment, low rates of utilization and high unit costs (World Bank, 1990).

General and Vocational Education Compared

General education focuses upon knowledge, skills, and attitudes that are held to be useful for successful living while vocational education deals with knowledge, skills, and attitudes that fit an individual, whole or in part, for a definite vocation or occupation, the pursuit of which equips him/her for successful living (Gill, Darand F. 2000),

Vocational education can be distinguished from general education by its higher cost of delivery, especially at the secondary level by the options it opens or closes at the secondary and post secondary levels. General and vocational educations are interdependent, are related through different aspects of the vital social processes of preparing for liking and of living For (Gill, Darand F. 2000),

General education is the area, or sphere of subject-oriented education that has a knowledge area with a cognitive learning theory as its origin. This knowledge area steaming from the academic disciplines slowly trickle into the school curriculum. The other sphere is formed by vocational education with an activity area and guided by constructivist learning theory derived from a field of activity and competencies needed to survive in a profession [uri:http://www.vet-research.net/ECER 2007/sep19/](http://www.vet-research.net/ECER 2007/sep19/)

Vocational Guidance and Counseling Service

According to the study conducted by Yusuf Omor (1988), "vocational" does not exactly mean occupation. Vocational education has been defined as education designed to develop skills, abilities, understanding, attitudes, work habits, and appreciations encompassing knowledge and information needed by workers to enter and make progress in employment on useful and productive basis. Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it. Enter upon, and progress

in it Career choice is the basic concern and the individual counselee is made responsible for his own choice.

So, to minimize the career/vocational problems, students should be well oriented and adjusted prior to their placement in to different fields of technical vocational studies, Guidance is a process of helping students to understand, accept and use their abilities, aptitudes and interests in order to achieve their ambition (Yusuf Omor, 1988).

Objectives of Vocational Guidance

UNESCO (2002) state the objectives of vocational guidance as:

- To assist students to acquire knowledge of the characteristics, functions, duty requirements of occupations in which they are interested.
- To enable students to get relevant information about abilities and skills in terms of related qualifications and competencies required to take up the identified occupation, to enable students to understand their potentials and interest in relation to identified occupation or a group of occupations which they may take up, to assist students in developing abilities to analyze occupational information and make suitable choice by using appropriate career information effectively, to assist students in getting information about various post-educational and training facilities and apprenticeship schemes, to enable students to choose the right type of jobs and develop entrepreneurship qualities in students for taking up self employment.

Specific Objectives of Vocational Guidance

Aggawal (1994), stated the specific objectives of vocational guidance as:-

- To assist the student to acquire such knowledge of the characteristics and functions. The duties and rewards of the group of occupations within which his choice will probably lie as he may need for intelligent choice.
- To enable him to find what general and specific abilities, skills, etc. are required for the group of occupations under consideration and what are the qualifications of age, preparation, sex, etc, for entering them.

To give opportunity for experiences in school tryout courses and after school activities and that will give information about conditions of work that will assist the individual to discover his own abilities and contribute his share in the development of wider interests.

- To help the individual develop the point of view that all honest labour is worth and that the most important bases for choice of an occupation are:-
 - the peculiar service that the individual can render to society,
 - personal satisfaction in the occupation, and
 - aptitude for the work required.
- To assist the individual to acquire a technique of analysis of occupational information and to develop the habit of analyzing such information before making a final choice.
- To assist him to secure such information about himself, his abilities, general and specific, his interests and his powers as he may need for wise choice.
- To assist economically handicapped children who are above the compulsory attendance age to secure, through public or private funds, scholarships or other financial assistance so that they may have opportunities for further education with their vocational plans.
- To assist the student to secure knowledge of the facilities offered by various educational institutions for vocational training and the requirements for admission to them, the length of training offered and the cost of attendance,
- to help the worker to adjust himself to the occupation in which he is engaged, to assist him to understand his relationship to workers in his own related occupations and to society as a whole and enable the student to secure reliable information about the danger of alluring short-cuts to fortune.

2.2 Historical Development of Vocational Education Internationally

Historically, vocational education reform is often predicated on the view that it effectively, addresses various social and economic problems including urban, and increases domestic competitiveness (Thomas et al, 2001).

History reveals increased corporate interests in education during capitalist crises, the absence of a detectable inverse relationship between enhanced-skills instruction and

unemployment render labor market fluctuations a dubious rationale to justify widespread education reform. In deed, such reform potentially misrepresents labor market conditions to students by implying that occupational success is a function of individual competence, rather than the result of complex interactions between personal capacity, market conditions, and the social structure of opportunity (Thomas et al, 2001).

and

The rapid technological developments in the early years of the twenty-first century, together with the forces of globalization, are likely to lead to radical changes in the world of work. It fact the changing nature of work is already perceptible in both urban centers and in rural communities (UNESCO, 2002).

During the past several decades a mismatch has been evident in many countries between the skills imported by the national education system and those demanded by the work place. This mismatch has been exacerbated in recent years with the integration of new technologies in almost every sphere of professional activity. Narrowing the gap between education and the world of work is thus apriority for most government because of the potential economic and social benefits to be derived from increasing the proportion of the population that is engaged in productive livelihoods (UNESCO, 2002).

2.3 Historical Development of Technical and Vocational Education and Training in Africa

The situation of technical and vocational education varies widely across sub-Saharan countries. Delivery systems are diverse, combining school-based provision with various non-formal arrangements. Unfortunately, this diversity is also associated with glaring disparities. Differences in historical, political, cultural and economic contexts largely account for such variations in structures, operating conditions and outcomes (E:/ILes Editions UNESCO in formations cet article,htm.).

Nevertheless, emerging common trends can be identified. In addition to the specific crises affecting most training systems in sub-Saharan Africa, globalization, associated with the rise of a market-oriented paradigm in education, has shaped the different reform processes along similar lines. A shift in the policy focus from inputs to outputs, the use of new financing and certification mechanisms, the involvement of social partners in governance, greater autonomy for institutions, the promotion of private providers and company-based training are part of this new approach. In addition, the specific socioeconomic conditions of African economies have generated an increasing interest in the informal sector and skills development for poverty reduction (E:/ILes Editions UNESCO in formations cet article,htm.).

Attitudes towards vocational education have changed a little over the years. Although it is still the wish of nearly all parts to get their children a university education, many of them now readily accept the alternative of technical/vocational education when their children do not gain access to the university. Students too, influenced by their parents, teachers and the labor market situation, have become more positive (E:/ILes Editions UNESCO in formations cet article,htm.).

There still exists a disparity between technical/vocational education and general academic education with no formalized linkages, but it is now possible for students who go to technical/vocational institutions to join the universities at some stage in their career if they want. There are still people who believe that the aim of technical and vocational

education is to provide an outlet for school dropout, the term 'drop-out' being used to describe the group of students who do not join the secondary school path to university. This is partly because of little public understanding that the available secondary schools cannot absorb all those who successfully complete primary school. In fact, the current technical; and secondary schools combined can not absorb all those who complete primary school (E:/ILes Editions UNESCO in formations cet article,htm.).

There is another group of people who believe that technical/vocational education is a key to survival and should be given to everyone including those who cannot afford to go to school. This is especially illustrated by the missions of many non-governmental organizations (NGOs) that have set up vocational training programs in rural and urban areas. Many youth are engaged in these programs, which are designed according to the individual needs (E:/ILes Editions UNESCO in formations cet article,htm.).

History of vocational and technical education and training in Kenya upto the end of the decade of the 1980s is not necessary here. An update of the past ten years would be extremely useful, especially as very little literature during this period has been identified in colonial days (pre independence in 1963), black Africans were excluded from "academic scholarship" and were limited to rural and industrial manual education (vocational and lower-level technical education) for service to the white settlers. It was also heavily influenced by evangelization, driven by the need for minimal literacy to read scriptures. Thus, at the time of independence, black Africans rushed to throw off the "shackles" of vocational education to receive the academic and higher-technology education and training from which they had been systematically denied previously (E:/Kenya.htm.).

The image of vocational and technical education has not yet recovered from such a tainted image. While these attitudes are widely shared in interviews and repeated in several articles, it does not account for the similar poor image of vocational and technical education and training in countries not sharing this history. After independence, the same vocational education that was rejected during the colonial era has been embraced again as a measure of curbing school leavers' unemployment (E:/Kenya.htm.).

More mature as they leave school and enter the job market. Specifically gave rationale for the new system as they need for a more relevant practical oriented curriculum and an emphasis on technical and vocational education. It was hoped that this would ensure that graduates of every level have some scientific and practical knowledge for either self-employment, salaried employment, or further training (E:/Kenya.htm.).

2.4 Technical and Vocational Education in Ethiopia

The formal educations that prepare pupils for work were founded by Swedish Evangelical mission for the first time in the 1930's. The type of education they provided was like typography, book binding, carpentry, spinning, printing, metal works and agriculture both for boys and girls (Berhanu,Dibaba, 1988).

Beginning from this period schools of technical and vocational in nature were established immediately after liberation due to the urgent demand for technicians, managers, planners, engineers and other economic oriented labor skills. The Addis Ababa Technical School was established in 1934 E.C and then followed the Addis Ababa Commercial school in 1935 E.C and the Bahir Dar polytechnic institute was established in 1956 E.C (Berhanu Dibaba, 1988).

Some NGOs and missionary groups played an important role in vocational education and skills training. The variety of and even conflicting philosophies of TVET and USAID program showed to be unsustainable due to discontinuity, poor quality and competence, and lack of resources. Community Skills Training Centers (CSTCs) were established in the mid1970 by the Derg regime. The centers' aim was designed to promote indigenous skills and increase productivity in the community. Training courses were offered trades and fields such as: Weaving, Sewing and Embroidery, Wood Work, Pottery, making and using fuel saving stoves, candle and soap making, dyeing, basket and mat making, metal work, agriculture, home economics, carpentry and construction.(Johanna L etal, 2005).

