

ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES



THE PRACTICE, PROBLEMS AND PROSPECTS OF  
CAREER GUIDANCE AND COUNSELING SERVICES  
IN SELECTED PRIVATE TVET COLLEGES  
IN ADDIS ABABA



BY  
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THE PRACTICE, PROBLEMS AND PROSPECTS OF  
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IN ADDIS ABABA

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## ACRONYMS

- AA - Addis Ababa
- AAU - Addis Ababa University
- EMPDA - Educational Material Production and Distribution Agency
- IER - Institute of Educational Research
- IIEP - International Institute of Educational Planning
- ILO - International Labor Organization
- MOE - Ministry of Education
- NGO - Non-Governmental Organization
- OECD - Organization for Economic Co-operation and Development
- SCCT - Social Cognition Career Theory
- UNDP - United Nations Development Project
- UNESCO - United Nations Educational, Scientific and Cultural Organization
- TVET - Technical and Vocational Education Training

## ABSTRACT

*The thesis was based on the findings of the research study entitled “The Practice, Problems and Prospects on Career Guidance and Counseling Services in Selected Private TVET Colleges of Addis Ababa”. The main purpose of the study was to investigate the practices, problems and prospects of career guidance and counseling services in TVET institutions. To this end, an attempt was made to look into the services offered in selected private TVET colleges, the problems they face and the future expectations regarding the services of career guidance and counseling in such vocational training institutions.*

*A descriptive survey method was employed to gather the required information from four private TVET colleges in Addis Ababa. These sample institutions were selected from 64 currently accredited & pre- accredited private TVET colleges which have been offering 10+3 or diploma program within Addis Ababa city government. Setting the private institutions with less than five years experience aside, the researcher was tried to focus only on twelve private TVET institutions offering the aforementioned program in Addis Ababa. From these population size, only four institutions were selected based on their location found in different sub-city and number of trainees as well as fields of study in these institutions are found to be larger than others as sample size for the study which accounted about 25.47% of the population.*

*The subjects of the study were 406 students, 130 vocational teachers, 12 individuals who are acting as career guidance and counselors, and 4 deans/assistant deans from selected institutions. The student respondents were selected by applying stratified sampling technique based on the number of trainees in each field of study from sample institutions and simple random sampling technique from each class, while the rest were selected through available sampling technique because of their limited numbers.*

*Information was obtained using questionnaires, interviews, observation and document analysis. The result indicates that: the majority of trainees were females, in contrary the majority instructors, those acting as career counselors and administrators were males. In selected private TVET colleges, there was no career guidance and counseling office organized to facilitate its activity primarily, in contrary the services of career guidance and counseling were offered by apprenticeship office, guidance and counseling unit, student affairs’ unit and public relation unit of the institutes as their secondary or additional tasks.*

*The career guidance and counseling services of each institution were mainly focused on post-admission of students, i.e. during students are within the institution while they are on the process of training. This implies, it ignores pre-admission, job-placement and follow-up activities after graduation. While this study takes place, it is also proved that there is no guideline about career guidance and counseling services that are being practiced in TVET institutes. Based on these and other facts, it is recommended about: professionals in the field, the requirement of intensive training and clear guideline on the career guidance and counseling services.*

## CHAPTER ONE

### INTRODUCTION

#### 1.1. Background of the Study

Establishing effective career guidance and counseling service is important in any well-functioning TVET system. According to UNESCO (2002:10), utilizing career guidance and counseling system promotes better course selection capacity of the students. This capacity in turn benefits the learners and makes them more pleased with their selection, and also benefits TVET institutions in reducing drop-out rates. In addition to this, good career guidance can also help to narrow the gap between education and unemployment, on the one hand, and productive livelihoods on the other. Thus, the advantages listed can be considered as effective means of improving the status of TVET in the public perception.

According to UNESCO (2002:80), career guidance and counselor assists learners in planning their education and training and in enhancing the training to produce more employable skilled labour by helping the trainees to understand and appreciate their talents, communicate effectively with others, explore career alternatives, develop appropriate educational and vocational training plans, and integrate successfully with the society and the labour market. Career guidance and counseling is important to education and training institutions because it helps to ensure that students make the best use of the learning opportunities.

According to Amare (2004:1), the goal of career guidance and counseling is to effect change in the behavior which will enable the student to live a more productive, satisfying life as he/she defines it within society's limitation. However, to be an effective career guidance and counselor, one has to have

adequately collected reliable and valid information of the students and the real world of work.

Although the National TVET Strategy (2002) states a qualified vocational counselor has to be assigned in each TVET institution most of those who were assigned are found to be unqualified and inefficient for the following major reasons. There is no vocational guidance and counseling guideline. So the assigned counselors did not know what duties and responsibilities were expected from them; and most of the TVET staff members have linked vocational counselor with apprenticeship training program coordinator. This indicates that there is lack of awareness in the area of vocational guidance and counseling. The so-called career guidance and counselors have never got any training since their assignment and no personal career development was exhibited in TVET training system. In line with this, there is no any career guidance and counseling service in junior and lower secondary schools of Ethiopia.

In order to deal with the appropriate career guidance and counseling task appropriately trained (qualified) manpower in the area is mandatory. Professionals of the area demonstrate the knowledge and skills for a specialty in career guidance and counseling that the generalist counselor might not possess.

Proper identification of talents and provision of conducive environment for the learner's development are two vital services urgently needed for the reduction of social, educational, and vocational problems of the individual learner through guidance and counseling services in a positive contribution to the smooth and healthy development of the individual and the society.

## **1.2. Statement of the Problem**

There are two related aspects to the question of what makes career guidance and counseling service good. The first one is related to the provision and the

second to the quality of career guidance and counseling services. But, according to Bell (in Amare, 2004:3) the delivery of a quality service may depend on the available resource. In order to make the career guidance and counseling service effective, the institution need be organized in manpower and physical facilities. Qualified professionals with adequate number should be assigned and the office has to be furnished (organized) with the necessary facilities.

Taking this idea into consideration, the problem of this study is based on the premises: Even though career guidance and counseling services have been given in TVET institutes, they are not properly staffed and also not strengthened by professional/practitioner career guidance and counselors.

#### Basic Research Questions:

1. What are the necessities of vocational guidance and counseling services for TVET institutions?
2. What are the duties and responsibilities of vocational/career guidance and counselor in TVET institutes?
3. What are the major problems that impede career guidance and counseling practices in TVET institutes?
4. What will be the prospects of the career guidance and counseling services in TVET institutes?

### **1.3. Objective of the Study**

The main objective of this study is to identify the practices, problems and prospects of career guidance and counseling services in selected TVET institutes of Addis Ababa and propose some possible solutions with proper delineation.

### **1.4. Significance of the Study**

Career guidance and counseling services are given in some TVET institutes of Addis Ababa. However, there is no uniform procedure of carrying out career

guidance and counseling services. This could be the result of lack of clearly stated policy or mismatch of the practice on the basis of eclectically combined directives extracted from different sources. Therefore, this study is considered to be significant for the following reasons:

1. The career guidance and counselors should be able to share their better practices with other institutes and also gain better experiences from other institutes.
2. The proper identification of the problems in providing the service by the career guidance and counselor will help the career guidance and counselors as well as the concerned bodies to provide better solutions for the problems.
3. The result of this study may serve as a feedback and practical solution for concerned bodies.
4. It may also serve for other researchers in the area as a stepping stone for further investigation.

### **1.5. Delimitation of the Study**

The researcher decided to conduct his study in Addis Ababa city government for a number of reasons. The first and principal reason is that conducting academic research work in all TVET institutions of the country would be impractical or unmanageable because of the limitation of the resources and technology employed to secure data for the study. Second, as compared to other regions, Addis Ababa shares the largest number of TVET institutions and trainees.

