

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF BUSINESS EDUCATION

PRACTICES AND PROBLEMS OF EDUCATIONAL
RESOURCES MANAGEMENT IN SELECTED
TVET COLLEGES IN ADDIS ABABA

By

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A THESIS SUBMITTED TO DEPARTMENT OF BUSINESS EDUCATION IN
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR MASTER OF ARTS
DEGREE IN MANAGEMENT OF VOCATIONAL EDUCATION



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ACRONYMS

AACA	Addis Ababa City Administration
CoC	Center of Competency
ETQF	Ethiopian TVET Qualifications Framework
ENQF	Ethiopian National Qualification Framework
KSA	Knowledge, Skills and Attitude
OS	Occupational Standard
OAST	Office Administration and Secretarial Technology (Secretary)
TM	Time Management
VET	Vocational Education and Training
TVET	Technical and Vocational Education and Training

Abstract

The purpose of this study was to assess and analyze the practices and problems of educational resource management in selected TVET colleges in Addis Ababa City Administration. To this end, descriptive survey was used as a method. Source of data were trainers, Deans of both colleges and experts of TVET agency. Available and purposive sampling technique was used to select trainers, Deans, and experts as respondents. Data gathering tools were questionnaire, interview, observation and document analysis. The analysis of data resulted in the following major findings: education and training provided in both colleges without organizing training facilities and training materials, modules and texts were not prepared by trainers at college level, practical and theoretical hours are not scheduled and treated as allocated. Major points to be seen as problems; shortage of time for trainers to prepare materials, lack of updated reference books in the library, lack of adequate handouts, newspapers and magazines for trainees additional skills, active learning methodology were not adequately used, lack of adequate awareness about concept of occupational standard and its requirement revealed as a problems. Finally, from findings conclusions were drawn and certain recommendations were made.

CHAPTER ONE

1 INTRODUCTION

1.1 BACKGROUND OF THE STUDY

The success or the failure of any educational program depends on the quantity and qualities of educational inputs employed during the training process. One of the best inputs for training purpose is curriculum materials (Sadker, 1997:216):

One of the aims of education is to strengthen individuals' and societies' problem-solving capacity, ability and culture at all levels. Education enables human beings to identify harmful traditions and replace them by useful ones. It helps human kind to improve, change, as well as develop and conserve its environment for the purpose of an all-rounded development by diffusing science and technology into the society (TGE, 1994).

In the 1960s, the number of Technical and Vocational Schools in Ethiopia were only 4 in number. As Teshome (2007:196) indicated, the number of TVET institutions has increased from 17 in 1996/97 to 158 in 2003/4 and enrolment increased from 2,924 to 102,649 at national level. In Addis Ababa City Administration (AACAA) (2007/8), the number of TVET colleges reached more than 95 and the enrolment figure also reached 86,949 trainees. Similarly 3,035 trainers were hired in private and public colleges (MOE, 2008).

To promote development and change, AACAA has embarked on strategizing the most important policy in the sectors including: construction, industry, trade, health, and other services and social development sectors. Among

these sectors, the development of Technical and Vocational Education and Training (TVET) has been identified as a crucial prerequisite for economic progress in Addis Ababa (TVET Strategy, 2005:1).

The people need to have the chance for being exposed to education in general education and practical skills of training in particular. This exposure would help them to ensure their existence and contribution in building their country's economy. In this regard, vocational education has a significant role. In Addis Ababa city, there are six government owned TVET colleges currently participating in business areas of training. Two of them, Entoto and Tegbareid are taken as models for their past performance and contribution. Currently, they have a total of 16,220 trainees and 297 trainers. Among these 7,965(49%) of trainees are enrolled in business occupational training areas, and 58(19%) trainers are involved.

Each training area should be organized based on the standard of the given curriculum. This can be seen in two ways, firstly, for basic theory, need of appropriate reading materials like modules, that tailor-made to the given time and trainees' potential. Secondly, for practical training, needs workshops with appropriate training materials where those trainees exercise and develop what they have learnt from the theory. This helps trainees to utilize the allocated time effectively for practical training purpose.

To the contrary, due to inefficient educational resources management, it is very common to see training processes without adequate facilities like appropriate modules and text materials for theoretical teaching and for practical training materials are not well organized and available in the workshops. Furthermore, some trainers do not try to update their handouts year to year and do not give attention to organize training materials based on the curriculum given.

To support these ideas Teshome (2007:28) stated that one of the main criticisms directed at education institutions by the government and the public (mainly employers) revolve around the need to give attention to the needs of their society, be accountable and responsible to public and more responsive for the relevant and quality education and research.

Hence, the above objective realities require research for the efficient and effective supply, organizing training workshops and utilization of educational resources based on the given curriculum.

1.2 STATEMENT OF THE PROBLEM

On the basis of TVET Proclamation No. 391/2004, Article 16.1, Middle Level Technical and Vocational Education and Training undertaken in training institutions shall comprise 70% practical and 30% theoretical education. But, facilities and equipment of the TVET system have not been accompanied by corresponding provision of up to date technical equipment and materials, inadequacy of instructional equipment and materials is noted in many public colleges (ENQF, 2008:34).

Despite the proclamation and positive guidelines in relation to educational development, the actual practices experienced by the existing education institutions appear to be quite different, in most cases, in business training areas in particular, proper attention is not given; workshops are not properly organized and the actual training processes are not generally supported by practical training services. Occupational training is given more theoretically with trainer's handouts and with low practical efforts to use standard training modules. This shows that, the training approach is not properly organized based on the curriculum given. This implies the need for undertaking detailed research for solving the existing educational resource practices as a problem.

The current problems of TVET in case of business area of training suffered from lack of appropriate training materials, modules, text books, equipment for organizing workshop, and with low commitment of the trainers to reduce the focus on theoretical approaches training culture due to shortage of educational resources.

The research conducted by Demissie Dika (2006) study of practices and problems of educational materials and equipment management and utilization in selected primary schools of Sidama Zone that covered the educational management at elementary level. However, the area of practices and problems of resources management in public TVET colleges was not well studied. Hence, the researcher believes that this study could fill the existing gap. To this end, the following basic research questions were set:

1. What does the effectiveness of the training facilities in public TVET colleges look like in light of the standards set in the TVET strategy of the country?
2. How adequate are the available educational materials in the public TVET in Addis Ababa city Administration?
3. What does the allocation of time for practical and theoretical trainings look like in the TVET colleges?
4. What major problems have encountered the provision of practical training in the TVET colleges?
5. What would be the solutions for the existing challenges of the TVET colleges?

1.3 OBJECTIVES OF THE STUDY

1.3.1 General Objective

The main objective of this study was to identify major problems of educational resources in terms of physical training facilities, instructional materials availability, utilization of training hours, and to show factors that affect the quality of training in relation to practical training.

1.3.2 Specific Objectives

The specific objectives addressed by this study are:

1. evaluating institutional training facility and materials access for training in the workshop, continuous supply of materials and usage of time;
2. evaluating and assessing the state of training workshops in terms of curriculum standard in business training areas;
3. to analyze the mode of practical training in VET provided in the TVET colleges;
4. to analyze whether there is a gap between the given curricula and actual practice of the training in the TVET colleges; and
5. to suggest certain solutions for the existing problems of the TVET colleges regarding educational resources management.

1.4 SIGNIFICANCE OF THE STUDY

The findings of this research would:

1. help to create awareness among the stakeholders (Trainers, Deans, and the Government) about the current status of the programs. Whether they are implemented up to the intended standard or not,
2. enable policy makers at all levels to see what is actually going on in the TVET institutions in relation to their expectations and wakes them up for making necessary adjustments,
3. serve as a stepping stone for future researchers to conduct further research in the area.

1.5. DELIMITATION OF THE STUDY

In order to accomplish the study successfully in terms of magnitude, area to be covered, and resource required to conduct the research, delimitation

is mandatory. The study was conducted in two TVET colleges in Addis Ababa City Administration, namely: Entoto and Tegnareid TVET colleges. These colleges are selected, because they have more population and sector of training sections. The study also was delimited to vocational programs of business area training. To make it manageable within the capacity of the student researcher's, the study focused mainly on degree of accessibility of training materials, facilities for practical training and theoretical learning, time management and utilization for the reasons stated above. It excludes the human, financial, and purchasing process.

1.6 LIMITATIONS OF THE STUDY

There are numerous obstacles encountered, to begin with; Lack of finance was one of the serious problems; shortage of related research work on the topic, lack of experience in research, lack of information in the study area, and absence of willingness of respondents to fill in questionnaires and to be interviewed.

However, the student researcher comes up with some relevant results.

1.7 OPERATIONAL DEFINITION OF TERMS

Business area of training:- in this research, it includes Accounting, Administration Office and Secretarial Technology (Secretary), Marketing, Purchasing, Insurance, and Human Resource Administration (HRA).

Competence:- involves applying knowledge, skill and attitude to perform work activities to the standard expected at the work place.

Educational Resource:- refers in this research, facilities, training standards, materials requirements/supply, and time.

Educational resource management:- refers to facilitating teaching learning

process by accessing adequate instructional materials for education and training processes.

Occupational Standard:- duties and tasks determined to be performed by the employees.

Occupational Training Standard:- means inputs to develop a curriculum based on occupational standard which includes skills and the duration of the training.