The recent policy documents such as Agriculture Development Led Industrialization strategy (ADLI), the interim poverty reduction strategy paper, the development framework and plan for action 2001-2010, the education and training policy and the education sector development program emphasize the important role of education and training to promoting equality and to reducing poverty (Johanna et al, 2005).

The 10+1 and 10+2 reforms are more similar to the structure of school-based vocational education found in some European countries such as Finland, Norway, and Sweden. The curriculum for the 10+1 and 10+2 is based on the concept of Modules for Employable Skills (MES) developed by International Labour Office (ILO) (Ministry of Education, 1999). The training is broken down to small units with defined behavioral outcomes (Johanna et al, 2005).

The Trend of Streaming and Placement of TVET students in Ethiopian

Any school system is organized for the creation of skilled manpower in different fields. To attain this goal, technical vocational education plays a significant role by preparing individuals for different occupations. Technical-vocational education in schools will be a futile attempt unless the right individuals are placed in the right training program. Placement can be educational or vocational. Placement is concerned with satisfactory adjustment: consequently, successful educational and vocational placements are dependent upon the individual's abilities, interests, training and limitation.

This is to say that placement is an aspect of the overall guidance program that is concerned with helping students to make successful progress in vocational education. Educational placement deals with assigning students to the class or field of students that best fit their capacity and interests. Therefore, educational placement at any grade level is the responsibility of the school.

In order to carry out such a huge responsibility Ethiopian technical-vocational schools use some sort of procedures to stream their students in the right field. Students recruited and ranged (1-10) from different fields of study according to their interest. If they miss their first choice, they could have higher probability to join their second or third choice. This is mostly when a greater number of students are applied for one particular field.

Factors Affecting Academic Performance of Students

Educational activities need a good working condition. This activity can't take place without appropriate facilities that can effectively promote the teaching-learning process. School should be able to arrange, organize and provide materials and students. Thus, teachers and students may be able to work effectively.

The school system should arrange space and physical facilities and number of students to be served in the school. The balance between the number of students and physical facilities need to be maintained in order to organize the resources accordingly. This balance of maintenance is very important for the learning activities are achieved by the facilities in the school.

The Shortage of Classroom

Classroom is the most important physical facility among others that can facilitate the teaching-learning process in the school. The shortage of classrooms or having a large class size might negatively affect the learning activity. Regarding this Tkeste (1990), noted that, The official reason for over crowding is the shortage of classrooms which, in turn, is caused by the scarcity of capital expenditure on school building.

Shortage of Teaching Materials and Equipment

The availability of adequate equipment and teaching materials is essential for effective education activity. They are very important both for teachers and students. In this connection, (UNESCO, 1984), has proposed that educational equipment and materials are used at moments to strengthen motivation for learning, to illustrate a point, to open up the subject or to extend the lesson. They are very seldom seen as a specific indispensable contribution to facilitate general education vocational training or personal development.

Presentation of the lesson, expression of a concept and the essence of any subject matter are dependent upon the application of teaching materials and equipment in the teaching-learning process. If the teaching materials used are unsuitable to the need, interest and problem of the learner, educational program designed to that particular class will not be successful. (UNESCO, 1984),

Language of Instruction

Educational activity in the school demanded suitable physical facility adequate, supply of qualified teachers, and well organized teaching materials. These are not all factors that facilitate learning but still there are other necessary factors that promote learning. Communication between students similar points “the language of ability of the learner instruction and the language in which instructional materials are written is a further problem. Whenever students cannot read and understand the language there is no way of performing adequate task in the school. As a result, the students failed to work hard and will face the problem of academic deficiency.

Factors Related to the Learner Study Habits of Students

The study habit of the learner could be affected by various factors. There are physical, psychological, economic and social factors. In general it has to be known that students are likely to be adversely affected by various factors that disturb their concentration. Both schools and family of the learner are expected to create opportunity for effective study.

The Home Condition of the Learner

Home is the immediate social environment is shaping the personality pattern of an individual in his / her early stage of development. The child’s attitude toward people, expectancies of security and conditional responses are shaped in his or her early stage of development. These have strong influence on individuals’ future adjustment. His or her house minimizes the personal and social problems of the child. His or her home provides a conducive environment for growth. The parents who provide good moral pattern are far better in helping adjustment than these who provide poor model for imitation (Chauhan, 1982).

The achievement of a child born in poor family where neither parent may be educated is often suffer from malnutrition or from emotional traumas due to unsatisfactory home condition. Very often parent may not attend school at all or be enrolled late even when attending school he/she is often ill-fed, ill-closed and deprived of essential books and learning materials. Therefore, students who come from such background suffer from the shortage of all necessary assistance, and as a result their achievement will be very low (Mialaret ,1979)

Psycho-social Problems of College Students

psychological inputs of an individual character like better intelligence, better motivation, and better learning strategies will be limited if certain organizational processes and factors are not taken into account. An ineffective organization cannot only restrict the usefulness of individual psycho-social inputs, but may actually enhance frustration and tension, and ultimate become even encounter-enhance frustration and tension, and ultimately become even counter-productive perhaps, here lies the reason why many well conceived reforms and improvements have run in to trouble.(Sinal ,2002)).

Most college students experienced the following common psycho-social problems i.e. serious concerns about a friend, coping with a traumatic incident, alcohol and substance and abuse, thought about suicide, being unable to concentrate on academic work, Conflict in a relationship, stress, breaking up, feeling isolated and lonely, the death of a friend or family member, lack of confidence and self-esteem, eating disorders, freezing upon tests, sexual assault, anxiety about taking a test, fear about talking to instructor, Family problems, Unwanted pregnancy and feeling depressed (Sinal, 2002).

As college students face the evolving stages of adult development, they require knowledge, skills and support if they are to successfully meet these challenges. It is the mission of psychological services to provide students with services which promote and enhance their psychological health, learning and social and career development (Yamuchl, 1998).

Because students enter colleges with varying skills and backgrounds, psychological services attempt to meet student's at his or her need level, whether the student is in a crisis situation, is experiencing an exacerbation of a long standing problem that interferes with success in college, or is anticipating for the coming changes. A Variety of direct and indirect services is available at no cost to enrolled students. In colleges short term individual psychological counseling is the primary service. Additional services include crises intervention, psychological assessment, career and group counseling, information and referral, and psychological self- help materials. Consultation with faculty, staff and administrators on students matters should be offered regularly (Yamuchl, 1998).

Alcohol abuse among college students, many of whom are under the minimum legal drinking age, is a major health problem on college campuses with serious negative consequences for individual drinkers, those around them, and the college environment. Among young adults compared to all other age groups; and among young adults, college students have the highest prevalence of high-risk drinking. Alcohol related problems mainly related to failing to engaging in unplanned sexual intercourse, getting into trouble with campus police, damaging property, driving, and getting hurt or injured (<http://www.mozilla.com/products/firefox/central.html>).

These ranged in seriousness from nuisances, such as having studying interrupted or having to "baby sit" a drunk student, to assault and rape. On campuses where "binge" drinking is more prevalent. Environmental factors underlying high-risk drinking by college students. There is strong evidence that environmental factors play a major role in promoting and supporting excessive drinking. Students who live at home drink less than those who live in dorms or apartments, and students who live alone drink less than those with roommates (<http://www.mozilla.com/products/firefox/central.html>).

Vocational/Career problems of College Students

The functions frequently performed in college counseling centers are educational counseling for choice of major vocational counseling for choice of career and personal counseling for emotional conflicts, clarifying international personal relation ships, and achieving self under

standing. College counseling centers vary concededly in the type of students who become clients. This variation may be due to the counseling staff, campus, climate, range of services, publicized, and so forth (shortzer, 1980).

Hansen, 1994 find out that we all daily make decisions of varying importance, an alarming number of people have no idea of how or why they make decisions; consequently, the decisions that they make once like wise than they otherwise might be. When the decision to be made is relatively trivial, the consequences of faulty decision making being. However when the decision are vital the consequences can be psychological devastating.

The importance of counseling services to college students are address by various authors. According to shrtzer, 1980, counseling is a helping profession which assist college students the general academic area is consistently identified as most stressful for students other prevalent problems include dating, making and breaking friend ships, becoming independent and making vocational plan. Shertzter identified that fresh man experience more problems than student during the other three years of college. A greater proportion of fresh men seek

Psychological assistance, peak periods of help seeking occur at mid term and final examination times. Anxiety, depressing, character traits, or emotional sensitivity were reported as hampering some 12 to 35 percent of students across various campuses.

Counseling activities are a pre-active in strategic areas of individual development, partial associated with education and educational outcomes. The most expedient understandings of these processes would be relatively observed in the student's educational choice and progress, in his vocational orientation and early adjustments, in his personal social development and adjustment (Yusuf, 1988). Yusuf, emphasis that counselors give personal and environmental assistance to the individual students. By means of counseling process, the individual student may be helped in studying himself and his opportunities in under to make his own sati satisfactory plan. In counseling services the student is helped to self actualization and to internalize the value system of his country.

Students expected to have good preparation and readiness for the vocational-occupational world they are entering. Hence, vocational guidance must be emphasized. Assistance must be given to help a student arrive at vocational goals. The achievement of realistic understanding about the nature and implication of vocational goals, the testing of personal concept against reality, and the acceptance of the results of the tests are the vital concepts that a well-constructed guidance and counseling program should include in special schools (Yusuf, 1988).

