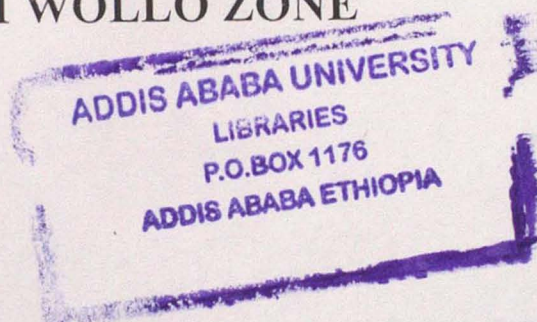


**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**INSTRUCTORS' AND TRAINEES' PERCEPTION
AND PRACTICES ON**

**COMMON COURSES IN TEVT COLLEGES IN
SOUTH WOLLO ZONE**



BY:KEBEDE YESUF MAHMUD



June 2008

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AND PRACTICES ON COMMON COURSES IN
SOUTH WOLLO ZONE**

**A Thesis Submitted to the School of Graduate Studies
In Partial Fulfillment of the Requirements for the Degree of Master of
Arts in Curriculum and Instruction**

**BY
KEBEDE YESUF MAHMUD**

**June, 2008
Addis Ababa**

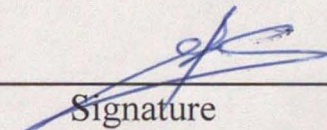
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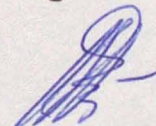
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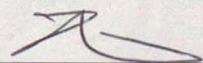
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ACRONMYS AND ABBRREVATION

AU	African Union
ESDP	Education Sector Development Program
ETP	Education and Training Policy
ILO	International Lever Organization
IT	Information Technology
MOE	Ministry of Education
TGE	Transitional Government of Ethiopia
TVET	Technical and Vocational education and Training
UNESCO	United Nation Education and Science Commission Organization
GNVQ	General National Vocational Qualification.

Abstract

The main objective of this research was to assess instructors' and trainees' perception and practices on common courses. To this end, the focus of the research was on four purposively selected TVET colleges in South Wollo Zone. The trainees selected for this research were 10 + 3. They were selected purposively. The main reason of selecting these trainees was that they have taken all common courses. So, they could give reliable information. A descriptive survey method was applied. Four TVETs, Kombolcha, Siheen, Admas Dessie Campus and Tropical College of Medicine were taken as sample of the study. From these TVETs, of the total 700 trainees, 189 (30%) from two government TVETs were selected with stratified sampling and all 70 (100%) of trainees from the private TVETs were taken as their number was manageable. To collect the data, questionnaire, interview, focus group discuss, classroom observation checklist and a rating scale were applied to collect data from instructors and trainees. The data collected were organized and interpreted by using quantitative (statistical) and(Qualitative(descriptions). approaches. The analysis and interpretation of the data showed that common courses were not given due attention by instructors and trainees. Recommendations were suggested to TVET colleges, instructors and trainees to give due attention to common courses and help trainees develop skills, knowledge and positive attitude.

CHAPTRE 1: INTRODUCTION

1.1. Background of the Study

Education is an instrument to any given society to solve their problems and to educate their youngsters. Education has helped the society examine the past focus on the present and forecast the future. Aggarawal` (1981) explained about the new generation that implemented/improved the ideas which were planned. Abraham (2006) reinforces the importance of education as human development effort. Education is a means to give solutions to the problems such as personal, social and/or global. To do so , schools were needed.

Technical and vocational education and training colleges are some of the institutions where different disciplines are offered to solve the problems.. According to UNESCO, (2004) cited in African union (2007:17) the important roles Technical and Vocational Education and Training (TVET) colleges play is stated as follows:

since education is considered the key to effective development strategies technical and vocation education and training (TVET) must be the masterKey that can alleviate poverty, promote peace conserve the environment , improve the quality of life for all and help achieves sustainable development.

As stated in the above expressions, education is used to solve the problems. It also equips youngsters with good knowledge, skills and positive attitudes. The expansion and development of the TVET systems in developing countries is given due attention and TVET in Ethiopia is, too . THE historical development of TVET institution are explained in MOE (2005 :10) as,“ Technical and Vocational Education and Training (TVET) was the most neglected area in the history of the Ethiopian Education system”.. It was the misconception that existed in the society. Now a days, the situation is better than before but the problem is still there.. The historical development of TVET in south Wollo Zones is not different from the other TVETs in Ethiopia.

It is historical that TVET in Ethiopia passed in different stages to fulfill skilled manpower demands for the labor market. As it expressed in TVET Strategy Manual (2006) TVET was fragmented and delivered by many supporters at various qualification levels. Due to these reasons, former TEVT was unable to satisfy the demands of the society. In order to

solve these problems the inefficient training of manpower was changed by the demands of the society and the rapid changes of technology. To make this suitable, the government of Ethiopia established TVET colleges, which are authorized to carryout the mission of producing skilled labor force. In relation to this, MOE (2000) explained that in technical and vocational education and training institutions, all trainees are to learn common courses to have general background to learn the other subjects in the colleges and for their further education to upgrade their qualifications. Some of the courses which are offered in TVET colleges as common courses include English Language, Mathematics, Information Technology, Civic and Ethical education, Entrepreneurship, Small Business Management and Business Growth Strategy. These courses are offered for all trainees.

These common courses are offered for all technical and Vocational departments' trainees. All TVET colleges in South Wollo Zone offered these common courses. These TVET colleges take the responsibility of producing skilled manpower. These colleges provided common courses along with the major areas of training. The importance of TVET training is also given due attention by different organizations.

According to UNESCO (2002), a country must have skilled labor power to accelerate its economic and social developments. Indeed, to have skilled manpower is not only a necessity but also an obligatory situation, which made the differences between developing countries and developed nations. In the TVET system, common courses can play important roles in producing employable work force.

Common courses could play significant roles to make trainees efficient in all realms. According MOE (2006), common courses can play the bridge role between general education and the TVET system. Common courses can be the bases of all technical and vocational courses. They also help trainees be hard working and good citizens.

According to Green (1995) essential foundation for further education and training can be achieved with the help of common courses. They play a catalyst role for the other subjects. Green also precedes her argument in relation to the courses which are given to all trainees such as communication, innumeracy, information technology etc. are important for individuals both as learners in foundation and training and as future employees in the changing and flexible work roles. Common courses can play important roles in TVET

colleges. The future skilled workers should also have the knowledge of common courses to be successful in their training, in their work places and in their life as well.

Thus, it is this that made the researcher to conduct the research and see how the courses are handled and the perceptions are held on the common courses.

1.2 Statement of the Problem

The importance of common courses in technical and vocational education and training (TVET) colleges to learn other subjects, the roles they play to develop trainees' background for their further education, to develop good knowledge, skills and positive attitudes and making trainees competent in their work places and in their life long work have been discussed earlier.

Common courses help both trainees and the colleges. Trainees learn to develop their background knowledge. They also reinforce their technical and vocational knowledge, skills, and positive attitude in the college and in their work places. In the TVET colleges, technical and vocational education and training aims at training skilled labor force adapting the trainees themselves to the target of the labor market (UNESCO, 2002). The targets of common courses education can be fruitful when the TVET colleges are ready to apply the designed courses. In addition to this, preparing supplementary materials in an integrated fashion with major courses and the implementation of TVET curriculum in the colleges are expected.

With regard to this, Dawit (2006) explained that the implementation of the curriculum is possible when colleges are competent. Even if the curriculum is beautiful and the goal is golden, decisive roles can be played in the implementation. The colleges have to work hard since they are to produce employable and productive skilled labor force.

In spite of the multi-dimensional roles of common courses, due attention is not given to them and the integration of these courses in TVET colleges' curriculum by curriculum planners, implementers and trainees.

According to (AU:2007) Education plays decisive roles in societal development. The more roles of economic, social and political development are highly expected from TVET.

According to AU (2007:23), "For many years, technical and vocational education in Africa

has been as a career path for the academically less endowed.” That may be one of the main reasons to give less values for common courses.

This study is thus planned and conducted to assess to the perception and practices of instructors and trainees how they perceive and perform on common courses. The factors that affect the perception and practices of trainees in the teaching - learning processes were also assessed.

1.3. Objectives

1.3.1 General Objectives.

The main objective of this study is to assess instructors' and trainees' perception and practices on common courses. The factors that affect the perception and practices of trainees in the teaching - learning processes for the production of skilled labor force are also the objectives.

1.3.2. Specific objectives

The intention of this study is to:

- a) examine the perception and practices of instructors and trainees on common courses;
- b) examine the roles of common courses in production of skilled labor force;
- c) assess the factors that influence common courses learning.
- d) assess the practices of common courses in learning the other subjects.

1.4. Basic Questions.

The study is geared towards answering the following basic questions:

1. How do instructors and trainees perceive common courses?
2. What are the roles of common courses in TVET colleges?
3. What do instructors and trainees do to the actual practices of common courses?
4. What are the factors that influence trainees' perception on common courses?
5. What are the factors that influence trainees practices on common courses?

1.5. Significance of the Study.

The study results can:

1. assist TVET college Instructors and trainees to adjust their perception on common courses.

2. help colleges offer common courses in line with technical and vocational courses
3. be used as a potential resource material for TVET training programs.
4. be source of data for further research in the area.

1.6. Delimitation of the Study

The research is delimited to assess instructors' and trainees' perception and practices on common courses in TVET colleges in South Wollo Zone. The research is also delimited to both government and non-government TVET colleges that have currently third year trainees.

1.7. Limitation of the Study.

There were problems related to getting collaboration from the sampled instructors and appropriate documents, etc. to collect the relevant data. However, the researcher tried to collect the relevant data to the research taking all the pains encountered.

1.8. Organization of the Study.

This study is organized into five chapters. Chapter one deals with the background of the study where the problems related to common courses are voiced and discussed. The basic questions of the research, statement of the problem, objectives of the study, significance of the study, delimitation, limitation and organization of the study and finally operational definition of key terms are included in chapter one. In Chapter two, review of the related literature is dealt. Research design and methodology, with detailed explanation on procedures of sampling techniques, instruments of data collection are included in Chapter three. In Chapter four, the data presentation and analysis are made. Lastly, the summary, conclusions and recommendations are presented in Chapter five.

1.9. Operational Definition of Key Terms

1. **Achievement** – Achievement is the result which someone has succeeded in doing after a lot of efforts
2. **Common courses** – are courses offered to all students/ trainees in TVET colleges.
3. **Competence** –The possession and application of a set of skills, knowledge and attitudes

4. **Competency** -is the aggregate of knowledge , Skills and attitudes ,and the ability to perform a prescribed professional tasks (AU,2007:38).
- 5 **Perception** --The sorting out, analysis, interpretation, and integration of stimuli involving the sense organs and the brain The process by which the stimuli is, analyzed and interpreted, and Integrated with other sensory information. Feldman (1999:.101)
7. **Practice** - Doing common courses activities regularly in order to do it better.

CHAPTER II: REVIEW OF THE RELATED LITERATURE

This Chapter deals with the reviewing of the related literature which has relation to the topic of the research. What is going on about the TVET system in the world, in Africa and in Ethiopia? What are the attitudes of the instructors and trainees about TVET? How do instructors and trainees perceive common courses? These are the important points this Chapter focused on.

2.1 Curriculum and Related Issues

Different educators defined curriculum differently according to their view of education Cornstein et al (2004:10) defined curriculum as follow "Curriculum is a plan for action or written document that includes strategies for achieving desired goals or ends." David Pratt of the (1980:4) added the definition of curriculum as, "Curriculum is an organized set of formal education and /or training intention. On the other hand, Derbssa (2004:5) gave the definition of curriculum as follow:

narrow focused is one that defines curriculum as an out line of a course of study... as a plan of action or written document which includes strategies for achieving desired goals or ends. In its broadest sense, however the curriculum is considered to every thing in school even outside of the school as part of the curriculum."

As it is stated above, curriculum has been defined by different scholars differently.

Principles of curriculum development Generally, there are tow principles of curriculum development. These are general principles and specific principles of curriculum development.

Derebbssa (2004:112) forwarded the principles follows.

"general principles of curriculum development may viewed as whole truths partial truths or hypotheses. While all function as operating principles, they are distinguished by their effectiveness or degree of risk. Where as specific principles which can be applied by curricularists. to lead efforts, to improve the curriculum. The specific principles include: inevitability of changes curriculum as a product of time etc."

The issues of the emergence of the curriculum has been the burning issue among scholars for long. According to Derebssa (2004:32), "Curriculum has been a consideration of writers on education for centuries, but curriculum emerged as a

field of study in the 19th century.” As satiated above, curriculum issues have been the burning issues in the time of education development and until now

2.2. TVET CURRICULUM IN ETHIOPIA

The TVET system in Ethiopia passed different phased at different times.

The development of TVET followed different phases in Ethiopia. According to Nigatwa, 1996 cited in Getachew (2005:54) as follows:

TVET discerns four developmental phases. The first phase was when schools were established to offer training in vocational subjects 1886 and later opening of training school in 1930 to offer vocational and technical training. The second developmental phase was the establishment of modern technical schools in 1942 and the third phase waited until the 1960s which was characterized by the establishment of comprehensive secondary school to offer both academic and vocational training. The fourth phase was the setting up of special training institution which were planned to be preliminary for a provision of polytechnic education.

After the out break of revolution there was the need of TVET. Gelachew (2004:54-55) expressed the TVET development as follows. "The demand of technical personnel at all levels grew significantly. Yet, the country found itself with little success in developing the TVET system." After 1994 TVET curriculum needed revision MOE (2007:4) explained the TVET curriculum as follows. "In the reformed Ethiopian TVET system, curricula and curriculum development play an important role which regard to TVET delivery"

As part of the previous historical development 1993/1994 there were only two TVET institutions in south Wollo zone with the academic program but now there are twelve TVET institutions in the zone- seven TVET colleges offer the diploma program and five offer certificate program. Following the new reformed TVET curriculum.

2.3. Rationale of Common Courses in TVET Colleges.

In any given society, changes are inevitable in all aspects. One of the means to come to terms with these changes is that the society educates their youngsters in different fields.