Public Training Institution:- means a training institution established with the funds of and operated under the guidance and control of the government.

Time:- it refers the given practical and theoretical training hours in VET system during training period.

Time Management:- programming to utilize practical and theoretical training hours as time given in training process.

Technical and Vocational Education and Training:- Any education and training activity which leads to the acquisition of knowledge, understanding and skills which are relevant to access to the employment and to performance in the work place.

Vocational Education and Training (VET):- refers for this study purpose business area of training such as accounting, Administration Office and secretarial technology (secretary), Human Resource Administration, Marketing, Purchasing, and Insurance.

1.8 ORGANIZATION OF THE STUDY

The study comprises five chapters: The first chapter includes introduction of the study, statement of the problem, significance of the study, delimitation of the study, limitation of the study, definitions of terms; the second chapter deals with review of related literature; the third chapter deals with research design and methodology; the fourth chapter, is the heart of the study, comes with data presentation, analysis and interpretation; the fifth chapter presented the findings, conclusions and recommendations; lastly references and appendices are organized.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with review of the related literatures. Books, journals, and other related materials that were written on the material and equipment were thoroughly reviewed. The major topics investigated were: concepts of VET, access of educational material for practical and theoretical training, time management, standards of facilities like workshop, simulation room and model office, and methodology required for VET etc.

2.1 Conceptual Framework of VET

2.1.1 Definition of Vocational Education and Training (VET)

Vocational education is defined by Babisso (2006:3) stated, as an organized educational program which is directly related to the preparation of individuals for paid or unpaid employment; or additional preparation for a career requiring other than advanced degree; it is used to develop skills, knowledge, attitudes, work habit and appreciations needed for workers to enter and make progress in employment on a useful and productive basis.

In principle, there are four main areas in which programs for vocational education are organized into agricultural education, Trade and industrial education, Home economics education, and business education (Babisso, 2006:4).

Career education occurs informally in elementary school, with individual lessons on different occasions (Sadker, 1997:215) At secondary level, the vocational education curriculum is clearly targeted to specific type of work, and course title such as "accounting," "secretary," "marketing," and purchasing etc.

Hence, TVET training are divided into two major classifications, Technical Education and Training (TET) which commonly called hard training like wood work, metal work electricity etc. and Vocational Education and Training (VET) which commonly called soft training. One of the training divisions in vocational education and training is business education and mentioned above.

2.1.2 Modes of Delivery in VET

The enormous rise in unemployment in recent years has forced business spokespersons and politicians to criticize workers for their lack of “skills” and schools for their lack of adaptation to the economy. It is fair to say that ‘school-industry links’ is now a major concern of the government (Carter, 1995:164, Resnick, 1996, and Yekunoamlak, 2006).

Involvement of companies in TVET delivery is highly recommended if possible, because, it gives the learners exposure to the actual world of work and enable them to get hands on experience.

Here, in the economy, as politicians said, there is a shortage of skill labor power in the economy on the other hand there is TVET graduate unemployed in the community. This shows that lack of linkage between school and enterprise, to solve these problems cooperative training system should be established.

Then, the outcome of TVET should adjust the need of employer in the economy of a given country, the reform of education and training based on skilled labor require in the labor market, by creating the link between school-business partnership enhance the quality of training.

If not, as written in variety of rules and regulation as well as the curriculum guide like, TVET Proclamation No. 391/2004, Article 16.1, middle level technical and vocational education and training conducted in training institutions shall involve 70% practical and 30% theoretical education in the training institution.

From the above proclamation, teaching learning process of education and training at school level must be more supported by practical training with excessive practice in the workshop and model office of respective department to fit the training to the need of employer in the real world of work.

Nevertheless, training methodology is not mainly in form of lecture, but, practice, discussions and demonstrations are appropriate method of training for TVET system. The delivery methodology in TVET system is learning by doing or practical training is highly recommended. This is, because the trainees are expected to be exposed for more practice with similar materials that exist in the real work environment. Otherwise, the learners are not matured enough for theoretical understanding.

Hence, educational resources management emphasizes to provide instructional materials in a continuous fashion, because the training strategy for TVET is student-center and methodology preferred is practical training in the workshop and model office.

2.1.3 Education and Training in VET

Both training and education are instructional process designed to modify human behavior. As Goldstain (1974:30) stated, their basic foundations are dependent on learning and the transfer process. Professionals emphasized the differences between training and education based on the specificity of their program objectives.

Training programs designed to enhance individual's mode of behavior in a specific occupational area. On the other hand, education has become concerned with setting minimum acceptable level of performance and knowledge, resulting in a greater degree of uniformity among variety of skills.

In addition to this, Sadker (1997:145) found four broad categories:

1. **Academic** including a broad array of knowledge and intellectual skills,
2. **Vocational** aimed at readiness for the world of work and economic responsibilities,
3. **Social** personal relation among others, and
4. **Civic** including skills and behavior for participating in a democratic society, including the development of individual talent and self expression.

Then, their difference is the degree of imposition in the instructional processes. Training focuses on specific occupational qualification, whereas education has the nature of imparting knowledge and attitude for the purpose of uniformity and lifelong learning and vocational training has a greater emphasis than academic education in the TVET system because. The main objective is creating competent labor power to the world of work, either self-employment or selling their labor to the employer.

2.1.4 Learning pillars

To add some concept in relation to education and training, Delors et al. (1996) found learning as "the treasure within". There are four pillars of education that essentially contain global vision of education:

1. Learning to know,
2. Learning to do,
3. Learning to live together,
4. Learning to be.

The Delors' idea has been influential on the development of the concept of Life Skills. Life skill encompasses social attitudes, basic knowledge and practical skills. Skills and knowledge are foundations for children to be economically productive, when they have entered the world of work.

Here, from the above concepts, student researcher summarized that, vocational training by practical exercise increase the competence of the

trainees and the labor market would also be satisfied by the skill of the trainee.

2.1.5 Types of Training Mode

There are five major training modes identified Gasskov (2000:22):

1. General secondary schools and comprehensive high schools (American system);
2. Vocational school-based learning (French system);
3. Dual Training (German system);
4. Training center-based instruction; and
5. Enterprise-based training (Japanese system).

In Ethiopia, training mode is separate training in technical schools, colleges and universities.

TVET programs are organized either of the two Babisso (2006:1):

In school-based and/or, the enterprise-based TVET provision schemes; comprehensive schools, polytechnic or general schools, special technical and vocational schools, and technical colleges are some of the types of institutions where school-based TVET programs are organized. On the other hand, enterprise-based TVET program are usually organized in a dual system apprenticeship scheme or, in the company-based post-employment on-the-job or off-the-job training schemes.

Hence, in Ethiopian, education and training as TVET, such as technical and vocational training, on-the-job training, or apprenticeship training, delivered in formal and non-formal way. Whatever, there is any types of training mode of classification the quality of training determine by the utilization of identical equipment and materials that are existed real life of work through the process of training.

2.1.6 Training Quality and Relevance

There are two main challenges in TVET delivery system; these are quality and relevance (Fluitman, 2001).

2.1.6.1 Quality

Quality of training is low when with unjustifiable emphasis on theory and certification rather than skills acquisition and ability testing. Inadequate

instructor training, obsolete training equipment, and lack of instructional materials are some of the factors that combine to reduce the effectiveness of training in meeting the required knowledge and skills objectives.

To provide quality training in the TVET system, supporting instructional process with updated educational resources and well experience trainer are required.

2.1.6.2 Relevance

Many studies refer to a mismatch between the training offered and the skills needed in the labor market especially in formal public training. Formal public TVET delivery system often does not pay enough attention to the market trend. As its result, the training offered tends to be not market oriented and becomes obsolete. As education or training do not create jobs on their own, it is crucial to make sure what TVET institutions are teaching and training coincides with the needs and opportunities in the labor market.

Hence, to maintain quality and relevance of education and training facilities, training materials and the methodology employed are equated to the given standard and the need of employers.

2.1.7 Quality Indicators in TVET System

There is no general agreement between educators on the issue of the best TVET quality indicators to prepare skill crafts people and technicians. Meanwhile most educators agree on some common principles which guide the designing of quality TVET programs. Among these principles, the five most influential ones are those related to (ENQF, 2008): (a) quality of curricula, (b) entry requirement of trainees (c) commitment of trainers, (d) the access and rate of consumption of educational resources and (e) the application of different types of methodology during the training process.

Hence, to deliver the quality and relevance education and training in the TVET system all above factors are influential negatively or positively.

2.2. EDUCATIONAL RESOURCES

All types of materials suitable or specifically designed and developed to support the occupational training processes and thus helping to achieve the desired learning outcomes are considered to be *educational or training resources*.

2.2.1 Rules and Regulations

The government issued policy, strategy and regulations to improve quality of education and training for giving more attentions pertinent to educational resource in the TVET system, some of them are;

New education and training policy (1994) article number 3.7.1 stated that, In order to promote the quality, relevance and expansion of education, due attention will be given to the supply, distribution and utilization of educational materials, educational technology and facilities,

In the TVET strategy (2003) also stated that, the premises and principle formulated in the capacity building strategy and other relevant policy paper are further elaborated with the aim of improving the resource base for TVET in Ethiopia through cost saving, efficiency increase and mobilization of additional resources, and

The curriculum guide (2007) stated that, necessary training, teaching-learning materials, tools and equipment, and facilities with standard workshop are required for quality training and accessible to all colleges.