Shertz, 1980, viewed, unusual physical complaints and difficulties with interpersonal relationships often led to successful or attempted suicide. He believed that college students anxiety states may be related in some complex, as yet unclear fashion to their current or anticipated academic performance.

Career brings with it the question of choice, decision-making and the exercise of volition. Presented with numerous opportunities, the career aspirant is required to discriminate between various possibilities and identify the career that he or she wishes to follow. Having made this choice, the individual then is required to identify and select the path that will lead to the chosen career. Decision-making, however, does not end at the crossroad that the individual face at the point of initiation into the world of work. A career path is not a course that leads directly from one point to another. Career goals are not uniform, solitary targets that one must reach. A career path twists and turns, often bringing the individual to new cross roads (Gideon, 2004).

Hansen (1994), when most people think of career counseling, they focus on the counseling of individuals to assist them in making an initial occupational choice. If clients do not know "what they want to be when they grow up." What they are urged to get "vocational counseling." ended, such an emphasis was common several decades ago, when a mechanistic trait and factor approach was prevalent.(Hansen,1994). Career counseling is a profession which used to assist the client to explore and understand aspects of the self that are important in career planning and decision making. These aspects will include values, interests, experiences and abilities, among other factors.

Hansen(1994) states that the counselors should help the client to synthesize all relevant aspects of self-knowledge, as well as psychological barriers to choice and implementation of a career. Hansen reported that the counselor and the client should together discuss in environmental, social, or cultural barriers that might prevent the client from attaining a career in a chosen field and at the level desired.

Based on the a above theoretical assumptions, it's possible to say that career counseling is compressive, psychologically oriented type of counseling that extends though out the life span. Counseling for initial occupational choice is but are aspect of this specialization. Nagak,2004 motioned that career- counseling services are valued by college students at all level of study. Even students who have already decided on their college mayors and careers seek such services.

Counseling center actives rang from creating alumni career consultations programs to writing weakly informational column for student, i.e. news, papers, procedures of selecting a major field of study; offering self-assessment self-analysis through psychological listing; helping students understand the world of work; facilitating access to employment opportunist through career fairs; inter-relationships, and campus interviews; teaching decision –making skills; and meeting the needs of special populations (Nagak,2004). The same writer mentioned another important service is exploring with students the rule of leisure in proposed career and intimate relationships, such as preparing for like in a dual-career family, have also been proposed as career-counseling services for college students

Coping strategies of college students

Coping strategies refers to the specific efforts, both behavioral and psychological, that people employ to master, tolerate, reduce, or minimize stressful events. Two general coping strategies have been distinguished: problem-solving strategies are efforts to do something active to alleviate stressful circumstances, whereas emotion-focused coping strategies involve efforts to regulate the emotional consequences of stressful or potentially stressful events. (Some people cope more actively than others) and also by the type of stressful event(<http://www.macses.ucsf.edu/Research/Psychosocial/notebook/coping.html>).

An additional distinction that is often made in the coping is between active and avoidant coping strategies. Active coping strategies are either behavioral or psychological responses designed to change the nature of the stressor itself or how one thinks about it, whereas avoidant coping strategies lead people into activities (such as alcohol use) or mental states (such as withdrawal) that keep them from directly addressing stressful events. Generally speaking, active coping strategies, whether behavioral or emotional, are thought to be better ways to deal with stressful events, and avoidant coping strategies appear to be a psychological risk factor or marker for adverse responses to stressful life events, (<http://www.macses.ucsf.edu/Researchsocial/notebook/coping.htm>).

Any conscious efforts that a person takes towards making sure their basic needs for food, shelter, safety and belonging are fulfilled can be considered mature coping, for instance, as can any significant self-help effort you decide to take on. Using self-soothing exercises is mature coping, as is working a cognitive restructuring exercise if you choose it so as to better yourself, and it is a healthy thing for you to do, it is mature coping (<http://www.mozilla.com/products/firefox/central.htm>).

All coping strategies are not healthy coping. When people engage in more primitive, immature defense mechanisms, they tend to do so impulsively and unconsciously, without regard for consequences. By trying to help themselves in this manner, they frequently end up making their situation worse (e.g., by alienating friends and family, picking fights, getting into trouble with the law, etc. (<http://www.mozilla.com/products/firefox/central.html>)).

Perhaps not surprisingly, there is a relationship between people's emotional maturity and the sort of coping methods they prefer. Less emotionally mature people tend to prefer rather primitive and often inefficient coping methods, while more mature folks lean towards more sophisticated and more useful methods. The less mature methods also tend to have in common that their use is not premeditated or conscious in nature, but rather fairly reactive, not well thought out, and unconscious. As coping methods increase in maturity and sophistication, they become correspondingly more deliberate and conscious in nature,

and also tend to be used more proactively, rather than simply reactively (<http://www.mentalhelp.net/>).

Mature coping methods could be taught to enhance health. Coping strategies, and the term "coping methods" for more mature, useful coping efforts, it doesn't really matter what label is used to describe the different coping methods from our perspective; they are all just people's attempts at coping. The most primitive of the defense mechanisms are considered to be primitive because they fundamentally rely on blatant misrepresentation or outright ignoring of reality in order to function. These mechanisms flourish in situations (and minds) where emotion trumps reason and impulsivity rules the day. Children use them naturally and normally, but then again, children are by definition emotionally immature and not held to a higher standard as are adults (<http://www.mentalhelp.net/>).

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CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Participants

The purpose of the study was to identify the major academic, Psycho-social and career/vocational problems encounter by students at A.A. the study also asses students' self-reported problems in all the three areas, their concerns with the highest needs for assistance and their preference for types of coping sources.

A total of 397 students and 96 teachers participants were administered questionnaire. From student participants 205(51.4%) were males and 192(48.36%) were females.

3.2 instruments

Three instruments (questionnaire, interview and focus group discussion)were used in the present study to collect data

I. Questionnaire

Student participants from four colleges complete a 33 items questionnaire consisting of four sections.

Section II

This section contains 33 items that describe academic, psycho-social, career/vocational problems, coping strategies and preference activities of TVET students.

Items 1-7 represent academic problems, items 8-22 represent psycho-social problems, and items 23-28 represent career/vocational problems and the rest items 29-33 represents coping and preference activities of students .(See appendix-1)

The aforementioned items were prepared based on previous works in the areas of university/college students concerns (Dill and Henley, 1998; Guyton, et.al., 1989 and Oliver, et.al., 1998).

Participants were asked to indicate the extent to which they needed assistance with a particular problem by using YES/NO of the alternative responses:.

Section III

This section contains 3 items aimed at examining students preferred coping sources. In this section, an attempt was made to provide the respondents with a choice of helpers(friends, parents, instructors and counselors).

Participants were asked to indicate the likelihood that they would seek assistance from the difference helping agents (friends, parents, teachers and counselors) when confronted with academic, Psycho-social and career/vocational problems.

Section IV

This section contents one item aimed at examining students preference for types of coping practices. In this section, participations were asked to indicate their preferences for types of coping practices. Items related to recreational, social, and academic activities were provided. Participants were to select the items that described their typical coping activities.

Items on coping sources and coping practices were adopted from various sources (e.g. Yeh, et al., 2000 and Chiang,, et al, 2004). The entire self-report survey took approximately 15 minutes to complete.

Interview

Structured interview were conduced with 4 teachers, 4deans and 4 counselors participants randomly selected from four TVET colleges. The purposes of the interview was to

investigate instructors' perception about the problems of students in the three domains (academic, personal/social and career/vocational) across sex and year level. Participants also asked to indicate possible solutions for this problem.

Focus Group Discussion (FGD)

Focus Group Discussion (FGD) was conducted with 10 students participates selected among students sample in FGD eight questions were raised. These items asked participants to identify the major academic, career/vocational and personal/social problems of students. The items also focused on eliciting possible suggestion and recommendations.

The discussion time lasted for one hour. The researcher encouraged participants to participate in the discussion. In the other hand he recorded the presented issues in a written form.

3.3 Procedures of Data Collection

Data collectors selected from the four different TVET colleges administered the questioners to students' participants in their respective campuses, following a brief explanation of the aims of the survey. All responses were to remain confidential.

A total of 397 completed surveys were returned a 100% rate of responses. Interviews and Focus Groups discussion were conducted with some randomly selected teachers counselors and academic deans.

3.4 Procedures of Data Analysis

In the present study, data on the total sample are reported for problems in each of the three areas i.e., academic, career/vocational and personal/social),The study consisted of percentage and qualitative analysis to examine data gather through interview and focus groups discussion.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND PRESENTATION

This data deals with presentation, analysis and interpretation of the data that are categorized in to two major parts. Part one presents the characteristics of the sample population involved in the study in terms of sex, age, training levels, qualifications, years of services. The second part deals with the presentation and analysis of the data obtained from respondents on academic, psycho-social and career/vocational related problems of TVET students. In this part, the reflections, and opinion of the students and teachers were analyzed and interpreted.

CHARECRISTICS OF THE RESPONDENTS

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According to the respondents' personal data, obtained 205 (51.63 percent) were males and the rest, 192 (48.37 percent) were females. This shows that male and female students are nearly represented in an appropriate proportion. In terms of the ages of the respondents, 65 (16.37 percent)males and 73 (18.39 percent) females were 17 years old, 80 (20.15 percent) males and 68 (17.13 percent) females were 18 years old, 35 (8.82 percent) male and 34 (8.57 percent) females were 19 years old, 16 (4.03 percent) males and 17 (4.28 percent) females were 20 years old, 3 (0.76 percent) males were 21 years old, 2 (0.50 percent) males were 22 years old, 2 (0.50 percent) males were 23 years old and the rest 2 (0.50 percent) males were 24 years old. The majority of the respondents were found to be between the ages of 17 and 18 years, and they were therefore capable to give the required information.