In addition to this, they solve their current problems. This is the very reason why different courses are designed and implemented in different schools and at different levels. Among them, some courses are given to youngsters to create fertile ground for learners to develop knowledge, skills and positive attitude. They also produce youngsters to be productive and employable skilled labor force. This rationale of TVET is strongly adhered by different international and national organizations. UNESCO (1998:8) explained the fundamental reasons of TVET as follows:

because of its multidisciplinary nature and its close link to the world of work, technical and vocational education forms one of the most essential learning systems in building a qualified and creative workforce. It gives young people, and adults the knowledge needed to practice a profession.

As it is summarized in the above expressions, TVET's fundamental reason is very convincing world wide, and nation wide as well. It is a very flexible education sector .It helps youngsters and adults get job opportunities in the given society. Due to these points, the roles of creating skilled labor force are mainly the duty of technical and vocational education and training (TVET) system in general and the TVET colleges in particular.

MOE (2005: 14) the importance of the TVET system is expressed as follows:

the economic policy and strategy of the country requires technical and professional skills in broad and specific occupational fields. It is with this intention that the Government of Ethiopia has put in place a comprehensive capacity building development program aimed at strengthening its human resource potential through TVET.

As summarized above , the training of skilled work force to economic, social and political aspects of the country is a very burning issue in relation to specified fields. On these promises, different TVET colleges and educators are expected to give due attention to the TVET curriculum. The curriculum include major and common courses. Different modules are used as means to train the young generation to be effective workers. According to

(UNESCO, 2002:15) the rationale of the TVET curriculum reads as follows:

schools every where are being asked to prepare young people for jobs of tomorrow, and technical and vocational education (TVE) has an important role to play in this process. The multi disciplinary nature of TVE and its supposed close links to the world of work in one of the education sectors that contribute most to the training of skilled labor and gives both young people and adults the knowledge required to play a trade.

According to the above expressions schools in general and TVET colleges in particular play important roles in the development of skilled human power. This is based on the demands of the society at large and the economic and social aspects as well. Due to this, different courses are supposed to be offered in an integrated manner. This helps produce skilled labor force and create conducive atmosphere to the present and future workers. To this effect, TVET colleges offer many courses that can lead the young people to create jobs/employable conditions. According to UNESCO (2002:15) the uses of the TVET system read as follow:

for many, it is a passport to employment and the possibility of social advancement. Technical and Vocational Education is therefore considered essential because a country can achieve economic and social development without skill productive force that can meet the changing requirements of its environment .

As it is expressed above, the TVET system creates job opportunity to the people. It also accelerates economic and social development of the society. The multipurpose education plays in general and the TVET system in particular is a timely demand to produce the working manpower. The economic and social achievements of a country are in doubt without the implementation of an integrated TVET curriculum properly. If this activity is not done, the country can't cope up with the rapid changes globally as mentioned above.

Now a days, the demands for the expansion and development of the TVET system is an international issue. There is the clue that every country in the world should give due attention to the TVET system. In relation to this, UNESCO (2004:1) explained that; "All nations in the world are faced with the challenges of improving the capacity of their working forces to respond to their own national development needs, and the demands of a rapid change, more globally competitive world". Every country in the world should be familiar with the issues that there are obligatory situations the world faces due to the rapid changes of technology. Thus, the development of the TVET system is to upgrade each country's working force. The situation is very timely that the TVET system development from individual to the nation or nations is very obligatory. UNESCO, (2002:1) further discussed the obligatory situation of the TVET system as follows:

the future success not just of nation, but also of individuals, enterprises and communities will be increasing depending on a pool of transferable and renewable Skills, and knowledge Many, both in the developed and developing, worlds, are increasing the emphasis they place on improving the capacity of Technical and Vocational Education and Training (TVET) systems in recognition of the important role TVET plays in equipping individual with relevant skills and knowledge.

It is expressed in the above expressions that the development of the TVET system is important to upgrade the development of the working manpower equipped with knowledge, skills and positive attitude of the nation or nations, enterprises, communities and individuals. So, they can develop all rounded personality. In the development of trainees' knowledge and skills, it is very traditional in Ethiopia to offer courses commonly for all students in different colleges and Universities depending on the major courses they are offered.

The Education and Training Policy (1994:6) put the objectives of training as follows:

... bring up citizens who can take care of and utilize resources wisely, who are trained in various skills, by raising the private and social benefits of education." To develop these among youngsters and adults, they seem obligatory. According to Mulugeta and Tesfaye (2004:1) the functions of common courses to TVET trainees are stated as follows. "Some of the courses given commonly help trainees (lead trainees) to develop skills from job seeking to job creation.

As stated above, common courses as part of the training courses are used in TVET colleges to train trainees from job seekers to job creators and managers, too.

As Ethiopia is part of the international community, the government of Ethiopia puts rationale for the TVET system in general and common courses education in particular. ETP (1994:8) explained further the rationale for the TEVT systems as follows, "Bring up citizens who... show positive attitude towards the development of science and technology in society." The above expressions show us that the TVETs courses in general and common courses such as Civic and Ethical Education in particular can contribute a lot to create all rounded personality of youngsters and adults.

According to MOE, (2002:17-18) the rationale of common courses education is also forwarded as follows:

entrepreneurship which help trainees to create their own work and/or to be employed in governmental, and no governmental organizations. Mathematics, English and Civic and Ethical Education and IT help trainees general knowledge, skills and attitudes for their background knowledge and further education.

It is summarized in the above expressions that common courses are offered in TVET Colleges for all trainees to strengthen their knowledge, skills and attitudes in line with their technical and vocational courses. Common courses are also help trainees for their further education and future work places as well. Trainees can also use common courses as instruments in the colleges in particular and in the society in general.

However, the main questions can be asked here are that whether trainees use common courses education properly or not and their achievements are good or not. Mulugeta and Tesfaye (2004:1) added the uses of common courses as follows, "Common Courses such as Entrepreneurship, Small Business Management and Business Growth Strategy can lead trainees from job management to development." So, every trainee is initiated to take these courses. According to MOE (2007:35) course materials are taken from Grade 11 and 12 preparatory academic course materials for 10+1,10+2 and 10+3 levels . These materials do not have much relation to the TVET courses materials.

It is not without reason that trainees loose their interests in the courses given commonly. To give solution to this problem, the materials might be integrated with that of major courses. According to the targets of ETP, (1994) it is expected to provide basic education and integrated knowledge at different levels of TVET. It is believed that common courses and major courses are included in the TVET system in a harmonious fashion but the realities of common courses in TVET colleges are different.

The problem may be lack of the integration of common courses materials to that of major courses. It might be definite that common courses materials which are applied in TVET colleges are directly taken from preparatory materials. They are not part of the technical and vocational courses materials even if it has been clearly stated in the objectives of ETP (1994:9) is expressed as follows: "It is to provide basic education and an integrated knowledge at various levels of vocational training." As stated in the ETP objectives,

integration of common and major courses materials in TVET colleges should be given due attention. The application of the objectives of TVET is the main question. As stated above, the curriculum materials are set in modular forms for all TEVT courses. However, the units are directly taken from preparatory general academic course materials and provide general knowledge. In TVET colleges the courses are not the same as that of preparatory courses. According to MOE, (2007:26) the modules are set from preparatory general academic course materials for all levels and read as follows:

When MOE, (2007:26) designed common courses modules, the expected outcome was put as follows," Work readiness; career perspectives and learners mobility can be facilitated by learning outcomes from common modules." Even if new modules are developed, they are still entirely related to preparatory general academic curriculum. They don't have much relation to TVET colleges' curriculum (major courses). This lack of integration of common courses materials with major courses materials might have created problems in the application of TVET courses materials to the trainees. Trainees may not have the chance to use common courses for their immediate environment. If trainees are offered integrated materials, they can have the chance to be competent in their training in the colleges and in their work places..

Based on the above points, trainees can have strong academic knowledge as well as technical and Vocational knowledge, skills and attitude. But according to MOE, (2002:19-20) even if these courses are given, trainees may not be competent as academic students. The attitude of trainees and instructors towards common courses. But it seems that trainees in TVET colleges are not interested in attending common courses and their achievement is low.

2.4 The Priority of TVET Areas

The roles of Technical and Vocational Education and Training are given due attention in Ethiopia in particular and in Africa in general. According to AU(2007:27) the objectives of TVET is expressed as follows, "The primary objectives of all technical and vocational education and training programs is the acquisition of relevant knowledge, practical skills and attitudes for gainful employment in a particular trade or occupational area." In the TVET system knowledge, skills and attitudes are the priority development areas. due to these reasons, the TVET system is embarked on. In these TVET priority areas, common

courses are given due attention. According to AU(2007:8), "The general recommendations from the member states include the development of appropriate competency based curriculum in these areas and the compulsory implementation of TVET programmes for studies in strategic fields such as entrepreneurship, computer literacy etc." These are some of the priority areas of TVET. AU (2007:33) expressed the relationship between major courses and common courses as follows:

the strengthening of technical human resources alone can not guarantee Africans development. It is therefore important that all vocational training programmes incorporated the teaching of political and citizenship skills such as participatory democracy, political awareness attitudes and to authority--- human rights.

Contrary to these priority TVET areas, there are key strategic issues. "Poor perception of TVET by the public and parents' consideration of vocational education track as something

that fits for only the academically less endowed." one's has its effect on the training. It expresses the attitude of the society towards TVET. Thus "There is the need to make TVET less dead end." AU(2000:34). Here emphasis is given to the perception of the society towards the TVET system and the fate of the trainees after TVET completion.

2.5. The Provision of Common Courses in TEVT Colleges

Different Common courses have different purposes in different colleges and universities throughout the country. Among them, some common courses which are offered in TVET colleges have common goals that trainees should be competent future workers. The courses that are offered as common courses for all students can be different according to the kinds of major courses offered in that institute. One particular thing in TVET colleges in the country and in Amhara Region in general and in South Wollo Zone in particular is that all TVET colleges offered the same common. courses for all trainees.

According to (MOE,2002) the courses, which are offered as common courses, are English Language, Mathematics, , Civic and Ethical education, Information Technology, Entrepreneurship, Small Business Management and Business Growth. All these courses are offered in all TVET colleges through out the country with common rationale. The objectives of offering these courses as it is expressed by MOE, (2002) is to enable the trainees to be efficient workers .It can also supply trainees with technical and vocational skills and it makes them be productive workers.. This is further illustrated in ESDP III,

MOE (2005:10) that "TVET is an instrument for producing technicians equipped with practical knowledge, who unlike the past, would be job creators rather than expecting jobs to be produced by the government." They should be good communicators, good at mathematics and computer and good citizens.

(AU,2007:21) expressed the uses of common courses as follows, "A good basic education provides a solid foundation for a good technical and vocational education." This is expressed through the objective of providing quality education and training in the TVET sub-sectors. This is emphasized that there is no much attention given to common courses which are used as instruments for learning the other subjects and creating good working habits. These courses also help trainees to be efficient in using Information Technology and they are able to plan their work, learn and work in the society. Trainees are offered these courses with the assumption of creating the bridge to more advanced learning. Thus, trainees are expected to be efficient not only with technical and vocational courses but also with courses given commonly as mentioned above. These common courses help trainees to be effective workers ESDP III (2005).

A good basic education provides a solid foundation for a good technical and vocational education. This expression gave due attention to common courses.(African Union, 2007) According to MOE, (2002) all trainees are given these common courses with out any difference. All the instructors are expected to produce future competent workers endowed with knowledge and skills and positive attitude to be good workers and good members of the society as well.

The value given to the TVET system in general and the courses given commonly in particular is not motivating. In most cases TVET is deserved to the less able trainees. Most trainees join the TVET colleges when they are unable to join the academic stream.

The development of common courses skills such as communication, numeracy, IT etc. are the other very essential aspects of trainees' education and training. These courses help trainees to be effective future employees in the changing and flexible work roles (Green, 1995)

2.6. The Role of Common Courses in TVET Colleges.

Common courses play significant roles in preparing young generation to be effective workers. As mentioned earlier, common courses are used as bridge and catalyst or can play the role of cohesive devices in the education system of TEVT. In all aspects of the education system, skill development gets due attention through out the world in general and in Ethiopia in particular. When the issue is raised in relation to TVET, it is also important to include common courses (courses given commonly) to provide good background skills and positive attitude.

According to UNESCO, (2002) Technical and Vocational education was regarded in most sub-Saharan African countries and their economic development is associated with the acquisition of the qualification needed to be competitive in international arena the future competent workers are produced through all courses in the TVET colleges.

Furthermore, MOE (2005:44) explained be given in all TVET institutions to ensure positive work values and attitude during employment.” Dawit (2006:19) reinforces this as follows, “Civic and Ethical education plays a role of equipping young citizens with intellectual understanding skills for participation, civic dispositions (arrangement). If trainees are weak in English, Mathematics, Computer, Civic and Ethical Education, Entrepreneurship, Small Business Management and Business Growth, there may be the problem that trainees can be weak in their major courses’ application even if they achieve better grades than common courses. The results have been put in ESDP III, (2005:14) that “The present situation reveals the fact that most TVET training graduates do not meet the expectation of the service and production sectors.” As summarized above attention should also be given to TVET graduates.

2.7. Participation of Trainees in Common Courses Implementation

As it has already been mentioned, the TVET system includes some courses where all trainees are expected to participate actively in those courses offered in the TVET colleges. In most cases, common courses in TVET colleges are not given much attention. (Brawn and Scène, 1994).

As Ethiopia is part of the world, the perception of the people is not different from that of the world towards TVET. According to TVET (2006:42) "In Ethiopia as in many Africa countries, TVET suffers from a relatively poor public perception." poor perception of the people to TVET is common in the world, in Africa and it is also possibly in Ethiopia. Poor perception towards TVET can result in poor participation and poor achievements of trainees in TVET institutions.

2.8. The Perception and Performances of Trainees.

Elliott(2000:174) forwarded the explanation of the relation ship between perception and learning that, " Perception is a crucial element in learning and maturation, emotions, needs and values are all intertwined in perception." So, poor perception may be the cause of loosing ones interest and needs in learning. As it is expressed above much more is expected from the instructors to create conducive atmosphere in the teaching - learning process and trainees' performance as well.

2.9 Perception Nature and Influences on Trainees' Successes.

According to Linda et al(1998:20) trainees' perception is summarized as follows: "Students' perception of the teaching, which they receive will be influenced by individual personal needs, reflecting values held, and incorporating consideration of issues such as course requirements, their own expectation, future career , ambition and interpersonal relations." They proceed their discussion further, the perception of trainees and their personal needs as follows, "The fulfillment of individual's personal needs is a crucial determinant of their perceptions, attitudes and behaviors." They explained the influence of personal needs on one's perceptions, attitude and behavior.