Moreover, the delimitation of the study was that it treated only TVET institutions in the region had been believed to have a great deal of experiences, i.e. with experience of more than five years.

The coverage was also limited to 10+3 level in regular TVET programs on the basis of wide exposure for the program and long stay in the institutions.

## **1.6. Limitations of the Study**

Lack of recent and directly related reference materials to the current Ethiopian career guidance and counseling practice in TVET institutes and lack of sufficient cooperation of respondents to fill and return questionnaires were considered as limitations. In addition to these, lack of relevant information due to absence of organized career guidance and counseling staff in each selected sample institutions was the major limitation for conducting this study.

## **1.7. Research Design and Methodology**

### **1.7.1. Method Employed**

This study is concerned with finding out to what extent TVET institutions play an active role in satisfying beneficiaries i.e. training institutions provision of appropriate career guidance and counseling service, and identifying problems encountered while implementing the training program with the help of descriptive survey research method.

A descriptive survey research method is employed in this study because it could help to describe the widely covering present condition of career guidance and counseling in TVET institutions. Moreover, the method is particularly important for the study since it was intended to make detailed description and analysis on the practice and problems of career guidance and counseling and its prospect. The relevance of the descriptive method for such purpose has been indicated by Seyoum and Ayalew (1989:16).

### **1.7.2. Data Sources**

The data for the study are obtained from primary and secondary sources. Concerning primary sources, relevant data are collected from respondents

(trainees, trainers, career guidance counselors and deans/assistant deans). In addition to these observation check-list is used.

Regarding secondary data sources (relevant books, journals and legal documents were consulted). Moreover, various reports and documents in TVET institutions such as lists of trainees and trainers, academic results of trainees were reviewed to obtain pertinent data including the number and field of study of trainees and graduates from each institution.

### **1.7.3. Instruments for Data Collection**

Questionnaires consisting of closed and open ended items, unstructured interview, observation check-list and document analysis are used to gather relevant information for the study. The questionnaire was administered to collect data from trainees and trainers of each institute. This was done because a questionnaire not only better secures factual information about opinions and views but also serves as an appropriate instrument to obtain a variety of opinions within a relatively short period of time. Gall, Borg and Gall (1996:289) pointed out that questionnaires have two advantages over interviews for collecting research data, i.e. the cost of sampling respondents over a wide geographic area is lower, and the time required to collect the data typically is much less.

In addition, interview is used to obtain additional information from deans and so called career guidance and counselors of each institute. Further more, observation check-list is used and documents were examined to secure the necessary information about career guidance and counseling activities. By the end, to obtain information that could not be gathered through questionnaires and/or interview, basic documents and observation using checklist were used.

#### 1.7.4. Sampling Techniques and Sample Population

According to the data obtained from Addis Ababa city government Educational Bureau, in Addis Ababa there are 64, 10+3 accredited TVET private institutions currently offering training. Out of these, only twelve were selected as population size for having more than five years training provision experience in the region. Out of these institutions four were selected purposefully based on the following two major reasons. First, all these sample institutions are located in different sub-city of the region. Second, the total number of trainees and the diversity of training fields in these institutions are higher than that of other private TVET institutions found in the region. Consequently, St. Mary's University College, MicroLink Information Technology College, Admas College and Royal College are selected for the purpose of the study.

The first group of respondents constitutes 1,594 TVET trainees of the 2006/2007 academic year. Out of these 478 (30%) were included in the sample and questionnaire is distributed to be filled by them. Out of 478 respondents, 406 (25.47%) completed and returned the questionnaire. Based on the number of trainees in each field of study proportional stratified sampling technique was employed in determining the number of subjects with an attempt to incorporate ideas of trainees from all areas of training in the study. Then, in order to ensure fair representation of each group, random sampling technique was used to draw the sample respondents from each field of study.

The second group of respondents was consisted 130 trainers from the sample TVET institutions that were employed by applying availability sampling technique to gather the required information through the questionnaire.

Finally, four deans/assistant deans of each institutions, 8 individuals (two from each institution) who were acting as career guidance and counselors were

selected through purposive sampling technique on the basis of the required information obtained.

#### **1.7.5. Procedure of Data Collection**

It has been stated from the outset that the questionnaire and interview were among the tools to be used in collecting data. As most of the respondents of this research speak and write better the Amharic language, the questionnaire for trainees was prepared in Amharic. The rest questionnaire and interview were prepared and conducted in English. The questionnaires were pilot tested to see the validity of each item in terms of appropriateness and language clarity. The pilot test was conducted in one private TVET college; i.e. Africa Beza College. Then, some of the items of the questionnaire were revised depending upon suggestions and recommendations collected during the try out and the comments obtained from the professionals in the area.

Finally, the questionnaires were refined and got ready for administration. In administering the questionnaire the research assistants were involved. They were given sufficient orientation on how to distribute and collect questionnaire, and other related issues. The assistant researcher was made prior contacts with respondents to ensure their willingness to participate in the study and to maximize the return rate of the questionnaire. Interviews were held at the interviewees' work place by the researcher himself. The researcher tried to use tape recorder with volunteer interviewees. With those who became reluctant to be recorded, the interview was conducted without the device of tape-record or audio-recorder.

#### **1.7.6. Data Analysis**

The data collected through different instruments were analyzed based on the nature of the questions. Appropriate methods of data analysis were employed. First the responses were categorized and frequencies tallied. Then, data

obtained from documents were analyzed in juxtaposition to those obtained by questionnaires and interviews whenever necessary. For this reason, the statistical tools used to analyze the data were percentage and frequency counts. In addition to that, weighted mean and ranking techniques are also used for analyzing the data whenever necessary.

### **1.8. Operational Definition of Key Terms and Concepts**

Important terms and concepts relevant to this study are defined in relation to the context of the study as follows.

**Career** - is a lifestyle concept that involves a sequence of work or leisure activities in which one engages throughout a lifetime (Herr and Cramer, 1984).

**Career Counseling** - is an interpersonal process that moves beyond providing client-relevant information to broader issues, such as career development, work-adjustment, work-dysfunction, and integration of life roles with other work roles that may or may not be directly related to work (Herr, 1997).

**Career Counseling Service** – professional assistance given to trainees with educational and vocational issues (Own). In this study, career is synonym to vocational.

**Career Development** – is a lifelong process of developing beliefs and values, skills and aptitudes, interests, personality characteristics and knowledge of the world of work (Tolbert, 1980).

**Career Guidance** – is a systematic program of coordinated information and experiences designed to facilitate individual career development and, more specifically career management (Herr and Cramer, 1984).

**Career Guidance and Counseling** - refers to services and activities intended to assist individuals of any age and at any point throughout their lives,

to make educational, training and occupational choices and to manage their careers (OECD, 2004:10).

Counseling Practice – the provision of counseling professional help in action (Amare, 2004:6).

Counseling Problem – any problem that hinders the counseling practices (Amare, 2004:6).

Prospects of Counseling – the positive future expectation of counseling (Amare, 2004:7).

Technical Vocational Education and Training – refers to all forms and levels of educational process involving, in addition to general knowledge, the study of technologies, business and related fields and the acquisition of practical skills, know how, attitudes and understanding relating to occupation in various sectors of economic and social life (adapted from UNESCO 1989:2 as cited in Masresha Geleta 2004).

Work – is conscious effort, other than that having as its primary purpose either coping or relaxing, aimed at producing benefits for oneself and/or oneself and others (Hoyt, 1991).