Concerning the training levels, 55 (13.85 percent) males and 53 (13.35 percent) females were represented from 10+1 and the remaining 150 (37.79 percent) males and 139 (35.01 percent) females were represented from 10+2. Here, its notice that havening more

representatives from 10+2, makes the finding more valuable, because they stayed more than one year in the college

According to the respondents' personal data, 42 (43.75 percent) male and 33 (34.37 percent) female teachers, 3 (3.13 percent) of male Academic deans 9(9.37 percent) of male-directors and the rest 6 (6.25 percent) of male counselors and 3 (3.13 percent) of female counselors were participated. In terms of their age, 15 (15.63 percent) were found between 21-25 years, 11 (11.46 percent) were between the ages of 26-30, 2 (2.08 percent) were between the ages of 31-35, 8 (8.33 percent) were between the ages of 36-40, 15 (15.63 percent) were between the age of 41-45; 21 (21.88 percent) were between the age of 46-50, 18 (18.75 percent) were between the age of 51-55 and the rest 6 (6.25 percent) were 56 years old and above. As a result, the majorities of the respondents were found at the early adulthood or between the ages of 46-50 years and hence are likely to be appropriate to give the expected information to the study.

As to the service of years of the respondents, 26 (27.08 percent) of the teaching staff have 1-5 years, 4 (4.17 percent) have between 6-10 years, 1 (1.04 percent) has between 16-20 years, 12 (12.5 percent) have between 21-25 years, 26 (77.08 percent) have between 26-30 years, and the rest 20 (20.83 percent) have 31 years and above. The majority of the teaching non- teaching staff has been served between 1-5 years and 26-30 years.

Regarding the qualification of the teaching staff, 12+2, (12.5 percent), 12+3, (11.46 percent), 12+4, 5(5.21percent), Diploma, 22 (22.92percent), BA, 32(33.33), BSC, 8 (8.33) and MA, 6 (6.25percent).

Table 1: Responses of Students Related to their Academic Problems

Roll No	Items	YES		NO	
		Frequency	Percent (%)	Frequency	Percent (%)
1	Poor academic performance	93	23.43	304	76.57
2	Lack concentration /paying attention on your lesson?	353	88.92	44	11.08
3	Have problems regarding the study skills?	270	68.01	127	31.99
4	Difficulties in interacting and working cooperatively with others in team?	212	53.41	185	46.59
5	Have problem in understanding the contents of the lesson?	91	22.92	306	77.08
6	Have difficulties in taking lecture notes	79	19.89	318	80.11
7	Lack confidence as a learner?	82	20.65	315	79.35
8	Have anxieties on tests and exams?	231	58.19	166	41.81

Item 1 of table 1 intends to find out whether students have poor academic performance or not. Inline with this, 93 (23.43 percent) of the students indicated that they do have poor academic performance while 304 (76.57 percent) of them indicated that they do not have poor academic performance. With reference to whether they have the problem of concentrating on their training fields, 353 (88.92 percent) of the students responded that they have difficulty of concentrating and paying attention to their training fields, and 44 (11.08 percent) of them said that they do not have the problem of concentrating on their fields of study.

According to the responses of the students concerning their lack of study skills/ habits, 270 (68.01 percent) of them said they lack the necessary skills/ habits that are pertinent to their academic success were as 127 (31.99 percent) of the students responded that they have the necessary skill for the point under discussion.

As illustrated on table 4, item 4, 212 (53.41 percent) of the students indicated that they have difficulties in interacting or working cooperatively in teams/groups with others.

On the contrary, 185 (46.59 percent) of them pointed out that they do not have the problem mentioned above.

For item 5 of the same table, 91 (22.92 percent) of the students responded that they have problems in understanding the content of their trainings, while 306 (77.08 percent) of them indicated that they do not have problems related to the content of their training. As far as students situation vis-à-vis note taking is concerned, 79 (19.89 percent) of them said that they have problems in taking notes from lectures in the class, where as 318 (80.11 percent) of the respondents indicated that they do not have visible problems on the issues of note taking.

On the condition of the students whether they lack confidence as learners or not, item 7 of the same table responded that 82 (20.65 percent) of the learners said that they lack confidence as learners, and on the contrary, 315 (79.35 percent) of the students indicated that they are confident of being students in the colleges. With regards to item 8 of table 3, 231 (58.19 percent) of the respondent students showed that they comfort anxieties on tests and exams where as 166 (41.81 percent) suggested that they do not have anxieties in relation to tests and exams.

Table 2: Responses of Students Related To Their Psycho-Social Problems

Roll N ^o	Items	YES		NO	
		Frequency	percent (%)	Frequency	percent (%)
1	Do you suffer from emotional disturbances or anxiety?	214	53.90	183	46.10
2	Do you have a low self esteem?	142	35.77	255	64.23
3	Are you aggressive?	205	51.64	192	48.36
4	Do you isolate yourself from your peer groups?	142	35.77	255	64.23
5	Do you decided to commit suicide?	69	17.38	328	82.62
6	Do you drink alcohol?	45	11.34	352	88.66
7	Do you use drug?	27	6.80	370	93.20
8	Have you ever been sexually/physically or verbally abused in the campus?	117	29.47	280	70.53
9	Have you ever experienced separation or death of family member?	248	62.47	149	37.53
10	Have you ever faced health problems?	41	10.33	356	89.67
11	Do you have financial problems?	290	73.05	107	26.95

In item 1 of table 2, students were asked if they suffer from emotional disturbance or anxieties; in their response to this question, 214 (53.90 percent) of them said that they have problems related to emotional disturbances or anxieties whereas 183 (46.10 percent) of the respondents indicated that they do not suffer from the problem mentioned.

For item 2 of the same table, 142 (35.77 percent) students indicated that they believe to have low self esteem, and 255 (64.23 percent) of them showed that they don't regard themselves to have low self esteem for themselves. With reference to item 3 in the table, 205 (51.64 percent) students believed that they show some form of aggressive behaviors, but 192 (48.36 percent) of the respondents believe that they do not manifest such a behavior.

On item 4, 142 (35.77 percent) students showed that they isolate themselves from peers and other adults whereas 255 (64.23 percent) of them indicated that they do not isolate themselves from anyone. On the other hand, 69 (17.38 percent) said that they think about committing suicide due to a number of reasons while 328 (82.62 percent) of them indicated that they have never thought of resorting to suicide as a solution to their (current) living situations.

As indicated in item 1 of table 2, 45 (11.34 percent) students acknowledge the fact that they sometimes abuse alcohol, while 352 (88.66 percent) indicated that they do not abuse alcohol. On the other hand, 27 (6.80 percent) of them believed that they sometimes abuse drugs while the rest of them that is 370 (93.20 percent) of the students do not at all abuse drug of some sort. When the group responded to item 3, 117 (29.47 percent) of them showed that they have been abused sexually, physically and verbally in the campus while 280 (70.53 percent) of them indicated that they have never been abused in any of these forms in their campuses.

For 248 (62.47 percent) students their social problems are related to the separation or death of a family member though 149 (37.53 percent) believe that they have not encountered such a social problem. On their health status, 41 (10.33 percent) of the students said they have health problem while the majority 356 (89.67 percent) of them indicated that they do not have any serious health problems at all. According to the students 290 (73.05 percent) of them believed that they have financial problems whereas for 107 (26.96 percent) of them, financial constraints is not a problem.

a problem as for as their field of study or assignment is concerned. For item 6 of table 6, 109(27.46 percent) of the students pointed out that they did not get adequate information prior to their streaming or assignment to their fields. On the other hand, 288(72.54 percent) of the students indicated that they have received ample information or orientation prior to their streaming or assignment to their respective fields of study.

IN THE FOLLOWING SECTION THE ANALYSES OF THE RESPONSES OF THE STAFF TO THE ITEMS BELOW WILL BE PRESENTED.

Table 4-: Responses of Teachers Regarding Students' Academic Problems

Roll N ^o	Items	YES		NO	
		Frequency	Percent (%)	Frequency	Percent (%)
1	Poor academic performance	17	17.71	79	82.29
2	Difficulties of concentrating on their courses	56	58.33	40	41.67
3	Difficulties in interacting and working cooperatively in teams /groups with others	81	84.37	15	15.63
4	Lack of understanding the contents of their lesson	34	35.42	62	64.58
5	Lack of taking lecture notes	43	44.79	53	55.21
6	Lack of confidence as learners	49	51.05	47	48.95
7	Have anxieties on tests and exams	27	28.13	69	71.87

With reference to students academic problem, 17 (17.71 percent) of the teachers believe that the students have poor academic performance, but for 79 (82.29 percent) of the staff, their students do not have poor academic performance. On the issue of lack of concentration by students, 56 (58.33 percent) of the staff believe that the students have difficulties in concentrating or focusing on their training fields, but the remaining one's 40(41.67 percent) responded on the contrary.

For 81 (84.37 percent) the teachers, students have difficulties in interacting and working cooperatively with others in groups or teams, and 15 (15.63 percent) of them believe that students work cooperatively with others in teams/groups. According to 34 (35.42 percent)

teachers, students have problems in understanding the content of the training material designed for them but 62 (64.58 percent) of the teachers believe that students properly understand the contents of their training materials. Similarly, 43 (44.79 percent) teachers indicated that their students have problems in note taking during lectures whereas 53

(55.21 percent) of them believe otherwise. With reference to lack of confidence as learners by the students, 49 (51.05 percent) teachers believe that students lack confidence as learners but for 47 (48.95 percent) teaching staff, the problem of being in confident by the students does not exist. On the issue of test/exam anxieties by students, 27 (28.13 percent) of the teaching staff believe that students have test/exam anxieties, but for 69 (71.87 percent) of the staff, there is no such a problem.