2.10. Factors Hindering Trainees' Participation in common courses classes.

There are different possible hindering factors that may hinder the participation of trainees in courses given commonly. The factors can be school related or non- school related. Different educators forwarded learners hindering factors in different ways. According to, (Berman,1997, Davies, et al, 1999, Wade ,1997, Lickona et al, 1992, and

Mortimer et al, 2002 cited in Dawit, 2006:25) grouped the sources of the hindering factors of trainees participation in common courses classes in to two : School related factors and Non- school related factors .

2.10.1. School Related Factors

There are many factors that hinder trainees not to participate actively in classes of courses given commonly. According to Green and Steadman(1993:37-38) “Complaints from French and German vocational students that much of what they learn in general education is not strictly relevant to their vocational goals.” Unless courses are integrated, they may not attract trainees attention to take part actively in the classrooms.

Tourney- Punta and his colleagues (2005) cited in Dawit(2006:26-27)stated school related factor as follows:

Students develop participatory skills in social and political life when they are educated in positive school climate that provide supportive environment that merits mutual and positive interaction among all its members. Positive school environment allows group openness, collaboration, cooperative atmosphere which are consistent with schools citizenship mission and goals.

As expressed in the above expressions, school context plays the decisive roles in the teaching –learning processes. If the school atmosphere is not attractive, it might have negative effect on trainees’ all rounded participations.

Freidkin and Thomas (1997 :.239) explained some of school related factors as follows, "Parents and students beliefs and values about what types of courses students should take, students’ participation in the school’s educational program, students attitudes about learning students interaction with peers and teachers, and the schools all academic climate are believed to be influential factors.” As it is expressed in the above expressions that there are many factors that influence trainees’ learning in the colleges .There are also other factors out side of the colleges. For influential factors in the colleges, the colleges’ community can take the responsibility. If there are positive altitudes of instructors and trainees. They can contribute to the positive out comes of the trainees.

2.10.2. Non-School Related Factors

In addition to the factors in the school that hinder the development of trainees' competence on common courses in the colleges, there are other factors that could be the

obstacles on common courses competence trainees acquired. Some of the problems are economic, social and the attitude of the society towards TVET.

MOE (2006:42) explained the attitude of the society as follows” In Ethiopia, as in many African countries, TVET suffers from a relatively poor public image. TVET is generally perceived as a place of least resort for those students who failed to get into higher education.” As it is expressed in the above expressions that the negative attitude of the public has great pressure on the production of skilled manpower. So, the correcting measures should be taken by the government and the society as well. To avoid this misconception the government should do the corrective measure by educating the society.

Stephen (2000:18) out of school influences are expressed as follows:

understanding the wellspring of students' achievement demands that we know more about their lives beyond the classroom. What do we know about their families, their peers, their socio-economic circumstances and their settings? It is becoming clear that all of these influences can play a significant role in motivating students to study and achieve in school.

As expressed in the above expressions, there are many factors that affect students' achievement in schools. Influencing factors can be inside or outside of the colleges. In addition to this, these societal contexts should be handled properly to equip trainees with good knowledge, skills and positive attitude and to have good results on the common Courses.

2. 11. Competence on Common Courses in TVET Colleges.

MOE (2006:16) defined competence as follows:

competence is a broad concept comprising the possession of and application of a set of skills, knowledge, attitude etc which are necessary to successfully compete for jobs in the labor market---and thus to contribute to personal empowerment and economic and social development.

Common courses serve as instruments to learn other major courses in one or another way and give good background knowledge to be competent as the academic students. The students should develop knowledge, skills and attitudes of these courses.

According to ILO(2000) cited in MOE (2002:20) the present status of TVET is explained as follows, "Every person should have the opportunity to have his or her experiences and skills gained through work, through society, or through formal and non formal training." It is expressed in the above expressions that TVET needs coordinated effort of the society and societal agencies like schools to provide productive labor force that can either create their own work/ to be employed in governmental or non-governmental organizations. This helps them be good trainees in the colleges and would be future workers outside the colleges.

The teaching /learning process in the TVET colleges in general and in the classrooms in particular should be attractive including courses given commonly for all trainees. It is very advisable to trainees to develop common courses skills. According to Stephen, (2000) students encounter many problems that come to terms with the language through which school subjects are presented- - - - they draw some pedagogical implications, urging that a focus is put on language based content teaching which helps all trainees to be successful in line of accomplishing schooling with the language. In one way or another trainee are obliged to follow common courses attentively to learn their major subjects. This means that common courses' development is very helpful to the major courses.

Major courses' knowledge, skills and attitude can be established based on these common courses such as English language etc. Stephen, (2000) Language helps trainees construct knowledge of different subjects. Trainees to be effective in their learning, they should be competent in mathematics, in language, Information Technology, Civic and Ethical Education etc. Instructors need to engage students in discussion about common courses that raise their awareness about the way of constructing knowledge through language in different subjects.

2.12. The Application of Integrated Approach in TVET Colleges

In the history of human development, education has played significant roles. In the mean time different approaches and methods have been developed and applied by different educators at different times. Among many approaches, the researcher gives due attention

to the integrated approach which helps curriculum planners, implementers and trainees integrate courses in the teaching -learning processes.

In the integrated approach, courses in TVET colleges can be integrated in line with the production of skilled labor force. Integrated curriculum helps learners see subjects in different angles and the instructors, too. Markus quoted in Shoemakers (1991:797) explained the functions of integrated approach as "The integrated curriculum is a great gift to experienced teachers. It is like getting a new pairs of lenses that make teaching in to the next century. It helps students take control of their own learning." As summarized in the above expressions that integrated approach in general and integrated curriculum in particular is an instrument for instructors and trainees in the teaching -learning process. Teaching and learning can be conducted in an integrated fashion. In addition to this, the approach helps trainees to control their own learning and to be effective in their performance.

When we see integrated curriculum and subject centered curriculum, the former is recommended by many educators.(Jacobs, 1989:8) forwarded the following ideas in relation to the integrated approach as follows, "- - schools must look at education as process for developing abilities required by life in the twenty first century, rather than discrete, departmentalized subject matter." As it is expressed above, it is very up to date to use integrated curriculum than the discrete ones.

It is very clear that the current demand of integrated curriculum is very advisable for trainees to have integrated ideas from different disciplines. In relation to this (Shoemaker, 1991:793) explained that "The current movement towards an integrated curriculum, then, has its basis in learning theories who advocate a constructivists view of learning, There is a body of brain research that supports the notion that learning is best accomplished when information is presented in a meaningful, connected patterns." Many educators believed that discrete courses are not advisable to learners. Rather an integrated curriculum help learners fulfill the targets they aim at and it can be advisable to apply in TVET colleges, too.

CHAPTER III: RESEARCH DESIGN AND METHODOLOGY.

3.1 Method of the Study.

To investigate the perceptions and practices of instructors and trainees on common courses a descriptive survey method was used. It was selected for it gives a chance to collect data related to instructors' and trainees' perceptions and practices on common courses and describe the status. It helps the researcher to assess the perception of instructors and trainees on common courses, the development and the roles these courses play.

3.2. Sources of Data.

The data for this study was collected from the primary and secondary sources. Instructors and trainees were the sources of information for the primary data. TVET manuals, policy manuals ,document etc. were also used to get reliable data on the current perception and practices of instructors and trainees on common course. In order to get secondary data pertinent library works such books, journals , web sites etc.were assessed attentively.

3.3 .Samples of the Study

There were different sampling techniques and procedures to select the samples from the different sources employed in the study with different strata of samples that were considered very important for the study.

There are seven TVET colleges in South Wollo Zone. Four are government and three are non- government TVET colleges. From these seven TVET colleges the pilot study was conducted in two TVET colleges. The selection was applied purposively. The four sampled colleges were selected by purposive sampling techniques for the study. Attention was given to the instructors' and trainees' long years of work in the colleges. All of the instructors (65) from the four TVET colleges were purposively taken as their number was manageable.

To back up the responses of the instructors' perception and practices on common courses 30% of the trainees from government colleges totally 189 trainees and from two private

TVET colleges as the number was manageable 25 and 45 trainees totally 70 trainees were taken. The total number of trainee selected to this study was 260.

3.3.1 TVET Colleges

There are seven TVET colleges in south wollo zone Amhara Region. Four are government and three are non- government TVET colleges. From these seven TVET colleges the pilot study was conducted in two TVET colleges and four sampled colleges were selected by purposive random sampling for the mean study.

The selection of the TVET colleges was based on purposive random sampling method giving due attention to the instructors and trainees perception and practices on common courses in TVET colleges. As a result of this the study determines the limits on the perception and practices of instructors and trainees on common courses.

3.3.2 Instructors

Hundred Percent of the Instructors from the Four TVET Colleges were taken as their number who teach at the diploma level were manageable. The questionnaire was dispatched for all instructors but 59 were returned

3.3.3 Trainees

To back up of the Responses of the Instructors on Perception and Practices on common courses 30% of the trainees from government colleges totally 189 trainees and from two private TVET colleges as the number was manageable 25 and 45 trainees totally 71 trainees were taken. The total number trainee selected to this study was 260. From the two government colleges non stratified sampling techniques was asked but for the two private colleges purposive random sampling was used. By consulting each department about the trainees capacity the questioners properly. According to these 260 list of questions were dispatched and then 251 list of questions were collected- nine list of questions were not returned.

3.4 The Pilot Study.

The researcher developed the questionnaire items and commented by the research advisor and three Dessie Teachers College instructors in English Department. The researcher translated the

trainees questionnaire into Amharic to make the item understandable by the trainees. Based on the suggestions given by the research advisor and three instructors, some improvements were made in order to make the instruments as much effective as possible. After the improvement, a pilot study was carried out in Dessie Health Science College and Kombolcha TVET College in Water Technology Streams. During the pilot study, ten instructors (8 males and 2 females) 20 trainees (12 males and 8 females) were used. The trainees were selected using availability sampling technique from the third year trainees.

Based on the information collected, adjustments were made to improve the clarity, language usage of the questionnaire. Different items were developed for Deans, Vice Deans, Department Heads, Instructors and trainees and commented by the advisor and colleagues. Instructors' questionnaires were distributed to 65 instructors (57 male and 8 females) and 59(90.8%) were returned. To administer the questionnaires four research assistants were trained and used to administer the questionnaire in the four TVET colleges. The researcher used semi- structured interview items were to conduct the interviews with three Deans, two Vice Deans, eight Department Heads and six common courses instructors. The focus group discussion was conducted with eighteen randomly selected two groups of trainees. The questions were forwarded by the researcher and the respondents responses were tape recorded with the permission of the respondents.

3.5 Instruments and procedures of data collection.

On the basis of the research questions forwarded in Chapter one, different instruments were employed. The instruments and the procedures used are presented as follows:

3.5.1 Questionnaire

The main reason for the choice of this instrument is when compared to the other tools it is possible to reach relatively large research target groups with in specified time limits and helps the researcher to achieve the solution of the basic research questions posed.

To this end, questionnaires were developed for instructors and trainees based on the basis of the research questions. The questionnaires were consisted of close- ended and open- ended

question items. Two hundred sixty questionnaire were distributed to the selected sample trainees but 251(96.5%) were completed and returned. The questionnaire for the instructors 50(79.9%), Deans 4(6.2%) Vice Deans 2(3.1%) and Department Heads 8(12.3%). Fifty nine were returned.

3.5.2 Interview

Interview was conducted with some selected instructors to get reliable data for the research conducted

3.5.3. Focus Group Discussion

Focus Group Discussion was conducted with two groups of trainee The participants were selected from Siheen TVET college and Tropical College Medicine Randomly. The discussion was conducted in both colleges one hour each.

3.5.4 Classroom Observation Check List

This was taken as one the instruments to available data from the actual classrooms observation. Classroom observation was conducted in four different classes in four sampled colleges.

3.5.5. The Rating Scale

The rating scale was also used to collect the data on the availability of the resource materials instructors and trainees in TVET colleges.

3.6 Methods of Data Analysis.

The data collected from different sources by using different instruments were edited, classified, organized, analyzed and interpreted using quantitative (statistical) and qualitative (narrative) research analysis.

In order to examine the perception and practices of instructors and trainees on common courses the five point rank order (5- strongly agree/ very high, 4 agree/ high... The results were discussed by using percentage and mean scores.

In addition to this, the mean value was computed by dividing the sum of all the scores by the number of scores. The rank order was employed for items that the respondents carried out to answer in the ordinal values.

CHAPTER.IV: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis and interpretation of the data obtained through questionnaire, interview, focus group discussion and classroom observation check list from the sample population.

4.1. Demographics of the Sample Population

TABLE 1. Background Information of Instructors involved in this Research

N0	Items	Instructors		
		N0	%	
1		Sex		
	Group 1*	a. Male	40	90.91
		b. Female	4	9.09
		Total	44	100
	Group 2*	a. Male	14	93.33
		b. Female	1	6.67
Total		15	100	
2		Age		
	Group 1	a. 20-30	22	50
		b. 31-40	9	20.45
		c. 41-50	13	29.55
		Total	44	100
	Group 2	a. 20-30	10	66.67
		b. 30-40	4	26.67
		c. 41-50	1	6.67
	3		Qualification	
Group 1		a. Degree	40	90.9
		b. Masters	4	9.1
		Total	44	100
Group 2		a. Degree	15	100
		Total	15	100
4		Experience		
	Group 1	a. 1-10	26	59.09
		b. 11-20	9	20.45
		c. 21-30	7	15.91
		d. 31 and above	2	4.55
		Total	44	100
	Group 2	1-10	14	93.33
		31 and above	1	6.67
	Total	15	100	

+

*Group 1.refers to Government TVET Instructors.