From the document statement point of views, necessary rules and regulations were issued to implement TVET system with its own standard there no problems in relation to rules and regulation.

Hence, statements of guidelines policy, strategy and rules are issued and released to access and utilize educational resources based on TVET training standard.

2.2.2 Sources of Educational Resource

Technical and Vocational Education and Training programme will be carried out as per the curriculum developed based on the Ethiopian occupational standard (EOS, 2007). The curriculum gives details on the expected outcome, programme content, learning strategy, evaluation and assessment as well as on the *resource conditions* of the programme stated in model curriculum guide (see appendix 1 for detail).

TVET strategy (2005: 22) Addis Ababa TVET agency has a mandate to coordinate the transformation of occupational standards into curricula in modular approach and will facilitate the development of curricula in cooperation with relevant stakeholders.

To provide educational material of TVET level (curriculum, 2007) stated that, Trainers or teachers are expected to select, prepare and organize training materials as suggested in respective curriculum guides and on their prevailing conditions of the colleges.

Hence, the federal TVET agency is an authorized body of the government to formulate the duration of the training, to provide necessary educational facilities and materials and to supervise the training process with the given standard.

In addition, the management of the colleges should have the awareness of educational materials impact on quality of education, and they have to facilitate resources for modules preparations by the trainers.

2.2.3 Classifications of Educational Resource

Educational resources are classified Nebiyu (nd: 247) stated, in order to provide education services, it requires labor (teachers and staffs), capital (school building, workshops, equipment, laboratory, and library reference books etc.), materials (supplies, exercise books, pencils, etc.).

Similar classification, as indicated in the model curriculum of TVET (2007), resources might be generally categorized in two main categories; learning facilities/ infrastructure and Teaching, Training and Learning Materials (TTLM) or on the same document training resource can be categorized as: Physical resource (class room, model room, simulation room), Technology, Data, Supplies, Time, and Money.

Hence, educational material resources for this study purpose are classified into: physical facilities (workshops, simulation room, and model office), training materials or supplies, curriculum materials (modules and reference materials) and time (see appendix 1 for detail).

2.2.3.1 Material Resources

1) Physical Resources

Physical resources are the prior condition for facilitating education and training for vocational training, such as standard classrooms, workshops, model offices, simulation rooms and library buildings are recommended for the TVET training.

Then, to have valid and standard quality of training physical facilities like workshops, model offices are prerequisite condition for TVET occupational training.

2) Training Materials

In the teaching-learning process of vocational education and training there are consumable and non-consumable materials that help the learner to exercise more in the workshop in every duty and task (See Appendix 1 for details).

This idea as described in national TVET strategy (2006):

To facilitate the teaching learning process and to ensure training programs are of high standard, curriculum guides, model curricula, teaching and training materials will be developed and available. These will be made accessible to all TVET providers in Ethiopia.

Hence, training materials (tools, equipment and supplies) are purchased or made based on the given curriculum, to facilitate for practical training condition, to improve preferable methodology and too enhance quality of TVET training system.

3) Curriculum and Modules

The main objective of the curriculum is to guide the implementers how to train students who have completed middle level technician.

The curricula of the middle level TVET programs provide different packages of courses that can be broadly classified Babisso (2006:3) stated that, in to three categories: main courses, supportive courses and common courses. The main courses package provides a number of independently prepared modules of employable skills that are designed to train students to perform a certain duty under the prevailing condition and established standard.

The success or the failure of any educational program depends on the quantity and qualities of educational inputs employ during the training process. One of the best inputs for training purpose is curriculum Sadker (1997:216):

Curricula: curricula serve a dual function. On the one hand, the past experience. On the other hand, they anticipate the knowledge, skill, and abilities that today's students will need in order to function effectively in tomorrow's society. Sometimes these two roles-preserving and anticipating come into conflict, and then some difficult curricular decision must be made. When this clash occurs, its important that the curriculum not be viewed as sacred and immutable, but as living and evolving flexible enough to meet the emerging need of a continually developing society.

To get expected outcome with acceptable skill, knowledge, and attitude on the behavior of the trainees, all packages pertinent to curriculum elements prepared and accessed to TVET providers. Curriculum guide only do not fill the gap observed, because the availability of reference materials and the knowledge and attitudes of the trainers vary from college to college.

Then, training materials which are recommended by the curriculum guide are prepared adequately and available in the library, in the workshop,

model office and if necessary in the hands of the trainees in order to achieve the desired goal of education and training in the TVET colleges.

4) Reference and Reading Materials

Reference and reading materials are materials other than module and text materials. Learners are expected to develop different basic skills, like reading, writing, using reference materials and job seeking in their free time in the library. As indicated by Teshome (2007:111):

Libraries are one of the most critical resources of colleges and universities that ensure quality and relevance of teaching and learning, as well as research. Most colleges do not have modern libraries with up to date facilities and resource materials for students, they are largely not equipped with the requisite ICT infrastructure, up to date books, journals are old editions and generally insufficient in their capacity for the growing students population.

Thus, libraries of the TVET College needs to be equipped by; reference books, hand-outs, manuals, magazines, news paper and other reading materials based on curriculum given.

2.2.3.2 Time Resource

Time as Educational Resource, one of the most fundamental and an indispensable resource under the sun is time. Time is important both at the individual and organizational level as nobody can do without it. Time is unique because, it is scarce, irreplaceable resource and commodity which can be neither purchase nor sold.

Time Yalokwu (2002:518) stated that, as all the years of the past, present, and future. On the other hand, philosophically defines time as a temporary interruption in eternity, or we define times a part of eternity that can be measured in terms of units of seconds, minutes, and hours, days, months, and years.

Hence, to provide standard and quality of training as intended, the practical and theoretical time given by the curriculum have seen as educational resource and treated separately.

Time is one of the educational resources that need to be managed like other material resource. To manage the time, total available time and its classification in the instructional process and the number of the training hour should be known.

Duration of training TVET proclamation No.391/2004 art.11 stated that, the number of hours for and the length of duration of the training shall be determined by the states based on level of skill required.

On the some document article No.15 stated that, the number of hour and duration of training for every area of training shall determined by the office of the council or agency. The main responsibility of the TVET Agency (ENQF, 2008:37) stated that, to determine the duration of training programs, prepare model curricula and issue directives regarding TVET implementation.

As stated in the curriculum guide of TVET (2007), the program will have duration of 2748 hours at an average for main and supportive modules excluding hours for common courses, which are used for both theoretical teachings and practical exercises to complete diploma program.

Table 2.1 Time Distributions for Practical and Theoretical Learning

No.	Programs Title	Total Duration	Theory Hrs	Practical Hrs	Practical %
1	Accounting	2905	1706	1199	41.3
2	Secretary	3351	1063	2188	63.3
3	HRA	2688	875	1833	68.2
4	Insurance	2035	728	662	32.5
5	Marketing	3109	2053	1056	34.0
6	Purchasing	2398	1124	1274	53.1

Source: Curriculum Guide (2007)

As illustrated in Table 1, the total standard time given for training program is divided into practical and theoretical hours, and their proportion is

clearly seen. Practical hours utilize in the workshop with appropriate equipment and materials and theoretical learning conduct in the normal classroom by official modules or texts.

Hence, to improve the quality of education and training in the TVET system needs utilizing practical and theoretical hours efficiently by considering time as educational and scarce resource.

1) Training Proportion of Time

Education and training hours in TVET are divided and allotted for main courses, supporting courses, project works and for apprenticeship, curriculum guide (2003) stated that, The modules for main courses are designed in such way that the trainee will spend 30% of the allotted time in gaining theoretical knowledge and 70% in doing practical works,

After the reform, in the curriculum model (2007) stated that, the proportion of time given based on the depth and width of the course for each main course, supporting courses, and apprenticeships varies from occupation to occupation (see table 2.1 for details), The curricula have clearly shown the proportion of time for each package, and stress area of emphasis to be given.

Hence, time of each academic year divided in to various package based on the required skills, knowledge and attitude observed on the trainees. For each main course, supportive course, common course, project work and apprenticeship training time has been allotted in order to help the trainees to improve their competence. In general trainees will spend most of their school time in practical work rather than on theoretical education by giving access in the college.

2) Time Schedules /Program

Time must be scheduled based on time allotted to lecture class, practical exercise, and project activities at college level. Researchers have shown that

students who spent more time pursuing academic content learn more and receive higher achievement scores.

Although it is obviously important to allocate adequate time to academic content, making time on the schedule is not enough. How this allocated time is used in the classroom level, this is the real key to student achievement. In order to study the use of classroom time, researchers have developed the following terms to aid their analysis; allocated time, engaged time, and academic learning time Sadker (1997:41):

Allocated time is the amount of time a teacher schedules for a subject. For example, 30 minute a day for maths. The more time allocated for a subject, the higher student achievement in that subject is likely to be,

Engaged time is that part of allocated time in which students are actively involved with academic subject matter (listening to a lecture, participating in a class discussion, writing a composition, working on maths problem), and

Academic learning time is the amount of time students are actually engaged with the subject matter. Academic learning time is engaged time with a high success rate.