### **1.9. Organization of the Study**

This study organized in four chapters. The first chapter deals with the problem and its approach. In this chapter it was included: background of the study, statement of the problem, significance of the study, delimitation to the study, limitation of the study, definition of key terms and concepts, and organization of the study, i.e. the research design and methodology which consisted the methods employed, sampling techniques and the sample population, instruments and procedures of data collection and the method of data analysis are included. Then the second chapter reviewed the related literature and the third chapter dealt with analysis and interpretation of the collected data. Finally, summary, conclusion and recommendations of the study are presented on the fourth chapter.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1. General Backgrounds of TVET

There have been many attempts to define the field of technical and vocational education. The terms Technical and Vocational Education, Technical and Vocational Education and Training, Vocational and Educational Training are often interchangeably used to describe technical and vocational training in Atchoarena and Delluc (2002:16 ).

As stated by UNESCO (2002:16), "Technical and Vocational Education and Training (TVET)" to designate the combined process of education and training and recognize the common objective of employment as their immediate goal. TVET programs should also be designed as comprehensive and inclusive systems accommodating the needs of all learners and accessible to all.

Atchoarena and Delluc (2002:17) also contend that vocational and technical education training is mainly designed to lead participants to acquire the practical skills, know-how, and understanding necessary for employment or self-employment in particular occupation.

All the definitions of TVET are trying to show the process of making an individual ready for the world of work. In this process, vocational guidance and counseling has a significant contribution.

#### 2.2. Concepts Related to Career/Vocational Guidance and Counseling

According to Corthell (1993:51), there is a little bit difference between the word career guidance and counseling. Guidance is informed advice; it is to mean giving of information and in the case of career guidance, the sharing of information related to careers. Conversely, counseling is a structured process of intervention with the objective of helping the individual defines her/his

thoughts and feelings, in the case of career counseling about possible occupations.

Counseling is an interaction process that facilitates meaningful environment and results in the establishment and for clarification of goals and values for future behavior (Stone & Sherzer, 1980). Counseling is defined as assisting an individual to make an optimum use of his/her potential so that he/she is able to develop philosophical outlook and cultivate his/her talents and potentialities to optimize his/her human and material resources for the benefit of the individual and the society (Haregewoin & Yusuf 1994; Yusuf, 1998).

Counseling has become a specialized activity, with specific sets of skills being described for specific target groups. Career counseling is one such specialized branch of counseling, focuses on the promotion of emotional well-being by helping people make effective career decisions.

Career counseling includes providing the student with information about the world of work, integrating various kinds of data to him/her, and aiding him/her toward a better understanding of himself/herself. Factual, intellectual and emotional aspects of planning and decision making must be considered and dealt with by the student and counselor (Downing, 1968).

Career guidance in Corthell (1993:64-65), includes giving consumer information on how to learn about their interest, skills, and abilities. It discusses how to obtain information about work and current local labour market information. It addresses how to prepare and look for work, how to conduct oneself in an interview, and whether and how to discuss disabilities in employment interviews. Effective career guidance will help ensure that consumers are successful in employment and know how to secure employment.

Career guidance and counseling can contribute to the successful development, implementation and maintenance of effective TVET programs UNESCO

(2002:131). Career guidance and counseling are essential for the goals of TVET to be fully realized and that they should fully integrated with all technical and vocational education and training programs.

According to UNESCO (2002:5), Vocational guidance and counseling is widely accepted as a powerful and effective method of helping to bridge the gap between education and the world of work, as well as between school and society. It is a means of assisting young people to make appropriate and judicious educational choices that will enable them to develop their potential and to have access to work opportunities that are compatible with their interests and abilities. It can also help to install confidence and positive attitudes, to derive fulfillment from their chosen areas of learning and work and, most importantly, to inculcate an eagerness for lifelong learning.

According to the current Ethiopian Educational and Training policy, Middle level TVET is a program arranged after taking General Secondary Education Examination (the national grade ten) EGSEC. The Technical and vocational training program, i.e. 10 + 3 or diploma program, is the target area of this paper that incorporate the focal point - vocational/career guidance and counseling.

The most important question for vocational counselor is the question concerning occupational field that the young people prepare for, whether they have sufficient ability and what abilities are required (McDaniel and Shaftel, 1956).

Sawrey and Telford (1965) acknowledge that individual vocational counseling is a difficult job because it requires that the counselor be well informed about vocational requirements and opportunities in the world of work and at the same time be a good personal counselor. The student who comes to a counselor for assistance in choosing a vocation is taking a big step in planning

for his future. If the student who comes to the counselor for assistance on a vocational matter is in need of counseling related to his/her personal life, so that the counselor must be sufficiently skilled to detect student's problem. The case can be handled by the counselor if he has the background for it, otherwise the counselor can arrange for the student to see other knowledgeable individuals.

### **2.3. Career Development Theories**

Career development theories provide the basic knowledge from which TVET institute career guidance and counselors draw useful concepts to explain students' behavior; and they offer framework within which students' behaviors can be examined and hypotheses formed about the possible meaning of such behaviors. In turn, this knowledge helps counselors to identify, understand, and respond to students' goals or problems. In order to effectively assist students and/or adults make decisions that lead to satisfying career lives.

Career guidance and counselors must recognize that students will have different criteria for satisfaction; they must be able to teach students that criteria for satisfaction are likely to change over time and that the world of work changes constantly; and they must emphasize students' skills that increase the probability of meeting changing criteria for satisfaction in environments that are themselves constantly changing. Although these theories have different labels, they all emphasize the relationship between the unique traits of individuals and the characteristics of society in which development occurs.

Theories about career choice and development attempt to explain both the factors involved in the career planning process and the way they interact. Theories can help us to know how to assist clients, to identify the important things, to consider in making a career decision. Theories about career choice and development try to predict some future events, such as satisfaction or dissatisfaction in a specific kind of work or things that clients should be thinking

about at a later life stage. They increase understanding about job dissatisfaction/mismatch and help us to plan individual client or group services. Theories provide guidelines, tools, and techniques to help us explain practice. They can help us draft a plan for career interventions. The following is a brief review of several theories of career choice.

### **2.3.1. Trait-Factor Theory**

The Trait-Factor theory of career development goes as far back as to the early 1900's and is associated mostly strongly with vocational theorist named by Frank Parsons cited in Arulmani and Nag-Arulmani (2004:43-46). Some of the basic assumptions that underlie this theory are:

- Every person has a unique pattern of traits made up of their interests, values, abilities and personality characteristics, these traits can be objectively identified and profiled to represent an individual's potential.
- Every occupation is made up of factors required for the successful performance of that occupation. These factors can be objectively identified and represented as an occupational profile.
- It is possible to identify a fit or match between individual traits and job factors using a straight forward problem-solving/decision making process.
- The closer the match between personal traits and job factors the greater the likelihood for successful job performance and satisfaction.

### **2.3.2. Holland's Career Typology Theory**

An off-shoot of the trait-factor theory can be seen in the work of John Holland. Like the trait-factor approach, Holland's Career Typology focuses on individual characteristics and occupational task. John Holland as indicated in Arulmani and Nag-Arulmani (2004:46-48) suggested that people can function and develop best and find job satisfaction in work environments that are

compatible with their personalities. Holland based his theory of personality types on several assumptions:

- People tend to choose careers that are reflective of their personalities.
- Because people tend to be attracted to certain jobs, the environment reflects their personalities.