* Group 2.refers to Non- Government TVET Instructors

As can be seen from the above table, 40 (90.9%) out of 44 participants (from group 1) are male instructors and the rest 4 (9.1%) are female instructors. Fourteen (93.3%) out of 15 instructors (from group 2) are male and only 1 (6.7%) is a female instructor. In regard to the age range, 22 (50%) of the instructors are between 20-30, 9 (20.5%) are at the age range of 31-40 and 13 (29.6%) are between the age range of instructors (from Group 2), 20-30 includes 10 (66.7%) and 4 (16.7%) of the instructors are included in the age range of 31-40. The last age range in group 2 is 51-60, which includes only one instructor. In terms of the qualification, most instructors have undergraduate degrees and some of them (4 in number) have post graduate degrees. This is not common in private TVET colleges. In group 1, 40 (90.9%) out of 44 hold the first degree and 4 (9.1%) out of 44 are second degree holders. Whereas in Group 2, the whole instructors, 15 (100%) are first degree holders. The participants have different teaching experiences, too. In group 1, 26 (59.1%) out of 44 instructors have been serving in the experience range of 1-10. Nine (20.5%) out of 44 have teaching experience in the experiences range of 11-20, 7 instructors are included in the experiences range of 21-30. Only 2 instructors have more than 30 years of teaching experience. On the other hand, the experience range in group 2 is 14 (93.3%) out of 15 instructors have been serving in the service range of 1-10. Only 1 (6.7%) instructor has above 30 years of teaching experience. This indicates that the majority of the instructors have reasonable teaching experiences. Therefore, the data collected from these groups seem dependable and reliable for generalization.

4.2 The Perception of Instructors and Trainees on Common Courses

Many educators agreed that one's own perception of some thing can influence one's own action or behavior (Dawit, 2006). Evans and Abbott (1998:20) explained about learners and their perception as follows, "Students perception of the teaching which they receive influenced by individual personal needs, reflecting values and... their own expectations and interpersonal relations." The things we do are entirely related to our own perception and behavior. They proceeded their explanation on perception and practices as follows, "Teaching, which is effective in meeting both tutors and students needs lies in exploring the degree of congruence between tutors' and

students' perception." Thus, one learns that the perception of the instructors and trainees is inseparable from their work as it influences their action. In order to get reasonable beginnings to the issues of the perception and practices of the courses offered commonly in TVET colleges, it might be better to study the perception of instructors and trainees which can be the basis of their action towards teaching/learning these courses.

Table 1. The Intended Trainees' Competence as a Result of Common Courses:

Item	Respondents (group 1&2)	5		4		3		2		1		Total	Mean
		F	%	F	%	F	%	F	%	F	%		
1 Provide learners with general background for further education	Group 1	23	52.3	17	38.6	2	4.6	1	2.3	1	2.3	44	4.36
	Group 2	11	73.3	4	26.7	-	-	-	-	-	-	15	4.73
2 Help learners have good skills of the subjects they learn.	Group 1	12	27.3	27	61.4	2	4.6	2	4.6	1	2.3	44	4.07
	Group 2	9	60.0	5	33.3	-	-	-	-	1	6.74	15	4.47
3 Help learners have good Knowledge of the subjects they learn.	Group 1	15	34.1	24	54.6	2	4.6	2	4.6	1	2.3	44	4.14
	Group 2	6	40.0	9	60.0	-	-	-	-	-	-	15	4.40
4 Help learners have positive attitude towards others.	Group 1	16	36.4	25	56.8	3	6.8	-	-	-	-	44	4.30
	Group 2	10	66.7	5	33.3	-	-	-	-	-	-	15	4.67
5 Help learners be reay for future work	Group 1	15	34.1	24	54.6	2	4.6	4	9.1	-	-	44	4.20
	Group 2	3	20.0	10	66.7	2	13.3	-	-	-	-	15	4.07
6 Help learners develop their abilities to express ideas	Group 1	23	52.3	15	34.1	6	13.0	1	2.3	1	2.3	44	4.45
	Group 2	4	26.7	8	53.3	3	20.0	-	-	-	-	15	
7 Help learners develop their abilities to learn other subjects properly	Group 1	25	56.8	15	34.1	2	4.6	1	2.3	1	2.3	44	4.07
	Group 2	5	33.3	9	60.0	1	6.7	-	-	-	-	15	4.41
8 Help learners be competent learners	Group 1	24	54.6	14	31.8	3	6.8	-	-	2	4.6	44	4.27
	Group 2	8	53.3	6	40.00	1	6.74	-	-	-	-	15	4.47
9 Help learners be good members of the society	Group 1	13	29.6	26	59.1	3	6.8	1	2.3	1	2.3	44	4.11
	Group 2	9	60.0	4	26.7	1	6.74	1	6.7	-	-	15	4.40
10 Help learners be problems solvers	Group 1	25	56.8	13	29.6	2	4.6	3	6.8	1	2.3	44	4.32
	Group 2	8	53.3	6	40.0	1	6.74	-	-	-	-	15	4.47
11 Help learners have good skill of communication numeracy, civic and ethical education, IT (computer) entrepreneurship, small Business management and business growth strategy	Group 1	16	36.4	24	54.6	2	4.6	1	2.3	1	2.3	44	4.20
	Group 2	9	60.0	6	40.0	-	-	-	-	-	-	15	4.60

As indicated in table 1 item number 1 and 7,. One hundred percent of the respondents (from Group 2) and 90.91% of the respondents from group 1 believed that common courses provided trainees with general background knowledge for further education and help trainees learn the other subjects properly and have good skills of Communication, Numeracy, Civic and Ethics, Information Technology, Entrepreneurship, Small Business Management and Business Growth are the most important function of common courses to speed up the development of trainees' competence. This is confirmed by the mean score of 4.20 and 4.60 respectively. The data showed that instructors perceived the above functions of common courses in the development of trainees competence as the most important functions of common courses.93.2% and 93.3% of the respondents(from group 1 and 2) made their responses that common courses help learners- having positive attitude towards others.

As shown in table 1 item number 5, 88.6 % and 100% of the respondents from both group indicated their responses that common courses also help learners have good knowledge of the subjects. These are confirmed by the computed mean 4.14 and 4.40, respectively. As a result of these functions, attention should be given to common courses in TVET colleges.

Table 2 Rank Order by Mean Scores for the Intended Trainees Competence as a Result of Common Courses:

No	Item	Government				Non Government				D		D ²	
		F	%	Mea	Rank	F	%	Mea	Rank	G1	G2	G1	G2
1	Help learners develop their abilities to express ideas	38	86.3	4.45	1	15	100	4.07	11	10.5	4.7	1.09	3.04
2	Help learners develop their abilities to learn other subjects properly	40	90.91	4.41	2	15	100	4.67	9	11.12	3.9	123.7	2.2
3	provide learners with general background for further	40	90.91	4.36	3	15	100	4.73	1	10.3	4.2	105.7	3.9
4	Help learners be problems solvers	38	86.37	4.32	4	14	93.33	4.47	6				
5	Help learners have positive attitude towards other.	41	93.18	4.30	5	14	93.33	4.67	2				
6	Help learners be competent learners	38	86.37	4.25	6	14	93.33	4.47	5				
7	Help learners be ready for future work	39	88.64	4.20	7	14	100	4.07	10				
8	Help learners have good skills of communication, numeracy, civics, IT, entrepreneurship and Small Business management and business growth	40	90.91	4.20	8	14	86.67	4.60	3				
9	Help learners have good knowledge of the subjects they learn	39	88.64	4.14	9	14	93.33	4.27	74				
10	Help learners be good members of the society	39	88.64	4.11	10	13	93.33	4.07	8				
11	Help learners have good skills of the subjects they learn	39	88.64	4.074	11	12	80.00	4.47	4				

* Group 1 (G1) refers to Government TVET instructors

* Group 2 (G2) refers to Non Government TVET instructors

The rank order of the mean scores and combined frequencies of instructors' reactions on "strongly agree" and "agree" have been shown. Percentages of the frequencies are considered in the given table, too. This assists the researcher to distinguish the most important aspects of the courses given commonly and the perception of the instructors. The mean score computed in the above table show that they are above the average .So, common courses have important roles in the TVET colleges. The instructors showed the important roles of common courses in the development of trainees' competence.

Group1 and 2 respondents made their responses that common courses help trainees have good skills of the subjects they learn, be competent learners and problem solvers. These are confirmed by the computed mean of 4.2, 4.3 and 4.47respectively. The functions of common courses are confirmed by the computed mean 4.40 , 4.14, and 4.11 respectively.

Based on these responses, it is possible to say that common coursers are pertinent to TVET major courses.

The interview made with common courses instructors on how important common courses are, the courses are important to provide general background knowledge for further education, help learners have good knowledge and skills to the subject they learn. Common courses instructors also replied that trainees should be equipped with tools in the college and in their work places. The tools are common courses.

From the data secured from various sources and the analysis made, it is possible to say that the common courses help trainees have all rounded knowledge, skills and positive attitude.

Table 3. Common courses activities in developing Trainees competence.

	Items	Respondents (group 1&2)	Choice										Total	Mean
			5		4									
			F	%	F	%	F	%	F	%	F	%		
1	Motivating and initiating trainees	Group 1	12	27.27	23	52.27	5	11.36	3	6.82	1	2.27	44	3.95
		Group 2	5	33.33	8	53.33	2	13.33	-	-	-	-	15	4.20
2	Organizing integrated activities	Group 1	11	25.00	25	56.82	6	13.64	1	2.27	1	2.27	44	4.00
		Group 2	5	33.33	9	60.00	1	6.67	-	-	-	-	15	4.27
3	Encouraging trainees inside and outside of classroom in different forms of debate and dialogue activities	Group 1	11	25.00	26	50.09	6	13.64	1	2.27	-	-	44	4.07
		Group 2	4	26.67	8	53.33	3	20.00	-	-	-	-	15	4.07
4	Giving chance to trainees to participate in different college activities and exercise their competence	Group 1	18	40.09	24	54.55	3	6.82	2	4.55	1	2.27	44	4.55
		Group 2	4	26.67	11	73.33	-	-	-	-	-	-	15	4.27
5	initiating individual, pair and group work in class work and homework	Group 1	24	54.55	17	33.64	1	2.27	1	2.27	1	2.27	44	4.18
		Group 2	8	53.33	6	40.00	1	6.67	-	-	-	-	15	4.47
6	Organizing cross- cutting issues as part of the training curriculum	Group 1	10	22.73	29	65.91	2	4.55	2	4.55	1	2.27	44	4.02
		Group 2	4	26.67	8	53.33	3	20.00	-	-	-	-	15	4.07
7	Helping the progress of discussion, questioning and answering activities	Group 1	23	52.27	17	38.64	2	4.55	1	2.27	1	2.27	44	4.36
		Group 2	6	40.00	8	53.33	1	6.67	-	-	-	-	15	4.33
8	Practicing problem solving activities	Group 1	25	56.82	10	22.73	6	13.64	3	6.82	-	-	44	4.30
		Group 2	5	33.33	9	60.002	6.67	-	-	-	-	-	15	4.47
9	providing problem solving activities	Group 1	25	56.82	12	27.27	4	9.09	3	6.82	-	-	44	4.34
		Group 2	6	40.00	8	53.33	1	6.67	-	-	-	-	15	4.33
10	Using common courses as tools to learn other subjects	Group 1	23	52.27	11	25.00	6	13.64	3	6.82	1	2.27	44	4.18
		Group 2	5	33.33	9	60.00	1	6.67	-	-	-	-	15	4.13

According to table 3 Item Number 4, 54.55% and 73.33% of the instructors (both group 1 and 2 expressed their agreement that common courses activities help trainees indifferent colleges activities. They also help trainees to develop their general abilities this is confirmed by the calculated mean of 4.55 and 4.27 respectively.

In addition to the above responses, 54.55% and 53.33% of the instructors expressed their strong agreement initiating pair and group work in the class room and out side the class room. These activities help trainees to develop mutual. This is confirmed by the calculated means of 4.18 and 4.47 respectively instructors also give the responses about trainees progress of discussion, questioning and answering activities. 52.27% of group 1 instructors expressed there strong agreement and 53.33% of group 2 instructors give there agreement It is also possible show the list perceived activities the inclusion of cross-cutting issues as part of the training curriculum and encouraging trains to performing debate and dialog activities inside and outside the class are list perceived by the instructors from both groups. This is confirmed by the computed means of 4.02 and 4.07 for cross-cutting issues and 4.07 for debate and dialog activities respectively.

TABLE. 4. Rand Order by Mean Scores and Percentage of Combined Frequencies of Common Courses Practices

No	Item	Government				Non Government			
		F	%	Mean	Rank	F	%	Mean	Rank
1	Given chances to trainees to participate in different college's activities and exercise their competences	42	94.64	4.55	1	14	93.33	4.47	6
2	Helping the progress of discussion, questioning and answering activities.	40	90.91	4.36	2	14	86.67	4.47	3
3	Using common courses as skills development areas	374	84.09	4.34	3	14	93.33	4.33	5
4	practicing problems solving activities	35	79.05	4.30	4	14	86.67	4.33	1
5	Initiating individual, pair and group work in class and homework	41	88.19	4.18	5	14	86.67	4.33	2
6	Using common courses as tools to learn other subject	34	77.27	4.18	6	15	100.00	4.27	4
7	Encouraging trainees inside and out side of classroom in different forms of debate and dialogue activities	374	84.09	4.07	7	14	93.33	4.27	9
8	Organizing cross-cutting issues as part of the training curriculum	39	88.64	4.02	8	13	86.66	4.07	10
9	Organizing integrative activities	36	81.82	4.00	9	12	80.00	4.07	7
10	Motivating and initiating trainees	35	79.54	3.95	10	12	80.00	7.04	8

* SA = strongly agree

* A = Agree

As can be seen from the above rank order table, table 4 item numbers 5, 94.6% and 93.3% of the respondents gave their responses positively showing that common courses help trainees participate in the colleges activities that common courses are used to initiate trainees to participate in pair work and group work which are important to develop trainees competence. These results can be confirmed by computed mean as 4.18 and 4.47 respectively. We can observe from the table that common courses activities are very important. In addition to these the first ranked responses 90.9%, and 86.7% of respondents (from both groups) indicated their responses to the important activities of common courses are helping motivate and initiate trainees to actively participate in questioning and answering activities, using common courses as skills development areas and Providing problem solving activities. These responses are supported by the calculated means as 4.36, 4.33 and 4.30 respectively. activities such as helping the progress of discussion questioning and answering activities, using common courses as tools to learn the other subjects and as skills.

According to group 1 instructors' responses, 79.5% of them gave their responses that motivation is the least perceived common courses activity. From group 2, 86.7% and 80% of the respondents indicated that motivating and initiating trainees, encouraging trainees inside and out side of classroom in different forms of debate and dialogue activities and organizing cross-cutting issues as part of the training curriculum are the least perceived common courses activities. The instructors perceived them least but they are above the average, so based on the above numerical values it is possible to say that all the activities are helpful. Hence trainees' competence can be widened using common courses. These courses help trainees to learn major courses in the colleges, create self-confidence and the ways on how to create their own work, manage and develop the work they created.