In TVET training system, the time allocated to the main course is divided in to practical and theoretical time. The higher proportion of time is given for practical training time, assuming that trainees expect to engage more time for practical training in order to improve quality of training.

As tangible resources time must be managed from few seconds to year, in TVET theoretical learning, practical training, project-work and internship are determined in terms of hours and fixed their own time. The beginning period of any training may be influenced by many external factors, but the training process must be monitored by calculating each fraction of seconds to utilize the given time appropriately.

In addition, time is highly valuable resource in the education and training process, because every module, duty and task has their own allotted time in the education and training calendar, and also to cover the teaching and

learning process within the give period of time, the date of trainees entry, the process and the closing period should be properly managed and needs follow up. Time must be seen and managed like other resource, managing time on the other hand managing all educational resources.

Then, programming practical hours in the workshop and theoretical hours in the classroom separately are necessary activities in the instructional process to utilize time resource efficiently.

3) End Result of Poor Time programming

Final consequence of poor time management has written by Yalokwu (2002:518):

Activity mania:- because, every day begins without a proper plan, jobs become fragmented, are left unfinished, and have to pick up again and again. In the end, the manager/supervisor is left rushing one crisis to another,

Reacting to:- instead of able to take the initiative, the manager spends much time defending off customers,

Living the present rather than the future:- living in the present means the future is neglected, and more potential problems remain undetected. Managers, then, need not to devote time to anticipating and planning for the future,

Becoming less effective:- because the manager with poor TM skills is seem to be inefficient by senior management, advancement and promotion become less likely,

Work overload:- being pressed for time as result of poor TM generally leads to an ever-increasing list of jobs yet to be tackled. Too often, the only perceived way out is to work overtime, and

Less leisure time:- the more time spent at work the less is available for sport, leisure activities, or for home and family. Interpersonal relationships can be threatened, and job satisfaction diminished.

As a TVET leaders in work organizations, time management (TM) is how to make the most of the various units of time (second, minutes, hours, days, etc.) that are available to organizational resource in a way that will facilitate the optimum achievement of organizational goals.

Hence, the success or the failure of the program is determined by the way how to manage the time resource. Managing time resource reflects directly or indirectly managing all resource in the system.

2.3 EDUCATIONAL RESOURCES MANAGEMENT

Educational resource management can be seen in two ways, material management and program management.

2.3.1 Materials Management

To achieve educational objective as intended, educational resources should be assessed, planned, requested, purchased, stored, utilized and disposed on time. The idea has been stated by Datta (2004:17) "Material management must ensure that materials are physically distributed at the right time with a minimum of handling and maintaining the physical flow of materials in a continuous fashion".

Hence, the nature of TVET training is a material intensive; then, material management is a continuous activity of providing educational materials to facilitate learning teaching activities effectively.

2.3.2 Logistics

As it is defined by Leenders, Fearon, & Endland (1989:54), logistics is the process of planning, implementing and controlling the efficient, cost-effective flow and storage of raw materials, in-process inventory, finished

goods, and related information from point of origin to point of consumption for the purpose of conformity to consumer requirements.

By other author, logistic includes the flow and storage of items, from raw materials to consumer delivery. Logistics have been seen by Finch (1989:15):

Bringing together the proper facilities, equipment, and supplies, instructional resources are a major concern to all persons involved in the implementation of vocational curricula. The logistic associated with maintaining any curriculums are often complex and time-consuming. But sheer magnitude of most vocational curricula makes this factor quite critical to success or failure.

Logistic in the educational management concept deals with accessing necessary educational input when required. Accessing all required materials on the given specific time are the main managerial concept for logistic.

Hence, to access training material as intended in the instructional process, every material consumed during the training period needs the idea of logistic and managed accordingly.

2.3.3 In-School Materials Movement

This includes all those activities involved in moving materials from their point of receipt or storage to the point of usage. This idea has supported by Leenders et al. (1989:49):

This involves the physical handling and transportation of materials from their storage area to the point where they utilized or employed; issuance of material to using departments, maintenance of records necessary to transfer accountability from the materials function to the user, and provision of information which will enable preparation of useful accounting reports.

Hence, to deliver stock materials to the last user of the trainer written documents are maintained and kept in safe place in order to secure the materials for a long period of time.

2.3.4 Storage

Storage has stated by Leenders et al. (1989:48) and Sharma, (2006) this function physically controls and maintains all inventory or stock items, appropriate physical safeguards must be established to protect items from damage, unnecessary obsolescence due to poor stock rotation procedures, and theft. Record must be maintained which enable immediate location of items.

Storage of materials may have advantages of price in the inflation period and easy of getting materials while trainers need them.

Then, to access educational resource as required, it is better to plan and establish level of stock materials for all training areas. And material storage place can be either in the storage center or in the workshop, but records must be maintained to protect misuse.

2.4 ORGAZIATION AND METHODOLOGY IN VET SYSTEM

2.4.1 Organizing Training Facility

The quality of any TVET program is largely dependent upon the degree of the organization of its training facility (MOE, 2004) stated that, they characterized by the presence of adequate, well planed, and properly equipped physical facilities. Which are very much similar in nature and operation to the facilities in the actual working places, meanwhile, because of dynamic nature of TVET curricula, training institution should always maintain updating their training facilities in line with the changes occurring in the work places? Otherwise, the training that is conducted by using obsolete facilities become worthless and automatically end up with the problem of job displacement.

Hence, all material elements provided by the curriculum to organize the training facilities with updated materials are supplied without interruption in order to organize based on the standard.

2.4.2 Some of Instructional Techniques

The instructional designer should be able to examine the media and techniques available and to choose the method most appropriate for the behaviors being considered. This procedure should be appropriate for all different types of objectives, from motor-skill specification in pilot training to style of managerial behavior in various organizations. For vocational education and training the following techniques are more appropriate as Ornstein (1995:161) has stated:

1. **Lecture/Instructor Presentation.** The trainer orally presents new information to trainers to trainees using a variety of training techniques and communication tools,
2. **Group Discussion.** The trainer leads the group of trainees in discussing a topic. Group size may vary but discussion may be less effective if the group is too few or large,
3. **Demonstration.** You show the show the correct steps for completing a task, or show an example of a correctly completed task, various types of communication tools may be used during the demonstration,
4. **Reading.** The trainers give for the trainees written materials to be read that presents new information,
5. **Exercise.** The trainers give for the trainees assignments to the completed related to the topic of the training activity,
6. **Case study.** The trainers give for the trainees' information about the situation and direct them to solve a problem concerning the situation,
7. **Role play.** Trainees act out a real life situation in an instructional setting, and
8. **Field visits/study tours.** Trainees are given the opportunity to observe and interact with the problem being solved or skill being learned.

Instructional method in both curriculum guides (2003 and 2007) stated under the title of Learning Methods are: Discussion, Lecture, Demonstration, Project, Practical exercise, Internship, Role play and Work stations visits.

Many things influence the selection of instructional methodology. However, there are five general factors you must take into consideration when you are selecting methods for TVET training. These are:

1. The training Objective,
2. The Content,
3. The Trainers' Competence,
4. The Trainees Size and Experience, and
5. The Practical Requirement.

Therefore, to select the best instructional technique accessing all the above basic factors and use appropriate techniques.

2.4.3 Guidelines for Implementing Practical Training

To implement practical training in VET system Ornstein (1995:165) has found the following guidelines:

1. Practice must follow understanding and can enhance understanding. Students will learn more easily and remember longer if they practice more,
2. Practice is more effective if students have a desire to learn what is being practiced. Students will practice what they believe has value and if they are motivated by the trainer,
3. Practice should be individualized. Exercise should be organized so that students can work independently at his /her own level of ability and rate of learning,
4. Practice should be specific and systematic. A drill exercise should be related to a specific objective or skill, and students should know in advance what is being practice. Step-by-step procedure fits well with all learners, especially low-achieving students,
5. Practice should be inter-mix with different materials and parts of the lesson,
6. There should be much practice on a few skills rather than a little practice on many skills,
7. Practice should be organized so that students experience high rates of achievement. Effective practice is characterized by high rates of correct response,
8. Practice should be organized so that students and teacher have immediate feedback,

9. Practice materials should be used for diagnostic purposes.

10. Practical materials should be provided with continuity between learning tasks.

Hence, the above guidelines are so important for implementing practical training; TVET colleges should give more attention for practical training to be effective and efficient in producing skilled labor power.

CHAPTER THREE

3 RESEARCH DESIGN AND METHODOLOGY

In this study, descriptive survey method was employed because it is appropriate for gathering adequate information on opinions, attitudes and views of response (Creswell, 2003).

3.1 Data Sources

For the study both primary and secondary data were used. Primary data were obtained from TVET agency officials, Deans, and Trainers of the colleges. Besides, secondary data have been obtained from relevant policy documents and literature on areas of VET.

3.2 Sample Population and Sampling Techniques

According to the information obtained from TVET agency, there are six TVET colleges in Addis Ababa under the ownership of the government. From these, two colleges were selected using purposive sampling techniques. This is because; they have more population and training areas, and the study area was delimited to business area of training only.

The numbers of trainers' population, in the study areas were 58. Out of them 48(83%) were males and 10 (19%) were females. From each training occupation 50% trainers of each college totally 30 trainers were chosen.