Table 5: Responses of Teaching Staff Regarding Students' Psychological Problems

Roll N ^o	Items	YES		NO	
		frequency	Percent (%)	frequency	Percent (%)
1	Are students aggressive?	27	28.13	69	71.87
2	Do students isolate themselves from their peer groups or other adults?	11	11.46	85	88.54

Table 5. Accordingly, 27 (28.13 percent) of the teaching staff when responding to item 1 indicated that students show some sort of aggressive behavior. Similarly, 11 (11.46 percent) teachers believe that the students isolate themselves from their peers and other adult members.

Table 10: Responses of Students Regarding their Preference Activities

Item	Which of the following practice do you prefer when you encountered various problems?	Respondents	
		frequency	Percent (%)
Response options	Exercise	125	31.49
	Study	35	8.82
	Watching VCD clips	219	55.17
	Social activities	18	4.53
Total		397	100.00

Table 10, deals with preference practices students use as a means to resolve their existed problems. As a result the respondents ranked their practices as; 219 (55.17 percent) of them said that we watch VCD clips, 125 (31.49 percent) of them said that we practice physical exercise, 35 (8.82 percent) of them said that we study our lesson while the rest 18 (4.53 percent) of them said that we participate in social activities.

Interview Results

Almost all participants in the interview TVET Colleges academic deans, teachers, students and counselors indicated that students of TVET are facing a variety of academic problems such as lack of learning skills, inadequate educational motivation, low academic performance, shortage of books and learning materials, lack of adequate information on academic rules and regulations and lack of teachers attention. According to these participants, a large number of students are under-prepared for TVET of the College.

The participants perceived students as having the greatest needs for assistance with all of the above-mentioned academic problems. To them, the strongest emphasis should be

placed on helping students acquire career skills necessary for their success such a study, time management, listening, lecture and exam taking techniques, as well as decision making problem solving, goal setting, critical thinking, logical reasoning, and

interpersonal communication skills. These participants also indicated the need to motivate and inspire students to devote time and energy to their professional activities.

According to these respondents, students also need assistance how to concentrate on academic work, pay attention in class, and listen to and follow directions. To these participants, may students with low grades need tutorial classes? To them, an effort should be made to help students adjust to college TVET expectations.

These participants also indicated an urgent need to update the libraries in the TVET Colleges.

To these participants, academic problems of students are increasing and that the Colleges are not meeting the guidance counseling services needs of students.

The responses of almost all of the participants in the interview academic dean, teachers, students, counselors indicated the existence of various types of personal social/problems among a large number of TVET students. To these participants, many students need professional assistance to deal with these problems. To them, many students need financial assistance. To these participants, many students need help with the transitions and changes that they encounter during their College years. According to these participants, a large number of students also need help to better understand themselves and their potential and to enhance their problems-solving skills.

To them, many students need help to learn about thoughtful and non-violent problem resolution, social responsibility, working cooperatively with others, understanding and appreciating human differences and caring about others.

The participants also emphasized the need to help students to be assertive, adjust to the changing environment, resolve emotional disturbance and conflicts with family and friends, accept responsibility for their own actions, establish harmonious relationship

with family members and friends, acknowledge the feelings and views of others, improve their self-concepts, and accept responsibility for their actions. According to all

participants, assistance should be provided for students who are experiencing acute emotional distress, are a danger to self or others.

Almost all the participants in the interview (academic deans, teachers, students, and counselors) perceived a variety of Career/Vocational problems among these students. They emphasized the need to help students get adequate career information, information on employment and future educational opportunities and the world of work. To all participants, students should be assisted in developing problem solving and decision-making skills. To them, students should be helped in developing better understanding and acceptance of themselves, their strength and limitations, aptitudes, needs, values, and interests.

Focus Group Discussion Results

Almost all the participants in the focus group discussion indicated the prevalence of various academic problems among TVET students. According to these participants, lack of study, listening, writing, reviewing, editing, exam taking and problem-solving skills, difficulty focusing and sustaining attention, lack of interest in learning, failing grades and test anxiety are the major academic problems of many students. To them, many students need assistance to develop or improve their learning skills and reduce test anxiety.

For these participants, a large number of students mismanage their time and placing too much emphasis in developing social networks at the expense of academics. To them, many students also have an unrealistic expectation about the level of difficulty of courses at the colleges and the study time required outside of classes. Training on the management and organizational skills is helpful to many of these students.

To these participants, students need help to monitor their own learning, become independent learners and acquire the habits and skills necessary for success.

To them, shortage of well trained and committed teachers; inadequate library facilities are the other academic a problem of TVET students.

To almost all focus group discussion participants, many students at TVET Colleges are experiencing various personal/social problems. To them, a great number of students need assistance in acquiring knowledge and skills regarding their own personal/social, educational, and vocational development. According to all participants, many students should learn how to deal with homesickness, how to resolve emotional disturbances and family relationship problems. To them, many students are experiencing financial problems.

The participants also indicated a strong need for assistance with student concerns related to difficulty in adjusting to the social life in College, lack of assertiveness, difficulty in making and keeping friends, and difficulty in being aware of other's views and feelings.

To these participants, many students need assistance to learn to demonstrate self-discipline, take responsibility for their own behaviors, acquire the knowledge and skills required for getting along with others, and choose ways of interacting positively with others in a variety of situations.

According to all FGD participants, many students at TVET Colleges are facing a variety of Career/Vocational problems and need professional assistance to overcome these problems. To them, students are in need of adequate career information and career planning and development skills. To these participants, psychological tests and other assessment techniques should be used to foster student's self-understanding and decision-making.

To all participants, a large number of students need assistance in acquiring job search skill including resume writing and interviews, and information on vacancies and employers.

To them, many students need assistance in developing the ability to work effectively in group/teams, good oral and written communication skills, and the ability to make effective presentations, good leadership skills and understanding of the rapidly changing employment environment.

CHAPTER FIVE

DISCUSSION

The results mentioned in the previous chapter are discussed in relation with the available researches and personal observations.

5.1. Discussions Regarding Academic, Psycho-social and Career/Vocational Problems of TVET Students

5.1.1 Academic Problems

It is seen in this study that the main reason for poor academic performance for TVET students (88.9 percent) is the difficulty in concentrating and not paying attention for their study/training. These students have difficulties in having interest and enthusiasm for their fields of study. This could be from the problems in stream selection. This finding is consistent with other previous researches. Valerie E. Lee and Julia B Smith, (1998) reported that, inability to concentrate on their study; failures to complete assignments because of lack of paying attention to their study are all causes of unexpected academic failures.

Craig Hawley, (2001) also found out that, the less or no focus on their trainings could not allow them to be able to take notes attentively and carefully during lecture hours. This has its own impact as a side effect on their knowledge how the subject matter or field of study should be managed.

The other thing is the problems in study skills/habits (68 percent) and the difficulties in interacting and working cooperatively with other groups (53.4 percent) are mentioned as factors for poor academic performance. These in turn lead to poor situation to feel being ready for tests/exams and creates anxieties and fears towards it, as the response by students (58.2 percent) showed. This is in line with some other findings of Michael Kolinsky, (1998) and Craig Hawley, (2001). When a student's academic Performance

declines to a significant degree she/he will experience debilitating stress, fear and anxieties towards tests/exams.

Moreover, as the studies by Valerie E. Lee and Julia B. Smith, (1998) and Mary Anne Raywid, (1995) indicated, the problems in study skills and difficulties in working cooperatively with others affect the student's academic performance. Students in Colleges especially in large schools have lower attendance and it dampens enthusiasm for involvement in school activities and study/work cooperatively with their mates.

The teaching staff's response (58.3 percent) has shown lack of concentration and difficulties to focus on their training fields marked its share for poor academic performance. In addition, the difficulties in interacting and not being able to work cooperatively in teams have its own effect on the problem, as the response given by the teachers (84.3 percent) indicated. Most of the teachers (51.1 percent) confirmed that students show lack of confidence as a learner. Findings by Mary Anne Raywid (1995) and Deborah Meier (1996) are parallel to these. The researches indicated that students in Colleges have lower grade averages and non standardized test scores coupled with higher dropout rates due to less or no concentrations for their study, and not being able to work cooperatively with their peers.

According to other studies by Miller & Mercer (1998) and Scruggs and Mastropieri (1997), majority of the studies in USA indicate faculty work load as a factor to poor academic performance. Faculty work long hours but the time spent on teaching or teaching related activities in class rooms or work shops are much less. This in turn affects the students over all understandings of the course/training through their stay in the Colleges.

5.1.2 Psycho-social Problems

This study has confirmed that students (53.9 percent) suffer from emotional disturbance, which causes fear, stress, tension and helplessness resulting in their being violent. It is resulted in their being aggressive to their friends and others especially teachers and family, as the responses (51.6 percent) show. This result is in accord with the findings of Graham, Harris, MacArthur and Schwartz (1997) which indicates the transition and

emotions in turn leave their effect in decreased ability to concentrate on their study/training.

In another study, Palincsar and Brown (1999) reported that, excessive drinking, drug use and drug dependence are always indicative of underlying psycho-social problems. Often students will use alcohol or drugs to cope with excessive stress and discover that the substance use becomes a problem in itself causing further decline in academic performance and social functioning.

As the teaching staff respond, there are some indications of the students' behaviors of showing aggressiveness to other students or teachers themselves and, isolating themselves from their peer groups. Nevertheless, it is not believed as a common consequence for the psychological problems. This finding, however, is not supported by Sharon Howard (2000) who found out that, students with psychological problems show more depressive symptoms, with drowns behavior and social problems. They also had poorer self- images and reported more dissatisfaction with their social support. Also in another study, Palincsar and Brown (1999) indicated that, these students show aggressiveness to teachers and their friends and try to isolate themselves from peer groups as a consequence for the psychological problems.