The interview made with the and Common Courses instructors about the functions of Common Courses activities. These courses give chances to trainees to participate in different college activities and exercise their competences.

Table 5. Common Challenges to Trainees as Related to Common Courses.

	Item	Respondents (group 1&2)	5		4		3		2		1		Total	Mean
			F	%	F	%	F	%	F	%	F	%		
1	The negative attitudes of the society towards TVET	Group 1	9	20.45	31	70.45	1	2.27	2	4.55	1	2.27	44	4.02
		Group 2	8	53.33	5	33.33	1	6.67	-	-	1	6.67	15	4.27
2	Lack of integration of common course materials to technical and vocational course material	Group 1	26	59.09	12	27.27	3	6.82	2	4.55	1	2.27	44	4.36
		Group 2	5	33.33	8	53.33	1	6.67	1	6.67	-	-	15	4.13
3	Lack of Co-operation among college	Group 1	7	15.91	30	68.18	4	9.09	3	6.82	-	-	44	3.39
		Group 2	5	33.33	9	60.00	1	6.67	-	-	-	-	15	4.27
4	Lack of proper attention to common courses.	Group 1	26	59.09	12	27.27	3	6.82	2	4.55	1	2.27	44	4.34
		Group 2	9	60.00	4	26.67	2	13.33	-	-	-	-	15	4.47
5	Lack of good background knowledge common courses	Group 1	26	59.09	13	29.55	3	6.82	2	4.55	1	2.27	44	4.45
		Group 2	5	33.33	8	53.33	1	6.67	-	-	-	-	15	40.00
6	The mismatch between common courses and the qualities of trainees	Group 1	25	56.81	13	29.55	3	6.82	2	4.55	1	2.27	44	4.34
		Group 2	1	6.67	10	66.67	4	26.67	-	-	-	-	15	3.80
7	Negative attitudes of parents towards TVET.	Group 1	7	15.91	31	70.45	3	6.82	2	4.55	1	2.27	44	3.39
		Group 2	2	13.33	9	60.00	4	2.67	-	-	-	-	15	3.87
8	Negative attitudes of trainees towards common courses.	Group 1	23	52.27	17	38.64	2	4.55	1	2.27	1	2.27	44	3.36
		Group 2	3	20.00	10	66.67	1	6.67	-	-	-	-	15	3.87
9	negative attitude of curriculum planners to common courses.	Group 1	2	4.55	8	18.18	28	63.63	4	9.09	2	4.55	44	3.09
		Group 2	10	66.67	1	6.67	1	6.67	2	13.33	-	-	15	4.07

According to table 5 item number 5, 88.6% of the instructors (from group 1) responded that lack of good background knowledge of common courses is the most perceived common challenge of trainees. As they didn't have background knowledge of common courses, it is possible to say that they faced the problem of learning the other subjects. On the other hand, 86.7% of the instructors (from group 2) indicated their responses that lack of proper attention to common courses is another most outstanding challenge that the trainees faced. These are confirmed by the calculated means 4.45 and 4.47 respectively. The instructors from both groups believed that these are the most serious challenges trainees faced in TVET colleges. 90.9% and 86.4% of the instructors (from group 1) indicated that trainees give less values to common courses and lack of integration of common course materials to technical and vocational courses materials, are the next challenges of trainees. This is confirmed by the calculated mean of 4.36 in both cases. 93.3% and 86.7% of the instructors gave their responses that lack of integration of common course materials to technical and vocational course materials, lack of co-operation among college communities and lack of proper attention to common courses are the next most perceived challenges. These are confirmed by the computed mean 4.27 and 4.13. These challenges which are given by group 1 instructors are substantiated by group 2 instructors- 73.3% and 86.7% of them. These are confirmed by the computed mean of 3.87. Whereas 86.7% of the instructors (from group 2) gave their responses that lack of good background knowledge of trainees is a very difficult challenge trainees faced. These are some of the challenges instructors believed most. Group 2 instructors' responses showed that the mismatch between common courses and the abilities of trainees is the least challenge trainees faced. 73.3% of the instructors (from group 2) responded that negative attitudes of parents towards TVET and negative attitudes of trainees towards common courses, are the least challenges trainees encountered. From these numerical values, we can conclude that trainees have negative attitude towards common courses and absence of cooperative working tradition among college communities as a challenge trainees' face. On the other hand, group 1 instructors confirmed that

the function of curriculum planners of the common courses and the mismatch between common courses and the abilities of trainees are the least challenge trainees face. According to the instructors' responses, trainees are in doubt to accept their negative attitude to common courses and this is confirmed by the computed mean of 4.36 from group 1 and 3.87 from group 2. According to table 6, instructors' responses from group 2 showed us that proper attention was not given to common courses. This confirmed by the computed mean 4.5.

During the interview session, six Common Courses Instructors were asked about the common challenges of trainees in relation to common courses. The interviewees showed that, trainees hardly participate in common courses classes. The reasons seem undermining the roles these courses play in TVET training curriculum. The other things are the attitude of the society towards TVET and finally they replied that the course books are not related to the major courses.

The absence of relation between common courses and major courses' materials are some of the challenges trainees encountered. MOE,(2007)

Table 6. Rank Order by Mean Scores and Percentages of Combined Frequencies for common challenge to Trainees as related to common courses.

No	Item	Government				Non Government			
		F	%	Mean	Rank	F	%	Mean	Rank
1	Lack of good background knowledge of common courses	39	88.64	4.45	1	13	86.66	4.00	6
2	Negative attitude of trainees towards common courses.	40	90.91	4.36	2	14	93.33	3.87	8
3	Lack of integration of common course materials to technical and vocational courses' materials.	38	86.36	4.36	3	13	86.66	4.13	4
4	Lack of proper attention to common courses.	38	86.36	4.34	4	13	86.66	4.47	1
5	The mismatch between common courses and the abilities of trainees	38	86.36	4.34	5	11	73.34	3.80	9
6	The negative attitudes of the society towards TVET	40	90.9	4.02	6	13	86.66	4.27	3
7	Lack of co-operation among college's communities	37	84.09	3.39	8	11	73.33	4.27	2
8	Negative attitudes of parents towards TVET	38	86.36	3.39	9	13	86.67	3.87	7
9	Negative attitude of curriculum planners to common courses.	10	22.23	3.09	10	11	73.34	3.80	5

As stated in the above table, group 1 indicated their responses that lack of good background knowledge of common courses and trainees give low value to common courses and lack of integration of common course materials to technical and vocational courses' materials are some the challenges that trainees faced. These are confirmed by the calculated mean 4.45 and 4.36 respectively. On the other hand instructors from group 2 gave their responses that some of the challenges trainees faced are lack of proper attention to common courses and lack of co-operation among college communities. These are also confirmed by the calculated means of 4.47 and 4.27 respectively. There are also other challenges that trainees faced. Among them lack of integration of common courses to technical and vocational course materials may create another challenge. This is confirmed by the calculated means of 4.36 and 4.27 respectively. The perception of curriculum planners is low as it is perceived by least instructors. This is confirmed from both groups by the computed means of 3.09 and 3.80 respectively.

Table 7. Appropriateness of Common Courses Teaching and Learning materials to Technical & Learning Materials

No	Item	Respondents (Group 1&2) Respectively	5		4		3		2		1		Total	Mean
			F	%	F	%	F	%	F	%	F	%		
1	The extent of common courses to enable trainees to meet their professional needs.	Group 1	3	6.82	5	11.36	3	6.82	27	61.36	6	13.64	44	2.36
		Group 2	10	66.67	2	13.33	2	13.3	1	6.67	-	-	15	4.40
2	The degree of the integration of common courses and main courses.	Group 1	4	9.06	3	6.82	4	9.09	28	63.64	5	11.33	44	2.39
		Group 2	1	6.67	11	73.33	2	13.3	1	6.67	-	-	15	3.80
3	The extent of the objectives of common courses reflecting trainees personal interests	Group 1	4	9.06	23	52.27	2	4.55	9	20.45	6	13.64	44	3.23
		Group 2	3	20.00	9	60.00	2	13.3	1	6.67	-	-	15	3.93
4	The fitness of common course materials to the goals of technical and vocational courses materials	Group 1	5	11.36	4	9.06	3	6.82	24	54.55	8	18.18	44	2.38
		Group 2	5	33.33	8	53.00	1	6.67	—	--	-	-	15	4.00

As shown in table 7 item number 3, 61.3% of the instructors (from group1) gave their responses to how Common Courses help trainees to meet their professional needs in technical & vocational stream. This is supported by the calculated mean of 3.23. On the other hand, 80% of the instructors (from group2) responded that the fitness of common courses materials to the goals of technical and vocational course materials is most appropriate.

According to table 7 item number 4, instructors (from group1) expressed their responses that the degree of the integration of common course materials to the goals of technical and vocational course materials are the least perceived of all the materials. This is confirmed by the computed mean of in the following table. The absence of the integration of common courses' materials to the major course materials can have the negative impact on the trainees who take these courses.

Table 8. Rank Order by Mean for Appropriateness of Common Courses Teaching and Learning Materials to that of Technical and Vocational materials:

No	Item	Government				Non Government			
		F	%	Mean	Rank	F	%	Mean	Rank
1	The extent of common courses to enable trainees to meet their professional needs.	27	61.36	3.23	1	12	80	4.40	3
2	The degree of the integration of common courses and main courses.	09	20.45	2.93	2	09	86.33	4.00	2
3	The extent of the objectives of common courses reflecting trainees personal interests	08	18.18	2.43	3	12	80	3.93	4
4	The fitness of common course materials to the goals of technical and vocational courses materials	08	61.36	2.36	4	07	80	3.80	1

As mentioned in the above table common courses enable trainees to meet their professional needs. This is confirmed by the computed mean 4.40 and. This is confirmed by the computed mean of 2.93. 80% of the instructors in the same table item numbers 3 and 4 (from group2) responded that the extent of common courses are enabling trainees to meet their professional needs and the extent of the objectives of common courses reflecting trainees' personal interests and needs are the least perceived common courses roles to trainees and professional satisfaction and personal interests and needs. 20.5%,18.2% and 61.4% of the respondents(from group1) indicated their responses that the degree of the

integration of common courses and main courses, the extent of the objectives of common courses reflecting trainees personal interests and needs are the least perceived common courses roles respectively. These are confirmed by the computed means of 2.93, 2.43 and 2.36 respectively. According to group 2, 80% of respondents indicated their responses that the extent of common courses are enabling trainees to meet their professional needs and the extent of the objectives of common courses reflecting their personal interests and needs are the least perceived roles of common courses. This can be confirmed by the calculated means of 3.93 and 3.80 respectively.

The interview conducted with the instructors about the relation between common courses materials and major courses materials, the interviewees addressed that the two materials do not have much relation. Because common courses materials are entirely related to preparatory program materials. The facts in the course materials are not related to the TVET course materials. As they pointed out during the interview session, the objectives of most common courses have to enable the students to be ready to higher education but the target of TVET is somewhat different from this it is to produce middle level skilled manpower. As trainees did not see the immediate uses of common courses they lack interest to the courses.

Finally, they summarized that there were no fitness, reflection of interests and needs, and no much help to professional needs. They stressed that there were no integration of common courses materials and that of major courses materials.

Table 9. The Degree of Activities Included in Instructors' Teachings

	Item	Respondents (group 1&2)	5		4		3		2		1		Total	Mean
			F	%	F	%	F	%	F	%	-	%		
1	Set out cooperative activities	Group 1	5	11.36	26	59.09	5	11.36	8	18.18	-	-	44	3.64
		Group 2	8	53.33	4	26.67	2	13.33	1	6.67	-	-	15	4.27
2	Initiating debate and dialogue personal and social issues	Group 1	4	9.09	27	59.09	5	11.36	7	15.91	1	2.27	44	3.59
		Group 2	5	33.33	8	53.33	1	13.33	1	6.67	-	-	15	4.13
3	Solving problems of cross-cutting issues	Group 1	8	18.18	24	54.55	8	18.18	4	9.09	-	-	44	3.82
		Group 2	8	53.33	5	33.33	1	6.67	1	6.67	-	-	15	4.33
4	initiating discussion, questioning and answering	Group 1	12	27.27	23	52.27	3	6.82	6	13.64	-	-	44	3.93
		Group 2	9	60.00	4	26.67	1	6.67	1	6.67	-	-	15	4.40
5	Encouraging trainees to do activities with the view of self-confidence development.	Group 1	14	31.82	25	56.82	3	6.82	2	4.55	-	-	44	4.16
		Group 2	9	60.00	4	26.67	1	6.67	1	6.67	-	-	14	4.40
6	Class work and homework	Group 1	14	31.82	26	59.09	3	6.82	3	6.82	-	-	44	4.30
		Group 2	9	60.00	3	20.00	1	6.67	1	6.67	1	6.67	15	4.20
7	Role plays in the class	Group 1	9	20.45	28	63.64	3	6.82	4	9.09	-	-	44	4.30
		Group 2	8	53.33	4	26.67	1	6.67	2	13.13	-	-	15	4.20
8	Games in the classroom	Group 1	4	9.09	5	11.36	4	9.09	25	56.82	6	13.64	44	2.41
		Group 2	2	13.33	9	60.00	2	13.13	1	6.67	1	6.67	15	3.67

As can be seen from table 9 item numbers 6 and 7, 90.9% and 84.1% of the instructors indicated their responses on the degree of activities included in their teaching .. Class work and homework and role plays in the class are highly included in their teaching respectively. On the other hand, 86.7% of the instructors (from group2) responded on the inclusion of the activities such as initiating discussion, questioning and answering and encouraging trainees to do activities with the view of self-confidence development are the most important activities they highly included in their teaching.

For item number 1 set out cooperative activities, group 1 instructors express their agreement and group 2 their strong agreement that cooperative activities are used in their class room. But during the class room observation these activities were not seen in the class room. It is very doubtful to say that they prepare and implement cooperative activities.

For item number 2 both groups expressed their agreement that they included activities of debate and dialogue where trainees practice what they have learned.