Holland's theory expanded the concept of personality types and posited that:

- Personalities fall into six broad categories: realistic, investigative, artistic, social, enterprising and conventional (often referred to as RIASEC).
- Since certain personalities are attracted to certain jobs, the work environments then reflect this personality and can be clustered into six similar populations (RIASEC).
- Although each individual is made up of all six types, one type is usually dominant. Most personalities tend to resemble up to three of the six personality factors.
- Personalities can be matched with similar combinations of work environments using a problem-solving approach.
- The closer the match of personality to job, the greater the satisfaction.

According to Isaacson (1977:41-42), further research was made by Holland's Career Typology theory and has revealed that the interrelationships among the six occupational classes can be demonstrated by arranging the six classes in a hexagonal pattern shown on Figure 1. If the connecting lines are drawn from each point to each of the others and inter-correlations are then placed on each connecting line, one finds that the highest correlation tend to be on the shortest line. Thus according to Holland, the hexagonal pattern places those classes most closely related in nearest proximity and those least related at opposite points.

TABLE I

Sample Examples of Careers and Personality Types According to Holland

Type	Activities	Occupations
Realistic	Working with tools and machines	Barber, Driver, Farmer, Carpenter, Mechanical Engineer
Investigative	Working ideas and theories	Chemist, Software designer
Artistic	Creating things	Painter, Author, Actor, Designer, Sculptor
Social	Helping people	Social Worker, Counselor, Judge, Nurse
Enterprising	Leading others	Sales Representative, Entrepreneur, Manager, Salesman
Conventional	Organizing data	Auditor, Accountant, Receptionist, Banker, Typist

Source: Adapted from Holland 1985 in Arulmani and Nag-Arulmani (2004:48)

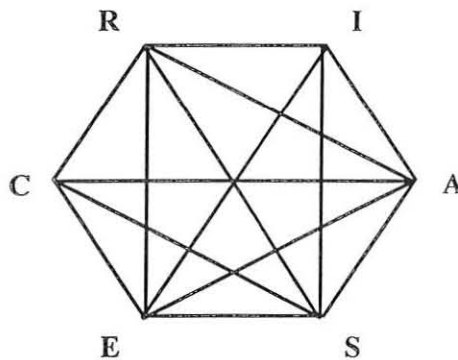


Figure I. Holland's Hexagonal Model

Source: Isaacson (1977:41)

Holland's Career Typology takes a cognitive, problem solving approach to career planning and this model has been extremely influential in vocational counseling.

### 2.3.3. Ginzberg's, Ginsburg Career Developmental Theory

Ginzberg's developmental theory of career choice postulates that individuals pass through three major stages before making their first significant vocational

choice. According to Isaacson (1977:47), and Bailey (1973:65-67), starting in preteen and ending in young adulthood, individuals pass through three stages: fantasy, tentative and realistic.

In the fantasy stage, the child is free to pursue any occupational choice. Through this process the child's preferred activities are identified and related to future career choices. Beginning in the preteen years and continuing through high school, the young person further defines their interests in, capacity for and values of an occupational choice. The cumulative effect of the process is the transition process in which the adolescent begins the career choice process, recognizes the consequences and responsibility of that choice.

The realistic stage, spanning from mid-adolescence through young adulthood, has three sub-stages: exploration, crystallization and specification. In the exploration stage the adolescent begins to restrict choice based on personal likes, skills and abilities. In the crystallization stage an occupational choice is made. Followed by the specification stage where the individual pursues the educational experiences required achieving his career goal.

#### **2.3.4. Super's Life-Span Theory**

Donald Super believed that humans are anything but static and that personal change is continuous. Donald Super formalized stages and developmental tasks over the life span. Super's Life-Span is a very comprehensive developmental model that attempts to account for the various important influences on a person as they experience different life roles and various life stages. Here are some of Super's main tenets as cited in Bailey and Stadt (1973:69-71), in Arulmani and Nag-Arulmani (2004:53-56) as well as in Isaacson (1977:48-50):

- Every individual has potential. People have skills and talents that they develop through different life roles making them capable of a variety of tasks and numerous occupations.

- In making a vocational choice, an individual is expressing his or her understanding of self; his or her self-concept. People seek career satisfaction through work roles in which they can express themselves and implement and develop their self-concept. Self-knowledge is the key factor to career choice and job satisfaction.
- Career development is life long and occurs throughout five major life stages: Growth, Exploration, Establishment, Maintenance and Disengagement. Each stage has a unique set of career development tasks and accounts for the changes and decisions that people make from career entry to retirement.
- These five stages are not just chronological. People cycle through each of these stages when they go through career transitions.
- People play different roles throughout their lives including the role of “worker.” Job satisfaction increases when a person’s self-concept includes a view of the working-self as being integrated with their other life roles.

TABLE II

Stages of Vocational Development According to Donald Super

Stage	Age	Characteristics
Growth	Birth to 14 or 15 years	Development of self-concept, capacity, attitudes, interests, needs, general understanding of the world of work
Exploratory	15-24 years	"Trying out" through classes, work experience, hobbies. Tentative choice and related skill development
Establishment	25-44 years	Entry-level skill building and stabilization through work experience
Maintenance	45-64 years	Continual adjustment process to improve position
Decline	65 years +	Reduced output, prepare for retirement

*Source:* Adapted from Super 1957 in Arulmani and Nag-Arulmani (2004:55)

Super viewed vocational development as consisting of an interaction between the individual - behavior, attitudes, ambitions, and values - and the social

factors that surround him/her. Understanding the ages and related stages of career development assists practitioners to identify where clients are in the career development continuum and suggest appropriate career related goals and activities. It also underscores the necessity to examine career development within the larger context of an individual's roles and life style and how to achieve a life/work balance.

#### **2.3.5. Roe's Theory of Career Choice**

Anne Roe devoted many years of research regarding the influence of parental child-rearing styles of individual occupational choice. In the process, as cited in Isaacson (1977:42-46), she developed a widely used occupational classification system. Roe developed a theory to predict occupational selection based on individual differences, which are biological, sociological, and psychological. She focused on predicting occupational selection based on psychological needs that develop through parent-child interaction. It was her intention to show that people in certain occupations have a common background in terms of the way they were raised.

#### **2.3.6. Krumboltz's Social Learning Theory of Career Choice**

John D. Krumboltz as cited in Isaacson (1977:57) developed a theory of career decision making and development based on social learning. Career decisions are the product of an uncountable number of learning experiences made possible by encounters with the people, institutions and events in a person's particular environment. In other words, people choose their careers based on what they have learned. Krumboltz proposed that:

- The four main factors that influence career choice are genetic influences, environmental conditions and events, learning experiences and task approach skills (e.g. self-observation, goal setting and information seeking).

- The consequences of these factors and most particularly learning experiences lead people to develop beliefs about the nature of careers and their role in life (self-observational generalizations). These beliefs, whether realistic or not, influence career choices and work related behavior.
- Learning experiences, especially observational learning stemming from significant role models (e.g., parents, teachers, heroes), have a powerful influence on career decisions, making some occupations more attractive than others.
- Positive modeling, reward and reinforcement will likely lead to the development of appropriate career planning skills and career behavior.

Another aspect of Krumboltz's model is the systematic seven-step approach to career decision-making. Krumboltz and Hamel (1977) describe the decision making process by the acronym DECIDES which stands for: Define the problem, Establish an action plan, Clarify values, Identify alternatives, Discover probable outcomes, Eliminate alternatives systematically, and Start action. According to Sharf (1997), these steps provide a way to conceptualize or think about a consumer as well as to identify specific counselor behaviours or actions conducive to the facilitation of successful career decision making.