Trochim (2003) stated, stratified random sampling also called quota or proportional random sampling, it involves dividing your population in to homogeneous subgroups and then taking simple random in each group. Then proportional sampling technique was used, to give equal chance to all occupational training areas and finally available sampling technique has been used to select trainers in a section, because, the nature of facts are homogenous or there is similar information among trainers in each training area, so the study contained valid representative.

Concerning official respondents, there are two process owners who act at Dean Positions in each college and three process owners' authorities in the

TVET agency to select experts. Then, two deans of each college and three experts from TVET agency were selected by using purposive sampling method, So that every target group of population in study area has an equal chance of being selected to have valid sampling techniques.

As to sample size (Best, 2003:19) states that, 30 or more are to be considered large and those with fewer than 30 small.

Then, the sampling units include 30 trainers, 4 Deans, and 3 experts, 37 total sample populations were involved.

Table 3.1 Sample Population and Sample Size

No	Sample Element in Business Training Areas		Entoto	Tegbareid	population	Total Sample size
1	Trainers	Accounting	9	5	14	7
		Secretary	9	5	14	7
		Human Resource Adm.	4	2	6	3
		Insurance	4	2	6	3
		Marketing	6	3	9	5
		Purchasing	6	3	9	5
		Trainers total	38	20	58	30
3	Deans of the colleges		2	2	4	4
4	Experts from TVET agency			3	3	
Total						37

Source: own survey (Nov. 2009)

As shown in Table 3.1, there are 38 trainers in Entoto, 20 Trainers in Tegbareid and a total of 58 trainers were participated in the teaching learning process. Based on trainers' proportions, 20 from Entoto and 10 from Tegbareid were selected and questionnaire was distributed through data collectors after orientation.

3.3 Instruments of Data Collection

To maximize the quality of data, multi-method approach was used during data gathering. More researchers are currently using this method to achieve broader and better results Amanuel (2007:41) for instance, argues that each method reveals different aspects of empirical reality, so multiple methods should be used in every investigation as a rule. Using more than one data collection method maximizes the reliability and validity.

To secure reliable and adequate information, selections of appropriate data collection instruments are essential. Therefore, the student researcher used questionnaire, interview, observation, and document analysis.

3.3.1 Questionnaire

One of the most important instruments used to collect relevant data was questionnaire, developed by the student researcher based on the reviewed literatures Amanuel (2007:42) states that questionnaires are used extensively in educational research to collect information that is not directly observable.

The questionnaire has been prepared for trainer respondents, because it enables to secure information to other individual, the questionnaires were designed in both open and closed ended style. Five respondents were filled the questionnaires for pilot test and some adjustment was made before distribution of it to the total respondents.

Therefore, using questionnaire for this research method is more appropriate data collecting tool.

3.3.2 Observation

Observation as one of the research tools could serve for a variety of purposes. There is no substitute for direct observation as a way of finding out the fact about the teaching-learning process environment.

3.3.3 Interview

For a face-to-face communication with Addis Ababa TVET agency experts and Deans of each college structured interview were employed and successfully facts were collected.

3.3.4 Document Analysis

The government of Ethiopia issued variety of policies, strategies, proclamation, rules and regulations to promote quality of education and training. Therefore, official documents of TVET colleges were also reviewed, and included to strengthen the weight of the research.

3.4 Data Analysis

Quantitative and qualitative data analyses were used. Responses to close ended and open-ended questions, observations and interviews collected, edited, and systematically framed with tables according to the similarities of issue that were raised in data tools. The data analysis and interpretation were carried out using descriptive statistics i.e. frequency and percentage. They were employed because of the nature and size of the data (Yekunoamlak, 2000).

CHAPTER FOUR

4 DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

The main objective of this study was to identify practice to be learnt and major problems of educational resources management in terms of occupational training standards like training facilities, teaching-training materials, mode of delivery, time utilization in relation to practical training and theoretical learning hours, confirming the state of training workshops in terms of curriculum standard in business training areas and finally, to inform the gap between the given curricula and actual practices of the training to the concerned stakeholders.

The study limited in business area of training because there are more trainees in specific area of training in Entoto and Tegareid TVET colleges. In these colleges currently, under Industrial, Construction, Aesthetics, hotel, tourism and business, there are 54 occupational area of training with enrolment rate of 9,589 male and 6, 631 female a total of 16,220 trainees. Out of these trainees 7,965(49%) are enrolled within 6 occupational training area of business with few trainers.

The main objective of TVET program is to create competent, creative and knowledgeable employees to the real world of work, quality and relevance of the training highly depend on the quality and quantity of input employed during the process, to achieve its objective educational resource play a dominant role in the TVET system, because, the methodology recommended practical training with appropriate materials that are similar to the real work environment within the given period of time.

Questionnaire distribution and return

From the total 58 population of trainers, 30 questionnaires were distributed and 28(90%) were returned and 2(7%) discarded for select inappropriate filling of the questionnaires. A total of 26 trainers' respondents were used for data analyses.

Interview with Tegbareid were successfully done within two hours, but Entoto TVET college student researcher faced a problem to get the Deans.

Interview with TVET agency Experts were done without problem and observation was carried out using the structured checklist prepared based on occupational training standards, and then class rooms, workshops, library and documentation, internet accesses were observed successfully without problems.

4.1 Characteristics of the Respondents

Characteristics of the respondents were analyzed in Table 4.1 based on returned Questionnaires as follow.

Table 4.1 Biographical Information of Respondents

No	Description	Trainers		Deans		Experts	
		No.	%	No.	%	No.	%
1	Sex						
	Male	21	81	2	100	2	67
	Female	5	19	-		1	33
2	Academic qualification						
	PhD	0	0	-	-	-	-
	MA	5	19	2	100	-	-
	BA	21	81	-	-	3	100
3	Year of service						
	Less than 2 years	-	-	-	-	3	100
	2- 6 years	10	38.5	1	33	-	-
	6-10 years	4	15.5	-	-	-	-
	10- 15 years	1	4.0	1	67	-	-
	Above 15	11	42.0	-	-	-	-
	Total	26	100	2	100	3	100

The main characteristics of the surveyed respondents were explained as follows:

As shown item 1 in Table 4.1, the trainer respondents who filled the questionnaire and returned were 26. Of these 21(81%) were males, and 5 (19%) were females. Regarding the Deans of the colleges all of them are male, and expert respondents were two males and one female in terms of their sex. This shows that the majority of TVET workers are males. Female respondents were included when they exist in sample units.

As shown item 2 in table 4.1, MoE (2004:43) "TVET institutes trainers minimum requirement is first degree and above". Trainers, Deans and experts were also asked to indicate the qualification they possess. All respondents' educational qualification were first degree and above. In view of this the position of trainers and Deans are in good condition.

As indicated item 3 in Table 4.1, working experience was one of the questions presented to the respondents. The trainers 10(38.5%) between 2-6, 4(15.5%) between 6-10, 1(4%) between 10-15 and 11(42%) above 15 years, Deans 1(50%) between 2-6 and 1(50%) between 6-10 years of experience and in regarding experts, 3 of the experts below 2 years experience in TVET agency. From this point of view the majorities of the respondents have enough in experience and can share what they gained in their service years to the study.

4.2 Analysis and Interpretation of Data

Data collected by using instruments like questionnaire, observation, interview and documents were analyzed and interpreted as follows.

Table 4.2 Facilities and Access to Educational Resources

No	Responses	No.	%
1	The TVET college is well equipped with learning facilities (workshop, model room, projector, transparencies and white board) trainers reply		
	Strongly disagree	6	23
	Disagree	11	42
	Undecided	0	0
	Agree	9	35
	Strongly agree	0	0
2	tools, equipment and consumable supplies are available in the workshop, trainers reply		
	Strongly disagree	5	19
	Disagree	13	50
	Undecided	4	15.5
	Agree	4	15.5
	Strongly agree	0	0
3	Training manuals are given for the trainees to exercise more in the workshop, trainers reply		
	Strongly disagree	3	12
	Disagree	12	46
	Undecided	4	15
	Agree	7	27
	Strongly agree	0	0
	Total	26	100

From document, curriculum (2003) and (2007) emphasized on due attention must be given for facility before training is started and MoE, (2004) stated quality of any TVET program is largely dependent upon the degree of the organization of its training facility, they are characterized by the presence of adequate, well planed, and properly equipped physical facilities, finally tools and equipment are mandatory for practical training in the workshop (see appendix 1 for details).

Table 4.2 item 1, depicts availability of educational resource based on the given standard responses were given as: strongly disagree 6(23%), disagree 11(42%), and agree 9(35%). Based on the data shown, the resources availability for training are not yet organized based on the given standard.

Similar question was presented for Deans of the colleges and TVET experts, 2 respondents said "yes", and the other two have said "no". This indicates that they have not similar information about resources and their facility for training.

On the other hand, student researcher tried to observe the availability of learning facilities in all study areas for triangulation. There are no learning facilities for training purpose except Office Administration and Secretarial training area (OAST).

Hence, in both colleges, education and training is provided without physical facilities like workshop, model room, projector, transparencies etc. due to such problems educational resources are not managed based on the given standard.