As can be seen in item number 8 both groups respondents expressed their disagreement to use games in the class room. The games are some of the means of student center method of teaching and learning

Table 10. Rank Order by Mean Scores for the Degree of Activities Included in Instructors' Teaching:

No	Item	Government				Non Government			
		F	%	Mean	Rank	F	%	Mean	Rank
1	Class work and homework	4.30	90.91	4.30	1	13	86.67	4.20	5
2	Role plays in the class	4.30	84.09	4.30	2	13	86.67	4.20	6
3	Encouraging trainees to do activities with the view of self-confidence development.	4.16	88.64	4.16	3	13	86.66	4.33	2
4	Initiating discussion, questioning and answering	3.93	79.54	3.93	4	12	80.00	4.40	1
5	Solving problems of cross cutting issues	3.82	72.73	3.82	5	12	80.00	4.20	3
6	Set out co-operative activities	3.64	70.45	3.64	6	12	80.00	4.20	4
7	Initiating debate and dialogue on personal and social issues	3.59	68.18	3.59	7	13	86.66	4.13	7
8	Games in the classroom	2.41	20.45	2.41	8	11	73.33	3.67	8

The activities of class work and home work were included in both groups sufficiently. This is confirmed by calculated mean of 4.20 and 4.30 respectively. This is also supported by 88.6% of group1 respondents with the calculated mean of 4.16. 84.1% of the instructors gave their responses that they include and use roles play in their classroom. 80% of the instructors (from table 10, group2) responded that the activities which are included in their teaching are set out co-operative activities, class work and homework and roles play in the class room. These are confirmed by the computed means 4.27,4.20 respectively. We can say that group 1 instructors did not include some important activities. When actual classrooms were observed , cooperative activities were not seen in the classrooms.

As shown in table 10 item number 4 instructors expressed their agreement from group 1 and strong agreement from group 2 common courses help trainees to initiate discussion asking and answering questions are included in their teaching lessons.

During the actual classroom observation, important trainees centered methods of teaching such as pair work and group work are not included. From these numerical values and the conducted observation, we can say that most the activities are not included in their teaching.

TABLE11 . Actual Practices in the Teaching- Learning Process during classroom Observation.

No	Item	Responses													
		Respts.	5		4		3		2		1		Total		Mean
			f	%	f	%	f	%	f	%	f	%	f	%	
1	Trainees centered lesson applied.	Group1	-	-	2	100	-	-	-	-	-	-	2	100	4.00
		Group2	-	-	2	100	-	-	-	-	-	-	2	100	4.00
2	Instructor's knowledge of the subject	Group1	1	50	1	50	-	-	-	-	-	-	2	100	4.50
		Group2	1	50	1	50	-	-	-	-	-	-	2	100	4.50
3	Instructor-trainees' interaction.	Group1	1	50	1	50			-	-	-	-	2	100	4.50
		Group2	1	50	1	50			-	-	-	-	2	100	4.50
4	Trainees' interaction in the teaching- learning (communication).	Group1	1	50	-	-	1	50	-	-	-	-	2	50	4.00
		Group2	2	100	-	-	-	-	-	-	-	-	2	100	5.00
5	Trainees' participation in the teaching-learning processes.	Group1	1	50	-	-	1	50	-	-	-	-	2	50	4.00
		Group2	1	50	-	-	1	50	-	-	-	-	2	50	4.00
6	Methods	Group1	1	50	1	50	-	-	-	-	-	-	2	100	4.50
		Group2	1	50	-	-	1	50	-	-	-	-	2	50	4.00
7	Availability and use of supplementary materials.	Group1	-	-	-	-	1	50	1	50	-	-	2	-	2.50
		Group2	1	50	1	50	-	-	-	-	-	-	2	100	4.50
8	Trainees-trainees interaction in group/pair work.	Group1	-	-	-	-	-	-	-	-	2	100	2	-	1.00
		Group2	1	50	-	-	-	-	-	-	1	50	2	50	3.00
9	Asking and answering questions.	Group1	2	100	-	-	-	-	-	-	-	-	2	100	4.00
		Group2	2	100	-	-	-	-	-	-	-	-	2	100	4.00

According to the above table, classroom observation was conducted in four TVET colleges (2 TVET from government and 2 from non-government) In order to see the actual performance of instructors and trainees. It is very helpful to observe the actual practices of instructors and trainees as one's action is entirely related to one's perception. Dereje (2005:41) reinforces the entire relation between ones action and one's perception as follows, "Instructors and trainees perception possibly influence their vocation." One's own belief or perception greatly affects his/her action. This is because." Ones action is possibly influenced by ones perception on instructors' and trainees' perception on the practice of

common courses." The presentation on classroom situation, classroom size, facilities and noise protection are very positive but it is very traditional to use combined classes when common courses are implemented. This is not to main courses. Most common course classes are combined. Different department trainees learn together.

Classroom performance was observed with different items listed in the table and with 5 scale level of performance 5 being Very high, 4 High, 3 Medium, 2 Low and as 1 Very low. The Classroom observation was conducted with scales mentioned above. When the classes were observed, many similarity and differences were there.

Group1 Instructors- trainees classroom observation show us that the trainees interaction, instructors-trainees' interaction, the methods implemented in the classroom during the actual teaching- learning processes were considered the most important performance as they were observed actually. Group2 trainees'- interaction in the teaching-learning process was the most important performance in this group. These performances confirmed (make definite) by the computed mean scores. They are the most important performances with mean scores 4.50 and 5.00 respectively. The other classroom performances, trainees-centered lessons, instruction preparation, trainees- trainees interaction, trainees participation in the teaching- learning process and asking and answer question performances are performed by the two groups equally. This is made definite by the computed mean scores 4.00 and 4.50. Trainees- trainees interaction in group or pair work was the performance by both groups but the difference comes when one is below average and the other is on the line of the average. As it is stated in the review of related literature.- trainees-centered approach is recommended for the implementation of common courses but the classroom observation showed that much attention was not given to such activities.

TABLE 12. Instructors' and Trainees' Actual Practices in the teaching Learning Process During classroom Observation.
Responses

No	Item	Responses													
		Respts.	5		4		3		2		1		Total		Mean
			f	%	f	%	f	%	f	%	f	%	f	%	
1	Trainees centered lesson applied.	Group1	-	-	2	100	-	-	-	-	-	-	2	100	4.00
		Group2	-	-	2	100	-	-	-	-	-	-	2	100	4.00
2	Instructor's knowledge	Group1	1	50	1	50	-	-	-	-	-	-	2	100	4.50
		Group2	1	50	1	50	-	-	-	-	-	-	2	100	4.50
3	Instructor- trainees' interaction.	Group1	1	50	1	50			-	-	-	-	2	100	4.50
		Group2	1	50	1	50			-	-	-	-	2	100	4.50
4	Trainees' interaction in the teaching- learning (communication).	Group1	1	50	-	-	1	50	-	-	-	-	2	50	4.00
		Group2	2	100	-	-	-	-	-	-	-	-	2	100	5.00
5	Trainees' participation in the teaching- learning process.	Group1	1	50	-	-	1	50	-	-	-	-	2	50	4.00
		Group2	1	50	-	-	1	50	-	-	-	-	2	50	4.00
6	Methods	Group1	1	50	1	50	-	-	-	-	-	-	2	100	4.50
		Group2	1	50	-	-	1	50	-	-	-	-	2	50	4.00
7	Availability and use of supplementary material	Group1	-	-	-	-	1	50	1	50	-	-	2	-	2.50
		Group2	1	50	1	50	-	-	-	-	-	-	2	100	4.50
8	Trainees- trainees interaction in group pair work.	Group1	-	-	-	-	-	-	-	-	2	100	2	-	4.00
		Group2	1		-	-	-	-	-	-	1	50	2	50	3.00
9	Asking and answering questions.	Group1	2	100	-	-	-	-	-	-	-	-	2	100	4.00
		Group2	2	100	-	-	-	-	-	-	-	-	2	100	4.00

At any time and at any grade level teaching / learning demands material resources which are very important. It is the reason that teaching and learning resources are needed in TVET colleges, too. It is the very reason that the researcher sets this check- list different items included in which they are very important in the teaching- learning processes. With this premise instructors gave their responses along the given items with three alternatives i.e. adequate, inadequate and not at all. According to table 13, 100% of the respondents (from group1) showed their responses that library accesses, computer laboratory rooms are provided to instructors adequately. 80.95% of the respondents are also provided pens and pencils, format for recording continuous assessment mark results ,chalk and duster adequately. In addition to this 57.14% and 60% of the instructors indicated their responses to the provision of text books with teachers guides adequately. In group2, 100% of the instructors were provided with library accesses, chalk, computer library rooms are the most important resources provided adequately. In addition to this, 80% of the respondents responded that instructors were provided format for recording continuous assessment mark results, duster, white boards are some of the recourses which are provided to instructors adequately. Further more 70% of the instructors in group2, were provided exercise books for notes, computer with accessories, paper for tests, adequately. In addition to this 60%of the were provided with common courses supplementary materials. Based on these numerical values in both groups there are some materials provided adequately.

On the contrary some materials are provided inadequately. 71.4% of the instructors responded that computer with accessories are provided and still 66.67% of the respondents indicated their responses that sufficient reference materials and common courses supplementary materials were provided in adequately. 57.14% of the instructors are also inadequately provided with exercise books for notes, paper for tests and lined paper. In group2 60% of the trainers responded that sufficient reference materials and tape recorders are provided in adequately. 50% of the respondents in group2 also confirmed that lined paper is given adequately. There are some resources which are not given to instructors at all. 90.48% of the instructors indicated their responses that TV/ Video is not provided at all. In addition to this, 85.71% of the instructors confirmed that tape recorders and language laboratory rooms are not given to instructors at all. 80.95% of the respondents gave their responses that projector

was not provided by the colleges. From the above numerical values, we can conclude that the recourses needed are not supplied adequate in some areas, whereas the resources in general.

TABLE 13 the perception of Instructors and Trainees on common course.

1/ How do you perceive instructors perception on common courses?							2/ How do you perceive trainees perception towards common courses?											
							Total		choices								Total	
									1		2		3		Total			
Respt.	f	%	f	%	f	%	f	%	Respt	f	%	f	%	f	%	f	%	
G1	95	52.5	30	16.6	56	30.9	181	100	G1	95	52.5	38	21	48	26.5	181	100	
G2	31	44.3	4	5.7	35	50	70	100	G2	36	51.4	21	30	13	18.6	70	100	
Total f & %	126	50.2	34	13.6	91	36.3	251	100	Total & %	131	52.2	59	23.5	61	24.3	251	100	
1. instructors have positive attitude towards common courses 2. instructors have negative attitude towards common courses 3. it is undecided							1. Trainees have positive attitudes towards common course. 2. Trainees have negative attitudes towards common courses. 3. it is undecided											

Group 1 refers to Government TEVT Trainees

Group 2 refers to Non Government TVET Trainees

As shown in table 13 item number 1, 95(52.5%) out of 181 trainees from Group 1 gave their responses that instructors have positive attitude towards common courses but (50%) of the trainees from Group 2 responded that they could not decide whether instructors have positive

or negative attitude towards common courses. According to table 14. item number 2, 95(52.5) out of 181 trainees(from Group 1) and 36

(51.43%) out 70 trainees (from Group 2) expressed their responses that trainees have positive attitude towards common courses but 38 (20.99%) out of 181(from group1) and 21(30%) out

of 70 trainees(from Group 2) indicated their responses that trainees have negative attitude towards common courses. Therefore, we can conclude from these numerical values in table 13 item number 2 that the trainees have positive attitude towards Common Courses. But when we compare instructors' responses in table 6 to trainees' responses in table 13, instructors responded that trainees less value to common courses. Instructors' responses are backed up with the trainees focus group discussion. Trainees expressed their attitude that they do not want to attend common courses' classes because the values given to common courses are less than the major courses value . Some trainees expressed their opinion that they do not understand common courses .It is possible to from their actual focus group discussion that trainees have negative attitude towards the courses given commonly, b but trainees seem to unwilling to accept this reality.

Table.14 Upgrading of the perception of Instructors and Trainees on Common Courses.

3. What can be done to upgrade instructors and trainees attitude towards common courses in TVET colleges?							If your answer for question No 3 is "1" what can the reason (s) of organizing these activities?																				
							Total		choices					Total													
Respt.	f	%	f	%	f	%	f	%	Respt	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%		
G1	158	87.3	19	10.5	4	2.2	181	100	G1	26		17	9.4	138	76.2	181	100	8	4.4	20	11.1	27	14.9		69	11	100
G2	60	85.3	3	4.3	7	10	70	100	G2	7		7	10	56	80	70	100	7	10	5	7.1	3	4.3		78	70	100
Total f &%	218	86.9	22	8.8	11	4.4	251	100	Total f &%	33		24	9.6	194	77.3	251	100	15	5.9	25	9.9	30	11.9		72	25	100
<ol style="list-style-type: none"> Preparing short training workshops and panel discussions No need of giving much attention to common courses it is only duty of common course instructors to have positive attitude towards common course 							<ol style="list-style-type: none"> lack of awareness lack of co-operative working tradition among college community Both 1 and 2 can be possible answers. 							<ol style="list-style-type: none"> learning the other subjects properly create importance by them selves create importance with main course All are possible answers. 													

As it is indicated in table 14., item no 3, 158(87.3%) out of 181 trainees (from group 1) and 60(85.7%) out of 70 trainees (from group 2) responded that it is possible to upgrade instructors' and trainees' attitude towards common courses through short term training, work shops and panel discussion. 48(26.5%) out of 181 trainees and 4 (2.2%) out of 70 trainees responded that it is not possible to improve instructors' and trainees' attitude towards common courses. From these numerical values (87.3%) and (85.7%) group 1 & 2 respectively, we can come to the conclusion that instructors' and trainees' attitude towards common courses can be improved through different mechanisms the colleges arrange.

According to table 15, item number 4, 138(76.2%) out of 181 trainees(from group 1) and 56(80%) out of 70 trainees(from Group 2) responded that short term training, work shops and panel discussions are the means to over come lack of awareness and lack cooperative work tradition among the colleges' community.

As shown in table 14 item number 5, 126(69.6%) out of 181 trainees (from Group 1) and 55(78.6%) out of 70 trainees (from Group2) expressed their responses that teaching/ learning common courses help as tools to learn other subjects, as skills' trainees develop and integrate the one common courses with major courses. So can conclude that most trainees in both groups, 181(72%) out of 251 trainees confirmed that teaching/ learning common courses is very important.