### 2.3.7. Decision-Making Theories

Decision-Making Theories, as cited in Arulmani and Nag-Arulmani (2004:61-65) hypothesize that there are critical points in our lives when choices are made that greatly influence our career development. These decision making points are such events as educational choices, entry-level job positions, changing jobs, etc. Other decision-making theories concerned with ongoing choices across the life span. The decisions that we make are influenced by our awareness of the choices that are available to us and our knowledge of how to evaluate them.

### 2.3.8. Social Cognitive Career Theory

According to Arulmani and Nag-Arulmani (2004:65-67), the Social Cognition Career Theory (SCCT) has grown out of Albert Bandura's social cognitive theory and attempts to address issues of culture, gender, genetic endowment, social context and unexpected life events that may interact with and supersede the effects of career-related choices. The SCCT focuses on the connection of self-efficacy, outcome expectations and personal goals that influence an individual's career choice.

SCCT proposes that career choice is influenced by the beliefs the individual develops and refines through four major sources: a) personal performance accomplishments, b) vicarious learning, c) social persuasion and d) physiological states and reactions. How these aspects work together in the career development process is through a process in which an individual develops an expertise/ability for a particular endeavor and meets with success. This process reinforces one's self-efficacy or belief in future continued success in the use of this ability/expertise. As a result, one is likely to develop goals that involve continuing involvement in that activity/endeavor. Through an evolutionary process beginning in early childhood and continuing throughout adulthood, one narrows the scope to successful endeavors to focus on and form a career goal/choice. What is critical to the success of the process is the extent to which one views the endeavor/activity as one at which they are successful and offers valued compensation. The contextual factors come into play by influencing the individual's perception of the probability of success. If the person perceives few barriers the likelihood of success reinforces the career choice, but if the barriers are viewed as significant there is a weaker interest and choice actions. By adolescence, most people have a sense of their competence at a vast array of performance areas, along with convictions about the likely outcomes of a career. Through a process of intervening learning experiences

that shape further one's abilities and impacts self-efficacy and outcome beliefs, one's vocational interests, choices and performances are shaped and reshaped.

The SCCT differs from the majority of existing career theories in its dynamic nature. Through its focus upon the role of the self-system and the individual's beliefs the inherent influence of the social and economic contexts are addressed.

In general, no single theory of Career Development is comprehensive. As career practitioners, we need to recognize and be aware of any theory's strengths, weaknesses and inherent biases. Theory works best when it's integrated into our personal style and in accordance with a client's unique situation and needs. Using a holistic approach to clients means pulling from a combination of career development theories and strategies.

#### **2.4. Vocational Guidance Services**

As stated in Roberts (1965:369), vocational guidance services include the following four major areas.

- a. Making available to the individual cumulative evidence about his abilities, interest, and attitudes;
- b. Supplying comprehensive factual information about educational and occupational opportunities;
- c. Providing for the counseling of individuals; and
- d. Providing means for aiding the placement and adjustment in the individuals career.

##### **2.4.1. The Individual Inventory**

The individual or personal inventory is used as a means of securing a variety of information in terms of an individual's interests, mental ability, verbal and manual skills, special aptitudes, limitations, personality patterns, health and physical condition, educational history, and home and community background.

This information is secured by means of reports, records, tests and measurements, and personal interviews.

#### **2.4.2. Occupational Information**

A second important service in a program of vocational guidance is concerned with making available to the counselee usable information about jobs and occupations. The information needed includes data on the importance of the occupation, the nature of the work, working conditions, personal qualities needed, preparation needed, opportunities for advancement, rate of pay, and advantages and disadvantages. Individuals seeking occupational information need to know about the general requirements of a group of occupations and to have specific information concerning a few occupations in which they are interested.

#### **2.4.3. Counseling**

A third guidance service, sometimes referred to as the heart of the guidance program, is counseling. This service is the process of helping an individual, through interviews and other individual relationships, to solve his problems and improve his planning. Counseling implies a situation involving two persons in which one known as the counselor gives a certain kind of assistance to the other-the counselee. Counseling is engaged in for the purpose of:

- a. Assisting the individual in the interpretation of his personal data;
- b. Helping the individual in the identification of his major problems-vocational, educational, and personal;
- c. Assisting the individual in the planning of possible solution to the problems;
- d. Helping the individual make a start towards carrying out his plans; and
- e. Providing assistance in necessary modifications of the plans.

#### **2.4.4. Placement and Follow-up**

A fourth essential service in a complete vocational guidance program is placement and follow-up. Placement is a process involving: a) preparation in which the individual is conditioned for the job; b) induction into the new situation; and c) encouragement on the job. This suggests that placement is not merely finding a job for an individual but is essentially an educational service concerned with making sure that youth are so placed that they will continue to develop on the job as they developed in school.

Follow-up services are designed to help the youth make adjustments to his new environment and to take advantage of opportunities for advancement that may come his way. These adjustments are needed in connection with later placements, in connection with removing causes of dissatisfaction, for obtaining additional vocational preparation and during periods of prolonged unemployment.

#### **2.5. The Necessity of Vocational Guidance & Counseling for TVET Students**

Vocational guidance and counseling is essential for TVET students. According to Vashist (2004:66), the necessity of vocational guidance can be due to the following conditions or problems arise for trainees.

- a. Insistence by parents on a certain vocation.
- b. Inability to choose among several vocations.
- c. Unwise choice of vocation.
- d. Determining fitness for a given vocation.
- e. Choosing the best preparation for the vocation.
- f. Lack of time or money to secure the preparation necessary for the vocation choice.
- g. Lack of opportunities in the vocation chosen.
- h. Difficulty in finding a job.
- i. Difficulty in adjustment to the conditions of the job.

As stated in Vashist (2004:256), the aim of vocational guidance is to give the pupil a better understanding of himself and the world in which he lives; to open his eyes to the opportunities of life and help him to prepare for the field in which he can render his best service, to develop his judgment so that he may reason clearly and logically on the relationship between himself and his environment.

## 2.6. Exemplary Vocational Guidance Practices in the World

### 2.6.1. Austria

As stated in Development of Education in Austria (2004:102-103), since the school year 1998/99 vocational guidance has been a compulsory exercise in the 3rd and 4th forms of general secondary school and academic secondary school i.e. from grade 9 to 12. This compulsory exercise “vocational guidance” were conducted either as separate subject or integrated in the compulsory subjects.

The practices applied in Austria regarding vocational guidance was summarized as follows:

- At 98% of academic secondary schools and 56% of general secondary schools “vocational guidance” has been offered in an integrative way, i.e. it is taught in all suitable subjects, as well as in connection with projects, days of vocational practice, etc.
- At 20% of general secondary schools “vocational guidance” is a separate subject with at least 1 lesson per week over the entire school year.
- At 10% of general secondary schools “vocational guidance” is a separate subject with at least 1 lesson per week in block form for one semester.
- At 14% of general secondary schools “vocational guidance” is a separate subject with 0.5 lessons per week plus vocational guidance in the various subjects, in connection with projects and days of vocational practice.

### **2.6.2. South Africa**

According to Miller and Vetter (1996:35), vocational guidance is delivered in South Africa by guidance and counselors, secondary school teachers, and department of labour staff. Universities provide masters-level training for counselors. Pre-service training of counselors is also provided by technicians who provide special in-house sessions for private organizations. In-service training focuses on exposure to changes in educational practices includes continuing education classes at adult education centers. Teachers colleges provide additional three-year training in guidance and vocational skills. Seminars and courses are provided for teachers through state and private organizations.

In South Africa, specific career exploration activities include work experience in industrial environment, site visits focusing on applications of technology in industry and to vocational role models, community projects where students use technological skills in community efforts, and career days to increase student awareness of the needs of industrial employers as well as potential employment opportunities. Miller and Vetter (1996:37).