Item 2 in Table 4.2, in responding the availability tools, equipment and supplies in the workshops the respondents; strongly disagree 5(19%), disagree 13(50), undecided 4(15.5%) and agree 4(15.5%). Responses of 18(69%) disagree and 8(31%) responses agree, indicates that tools, equipment and consumable supplies are not available in the workshop, and supported by observation.

Hence, education and training is provided without adequate tools, equipment and supplies in the two colleges.

As shown in Table 4.2 item 3, responses about using training manuals, from curriculum document, Training manual is mandatory for practical training to maintain uniformity and consistency of training by limiting training time, tasks, steps of activities, and content to be covered from the beginning to the end of training period, in this regard, responses were; strongly disagree 3(12%), disagree 12(46%), undecided 4(15%), and agree 7(27%). From this data 58% responses were disagree, it implies that there is no training manual for practical training and it supported by observation.

Hence, there is no training manual in both colleges and in all training areas.

Table 4.3 Methodology of Training in Study Areas of TVET Colleges

No	Responses	No.	%
1	The training processes, are supported by practical training in the workshop, trainers reply		
	Strongly disagree	2	7
	Disagree	15	58
	Undecided	0	0
	Agree	9	35
	Strongly agree	0	0
2	Practical training hours treated or scheduled separately in the workshop, trainers reply		
	Strongly disagree	3	12
	Disagree	11	42
	Undecided	3	12
	Agree	8	30
	Strongly agree	1	4
3	The proportions of practical training hours given implemented as the curricula stated, trainers reply		
	Strongly disagree	3	11.5
	Disagree	11	42
	Undecided	3	11.5
	Agree	9	35
	Strongly agree	0	0
	Total	26	100

From document, TVET proclamation No. 391/2004, art. 16.1 stated that education and training conducted at college level shall involve 70% practical and 30% theoretical education, this basic governing document also support by curriculum (2003 and 2007). But what is happening in the real situation is quite different from these.

As depicted in Table 4.3 item 1, responses obtained from trainers about the training processes, to see the degree of practical training in the workshop, they replied; strongly disagree 2(7%), disagree 15(58%), and agree 9(35%). That shows the training process do not supported by practical training, it supported by observation and interviews.

Hence, education and training provided for business area of training without supporting with practical training, this highly affect the educational resource management and quality of training.

As shown in item 2 Table 4.3, questions about practical training hours treated or scheduled separately in the training processes; from curriculum documents, training hours are divided into three parts 70 percent of training hours allotted for practical training in the work shop and 30 percent of it for theoretical learning in classroom in the college and more than 300 hours internship training outside the college and implemented in real conditions, and from the new reform, time allotment varies from occupation to occupation based on the nature of training.

Responding from respondents were; strongly disagree 3(12%), disagree 11(42%), undecided 3(12%), agree 8(30%), and strongly agree 1(4%). More than average responses indicate training time is not treated based of the curriculum, this realty supported by response from interviews and also confirmed by observation.

Hence, managing time resource is not yet started in both colleges.

As indicated in Table 4.3 item 3, responses in relation to utilize proportion of practical training hours based on the given standard; the standard of proportion of practical time allotted in curriculum (2003) was 70% of total training time of the year and from (2007) reformed curriculum as shown Table 2.1 the proportion of time given differ from training to training ranging from 30% to 70% based on the nature and

characteristics of occupational standard, in this regard, responses were; strongly disagree 3(11.5%), disagree 11(42%), undecided 3(11.5%) and agree 9(35%). Responses of 55% disagree shows practical training hours are not utilized with a give proportion effectively.

Responses of Deans of the colleges for similar question, the time of training managed and utilized by the trainer, there is no mechanism of scheduling practical hours to maintain proportion of practical and theoretical training hours, and supported by observation.

Hence, there are no conditions to utilize practical training hours as standard and that cause negative impact on educational resources management.

Table 4.4 Similarity of Instructional Materials to the Real Work Environment

No.	Responses	No.	%
	Available materials and equipment are similar or related to real work condition, trainers reply	1	4
	Strongly disagree	12	46
	Disagree	1	4
	Undecided	12	46
	Agree	0	0
	Strongly agree		
	Total	26	100

To create employable labor, practical training materials should be similar to the real work environment as TVET system requirement.

As shown Table 4.4, responses were; strongly disagree 1(4%), disagree 12(46%), undecided 1(4%), and agree 12(46%). The percentage of disagree and agree almost equal, this tells the trainers did not filled the reality. From Table 4.2 item 1, more of responses, there are no workshops, to the contrary for this question; there is equipment, tools and materials which is

similar to real work environment, from the students' researchers' observation, almost all study areas of training there is no equipment and tools that recommended by the curriculum, but in the department of OAST the typewriters and the computers available in the workshops are similar and latest to the real work environment.

Hence, the training program provided without appropriate equipment and tools that are similar to the real work environment.

Table 4.5 Availability of Learning Materials

No	Responses	No.	%
1	Training, teaching, and learning materials (modules, reference books, text books, etc. available in the college, trainers reply		
	Strongly disagree	5	19
	Disagree	12	46
	Undecided	3	12
	Agree	6	23
	Strongly agree	0	0
2	Reference books based on the curriculum guide, are available in the library?		
	Strongly disagree	4	15
	Disagree	10	38
	Undecided	3	12
	Agree	8	30
	Strongly agree	1	4
	Total	26	100

As shown in Table 4.5 item 1, response about availability of training, teaching materials; from the curriculum (see appendix 1), teaching learning materials should be prepared or made at college's level by considering context of the college mentioned in national TVET strategy (2006), and supported by Sadker, (1997:216) the success or the failure of any educational program depends on the quantity and qualities of educational inputs employ during the training process.

As respondents replied; strongly disagree 5(19%), disagree 12(46%), undecided 3(12), and agree 6(23%). More than 65% of responses confirmed that training materials like modules and text materials are not available in the colleges.

Similar questions were also presented for Deans' by giving options one of them "Yes" and the other said "No", and for similar questions experts of TVET said "Yes" this show that there is variation of information.

From open ended questions for Deans and trainers response about the responsibility of preparing training materials, the trainers' response at central level and Dean's response "the trainer" of each area of training. As student researcher confirmed, there are no teaching learning material either made or purchasing like modules and texts for teaching purpose in these colleges.

Hence, there are no modules and texts in these colleges, in principle, there is a gap of awareness of responsibility on preparing and controlling training materials, in such context of the colleges educational resources cannot be managed effectively.

As shown in item 2 in the same table, based on curricula document, to develop different skills like reading, writing, job seeking etc. libraries of the TVET College needs to be equipped by; reference books, hand-outs, manuals, magazines, news paper and other reading materials based on curriculum given. In this regard responding about the references books and materials in the library were; strongly disagree 4(15%), disagree 10(38%), undecided 3(12%), agree 8(30%), and strongly agree 1(4%). From this number of responses more than average are disagree to show inadequacy of reference materials.

On the other hand Deans of the college response from the option they said "Yes" for confirming the availability of reference materials in the library. And experts two of them "Yes" and one is "No" the result shows adequacy of

reference materials in the library. On the contrary, from observation, inventory were made by librarian heads of the colleges based on reference books listed in the curriculum 2007 (see appendix 1), there are only 3 books in Tegbareid and 7 books in Entoto out of 130 items of reference books given for 86 courses, that shows no reference materials for preparing modules and texts at college level, but all shelves occupied by unrelated books.

Hence, there are no materials in the library that helps to assist trainee's skill and there are no conditions to attract trainees to enter the library in their free time.

Table 4.6 Training Hour's Management

No	Responses	No.	%
1	Theoretical learning hours treated or scheduled separately from practical training time, trainers reply		
	Strongly disagree	2	8
	Disagree	8	31
	Undecided	4	15
	Agree	11	42
	Strongly agree	1	4
2	The proportion of hours for theoretical learning was implemented as stated in the curricula, trainers reply		
	Strongly disagree	2	8
	Disagree	8	31
	Undecided	6	23
	Agree	9	34
	Strongly agree	1	4
	Total	26	100

From curriculum document, as shown Table 2.1 training hours allotment treated separately, practical hours in the workshop and theoretical learning in the lecture room with in the given time frame.

Item 1 in Table 4.6, responses about how theoretical learning hours treated in relation to the give curricula standard; strongly disagree 2(8%), disagree 8(31%), undecided 4(15%), agree 11(42%), and strongly agree 1(4%). Total responses of agree and disagree 46% by 39% respectively, both agree and disagree are below 50% and more of equal, that shows there is no mechanisms to treat separately.

In this regard, questions were presented for Deans about how theoretical time is managed separately from practical hours, the responses were; “the responsibility is given for trainers, we do not scheduled separately” and it is supported by observation.

Hence, there is no condition to manage theoretical learning time separately by the give standard.

Item 2 in Table 4.6, responses about proportional usage of theoretical learning hours in relation to the given standard; strongly disagree 2(8%), disagree 8(31%), undecided 6(23%), agree 9(34%), and strongly agree 1(4%). Responses percentage of agree and disagree are below 50 percent and proportional, respondents did not show the reality.

In this regard, the education and training policy stated that the training strategy must be less 30% for theoretical learning hours.

On the contrary, student researcher’s observation, there is of higher percentage of hours for theoretical learning, because all training provided theoretically due to lack of workshop except OAST.