TABLE 15. Trainees' Achievements of common course.

7. When you compare your achievements of common courses and Major main courses:										8. What can be done to upgrade trainees' common courses results?									
choices							Total			choices							Total		
	1		2		3					1		2		3				Total	
Respt.	f	%	f	%	f	%	f	%	Respt	f	%	f	%	f	%	f	%	f	%
G1	30	16.6	122	67.5	29	16	181	100	G1	5	2.8	21	11.6	16	8.8	139	76.8	181	100
G2	12	17.1	43	61.4	15	21.4	70	100	G2	10	14.3	11	15.7	-	-	49	70	70	100
Total f & %	42	16.7	165	68.9	44	17.5	251	100	Total & %	15	5.9	32	12.8	16	6.4	188	74.9	251	100
<ol style="list-style-type: none"> 1. they are the same 2. they are different 3. it is not possible to differentiate 										<ol style="list-style-type: none"> 1. the college community work cooperatively 2. integrate common course materials to major courses materials 3. help trainees effort 4. 1-3 should be implemented 									

According to table 15 item number 7, 122(67.5%) out of 181 trainees (from Group 1) and 43(61.4%) out of 70 trainees (from Group 2) confirmed that trainees' results in common courses are not similar to that of major courses. There is a difference in achievement. As shown in table 15 item number 8, 139(76.8%) out of 181 trainees (from group 1) and 49(70%) out of 70 trainees (from Group 2) responded that the important measures to improve trainees' common courses results are needed. In order to achieve this goal, the cooperative efforts of the colleges' community, the integration of learning and teaching common courses' materials to that of major courses' materials with the support trainees and strong efforts help improve the situation.

During the focus group discussion, trainees expressed their opinion about common courses that they didn't give due attention. Some of the participants confirmed that they don't have back ground knowledge on common courses. Some trainees preferred common courses to TVET program courses but some opposed this. They equally consider the values of common courses to be equal to that of major courses. According to the trainees' responses, the achievements of courses that are given commonly and the major courses are not the same because of their actions being influenced by their perception. So, it is assumed that the majority of them are in favor of it. Most trainees have negative attitude towards common courses. It seems logical that the achievements trainees on common courses are less than that of the major ones. This is so, because of their negative perception.

Table 16. Roles and the Challenges Trainees faced on Common Courses Learning.

9/What can be the roles of trainees in the implementation of common courses program?								10/ What are the challenges that make trainees develop negative attitudes towards common courses?													
Choice							Total		Choices								Total				
Respts	1		2		3		f	%	Respts	1		2		3		4		f	%	f	%
	f	%	f	%	f	%				f	%	f	%	f	%	f	%				
G1	170	93.9	10	5.5	1	0.6	181	100	G1	21	11.6	18	9.9	-	-	24	13.3	118		181	100
G2	66	94.3	-	-	4	5.7	70	100	G2	6	8.6	13	18.6	14	20	1	1.4	36		70	100
Tot. F.&%	236	94	10	4	5	2	251	100	Tot. f.&%	27	10.8	34	13.6	14	5.6	26	10.4	150		251	100
1/ 1/ Follow trainees -centered teaching method 2/ Simply follow instructors explanation 3/ Trainees private effort only									1/ Social negative attitude towards TVET 2/ Trainees negative attitude towards TVET 3/ Instructors parents negative attitude toward TVET 4/ The college community's negative attitude towards common courses 5/ All 1-4 mentioned above are the challenges												

1

According to table 16 .item number 9, 170(93.9%) out of 181 trainees (from Group 1)and 66(94.3%) out of 70 trainees (from Group2) expressed their responses that the implementation of common courses should be through trainees' centered methods which enable them to have active participation and to be motivated to play their active roles in their competence development. This is one of the ways trainees can develop their general abilities. On the contrary, 10(5.5%) and 1(0.6%)out of 181trainees from Group 1 and 4(5.71%) out of 70 trainees (from Group 1) supported the dominant roles of instructors and individual trainees effort alone as an important means of learning common courses. Thus, it is possible to conclude from most trainees' responses that trainees' centered method is very important in common courses teaching /learning process.

According to table 16, item 10, 118(65.2%) out of 181 trainees (from group1) and 36(51.43%) out of 70 trainees(from Group 2) indicated their responses that the challenges that made trainees develop negative attitude towards common courses include the negative attitudes of the society, trainees, trainees' parents' and the colleges' communities. From this we can say that trainees' negative attitude as an extension of the society's in general and their parents' as well as the respective colleges' communities in particular.

CHAPTER .V. SMMARY, CONCLUSIONS AND RECOMMENDATIONS.

5.1. Summary.

The intention of this research was to investigate the perception of instructors and trainees on common courses. The roles of common courses in TVET colleges and the factors that influence trainees' competence on common courses were the part of the purposes of the study. Descriptive survey method was used .To this end, TVET Colleges' instructors, trainees , deans, vice deans and department heads as well as documents were used as sources of data.

Samples of the study were selected based on different sampling techniques. The four TVET colleges from seven in South Wollo Zone were selected by purposive sampling because from the private TVETs only two have third year trainees and in government TVETs. They do not have year one trainees. So, it was the reason to choose TVET colleges purposely. That was also the reason the research selected year three trainees. There was also additional situation that made the research to choose year three trainees as all trainees have taken all common courses from year one to year three.

The study employed some peculiar instruments such as questionnaire, semi structured interview, focus group discussion, class room observation to asses the target respondents perception, the challenges trainees faced and the functions of common courses. Both quantitative and qualitative data analysis methods were employed and the following major findings are found.

1. Many sample instructors and trainees agreed that common courses help trainees develop their abilities to express ideas, to learn the other subjects properly. The courses also provide trainees with general back ground for further education and to have positive attitude towards others. These are confirmed by statistical means computed as .45, 4.4 and 4.67 respectively. This goes with what , Mulugeta and Tesfaye (2004:1) explained as the function of common courses; "Common courses ... lead trainees from job management to development." and what the MOE (2007:26) put it as "Work readiness, career perspectives and learners mobility can be facilitated by learning out comes from common modules."

2. As the activities are ranked in table 5, most respondents agreed that common courses activities are used to give chances to trainees to participate in different college activities and exercise their competences. Since they have learned common courses, the courses help trainees to progress discussion, questioning and answering. It is cited that these courses helped trainees to be problem solvers being motivated to do pair work and group work to develop cooperative work, which is important in life at the colleges and in the society as well.
3. According to the data conducted so far, there are many challenges such as lack of good back ground knowledge, proper attention to common courses and trainees trainees gave low vaue to common courses and lack of cooperative working tradition among college community.
4. With regard to the appropriateness of common courses to major courses materials, most instructors (61.3% and 80%) of the total confirmed that common courses enable trainees to meet their professional needs
5. With regard the activities class work and home work, initiating discussion, questioning and answering, role playing in the class and encouraging trainees to do the activities with the view of self- confidence development are the most first ranked activities in trainees' responses. However, most instructors didn't include student centered activities i.e. pair work and group work during the class room observation time.
6. According to the data reference materials for common courses are inadequate and language laboratory is totally absent in sample colleges as these materials are very pertinent.
7. With regard to trainees responses about the perception of instructors (group2) confirmed that instructors have positive attitude towards common courses but some of them have confirmed that some instructors gave less value to common courses. In relation to trainees perception almost all respondents agreed that trainees have positive attitude.
8. According to the information obtained from trainees responses (87.3% and 85.7%) different mechanisms are needed to upgrade trainees' and instructors' attitude towards common courses.
9. The functions of common courses as indicated by trainees is given due attention.
Trainees confirmed that courses help learn the other subjects properly.

10. The data on the achievement of common courses show that they are not are not the same as that of major courses.
11. Regarding the common challenges that made trainees give less value to common courses are the society, trainees, instructors, parents and the college community give at large.
12. According to trainees written responses at the end of the questionnaire they didn't want to attend common courses classes regularly. Most of them didn't do class work and home work and assignment properly. More over, most trainees agreed that the major problem is trainees' lack of, if not absence of, interest in the subject matter

5.2 Conclusions.

Common courses are part of the TVET courses that play important roles in production of skilled man power. Unless the program is handled properly, it can affect trainees' learning in TVET colleges and in their work and the life as well.

Based on the findings in line with the basic questions of the research, the researcher arrived at the following conclusions

1. Instructors and trainees perceive common courses for the development of trainees' ability to express their ideas and provide trainees with general back ground knowledge for further education. So, instructors and trainees have positive attitude towards common courses. The courses are found to be helpful to the trainees to learn other subjects properly. In addition to this, the courses given commonly recognized as helpful to trainees have – positive attitude towards others, good skills and knowledge of the subjects they learn.
2. In the development of trainees' competence, common courses activities and the roles they play to develop trainees' abilities is very important. The activities which will give chances to trainees to participate in the colleges', activities and develop their abilities and become problem solvers. The courses also help trainees to develop their abilities of discussion, questioning and answering activities. In addition to this, they help to initiate pair work and group work in the class room and out side the class room.
3. Most trainees have lack of background knowledge and lack of giving proper attention to common courses are the most recent challenges to the trainees. Lack of integration of

common courses materials to that of major courses materials are the other challenging situations.

4. The absence of appropriateness of common courses materials is one of the hindrance to the problems in attending the courses.

5. Lack of the inclusion of common courses' activities in major courses instructors teaching activities is the other challenge

6. In terms of the problems of the materials supply, there is a short age of references . The materials are not supplied adequately in most common courses.

7. Majority of the participants have positive attitude on common courses. However, there is a tendency to give less value to common courses by trainees and instructors as well as the society. The common reason for these are the underestimation of the society, some instructors, parents and the trainees themselves.

5.3 Recommendations.

On the basis of the findings and the conclusions made above, the following recommendations are suggested.

1. Instructors and the society need to have the vision of creating trained human resource. Helping trainees Practice their skills, knowledge and identify their rights in the colleges and in the society is very advisable. By ding so, the colleges community shall develop positive attitude towards common courses offered in the TVET colleges.

2. It is obvious that trainees need background knowledge to learn other subjects. So, all TVET colleges should work attentively to upgrade trainees'. background knowledge through the common course.

3. Both government and private TVET colleges should work hard by giving chances to trainees to participate in different colleges' activities. To be effective in common courses implementation self learning method/ student centered method / should be practiced by the TVET colleges in general and common courses instructors in particular.

4. Both the government and non- government colleges make common courses materials to be integrated to TVET programmes rather than to the preparatory programmes.

5. Both the government and non-government organization should be able to avoid the common challenges of lack of background knowledge, lack of proper attention to common courses. The materials should fit the intention of the TVET programme.
6. Raising the awareness of the society in general and the instructors and trainees in particular on the TVET system as well as the common courses
7. It is advisable that all TVET college instructors should encourage self learning methods (student centered method) with activities like pair work, group work etc.
8. Both the government and private TVET colleges need to upgrade instructors and trainees attitude towards common courses.
9. Both the government and the private colleges should work hard to up grade the attitude of the society, instructors, trainees and parents not to give less value to common courses.

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ADDIS ABABA UNIVERSITY
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COLLEGE OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHERS'
PROFESSIONAL DEVELOPMENT STUDIES.

QUESTIONNAIRE TO BE FILLED BY INSTRUCTORS.

Introduction:

The main purpose of this questionnaire is to gather data on instructors' perception and practices on common courses in preparing skilled labor force. Your valuable opinion will have great impact on the improvement of offering common courses and materials preparation. The researcher believes that you would respond to the questionnaire honestly and truthfully. The researcher also assures you that your responses will be used only for academic purposes. It is not necessary to write your name on the question paper.

You are kindly requested to fill in the questionnaire carefully. Give your responses by writing "x" in the box and by writing your answers on the space provided when necessary.

Thank you in advance for your co-operation!

PERSONAL INFORMATION.

Please give your responses by writing "x" in the box and by writing your answers on the space provided when necessary.

Sex: Male Female
Age: 20-30 31-40 41-50 51-60
Qualification: Degree Masters Doctorate
Teaching experience: 1-10 11-20 21-30 31 and above

Your major area of study-----

The subject you are teaching now -----

The College you are working-----

Five sections are included in this part of the questionnaire. Each section has its subtitle and instruction. You are kindly requested to fill in the questionnaire carefully. Give your responses by writing "x" in the box and by writing your answers on the space provided when necessary. Thank you in advance again for your devotion to answer these questions.

Each question is followed by choices of responses which are indicated in brief as follows(sections 1-5)

- Strongly agree ----- 5
- Agree ----- 4

- Undecided ----- 3
- Disagree ----- 2
- Strongly disagree ----- 1

Section 1. The Intended Trainees' Competence as a result of common courses you feel it is to:

		5	4	3	2	1
1	Provide learners with general background for further education					
2	help learners have good skills of the subjects they learn.					
3	help learners have good knowledge the subjects they learn.					
4	help learners have positive attitude towards others.					
5	help learners be ready for future work					
6	help learners develop their abilities to express ideas					
7	help learners develop their abilities to learn other subjects properly					
8	help learners be competent learners					
9	help learners be good members of the society					
10	help learners be problem solvers					
11	help learners have good skills of communication, numeracy, civics, IT, entrepreneurship and business growth.					

Please write if there are any other additional competences _____

Section .2 Common courses activities would be helpful in developing trainees' competence in:

		5	4	3	2	1
1	motivating and initiating trainees					
2	organizing integrated activities					
3	encouraging trainees inside and outside of classroom in different forms of debate and dialogue activities					
4	giving chances to trainees to participate in different college activities and exercise their competences.					
5	initiating individual, pair and group work in class work and homework					
6	organizing cross- cutting issues as part of the training curriculum.					
7	helping the progress of discussion, questioning and answering activities.					
8	Practicing problem solving activities					
9	using common courses as skills development areas.					
10	using common courses as tools to learn other subjects					

Please write if there are additional helpful benefits Common course activities offer -----

Section .3.The Common Challenges to trainees as related to common courses are:

		5	4	3	2	1
1	the negative attitudes of the society towards TVET					
2	lack of integration of common course materials to technical and vocational course materials.					
3	lack of co-operation among college communities					
4.	lack of proper attention to common courses.					
5	lack of good background knowledge of common courses.					
6	the mismatch between common courses and the qualities of trainees					
7	negative attitudes of parents towards TVET.					
8	negative attitudes of trainees towards common courses.					
9	negative attitude of curriculum planners to common courses					

Please write if there are additional challenges-----

Section.4. The next 4 questions (in the table) given below are planned so as to measure how appropriate common courses teaching and learning materials are related to technical and vocational courses teaching and learning materials

	Item	Very high	high	Undecided	Low	Very low
1	The fitness of common course materials to the goals of technical and vocational course materials					
2.	The extent of the objectives of common courses reflecting trainees personal interests and needs.					
3	The extent of common courses to enable trainees to meet their professional needs.					
4	The degree of the integration of common courses and main courses.					