### **2.6.3. Zambia**

Zambia has national guidelines for vocational guidance programs. The guidelines provide for the relationship of vocational guidance to the total educational program. The national vocational guidelines of Zambia includes: information about careers and education/training, vocational assessment, advising, counseling, enabling activities (for example, career days) and women mentors as cited in Miller and Vetter (1996:58).

## **2.7. Career Guidance and Counseling Practices in Ethiopia**

According to the Current Educational and Training Policy of Ethiopia, career guidance and counseling services are being offered in TVET institutes in the

form of integrative as well as separate subjects for trainees within the training institutions. Some of the courses or topics which are included in Ethiopia Education and Training system are courses like: Entrepreneurship, Small Business Management, Business Growth Strategy, and Business Communication. In addition to this, apprenticeship program is introduced for TVET students in the current education and training system of the country. The apprenticeship program helps trainee for making themselves aware of the real world of work.

Most of the counselors in our educational institutes are graduates of Ethiopian higher education institutions. For example, graduates of Addis Ababa University had limited chance to get courses on vocational/career counseling. According to the response given by the head of Psychology department, currently two courses on career counseling are offered in the department of Psychology. The names of the courses with allotted respective credit hour are: Career Counseling course for undergraduate students and Advanced Career Counseling course for post-graduate program students for two and three credit hours respectively. Besides that, a three credit hour course on Career Guidance and Counseling is also being offered for post-graduate students in the department of Business Education who are attending their studies in the field of Vocational Education Management.

## **2.8. Career Decision Making and Planning**

According to Lock (1996:6), there is no one exact method of career planning for all people since people vary on individual abilities, interests, and preferences. A step-by-step approach to career planning is given by Lock who describes the following process and the counselor may provide essential assistance and support during each step of the process.

1. Become aware and committed. You examine the social, economical, political and geographic setting around your career future and are willing

- to dedicate yourself to a program of action toward resolving this problem.
2. Study your environment. You examine the social, economic, political and geographic setting around you in order to weigh the environmental factors influencing your career choice.
  3. Study yourself. You analyze and process data about your personality characteristics – your interest, needs, achievements, abilities, and values.
  4. Generate alternatives. You create several goals, plans or course of action, called occupational prospects in career planning.
  5. Gather information. You collect and study accurate information about your occupational prospects.
  6. Make the decision. You determine a career goal from judgments you make about yourself and the characteristics of your occupational prospects.
  7. Implement the decision. You put the career decision you have made into action by developing your own job-search campaign.
  8. Get feedback. You evaluate how well the career decision is working. If there is too much negative feedback, the process starts over again.

## **2.9. Skills for Career Counseling**

As cited by Arulmani and Nag-Arulmani (2004:143-144), career counseling skills can be divided into basic and specific skills for career counseling.

### **2.9.1. Basic Skills for Career Counseling**

Basic skills for career counseling is an interpersonal relationship in which the counselor attempts to help the client, to understand and cope with questions, discussions, problems and difficulties pertaining to career choice and development. The career counselor is required to be adept and skilled at providing guidance and direction, while simultaneously ensuring that the career

aspirant is an active participant in the process of decision-making and career planning.

### **2.9.2. Specific Skills for Career Counseling**

According to Arulmani and Nag-Arulmani (2004:144), the primary target of the career counseling intervention is to establish a counseling relationship that helps the career aspirant deal with the following career development tasks:

- Identify personal interests and aptitudes
- Understand personal beliefs and attitudes that have a bearing on career development
- Learn about the world of work
- Match personal profiles with the world of work
- Make career choices
- Develop and implement a career plan

### **2.10. Core Components of Career Counseling Service**

An effective career counseling service is composed of the following key components that have an influence on the quality of service delivered, Arulmani and Nag-Arulmani (2004:112-215).

A career counseling center should be located and organized within TVET institutes and the services should be delivered by a trained career counselor. As indicated by Arulmani and Nag-Arulmani (2004:212), an effective career counseling service is composed of certain key components that have an influence on the quality of services rendered. The components are physical aspects (office, bulletin-board, and computer); career information; methods of service delivery (individual-based services and institution-based services) and service implementation at a group level or individual level.

## **2.11. The Career Service in TVET Institutes**

The deliveries of careers service in the TVET institutes are similar with that illustrated by Arulmani and Nag-Arulmani (2004:214) as: skills for self-presentation, placement services, enterprise education and interface with curricula and subject matter.

The specific program requirements from careers service, according to, Arulmani and Nag-Arulmani (2004:114-215), are skills for self presentation includes: preparation of curriculum vitae, job application skills, communication skills, skills to face interviews and perform effectively in group discussions, and information about entrance examinations and linkages to services that help preparation for such examinations.

## **2.12. Types of Counseling**

As indicated in Nayak (2004:42), there are two types of counseling. These are individual counseling and group counseling.

At the individual level, the counselor helps the career aspirant address needs linked to career development in an individual-specific manner. When an individual faces any vocational problem like selection of a vocation, adjustment in vocation etc, individual guidance is given to him/her. Career counseling themes at the individual level have an almost unlimited range and could extend from making subject choices and career preparation, to personal fears and inadequacies about choosing a career, parental pressure and conflicts. Individual counseling focuses on specific needs and requires personal interaction of the career counselor with the career aspirant.

Group counseling extends the principles of counseling to simultaneously address the career development needs of more than one person. At the group level the intervention is almost entirely pre-planned and based on the

counselor's knowledge of a common need that prevails amongst a group of individuals.

## **2.13. Importance and Sources of Occupational Information**

### **2.13.1. Utilization of Occupational Information**

It is important that vocational counselors know about occupation and the importance of occupational information in counseling. Hoppock (1976) states that counselors should:

- a. Know where their clients get their first jobs or where their clients go to work after they have completed counseling.
- b. Determine the principal employment opportunities in their local area. The geographic area within which college students search for jobs is likely to be much larger than high school students, who are more likely to look for jobs close to home.
- c. Learn about occupations that are being considered by their clients, so they can provide information appropriate for their clients.
- d. Learn about at least one occupation that is central to each of three of the most important and largest local employers. This will entail visiting and developing contacts with these employers.
- e. Know how to obtain information and to evaluate it for accuracy and usefulness.

Sharf (1997:15) also stated that it is important for counselors to know certain types of information and specific sources of career information. The types of information may include descriptions of the occupation, working conditions, qualification required by the job duties, beginning and average salaries, the employment outlook, education required by the job, and where additional information can be obtained about the occupation.

### **2.13.2. Sources of Occupational Information**

A wide variety of occupational information is available to the counselor and consumer. As stated by Sharf (1997), resources include booklets made available by professional trade associations, pamphlets made available through publishers of occupational information, lengthier books or encyclopedias, audio or videocassettes, and a computer based information systems.

In addition, Corthell (1993) identified a number of occupational information resources available which may be used by consumers including: Personal contacts, Shadowing, Career Days, Work or Volunteer Experience, Libraries, Career Centers, Professional Journals and Societies.

### **2.14. Career Guidance and Counseling Personnel**

Career guidance and counseling is an all-inclusive program intended to help the students achieve their optimum potential. It is both a generalized and a specialized service. In such a program, the total needs of the students need to be met by the total staff. As indicated in Nayak (2004:80-81), one cannot assign the teaching-learning relationship to the teacher, the counseling relationship to the counseling officer and the smooth functioning relationship to the administrator. Everybody who comes into contact with the student contributes in one way or the other in his growth and development. Based on this assumption, the importance of making guidance is a cooperative responsibility of all the members of the staff.