According to the degree of interaction the teaching staff has with the students, we found it difficult to take the view as tangible evidence for the case. The teachers do not seem to be in a situation to observe the students psycho-social problems.

Illnesses like colds, the flu, and sore throats are hard to escape while in College. With students living together in dorms and apartments, eating together in large cafeterias, and sitting together in classrooms, these respiratory infections spread easily. Dust allergy and exposure to cigarette smoke will make the students more likely to get cold symptoms. Coughing, sneezing, watery eyes, and mild fevers are common cold symptoms. The flu, on the other hand, is more serious. High fever, body aches, and a dry cough with the flu, have an upset stomach or vomit are common health problems for College students.

(Medem Medical Library Common Health Problems in College Students.htm)

5.1.3 Career / Vocational Related Problems

Lack of information plays the biggest role in the students career related problems. Most of the TVET students (69.8 percent) do not have any idea where to go or what to do after graduation. Besides to the information gap of not knowing anything about the job opportunity, (68.7 percent) of them responded as they do not have any information about further educational accesses in their fields of study. It is the other unrecognized fact that the students do not have a clue on the function of their training/field of study as a means to transfer them to self employed workers or entrepreneurs.

Due to the interwoven and wider problems, the fact that the students could not be able to have long term career goals in their studies is convincing. This goes with the result of Raywid (1995) and Stephanie Riger (1999) who reported, it is common for College students to experience times of career choice indecision such as dissatisfaction with a major and confusion with respect to interests, abilities, values etc. when the indecision persists and it can interfere with academic and personal functioning.

S.Lee (1998) and Craig Hawley (2001) also reported that, College students, even those who are excelling academically, have problems in lack of information about opportunities for further education and their plan after graduation which affect their long term career goals.

5.2 Discussion Regarding Coping Strategies

Most of the students choose to discuss their academic (66.5 percent), psychological (76.8 percent), social (55.4 percent) and Career /Vocational (53.4 percent) problems with their friends. They have, as can be seen from this study, closer and stronger bonds with their mates than to their teachers or parents.

Therefore, they are reliable on the advises they get from friends. Peer understanding and support is believed to be the best. For any of the problems they encountered with all the cases, few or none (<1 percent) tend to get counseling services from student guidance workers. Other findings however, found out that College students prefer to discuss their

academic or non academic problems with their teachers or parents. (Miller and Mercer (1998) and (Scruggs and Mastropieri (1997). Moreover, Mark Walsh (2002) reported that, psychological services have provided to students to promote and enhance their psychological health, learning, social and career development.

The study shows clearly that, the interaction with the teachers or guidance workers is not in a level to allow the students to discuss their psychological and career related problems. Next to their friends, the students prefer to share their problems to parents and religious people than doing to their teachers.

As their interest show, the students want to discuss with friends to any encountered problem. Hence they are not in a position to get assistance on the bases of professional and scientific as well technical supports. Here is one thing all should notice that, for the students to discuss problems with friends would only let them to have the same circular and routine kind of solutions to come out of the problems.

Much is expected from teachers and school guidance workers in bringing the students to the habit of discussing their academic, psycho-social and career related problems with them. This is consistent with what Mark Walsh (2002) and Stephanie Riger (1999) indicated. In order to serve the social, psychological and educational needs of students, teachers, counselors and administrators must be able to address their own assumptions about these growing group; understand how those assumptions shape their interaction with the students and effectively communicate that they care and want to help.

The obstacle and challenges resulting from psychological problems are those one should consider as basic constraints to academic achievements. Here we can clearly see that, offering counseling and guidance services are the unquestionable solutions to the treat. A better approach to a problem is a half a solution. To provide professional and scientific systems to psycho-social problems could better build the students self-esteem. It is probably unrealistic to think that any one approach is perfect, but some are better than others. This depends on the degree of interaction and habit of the students towards the system. The system that enables them to get professional and better approaches as a solution for the problem is best.

5.3 Responses of Students and Teachers Regarding Academic, Psycho-Social Related Problems of the Trainees

The teaching staff in TVET Colleges as a focus of the study indicated some points which are similar to the responses given by the students, and we can have a comparative view on it. Both agree on some ideas as a cause for poor academic performance. Lack of concentration and not paying attention to their fields of study/training is believed to be one of the main ones in affecting their academic performance. Moreover, both respondents emphasize difficulties in interacting and not being able to work cooperatively with peers as a cause for academic failure.

There are some basic differences in the responses given by the students and the teachers. According to the response given by the teachers, anxieties and fear on testes/ exams are not seen as most affecting factors in the students academic performance. However, unlike the students, teachers believed that students are seen to be in lack of confidence as a learner in their stays at College that in turn affect efforts towards their performance.

Majority of the teachers do not observe the students behaviors of showing aggressiveness to other students and teachers themselves which is inconsistency with the responses given by the students. Due to the less or no interaction, the teachers couldn't observe the psychological problems that the students are suffering from. The teachers are able only to see the most exposed and simple parts of the problems.

As seen from the study, the existence of conflicting views basically on academic, psychological and other problems show the absence of good over all interaction between teachers and students. But how do we explain these differences?

One possible explanation is that, these differences arise for the same reason that there couldn't be good and healthy teaching-learning interaction. When we look at the trained the students interact with teachers, it is not in a way it should be. It is obvious that direct and close follow up to the students is basically necessary. In order to observe and understand the psycho-social and academic problems, teachers have ethical and moral obligation to pay some efforts. The gap in interaction is putting its effect in disordering the teaching- learning process.

5.4 Discussion Regarding Preference Practices of the Students

Most of the students do have similar coping strategies to be practiced. To watch VCD clips is the most chosen (55.2 percent) as a means to resolve their emotional disturbances. To practice some physical exercises (31.5 percent) and to participate in social activities (4.5 percent) are other coping mechanisms to their problems. Besides the already mentioned strategies, to study their lesson is the other mechanism to be practiced (8.8 percent). However, it does not look that most of the students are in a habit to engage in it as the best one yet. In line with these, studies by Lenz and Hughes (1999) indicated that, students in Colleges use positive coping strategies such as sports, exercise, family support, social support, clubs, creative outlets and excelling academically (studying lessons).

The present finding is however, inconsistent with some other findings which indicate, students who have psycho-social and academic problems use the negative coping strategies such as drug use, sexual activity and alcohol abuse. (William Fowler, 2002).

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATION

In this chapter, the summary of the major findings of the study, conclusions that are based on the findings and useful recommendations will be presented.

6.1 SUMMARY

This study was primarily intended to investigate the academic, psychological, career/Vocational problems of TVET students, and to analyse their preferred coping strategies and practices. In line with this major goal, the following questions were formulated.

- What are the main academic problems of Middle Level Technical and Vocational students?
- What types of psychological problems do they encounter?
- What type of social problems do they encounter?
- What are the main Vocational problems of the students?
- What type of coping strategies do they use to resolve their problems?

In order to answer these basic questions, TVET students, teachers, college deans, directors and counselors from four training centers in Addis Ababa were used.

For the purpose of the study, a survey research approach that was based on simple random sampling technique, questionnaires, structured and semi-structured interviews were employed. Besides, textual analysis was also made to see the academic performance of the students. Out of the 537 copies of questionnaires that were dispatched, 493(91.81percent) were completed and returned. The collected data were tallied, tabulated and interpreted. Also, description of each of the tables was included in to the analysis. Eventually, the study arrived at the following major findings

- 265 (53.75 percent) of the respondents were males who are in their adolescence;
- 209 (52.65 percent) of the respondent students were represented from 10+2 training level, while the rest were from 10+1;

- 32(33.33 percent) of the respondent staff were first degree holders, and 26(27.08 percent) of the teachers served from 1-5 years, their ages ranging between 26-30 years. On the other hand, the major problems of the students were identified to be the following:-

Academic-related problems

- They are found to have difficulties in concentrating on their studies, and as a result, pay little attention for their training fields;
- They lack the necessary study skills that are useful for their academic achievements;
- They face difficulties in interacting and working cooperatively with others in teams.

Psychological problems:-

- Worrying on tests and exams due to their emotional distresses;
- Frequent exposure to emotional anxiety or disturbances

Social problems

- Separation or death of family members or intimate friends;
- Frequent exposure to financial constraints

Vocational –related problems

- Lack of adequate information on further educational opportunities; and
- Lack of adequate information on what to do after their graduation.

6.2 CONCLUSION

Based on the findings above, the following conclusions were made.

- TVET students have academic problems that are basically related to their habits of studying, not concentrating and focusing on academic issues, and being anxious on tests and exams.
- There are a number of psychological problems like the need for help, indulgence in to suicidal commitments, sudden change in moods or behavior, anxiety and depression.

- There are also social problem which the study has identified. The social problems are basically attached to the students' income traumatic changes in personal relation ships, tending to abuse alcohol and drug and retention issues.
- sex differences, the influences imposed by families and friends; the researcher believes that these socio-cultural problems are likely to affect the students on permanent basis.
- Individuals employ different coping strategies quite differently. Hence , in this study, the researcher found out that the TVET students use or prefer the strategy of exploiting friends whenever they encounter problems

The purpose of this study was to know the academic, psychological, career/vocational problems of TVET students and to evaluate their preference coping strategies and their preference practices.