Hence, the education and training in these colleges are provided higher proportion of hours covered by theory, and that affects educational resources management and quality of training adversely.

Table 4.7 Preparing and Utilizing Educational Resources

1	Modules and text books prepared and updated by the trainers, trainers reply		
	Strongly disagree	8	30
	Disagree	12	46
	Undecided	2	8
	Agree	4	16
	Strongly agree	0	0
	Total	26	100
2	Modules and text books given for the trainees		
	Strongly disagree	10	38
	Disagree	13	50
	Undecided	0	0
	Agree	2	8
	Strongly agree	1	4
	Total	26	100

As shown item 1 in Table 4.7, from document in both (2003 and 2007) curricula stated that module and text books should be prepared at college level.

Responses from about preparation of teaching learning materials; strongly disagree 8(30%), disagree 12(46%), undecided 2(8%), and agree 4(16%). More than 75% responses disagree; this tells there is no condition to prepare teaching learning materials at college level and that confirmed by observation.

Hence, modules and texts are not prepared at college level by trainers as curriculum stated.

Item 2 in Table 4.7, responses access of reading materials for trainees in training process; strongly disagree 10(38), disagree 13(50%), agree 2(8%), and strongly agree 1(4%). from the response 88% disagree, this tells trainees do not have a chance to get reading materials to strength their knowledge, from data of observations, there are no modules and texts prepared by trainers or purchased to assist or strength trainees' potentials.

Hence, Trainees do not have a chance to get reading materials.

Table 4.8 Capacity and Accessibility of Materials

No	Responses	No.	%
1	Facilities and materials requirement for training beyond the capacity of the college, trainers reply	6	23
	Strongly disagree	8	31
	Disagree	8	31
	Undecided	4	15
	Agree	0	0
	Strongly agree	0	0
	Total	26	100
2	Facilities, materials, equipment and tools, reference book stated by the curriculum guide reflect the context of the country, trainers reply	2	8
	Strongly disagree	9	35
	Disagree	3	11
	Undecided	12	46
	Agree	0	0
	Strongly agree	0	0
	Total	26	100

As data shown in Table 4.8 item 1, respondents response about capacity of organizing facilities based on the standard; strongly 6(23%), disagree 8(31%), undecided 8(31%), agree 4(15%). The result of the data tells 54% beyond the capacity of the college.

On the contrary, from observation there are no facilities, equipment and tools which are beyond the capacity of the colleges, all mentioned facility and training materials needed for business training are not imported materials and most of them are supplies materials.

Hence, there is gap of awareness to provide quality of education and training within the framework of TVET system. The practices of educational management system do not discharge its responsibility.

As data shown in Table 4.8 item 2, trainer respondents response about materials accessibility to the context of the country; strongly disagree (8%), disagree 9(35%), undecided, 3(11%), and agree 12(46%). The result of analyzed data disagrees and agrees were 43%by 46% relatively similar and below average that do not show the reality.

Hence, the trainer filled the questionnaires without responsibility.

Table 4.9 Responses on Evaluating Adequacy of Materials

No	Responses	No.	%
1	How do you evaluate the adequacy of teaching materials and supplies? trainers reply		
	Excellent	0	0
	Good	6	23
	Fair	9	35
	Poor	11	42
	Total	26	100

As shown in Table 4.9 item 1, responses about the adequacy of training materials; good, fair, and poor, 6(23%), 9(35%) and 11(42%) respectively, the result shows not good,

Hence, educational resources management in these colleges, do not manage the availability of resource during the training process for the effectiveness of the program.

CHAPTER FIVE

5 Summary, Conclusions and Recommendations

In this chapter summary of major findings, conclusions and recommendations of the study are drawn.

5.1 Summary

From the analysis of data obtained from questionnaires, interview, observations, and documents. The main research findings were summarized below:

1. To promote quality of education and training at acceptable standard, precondition of the training, for example, physical facilities fulfilled based on based curriculum guide such as (workshops, model rooms, equipment, tools etc.). However, the study indicated that education and training were provided in both colleges without effectively organizing the aforementioned facilities except OAST,
2. Major educational inputs of any education and training are modules, texts, and reading materials. There are no materials to support trainers and trainees in the teaching learning process. The trainers employed more of talk and chalk training strategy and practical training was provided without adequate training materials,
3. One of important resources for curriculum implementation is time; time in TVET system is classified as more practical hours, less theoretical hours in the college and internship hours outside the college, first and foremost training hours must be managed as given, the study showed that there was no mechanism to schedule and control the utilization of available time resource as prescribed in the policy document, namely, high degree of practical training with few theoretical learning,

4. The study revealed that the majority challenges that the TVET colleges encountered includes:

- Trainers lacked time and other related conditions for preparing training materials.
- Lack of up-to-date literature in the library
- Lack of adequate handouts, newspapers and magazines for trainees
- Active learning methods were not adequately used in the teaching learning processes in the business area training
- Lack of adequate awareness about the concept of occupational standards
- Lack of adequate space for organizing workshops for all training areas

5.2 Conclusions

Based on the major findings, the following conclusions were drawn:

1. Educational resource management practice was not in line with the recommended curriculum in both TVET colleges. This could lead to the provision of less quality education and training.
2. The allocation of training time for practical and theoretical parts was not in line with recommended curriculum guide in both TVET colleges. In other words, more theoretical training was provided for the trainees. This could hamper the development of adequate practical skills among the trainees, and
3. Lack of adequate awareness about the management of educational resources in both in both TVET colleges could lead to ineffective utilization of educational resources.

5.3 Recommendations

Educational resources management emphasizes the provision of instructional materials in a continuous fashion, because the quality of

training depends on the quantity and quality of input employed and the methods used during the training process. On the bases of research findings and conclusions drawn, the following recommendations are forwarded:

1. Awareness should be created among stakeholders especially among trainers, deans and experts about importance of educational resource in TVET system and regulatory mechanisms should be established to implement and evaluate the curriculum as prescribed in the policy document,
2. Training strategy for TVET is student-centered and the methodology preferred is practical training in the workshop and model office. For practical training, facilities, tools, supplies and training manuals; and for theoretical learning teaching materials like modules, texts are preconditions to maintain occupational training standards. Stakeholders should attempt to exert their efforts towards making educational resources available adequately as stated in the curriculum guide.
3. Motivational and encouragement mechanisms should be established to prepare modules and text materials with better incentives at college level, adequate budgets should be allocated for fulfilling educational resources for training within the given framework,
4. Libraries of the TVET Colleges need to be equipped relevant materials based on new curricula and up to date reference books, hand-outs, manuals, magazines, news paper, other reading materials and internet services based on the given curriculum,
5. To maintain quality and relevance of education and training; in these colleges, there is no relation between the curriculum to be implemented and the actual practices of education and training in

relation to educational resources management, and then concerned bodies need to exert more effort to narrow the gap.

6. To alleviate space problems, the colleges should be obliged to be abided by the rule and regulations of the government to provide training with the given standard. The number of trainees should be limited by resource conditions of the colleges' facilities (workshops, class rooms, trainers and other resources).
7. To promote practical training in TVET system, teaching learning process of education and training at school level must be more supported by practical training with adequate practice in the workshop and model office of respective departments to fit the training to the need of employer in the real world of work. Model offices should be organized and operated by the trainees with their practical training hours with income generating activities in the colleges,
8. Time is highly valuable resource in education and training process, because every module, duty and task has its own allotted time in the education and training calendar. To evaluate the effectiveness of the curriculum, time allotment for practical, theoretical, project and apprenticeship or internship should be implemented and monitored as their own share of allotment, program of practical hours in the workshop and theoretical hours in the classroom treated,
9. Curriculum designers should show how resources are organized and modules are prepared in one of the colleges as model to create awareness and methods of implementation of the curriculum within the framework of TVET system, otherwise there is no need of designing curriculum continuously with high investment without implementation, and finally,
10. The government should give attention for implementing the curriculum and guiding the process of training with appropriate educational resources management with enough allocated of budget as required.

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Appendix 1

Resource conditions mentioned in the curriculum guide to all
occupational training for TVET system

No	RESOURCE CONDITIONS	Remark
1	Training, Teaching and learning materials 1. Trainer's Guide 2. Training manuals 3. Text books 4. Models and Charts 5. Modules 6. Reference Books	Not available
2	Learning Facilities (infrastructure) 1. Visual training media (OHP) 2. Model room 3. workshops 4. Simulation room	Not available

Source: curriculum guide (2007)

NOTE

1. Out of 130 references books mention 5% of them are available for two subjects only
2. Shops are available for OAST occupational training only.
3. Other training materials and facilities are not available in both colleges.