According to ILO (2001:48), Career Guidance and Counseling staff should receive special preparation for their tasks. They should be equipped to make objective assessments of aptitude, interest and motivation, and have up-to-date information concerning education and work opportunities. They should acquire a direct knowledge of the economy and the world of work through systematically organized visits to enterprises and training periods in enterprises.

Career Guidance and Counseling staff should be provided with facilities - including the opportunity for practical experience - to keep up with new information and methods of guidance. Most importantly, they should bear in mind the concept that technical and vocational education must be available to all as part of the lifelong learning process.

## 2.15. Career Counseling Competencies

As cited in NCDA (1997), professional career counselors should have with a minimum of Master's degree or persons in career development positions and must demonstrate the knowledge and skills for a specialty in career counseling in the following designated eleven areas.

- *Career Development Theory*: theory base and knowledge considered essential for professionals engaging in career counseling and development;
- *Individual and Group Counseling Skills*: individual and group counseling competencies considered essential for effective career counseling;
- *Individual/Group Assessment*: individual and group counseling skills considered essential for professionals engaging in career counseling;
- *Information/Resources*: information/resource base and knowledge essential for professionals engaging in career counseling;
- *Program Promotion, Management and Implementation*: skills necessary to develop, plan, implement, and manage comprehensive career development programs in a variety of settings;
- *Coaching, Consultation, and Performance Improvement*: knowledge and skills considered essential in enabling individuals and organizations to impact effectively upon the career counseling and development process.
- *Diverse Populations*: knowledge and skills considered essential in providing career counseling and development process to diverse populations;

- *Supervision*: knowledge and skills considered essential in critically evaluating counselor performance, maintaining and improving professional skills, and seeking assistance for others when needed in career counseling;
- *Ethical/Legal Issues*: information base and knowledge essential for the ethical and legal practice of career counseling;
- *Research/Evaluation*: knowledge and skills considered essential in understanding and conducting research and evaluation in career counseling and development; and
- *Technology*: knowledge and skills considered essential in using technology to assist individuals with career planning.

According to National Technical and Vocational Education and Training Strategy of 2002, the qualification required to serve as career guidance and counselor in TVET institutes is a minimum of bachelor degree.

## 2.16. Guidelines for Successful Educational Counseling Programs

According to Bloch in Nayak (2004:18), successful educational counseling programs for students at risk of dropping out should follow the following six guidelines:

- 1) They make a connection between a student's present and future status (that is, cash-students are paid for attending).
- 2) They individualize programs and communicate caring.
- 3) They form successful coalitions with community institutions and businesses.
- 4) They integrate sequencing of career-development activities.
- 5) They offer age and stage-appropriate career-development activities.
- 6) They use a wide variety of media and career-development resources, including computers.

## **2.17. Timing for Making Guidance and Counseling for TVET Students**

Today, curricula offered by colleges and universities have increased tremendously. Vocations of many forms are penetrating colleges and universities. Competitive examinations for entry into institutions and services have become normal phenomena elsewhere. Expert help is required by the students in making wise choices and be successful in competitive examinations. Expert assistance is also required for enabling the students in making proper adjustment in relations to general academic life at college or university to effect maximum intellectual, emotional and physical development. Based on these assumptions Nayak (2004:26-27) explained the necessity of Pre-admission as well as post-admission guidance for TVET students as well as others.

Pre-admission guidance needs to be imparted to help the students make educational plans consistent with their abilities, interest and goals and to select appropriate courses and co-curricular activities which will enable them to join careers of their choice.

Post-admission guidance needs to be imparted to enable the students to succeed in their educational plans. They need to be guided for developing good study habits, prepare for examinations properly and face examinations with confidence.

The students need to be guided in selecting subjects for specialization and additional courses of studies. They also need to be made familiar with various fellowships, scholarships, competitive examinations, and so on so that their journey ahead becomes smooth and profitable.

## **2.18. Objectives of Vocational Guidance**

According to the International Labour Organization in Nayak (2004:37), Vocational guidance is the assistance rendered by an individual to another in the latter's solving of problems related to his progress and vocational selection

keeping in mind the individual's peculiarities or special abilities and their relations with his occupational opportunity.

The following are the objectives of vocational guidance as stated in Nayak (2004:37-38).

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

### **2.19. The Principles of Vocational Guidance Strategies**

According to Nayak (2004:41), vocational guidance strategies should be based on the following principles.

- Occupation is to be looked at as a source of income to people and a major source of satisfying needs and optimizing aptitudes, competencies and interest.
- The individual needs to understand the total perspective of a vocation for which he has decided to prepare himself.

- The selection of a particular vocation is not confined to a single, fixed decision but a time extending process, involving a series of social and personal factors.
- Vocational guidance services should be based on the principle of individual differences.
- Different strategies need to be used to cater to the individual vocational needs of students.
- Vocational guidance service must fulfill the vocational needs of every student.

As it was explained in this chapter, to perform the task of career guidance and counseling properly, the knowledge of career development theory is required. The knowledge of career development theories are considered as essential for professionals engaging in the career guidance and counseling. As there is no one best type of career development theory, it was tried to include different types of career development theories in the review of related literature. As career practitioners, recognizing and being aware of any career development theory's strengths, weaknesses and inherent biases are needed.

## CHAPTER THREE

### PRESENTATION AND INTERPRETATION OF DATA

This chapter deals with presentation and interpretation of the data gathered from the sample TVET private colleges' trainees, trainers, vocational counselors, and deans/assistant deans. The data obtained through questionnaires, interviews, and observation check list are analyzed and interpreted in view of the basic questions raised in chapter one.

The data secured through questionnaires, interviews and the result of the observation checklist are included in the analysis and interpretation of the data as follows

#### 3.1. Characteristics of the Respondents

##### 3.1.1. General Characteristics of Student Respondents

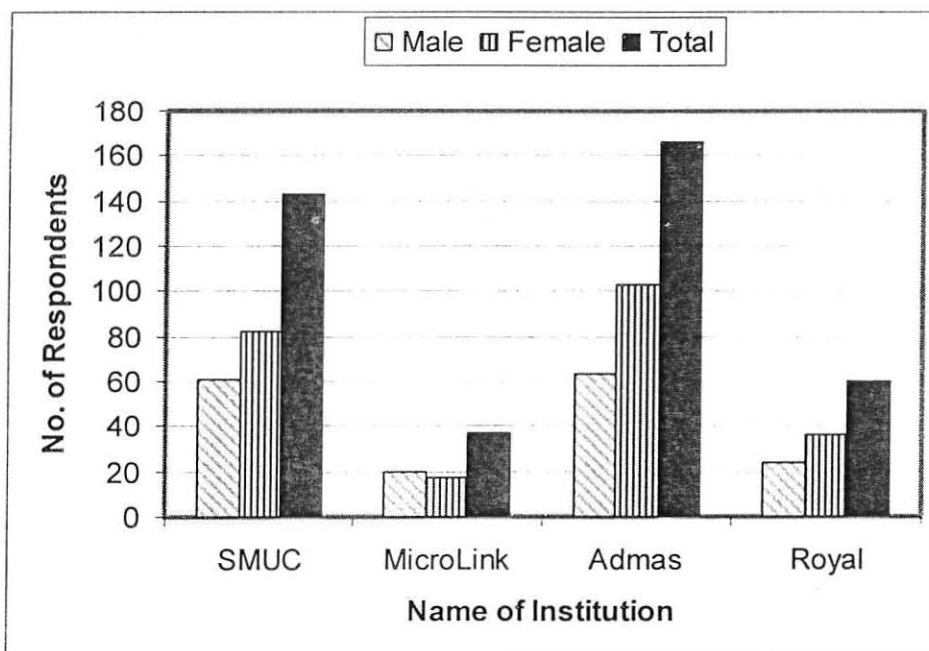


Figure II: No. of Student Respondents with Respect to their Institution

As shown on figure II, the total number of female respondents is much larger than male trainee respondents. From this, it is possible to rightly deduce that larger number of female trainees is found in private TVET institutes.