The subject of this study was TVET students, teachers, college deans, directors and counselors. For the purpose of the study, a descriptive type of survey research approach was employed. Four out of ten middle level TEVT schools were selected based on simple random sampling. The data gathering instruments were; questionnaires were prepared for sample subjects, i.e. students' deans, directors, teachers and counselors. Interview was conducted; additionally, textual analysis was made to check the academic performance of the students. A total of 537 copies of questionnaires were distributed. Out of them 493 (91.81 percent) were completed and returned. The collected data were tailed, tabulated, and interpreted items of numbers and percentage, whenever possible, a description of the tables were included. At last the study comes out with the following major findings.

- Most of the respondents, 265 (53.75 percent) were males and nearly all of them were in their adolescence period except teachers, deans, directors and counselors.
- Of the participants, 209 (52.65 percent) of the students were represented from 10+2 training level while the rest represented from 10+1.
- Qualification of staff personnel who participated in this study was identified. Of them majority group or 32 (33.33 percent)of them were BA holders or qualified

- in the level of first degree. Most of the teachers or 26 (27.08 percent) of them served from 1-5 years and 26-30 years respectively.

The major problems of the student clearly identified. These are

Academic related concerns/ problems

- Have difficulties on concentrating and paying attention for their training fields.
- Lack of study skills/habits necessary for their academic success.
- Difficulties in interacting and working cooperatively in team.
- Have Problem of test anxiety.

Psychological related concerns/ problems

- Suffering from Feeling emotional disturbance/anxiety.

Social related concerns/ problems

- Separation/death in the family.
- Financial problems.

Career/Vocational related concerns/ problems

- Lack of information on further educational opportunities.
- Not knowing what to do after graduations.

According to the study the preference coping strategies of the respondents were their friends. As it's indicated in the study almost all of the respondents ranked their preferred practices.

6.3 Recommendations

In the light of the findings and the conclusions, the following recommendations are put forward in the hope that they would help to solve some of the problems that TVET students encounter, in Addis Ababa.

- Since the nature of technical education is dynamic, the selection and placement activities should fully cope with the demands of the world of work. The training should enable students to concentrate and pay attention to their training courses.

23. ሰውደፊቱ ስነሮ ምን እንደሚያስፈልግህ/ሽ/ ሰይተህ/ሽ/ የማወቅ ችግር አለብህ/ሽ/?

ሀ. አዎን ሰ. የሰብኝም

24. በአዲስ አበባ ከተማ ስላሉት የተሰደዩ የስራ መስኮች በቂ ግንዛቤ አለህ/ሽ/?

ሀ. አዎን ሰ. የሰኝም

25. ሰውደፊቱ ምን ዓይነት የትምህርት መስክ እንደምትቀጥል/ደ/ ታውቃለህ/ሽ/?

ሀ. አዎን ሰ. አሳውቅም

26. ስልጠናህን/ሽን/ ስትጨርስ/ሺ/ ወደየትኛው የስራ መስክ

እንደምትሰማራ/ሪ/ ታውቃለህ/ሽ/? ሀ. አዎን ሰ. አሳውቅም

27. አሁን እየሰለጠንክ/ሽ/ ያሰላው/ሽው/ ሙያ ምርጫህ/ሽ/ ነበር?

ሀ. አዎን ሰ. አልነበረም

28. የስልጠና መስክ እንድትመርጥ/ጩ/ በተደረገበት ወቅት ስለሙያው መስኮች በቂ ግንዛቤ ተሰጥቶህ/ሻል/? ሀ. አዎን ሰ. አልተሰጠኝም

ክፍል ሦስት:- ከተራ ቁጥር 29-33 ያሉትን መጠይቆች ወይም /የትኩረት ነጥቦች/ በትምህርት፣ በማህበራዊ፣ በሰነድና በስልጠና መስክ ምርጫ ዙሪያ ችግሮች ሲያጋጥምህ/ሽ/ ማንን እንደምታማክር/ሪ/ ሰማወቅ ስለሆነ ምርጫህን/ሽን/ በአማራጮቹ ፊት ሰፊት ባለው ክፍት ቦታ ላይ የ ምልክት በማድረግ አመልክት/ኼ/::

29. በትምህርት አቀባበል ዙሪያ ችግር ባጋጠመህ/ሽ/ ወቅት ማንን ነው ያማክርክው/ሽው/?

ሀ. ናደኞችህን/ሽን/	()
ለ. መምህራኖችህን/ሽን/	()
ሐ. ወሳጆችህን/ሽን/	()
መ. የጋደዳንስ ካውንስሊንግ ባለሙያ	()

ከላይ ከተገለጹት አካላት ውጪ ከሆነ እባህክህን/ሽን/ ጥቀስ/ሽ/ -----

30. የጤና ችግር፣ የገንዘብ ችግር፣ ከሰው ጋር የመገባባት ችግር ባጋጠመህ/ሽ/ ወቅት ያማክርክው/ሽው/ ማንን ነው?

ሀ. ናደኞችህን/ሽን/	()
ለ. መምህራኖችህን/ሽን/	()
ሐ. ወሳጆችህን/ሽን/	()
መ. የጋደዳንስ ካውንስሊንግ ባለሙያ	()
ሠ. የሐይማኖት አባቶችን	()

ከላይ ከተገለጹት አካላት ውጪ ከሆነ እባህክህን/ሽን/ ጥቀስ/ሽ/ -----

31. ብቸኝነት፣ ጭንቀት፣ ውስጣዊ መረበሽ ባጋጠመህ/ሽ/ ያማክርክው/ሽው/ ማንን ነው?

ሀ. ናደኞችህን/ሽን/	()
ለ. መምህራኖችህን/ሽን/	()
ሐ. ወሳጆችህን/ሽን/	()
መ. የጋደዳንስ ካውንስሊንግ ባለሙያ	()
ሠ. የሐይማኖት አባቶችን	()

ከላይ ከተገለጹት አካላት ውጪ ከሆነ እባህክህን/ሽን/ ጥቀስ/ሽ/ -----

32. የምትፈልገውን የስልጠና መስክ ምርጫ ለመምረጥ በተቸገርክበት ወቅት የማክርክው/ሽው/ ማንን ነው?

32. የምትፈልገውን የስልጠና መስክ ምርጫ ስመምረጥ በተቸገርክበት ወቅት የማክርከው/ሽው/ ማንን ነው?

ከላይ ከተገለጹት አካላት ውጪ ከሆነ እባህክህን/ሽን/ ጥቀስ/ሽ/ -----

33. ገላዊና ማህበራዊ ችግሮች ባጋጠመህ ወቅት ስትገርህ/ሽ/ መፍቻ ዘዴነት የተጠቀምክባቸው/ሽባቸው/ ተገባራት (ቅቁርሰቋሽሰስ) ከአማራጮቹ ፊትሰፊት ባሰው ባዶ ላይ የ ምልክት በማድረግ ተገባርህን አመልክት/ኚ/:: ከአንድ በላይ ምልክት ማድረግ ይቻላል::

የችግር መፍቻ ዘዴዎች

እስፖርታዊ ውድድር አድርጊያለሁ:: ()

ጥናቴን አጠናለሁ:: ()

ቪሲዲ አያለሁ (አዳምጣለሁ) ()

ለህብረተሰቡ በሚጠቅም ስራ ላይ ()

የ ሌላ ካለ ጥቀስ/ሽ-----

APPENDIX.2

ክፍል ሁለት

አዲስ አበባ ዩኒቨርሲቲ

በሳይክሎጂ የትምህርት ክፍል

ለ2ኛ ዲግሪ ማማያ ለሚዘጋጀው ጥናታዊ ጽሁፍ የሚውል መጠይቅ

በአዲስ አበባ ከተማ በእንጦጦ በክፍተኛ 12 በምሥራቅ አጠቃላይ እና በፍተኛ 7 የቴክኒክና ሙያ ማሰልጠኛ ኮለጅ ወስጥ በማስተማር ላይ በሚገኙ መምህራን የሚሞላ የጽሁፍ መጠይቅ

መግቢያ

የዚህ መጠይቅ ዋና ዓላማ በቴክኒክና ሙያ ተቋማት በ10+1 እና በ10+2 ፕሮግራም በመሰልጠን ላይ የሚገኙ ተማሪዎች/ሠልጣኞች/ በትምህርት አቀጣጠል፣ በሥነ-ልቦናና በማህበራዊ ዙሪያ ያሳዩትን ችግሮች ለመገንዘብና ለማወቅ ይቻል ዘንድ በቂ መረጃ ለማሰባሰብና ለተሻሻለ አሰራር መፍትሔ ለማቅረብ ነው። ይህ ጥናት ከተፈለገው ግብ ማድረስ እንዲቻል ትክክለኛ መረጃዎችን ማሰባሰብና ማጠናቀር ያሻል። በመሆኑም በመጠይቁ ውስጥ የቀረቡትን ጥያቄዎች በጥሞና በማንበብና ምሳሌ በመስጠት የበኩሉን እንዲያበረክቱ በትህትና እጠይቃለሁ።

ውድ የሆነ የስራ ጊዜዎትን በመስዋት ይህንን መጠይቅ በመሙላት ስለተባበሩኝ በቅድሚያ ምስጋናዬ ይደረጋል።

ማሳሰቢያ፡-

በመጠይቁ ላይ ስም መፍጠር አያስፈልገም።

ምሳሌን ከአማራጮች ፊት ስፊት ባለው ክፍት ቦታ /ሣጥን/ ውስጥ

የ ምልክት ያደርጉ

ክፍት በሆነ ቦታ ላይ የግል አስተያየትን ይጻፉ

ክፍል አንድ፡- የግል ሁኔታ መጠይቅ

ጾታ ሀ/ ወንድ ሰ/ ሴት

ሰድሜ _____

ክፍል አንድ:- የግል ሁኔታ መጠይቅ

ጾታ ሀ/ ወንድ ስ/ ሴት

ሰድሜ _____

የሚያስተምሩበት/የሚሰሩበት ተቋም ስም_____

የሚያስተማሩት የትምህርት ዓይነት/ሀሳፊነት_____

አገልግሎት_____

ክፍል ሁለት:- ከተራ ቁጥር 1-10 ስቀረቡት መጠይቆች ሁለት ሁለት አማራጮች ተሰጥተዋል:: ስለሆነም ምርጫዎን ከመጠይቆቹ ፊት ሰፊት በተሰጡት ባዶ ቦታዎች ላይ የ ምልክት በማድረግ ያመልክቱ::

➤ ተማሪዎች/ ሠልጣኞች:

1. በማሰልጠኛ ተቋሙ ያገኙት ውጤት ዝቅተኛ ነው?