Please write if there are additional appropriateness -----

Section.5. The degree of activities included or not included in your teaching:

		Very high	high	Undecided	Low	Very low
1	set out co-operative activities					
2	initiating debate and dialogue on personal and social issues					
3	solving problems of cross-cutting issues					
4	initiating discussion, questioning and answering					
5	encouraging trainees to do activities with the view of self-confidence development.					
6	class work and homework					
7	role plays in the class					
8	games in the classroom					

Please write if there are additional activities -----

መ/ሀ ብሔራዊ የሥነ ምግባርና ህዝብ ጤና ሚኒስቴር ስር
/ሀ/ የሥነ ምግባርና ህዝብ ጤና ሚኒስቴር ስር
/ሀ/ የሥነ ምግባርና ህዝብ ጤና ሚኒስቴር ስር
/ሀ/ የሥነ ምግባርና ህዝብ ጤና ሚኒስቴር ስር
/ሀ/ የሥነ ምግባርና ህዝብ ጤና ሚኒስቴር ስር
/ሀ/ የሥነ ምግባርና ህዝብ ጤና ሚኒስቴር ስር

ጋረጋ

7. ተጠቃሚዎች ስርዓት ከጋራ የሥነ ምግባርና ህዝብ ጤና ሚኒስቴር ስር

ጋረጋ

6. የጥያቄ ቁጥር 4 የሥነ ምግባርና ህዝብ ጤና ሚኒስቴር ስር
/ሀ/ የሥነ ምግባርና ህዝብ ጤና ሚኒስቴር ስር
/ሀ/ የሥነ ምግባርና ህዝብ ጤና ሚኒስቴር ስር
/ሀ/ የሥነ ምግባርና ህዝብ ጤና ሚኒስቴር ስር
/ሀ/ የሥነ ምግባርና ህዝብ ጤና ሚኒስቴር ስር
/ሀ/ የሥነ ምግባርና ህዝብ ጤና ሚኒስቴር ስር

መሥሪያ

/ሀ/ የሥነ ምግባርና ህዝብ ጤና ሚኒስቴር ስር
/ሀ/ የሥነ ምግባርና ህዝብ ጤና ሚኒስቴር ስር

የወይይት

/ሀ/ የሥነ ምግባርና ህዝብ ጤና ሚኒስቴር ስር
/ሀ/ የሥነ ምግባርና ህዝብ ጤና ሚኒስቴር ስር

4. የጋራ የሥነ ምግባርና ህዝብ ጤና ሚኒስቴር ስር
/ሀ/ የሥነ ምግባርና ህዝብ ጤና ሚኒስቴር ስር
/ሀ/ የሥነ ምግባርና ህዝብ ጤና ሚኒስቴር ስር
/ሀ/ የሥነ ምግባርና ህዝብ ጤና ሚኒስቴር ስር
/ሀ/ የሥነ ምግባርና ህዝብ ጤና ሚኒስቴር ስር
/ሀ/ የሥነ ምግባርና ህዝብ ጤና ሚኒስቴር ስር

3. የጋራ የሥነ ምግባርና ህዝብ ጤና ሚኒስቴር ስር

/ሀ/ የሥነ ምግባርና ህዝብ ጤና ሚኒስቴር ስር
/ሀ/ የሥነ ምግባርና ህዝብ ጤና ሚኒስቴር ስር
/ሀ/ የሥነ ምግባርና ህዝብ ጤና ሚኒስቴር ስር

2. ተጠቃሚዎች ስርዓት

9. ሰልጣኞች የሚፈለጉባቸውን ብቃቶች ለማዳበር እንዲችሉ ለማድረግ በጋራ ኮርሶች አሰጣጥ ላይ የሚኖራቸው ሚና ምን መሆን አለበት?

ሀ/ ሰልጣኞችን ያሳተፈ/ ተማሪ ተኮር የማስተማር ስልት አበክሮ መከተል፤

ለ/ የመምህራንን ገለጻ ብቻ ማዳመጥ/መከተል፤

ሐ/ የሰልጣኞች የግል ጥረት ብቻ በቂ ነው፤

10. ተማሪዎች በጋራ ኮርሶች ላይ የተዛባ አመለካከት እንዲኖራቸው የሚያደርጉ ዋና ዋና ምክንያቶች ምን ሊሆኑ ይችላሉ?

ሀ/ ህብረተሰቡ ለቴክኒክና ሙያ ትምህርትና ስልጠና ያለው ዝቅተኛ አመለካከት፤

ለ/ ሰልጣኞች ለቴክኒክና ሙያ ትምህርትና ስልጠና ያላቸው ዝቅተኛ አመለካከት፤

ሐ/ የሰልጣኞች ወላጆች ለቴክኒክና ሙያ ትምህርትና ስልጠና ያላቸው ዝቅተኛ አመለካከት፤

መ/ የኮሌጁ ማህበረሰብ ለጋራ ኮርሶች ዝቅተኛ ግምት መስጠት፤

ሠ/ በሁሉም ምክንያቶች

11. በአጠቃላይ በጋራ ኮርሶች አሰጣጥና አደረጃጀት ላይ

የሀላፊዎችን፣ የተማሪዎችንና የመምህራንን አመለካከት ለማሳደግ ምን መደረግ አለበት ትላለህ/የለሽ?

C

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF CURRICULUM AND TEACHERS' PROFESSIONAL DEVELOPMENT STUDIES.

Interview Guide for Common Courses' Instructors in TVET Colleges.

Objectives:

The main target of the study is to gather data on instructors' and trainees' perception and practices on common courses. Thus, as you are responsible for the implementation of common courses program in this college, the information you provide is very pertinent for the success of the study. The following questions will be used as guides.

1. What are the roles of common courses in view of the production of skilled labor force?
2. What method(s) can be used for training trainees to be knowledgeable and responsible in the college, in their work places and in the society as well?
3. Do trainees actively participate in common courses classes? If not, Why not?
4. To implement common courses properly in your college, what could be the roles of the college's academic and administrative staffs and the trainees as well?
5. In your opinion what can be the solutions of the problems of common courses'?
6. To what extent do you say the designed common courses' curriculum make trainee effective users of these courses in their college course work, work places and in the society as well?
7. Would you explain trainees' attitudes towards common courses?
8. Would you please explain the situation of common courses teaching and learning program how effective is the common courses program? if there were problems, how did you solve the problems?
9. How would you evaluate the relationship between common courses and major courses?
10. Would you like to explain the common courses teaching and learning program in relation to:
 - ❖ the support services they render;
 - ❖ trainees' attitudes, interests, participation;
 - ❖ problems/ challenges you faced in your teaching process
11. What is your evaluation about the contents of common courses materials/modules to the needs and interests of trainees?
12. Finally, would you like to add any comment, suggestion or recommendation in how to improve the preparation and implementation of common courses materials?

D

CLASS ROOM OBSERVATION CHECK LIST

Name of the college _____
 Subject observed _____
 Name of the instructor _____
 Date of observation _____, Time _____

1. classroom situation

- Large enough _____
- Has facilities _____
- Noise protected _____
- Combined class _____
- Single class _____

2. Classroom Performance.

No	Classroom performance	Level of performance				
		Very high	High	Medium	Low	Very low
1.	Trainees centered lesson.					
2.	Instruction preparation					
3.	Instructor- trainees' interaction.					
4.	Trainees' interaction in the teaching- learning (communication).					
5	Trainees' participation in the teaching-learning processes.					
6	methods-					
7	Availability and use of supplementary materials.					
8	Trainees-trainees interaction in group/pair work.					
9	Asking and answering questions.					

E

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SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHERS'

PROFESSIONAL

DEVELOPMENT STUDIES.

Questions for discussion with trainees (Focus Group Discussion)

1. Is there shortage of common courses text books in your College/Institution?
What do you think is the text-trainees ratio?
2. What are the most common methods and strategies (techniques) commonly used by your instructors in common courses teaching/ learning?
3. Do your instructors use relevant supplementary materials when it is necessary?
4. Do common courses instructors encourage trainees to ask and answer questions?
5. Do your instructors give homework and assignments individually, in pair or in-groups on important issues?
- 6 Do your instructors always check, correct and give feed back for the works done on time?
- 7 .Do you attend common courses classes attentively? If not, Why not?
- 8 Do instructors support low achievers? If so, in what ways?
9. What is the classroom atmosphere in your common courses classes? Your department alone or with the other departments?

F
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 SCHOOL OF GRADUATE STUDIES
 COLLEGE OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHERS' PROFESSIONAL DEVELOPMENT STUDIES.

The Rating Scale Filled by Common Courses' Instructors.

You are kindly requested to indicate the degree to which the college offers the required materials for common courses by writing an 'x' in one of the given alternatives along each material in the box.

No	Type of available learning recourses	Alternatives		
		Adequate	Inadequate	Not at all
1.	Exercise books for notes			
2.	Pens and pencils			
3.	Paper for test and quiz			
4.	Projector			
5.	TV/Video			
6.	Computers with accessories			
7.	Library (libraries)			
8.	Sufficient reference materials for common courses.			
9.	Tape recorders.			
10.	Format for recording continuous mark results			
11.	Common courses supplementary materials.			
12	Duster			
13	Chalk			
14	White board.			
15	Laboratory rooms {-Language & Computer)			
16	Text books with teacher's guide			
17	Sufficient reference materials			
18	Lined paper			

W/O SIHEEN COLLEGE OF TVET

STUDENT ACADEMIC RECORD
 OFFICE OF THE REGISTRAR
 P.O. BOX: 1216 DESSIE, ETHIOPIA
 ☎ 033 - 111 - 70 - 08 / 033 - 111 - 69 - 77
 NAME OF THE TRAINEE: ADDIS AYALEW KASSA

FIELD OF TRAINING: Library and Information Science
 PROGRAMME: 10+3 (DIPLOMA)
 OCCUPATION TITLE: Advanced Library & Information Worker
 SEX: M AGE: YEAR: 1997-9 E.C

PHOTO

YEAR: I						YEAR: II						YEAR: III					
COURSE TITLE	TRAINING HRS.	MAXIMUM ACHIEVABLE MARKS	ACHIEVED MARK	OUT OF (100%)	LETTER GRADE	COURSE TITLE	TRAINING HRS.	MAXIMUM ACHIEVABLE MARKS	ACHIEVED MARK	OUT OF (100%)	LETTER GRADE	COURSE TITLE	TRAINING HRS.	MAXIMUM ACHIEVABLE MARKS	ACHIEVED MARK	OUT OF (100%)	LETTER GRADE
Main Courses						Main Courses						Main Courses					
User Service	257	19	14.23	74.89	C	Library administration	456	33	24.03	72.82	C	Cataloguing II	268	19	13.61	71.63	C
In School training	162	12	7.68			In School training	250	19	10.55			In School training	144	10	5.30		
Project work	25	2	1.60			Project work	50	4	3.68			Project work	28	2	1.72		
Apprenticeship	70	5	4.95			Apprenticeship	156	10	9.80			Apprenticeship	96	7	6.59		
Acquisitions	130	9	7.36	81.78	B	Library information and documentation	456	33	26.60	80.61	B	Library Administration II	299	21	16.19	77.10	B
In School training	70	5	2.70			In School training	250	19	12.92			In School training	166	12	7.63		
Project work	20	1	1.70			Project work	50	4	3.68			Project work	30	2	1.98		
Apprenticeship	40	3	2.96			Apprenticeship	156	10	10.00			Apprenticeship	103	7	6.58		
Classification I	181	13	10.04	77.23	B	Supportive Courses						Classification II	345	26	20.71	79.65	C
In School training	81	6	3.18			Computer Utilization In Library	150	10	7.00	70.50	C	In School training	188	14	9.10		
Project work	20	1	0.86			Common Courses						Project work	44	3	2.82		
Apprenticeship	80	6	6.00			Mathematics	75	5	3.30	66.00	C	Apprenticeship	113	9	8.79		
Cataloguing I	215	15	10.78	71.87	C	English	75	5	2.55	51.00	C	Supportive Courses					
In School training	120	8	4.00			Civics	50	4	2.12	53.00	C	Library Automation	75	5	2.80	56.00	C

Ethiopian TVET-System

Curriculum Development

Common Module Tables

<i>Common Modules Year 1</i>		
Code	Module Title	Nominal Duration (Hrs)
C01	Mathematics *	75 hrs
C02	English *	75 hrs
C03	Civics *	50 hrs
C04	Introduction to information technology and basic application	80 hrs
C05	Entrepreneurship	80 hrs

*N.B.:
 Mathematics = Grade 11 Unit 1, 2, 3, 5, 6
 English = Grade 11 Unit 1 to 10
 Civics = Grade 11 All units

<i>Common Modules Year 2</i>		
Code	Module Title	Nominal Duration (Hrs)
C06	Mathematics *	75 hrs
C07	English *	75 hrs
C08	Civics *	50 hrs
C09	Introduction to Computer Net working	50 hrs
C10	Small business management	80 hrs

*N.B.:
 Mathematics = Grade 12 Unit 1, 2, 3.
 English = Grade 11 Unit 11 to 14
 English = Grade 12 Unit 1 & 2
 Civics = Grade 12 All units

<i>Common Modules Year 3</i>		
Code	Module Title	Nominal Duration (Hrs)
C11	Mathematics *	75 hrs
C12	English *	75 hrs
C13	Civics *	50 hrs
C14	Introduction to web development	50 hrs
C15	Business growth strategy	80 hrs

*N.B.:
 Mathematics = Grade 12 Unit 4,5
 English = Grade 12 Unit 3,4,5,6
 Civics = Course developed for colleges

Declaration

I here by declare that this thesis is my work and that all sources of material used for the thesis have been duly acknowledged.

Name Kebede Yesuf

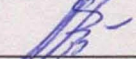
Signature 

Date 30/06/2008

Approval

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

Name Lemmas Setegn

Signature 

Date 30/06/2008