Appendix 2

Tools, equipment and supplies mentioned in the curriculum guide to all occupational training for TVET system

No	Items	Remark
1	<p>Tools and equipment</p> <ol style="list-style-type: none"> 1. Computers with accessories 2. Printers 3. photo copy machine 4. Projectors (overhead, LCD) 5. office furniture and equipment 6. Fax machine 7. Dictaphone equipment; 8. Email and internet/intranet/extranet 9. Photo and video cameras 10. automobile vehicles 11. audio-visual equipment, 12. Photo and video cameras 	<p>Not available</p>
2	<p>Supplies</p> <ol style="list-style-type: none"> 1. Cash register 2. Adding machine 3. Box file, File cabinets 4. stationery materials 5. manuals, 6. format, 7. Rules and regulation and related government requirement 8. Flipchart 9. paper 80 gram all purpose 	<p>Not available</p>

Source: curriculum guide (2007)

Note: not available is conformed with observation, see appendix 3

Appendix 3

Summary of Observation check list

No	Items	Entoto		Tegbareid		Remark
		Yes	No	Yes	No	
1	facility					
	workshop		X		X	Except OAST
	Visual Training media		X		X	
	Model office		X		X	
	/simulation room		X		X	
2	Training materials					
	Modules/ Text		X		X	
	Training manual		X		X	
	Access of training materials		X		X	
	Appropriateness of materials		X		X	Except OAST
3	Library service					
	Newspaper		X		X	Few
	Magazine		X		X	
	Internet service		X		X	Not functional
	Reference books 130 items in curriculum guide	7	123	3	127	Only for two subject

Source: Observation

ADDIS ABABA UNIVERSITY
College of Education
Department of Business Education
Management of Vocational Education
Post Graduate Program

Questionnaire to be filled by trainers

The purpose of this questionnaire is to investigate the practices in using educational resources in selected TVET Colleges so as to forward some suggestion to improve the quality of training. Your experience, feelings, and suggestions are worthwhile for the study and I am confident that you trainer's appreciate the effort and cooperate by offering honest and frank response.

Thank you for your kind cooperation

Instruction:-

Give short and brief answer for the items requiring completion and put "X" mark for the items requiring selection in the space provided. You do not need to write your name on the questionnaire.

Section I General information

- 1.1 Name of the college _____
- 1.2 Name of Department _____
- 1.3 Your sex: Male _____ Female _____
- 1.4 Educational qualification
 - a) PhD _____
 - b) MA/MSc _____
 - c) BA/BSc/BEed _____
 - d) College Diploma _____
 - e) Certificate _____
- 1.5 Years of service in colleges
 - a) Less than 2 years _____
 - b) 2 - 6 years _____
 - c) 6 -10 years _____
 - d) 10- 15 years _____
 - e) Greater than 15 years _____

Section II Facilities, materials access Profile

2. Given below a number of options indicating about the facility, the resource conditions and training time utilization to deliver quality training, choose among the given option by marking "X" on the space provided according to your feelings of their appropriateness.

2.1 Learning facilities (workshop, model room, projector, transparencies and white board) are well equipped based on the given standard?

Strongly Disagree Disagree Undecided Agree Strongly Agree

2.2 Are trainers get instructional materials for every duty for practical training

in a continuous fashion?

Strongly Disagree Disagree Undecided Agree Strongly Agree

2.3 Based on the curriculum guide, are tools, equipment and consumable supplies available in the workshop?

Strongly Disagree Disagree Undecided Agree Strongly Agree

2.4 The training processes, are supported by practical Training in the workshop?

Strongly Disagree Disagree Undecided Agree Strongly Agree

2.5 Are practical training hours treated or scheduled separately in the workshop?

Strongly Disagree Disagree Undecided Agree Strongly Agree

2.6 Available materials and equipment, are similar or related to real work condition?

Strongly Disagree Disagree Undecided Agree Strongly Agree

2.7 Are the proportion of practical training hours given implemented as the curricula stated?

Strongly Disagree Disagree Undecided Agree Strongly Agree

2.8 Are training manuals given for the trainees to exercise more in the workshop?

Strongly Disagree Disagree Undecided Agree Strongly Agree

2.9 Training, teaching, and learning materials (modules, reference books, text books, etc. are available in your college?

Strongly Disagree Disagree Undecided Agree Strongly Agree

2.10 Reference books based on the curriculum guide, are available in the library?

Strongly Disagree Disagree Undecided Agree Strongly Agree

2.11 Are theoretical learning hours treated or scheduled separately in the class room?

Strongly Disagree Disagree Undecided Agree Strongly Agree

2.12 Are the proportion of theoretical learning hours given implemented as the curricula stated?

Strongly Disagree Disagree Undecided Agree Strongly Agree

2.13 Are modules and text books prepared and update by the trainers?

Strongly Disagree Disagree Undecided Agree Strongly Agree

2.14 Are modules and text given for the trainees?

Strongly Disagree Disagree Undecided Agree Strongly Agree

2.15 Are instructional materials frequently asked by the trainers to be purchased?

Strongly Disagree Disagree Undecided Agree Strongly Agree

2.16 Instructional materials, are available in the stock As you want?

Strongly Disagree Disagree Undecided Agree Strongly Agree

2.17 Are purchasing rules and procedures affected the training process?

Strongly Disagree Disagree Undecided Agree Strongly Agree

2.18 Are facilities and materials requirement for training beyond the capacity of the college?

Strongly Disagree Disagree Undecided Agree Strongly Agree

2.19 Are facilities, materials, equipment and tools, reference book stated by the curriculum guide accessible to context of the country?

Strongly Disagree Disagree Undecided Agree Strongly Agree

2.20 How do you evaluate the adequacy of teaching materials and supplies?

Excellent Good Fair Poor

Section III Open ended questions

3. Here below there are number of questions and suggestions, write down your answer on the space provided.

3.1 What are the major problems in relation to educational resource management?

3.2 In your institution, how much percentage of time utilized for practical training?

3.3 Based on the context of the college, what do you suggest the proportion of practical and theoretical time for the future in your department?

Practical _____ %, and theoretical _____ %

3.4 What are the major problems that hinder implementing all the resource conditions mentioned in the curriculum guide?

3.5 What methodology do you usually apply during the instruction of your subject (both in the classroom and in the workshop? Why?

3.6 What are the major problems to prepare modules and texts by the trainers?

3.7 What do you suggest to alleviate the above problems (you mentioned in 3.1, 3.4 and 3.6).

Many thanks!

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Department of Business Education
Management of Vocational Education
Post Graduate Program

Interview guide for curriculum experts and academic Deans

Date of interview _____
Time: Started time _____
Finished time _____

Part One

Research Title: the practices and problem of educational resource management selected TVET colleges in Addis Ababa.

The research focused on the shop organization and availability of training material in business area of training sectors based on the given curriculum standard.

The objective of this interview is to collect necessary information to investigate the practices of using educational resources in business training area in selected TVET Colleges in Addis Ababa and to identify major problems affecting the quality of training, and to come up with some solutions that need to be considered for better quality education and training.

Therefore, I kindly request for your sincere and positive response to provide the right information for the question given below. Your response kept confidential.

Personal information

Sex _____

Qualification _____

Position _____

Experience working in TVET _____

- I. The following questions presented to the interviewee.
1. Are resource conditions of each training department of business area, organized based on the standard given?
a) Yes b) No c) I don't know
 2. Are facilities of Training like workshops, model offices and simulation rooms existed for practical training in business area of training?
a) Yes b) No c) I don't know
 3. Are curriculum materials like modules and trainers guides, text books prepared and available in the TVET colleges?
a) Yes b) No c) I don't know
 4. Are libraries of the TVET College equipped with appropriate educational resources as the standard given?
a) Yes b) No c) I don't know
 5. If your answer for the above questions is "B", please give your reason?
 6. How practical training hours implement, if there is no workshop in the department?
 7. Does theoretical learning possible, without modules and texts for every main and supportive courses?
 8. Who are responsible bodies to organize the workshops and for preparing modules and text in the TVET colleges?
 9. There are practical and theoretical hours given by curriculum guide to make these practical, how do you schedule, manage and control them?
 10. What do you suggest for better utilization of resources for training programs, and to solve current problems?
 11. What methodology do you observe during the instruction of the subject (both in the classroom and in) the workshop? Why?
 12. Are spaces or building classroom major problems in the College?

Thank you

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Department of Business Education
Management of Vocational Education
Post Graduate Program

Observation checklist

This checklist is intended to measure extent of the availability of facilities, instructional materials for facilitating practical training in the selected colleges.

Name of the colleges _____

Name of the department _____

Time of observation _____


Date of observation _____

No	Subject for observation	Categories		
		Yes	No	Remark
1) facilities	1.1 Workshops			
	1.2 Workshop facilities			
	1.3 Visual training media			
	1.4 Computer for instruction			
	1.5 Model office facilities			
	1.6 Simulation room			
2) Instructional materials	2.1 .Modules/texts			
	2.2 Trainer's guide			
	2.3 Reference books			
	2.4 Access of training materials			
	2.5 Appropriateness of materials			
	2.5 Adequacy of stock materials			
	2.6 Safety of non-stock materials			
3) Time Usage	3.1 Practical time program			
	3.2 Theoretical time program			
4)Library service	4.1 Reference materials			
	4.2 News, magazines, etc.			
	4.3 internet service			
5) Stock level	4.3 Safety for storage			
	4.4 Record system			

DECLARATION

I, Desta Melese declare that this study entitled "Practices and Problems of educational Resources Management in Selected Technical and Vocational Colleges in Addis Ababa" is my own effort and study. I have carried it out independently except for guidance and wholehearted suggestion of the research advisor.

Name: Deata Meles

Signature; 

Date: June 2010

ADVISOR'S APPROVAL

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

Name: Girma Zewudie

Signature 

Date July 6, 2010