ሀ. አዎን ለ. አይደለም

2. ስትምህርታቸው /ለሚሰለጥኑት የሥልጠና መስክ የሰጡት ትኩረት:-

ሀ. ከፍተኛ ነው ለ. ዝቅተኛ ነው

3. ስተቋሙ ሠልጣኞች የተዘጋጀውን የትምህርት ይዘት የመረዳት ችግር አለባቸው?

ሀ. አዎን ለ. የለባቸውም

4. በተራ ቁጥር "5" ስቀረብልዎት መጠይቅ መልስዎ "ሀ" ከሆነ ምክንያቱን በአጭሩ ይጥቀሱ _____

5. ትምህርት በሚሰጥበት ወቅት አጫጭር ማስታወሻ የመያዝ ችግር አለባቸው?

ሀ. አዎን ለ. የለባቸውም

6. ከንደኞቻቸው /ከመምህራኖቻቸው/ ከት/ቤቱ አስተዳደር ጋር የመግባባት ችግር አለባቸው ሀ. አዎን ለ. የለባቸውም

7. በራስ የመተማመን ችግር አለባቸው ብለው ይገምታሉ?

ሀ. አዎን ለ. አልገምትም

8. የፈተና ወቅት ሲደርስ ይጨነቃሉ? ሀ. አዎን ለ. አይጨነቁም

9. የቁጠነት ባህሪ ይታይባቸዋል? ሀ. አዎን ለ. አይታይባቸውም

10. ብቸኛ መሆንን ይመርጣሉ? ሀ. አዎን ለ. ብቸኛ መሆንን አይመርጡም

አመሰግናለሁ

APPENDIX.3

Interview questions for TVET Academic Deans, Teachers and Guidance and Counseling Services officers.

Educational Qualifications _____

Teaching experience _____

Experiences as Administrator _____

Total experiences _____

1. What are the major academic problems of TVET student?
2. Indicate the possible solutions.
3. What are the major psycho-social/social problems of TVET students?
4. Indicate the possible solutions.
5. What are the major career/ vocational problems of TVET students?
6. Indicate the possible solutions.

APPENDIX.5

TABLE:-11 2006/2007 Total Number of TVET Students

No	Name of TVET Colleges	Program	Number of students		Total
			M	F	
1.	Entoto Technical and Vocational Training Institution/College	10+1	312	264	576
		10+2	476	295	771
	Sub total		788	559	1347
2.	Mişrak technical and vocational training institution	10+1	90	138	228
		10+2	263	260	523
	Sub total		353	398	751
3.	Higher 7 Technical and Vocational Training Institution	10+1	110	137	247
		10+2	254	194	448
	Sub total		364	331	695
4.	Higher 12 Technical and Vocational Institution	10+1	113	146	259
		10+2	223	247	470
	Sub total		336	393	729
	Total	10+1	625	685	1310
		10+2	1216	996	2212
	Grand Total		1841	1681	3522

APPENDIX.6

TABLE:-12 Characteristics of Students Participants

N O	TRAINING AREAS	TRAINING LEVEL								Total				GRAND TOTAL	
		MALE				FEMALE				10+1		10+2		No	%
		10+1		10+2		10+1		10+2		No	%	No	%		
		No	%	No	%	No	%	No	%						
1	Accounting	3	5.46	19	12.67	2	3.77	25	17.99	5	4.62	44	15.22	49	12.34
2	Secretarial science	-	-	-	-	4	7.55	40	28.78	4	3.7	40	13.8	44	11.08
3	Information Technology	1	1.82	10	6.67	3	5.66	8	5.76	4	3.7	18	6.23	22	5.54
4	Banking & Insurance	-	-	8	5.33	1	1.89	5	3.59	1	0.93	13	4.5	14	3.53
5	Purchasing	3	5.46	2	1.33	4	7.55	5	3.59	7	6.48	7	2.42	14	3.53
6	Sales Man Ship	-	-	6	4	4	7.55	10	7.19	4	3.7	16	5.54	20	5.03
7	Home management	3	5.46	-	-	1	1.89	-	-	4	3.7	-	-	4	1
8	Auto mechanics	2	3.63	16	10.67	1	1.89	3	2.16	3	2.77	19	6.57	22	5.54
9	General Mechanics	1	1.82	11	7.33	-	-	2	1.44	1	0.93	13	4.5	14	3.54
10	Machine	-	-	6	4	1	1.89	1	0.72	1	0.93	7	2.42	8	2.01
11	Electricity	1	1.82	11	7.33	1	1.89	8	5.76	2	1.85	19	6.57	21	5.29
12	Electronics	1	1.82	7	4.67	-	-	-	-	1	0.93	7	2.42	8	2.01
13	Building Construction	-	-	6	4	-	-	4	2.88	-	-	10	3.46	10	2.52
15	Concrete	-	-	3	2	-	-	-	-	-	-	3	1.04	3	0.76
16	Dress Making	11	20	-	-	9	16.9	4	2.88	20	18.5	4	1.38	24	6.05
17	Plumbing	-	-	3	2	-	-	-	-	-	-	3	1.04	3	0.76
18	Road construction	9	16.3	10	6.67	4	7.55	2	1.44	13	12.0	12	4.15	25	6.3
19	Wood Work	4	7.27	6	4	2	3.77	2	1.44	6	5.56	8	2.77	14	3.54
20	Drafting	1	1.82	8	5.33	1	1.89	10	7.19	2	1.85	18	6.23	20	5.03
21	Bakery & Confectionary	3	5.46	-	-	3	5.66	2	1.44	6	5.56	2	0.69	8	2.01
22	Surveying	2	3.63	16	10.67	-	-	3	2.16	2	1.85	19	6.57	21	5.29
23	Plastering	7	12.7	-	-	4	7.55	-	-	11	10.1	-	-	11	2.77
24	Cook	1	1.82	2	1.33	-	-	5	3.59	1	0.93	7	2.42	8	2.01
25	Hotel Service	2	3.63	-	-	8	15.0	-	-	10	9.26	-	-	10	2.52
	Total	55	100	150	100	533	100	139	100	108	100	289	100	397	100

APPENDIX.7

TABLE13: STUDENT RESPONDENTS BY SEX AND AGE CATEGORY

Age	Sex				Total	
	Male		Female			
	No	Percent	No	Percent	No	Percent
17	65	16.37	73	18.39	138	34.76
18	80	20.15	68	17.13	148	37.28
19	35	8.82	34	8.57	69	17.39
20	16	4.03	17	4.28	33	8.31
21	3	0.76	-	-	3	0.76
22	2	0.50	-	-	2	0.50
23	2	0.50	-	-	2	0.50
24	2	0.50	-	-	2	0.50
Grand total	205	51.63	192	48.37	397	100

APPENDIX.8

TABLE:-14 DEMOGRAPHIC FACTOR OF TEACHERS PARTICIPANTS

		Teachers		Educational Administrators				counselors		Total	
		No	Percent (%)	Deans		Directors		No	Percent (%)	No	Percent (%)
				No	Percent (%)	No	Percent (%)				
SEX	Male	42	43.75	3	3.13	9	9.37	6	6.25	60	62.5
	Female	33	34.37	-	-	-	-	3	3.13	36	37.5
	Total	75	78.12	3	3.13	9	9.37	9	9.37	96	100
AGE	21-25	15	15.63	-	-	-	-	-	-	15	15.63
	26-30	11	11.46	-	-	-	-	-	-	11	11.46
	31-35	2	2.08	-	-	-	-	-	-	2	2.08
	36-40	8	8.33	-	-	-	-	-	-	8	8.33
	41-45	15	15.63	-	-	-	-	-	-	15	15.63
	46-50	21	21.88							21	21.88
	51-55	18	18.75	-	-	-	-	-	-	18	18.75
	56 and above	6	6.25	-	-	-	-	-	-	6	6.25
	Total	96	100	-	-	-	-	-	-	96	100

APPENDIX.9

TABLE:- 15 TEACHING AND NON- TEACHING STAFF QUALIFICATION

		Respondents									
		Teachers		Educational Administrators				counselors		Total	
				Deans		Directors					
		No	Percent (%)	No	Percent (%)	No	Percent (%)	No	Percent (%)	No	Percent (%)
Qualification	12+2	12	12.5	-	-	-	-	-	-	12	12.5
	12+3	11	11.46	-	-	-	-	-	-	11	11.46
	Diploma	22	22.92	-	-	-	-	-	-	22	22.92
	12+4	5	5.21	-	-	-	-	-	-	5	5.21
	BA	32	33.33	-	-	-	-	-	-	32	33.33
	BSC	8	8.33	-	-	-	-	-	-	8	8.33
	MA	6	6.25	-	-	-	-	-	-	6	6.25
	Total	96	100	-	-	-	-	-	-	96	100

Declaration

I, the undersigned, declared that this thesis is my original work and has not been presented for a degree in any of other universities.

Name-----

Signature-----

Date-----

The thesis has been submitted for examination with my approval as a university advisor

Name-----

Signature-----

Date of approval-----