Figure II also shows the representation of trainees from the selected sample institutes. Regarding this figure, 143 (35.22%), 37 (9.11%), 166 (40.89%) and 60 (14.78%) trainees were represented from St. Mary's University College, MicroLink Information Technology College, Admas College, and Royal College respectively. The representation of the sample respondents is consistent due to the proportional enrollment rate of TVET trainees in each training institutions.

**TABLE III**  
Description of Trainees

Items	Responses	
	f	%
Age Range:		
a) Below 21 years	292	71.92
b) 21 – 25 years	65	16.00
c) 26 – 30 years	49	12.08
Total	406	100

Concerning the age of trainees, 12.07% range between 26 and 30 years, while 16% of hem between 21 and 25 years old. The majority of respondents, i.e. almost 72% are below 21 years old. According to the Current Education and Training policy, the majority of students are found in their proper school age i.e. 17-19 years attending their higher education 10+3 program after completion of ten years general education program.

### 3.1.2. General Characteristics of Respondents /Teachers, Counselors & Deans/

As can be seen from Table IV, item number 1, 37.69% of vocational instructors are within 26-30 years age, 37.5% of vocational counselors are within 31-35 years age and 100% of deans/assistant deans are above 40 years age range. Regarding the age comparison obtained from Table III, 26-30 years age range is high. Thus, it might be possible for one to conclude that private TVET institutions administrative staff and vocational counselors are in their better work experience and hence, can wisely perform their duties and responsibilities since they are above 30 years old.

Item number 2 in Table IV reveals that 68.46% of vocational instructors, 75% of vocational counselors and 100% of deans/assistant deans are males.

Item number 3 in Table IV also reveals that most of vocational instructors 63.85%, and 75% of vocational counselors have their first degree and majority of the deans/assistant deans (75%) possess their second degree. This shows an appropriate fulfillment of the requirement to undertake activities pertaining to the training offered at this level.

TABLE IV

Description of Vocational Instructors, Vocational Counselors, and Deans/Assistant Deans

No.	Items	Vocational Teachers		Vocational Counselors		Deans/Assistant Deans	
		f	%	f	%	f	%
1	Age Range:						
	a) Below 25 years	18	13.85	--	--	--	--
	b) 26 – 30 years	49	37.69	2	25.0	--	--
	c) 31 – 35 years	33	25.38	3	37.5	--	--
	d) 36 – 40 years	22	16.92	2	25.0	--	--
	e) Above 40 years	8	6.15	1	12.5	4	100
	Total	130	100	8	100	4	100
2	Sex:						
	a) Male	89	68.46	6	75	4	100
	b) Female	41	31.54	2	25	--	--
	Total	130	100	8	100	4	100
3	Qualification:						
	a) Diploma	29	22.30	--	--	--	--
	b) BSc./BA	83	63.85	6	75	1	25
	c) MSc./MA	18	13.85	2	25	3	75
	Total	130	100	8	100	4	100
4	Field of Specialization:						
	a) Technical & Vocational Fields	78	60.0	1	12.5	--	--
	b) Non-Vocational Fields	52	40.0	7	87.5	4	100
	Total	130	100	8	100	4	100
5	Total Years of Service:						
	a) Up to 3 years	80	61.54	4	50.0	--	--
	b) 4 - 6 years	30	23.10	2	25.0	--	--
	c) 7 – 9 years	15	11.54	1	12.5	1	25
	d) Above 9 years	5	3.85	1	12.5	3	75
	Total	130	100	8	100	4	100

Item number 4 in Table IV, indicates that 60% of vocational teachers were graduates of technical and vocational field of study. On the other hand 87.5% of vocational counselors and 100% of deans/assistant deans were graduates of non-technical and vocational field of study. Yet the education and training policy suggests that the vocational counselors and administrators of vocational institutes ought to be graduates from technical and vocational field of study. The implication is that such position persons with unrelated field of specializations may not provide the appropriate service to both their trainees and their institutions.

Table IV further indicates service years of the respondents. Total number of service years of the majority of vocational trainers (61.54%), and vocational counselors (50%) served only up to 3 years. The service of trainers and vocational counselors indicates that they are lacking practical skills that could be acquired through experience. In contrary the total service years of the majority of deans/assistant deans (75%) are above 9 years. The longer years of service of deans/assistant deans implies maturity to shoulder responsibilities entrusted to them.

### 3.2. Attitude of Students for Attending Vocational Training

TABLE V

Interest of Respondents in Vocational Training

Item	Responses	
	f	%
Do you have interest in learning vocational training?		
a) Yes	333	82
b) No	73	18
Total	406	100

As it is seen in Table V, 333 (82%) of the students from the sample private TVET institute indicated that they have interest in Vocational training.

In the following two Tables (Table VI and VII), respondents were asked to rank their reasons as to why they were interested in vocational training or lack interest to the profession.

TABLE VI  
Responses Promoting Respondents Interest in Vocational Training

No.	Reasons	Responses	
		Weighted Mean	Rank
1	Employment Opportunity	4.5616	1
2	Access to Further Education	2.3934	6
3	Social Prestige	2.1231	7
4	Influenced by friends	4.0060	4
5	Influenced by Parents'	4.2162	3
6	Teachers' influence	2.7387	5
7	Nearness to their residence	4.2763	2

The data tabulated in Table VI shows students perception in ranking for reasons promoted their interest in vocational training. Employment opportunity, nearness to their locality and parents' influence is found to be the most important reasons that promoted interest among the respondents.

TABLE VII  
Respondents' Reasons for Lack of Interest in Vocational Training

No	Reasons	Responses	
		Weighted Mean	Rank
1	Limited Job Opportunity	1.6027	7
2	Limited Opportunity to Further Education	4.2329	2
3	Limited Social Prestige	4.4658	1
4	Limited value given by parents for the Program	2.8356	3
5	Limited Outlook of Friends for the Program	3.7108	5
6	Teachers' Limited Preference for the Program	2.7945	6
7	Trainees with lesser result compared to the result requested for preparatory	3.7123	4

Respondents rankings in Table VII show that limited social prestige given and limited opportunity for further education were highly ranked reasons for

respondents lack of interest in vocational and technical training. As suggested by the respondents, these can be the major reasons for lack of their interest due to cultural influence low attention was given for practical skills and trades in Ethiopia as cited by Teklehamanot in IER (2002:2-3).

TABLE VIII  
Vocational Guidance and Counseling Needed for  
Admission of Students

Item	Responses	
	Weighted Mean	Rank
Whom do you think advice students to choose their field of study?		
a) Parents	4.3719	1
b) School Friends	4.2931	3
c) Teachers	2.7660	5
d) Your own interest	4.3522	2
e) Vocational Counselors	1.5443	6
e) Mass-media advertisement	3.0049	4

As shown in Table VIII, respondents were asked to indicate the source of advice they got during admission into the program. To this fact, the role of parents, trainees own interest, and friends of students were ranked from the first to the third place for admission of students in vocational training institutions. This table show, the role of career guidance and counselors in advising students during admission in vocational training institute was insignificant. But, in the interview made with vocational counselors 8 (100%) of them gave their view while admission made to the new entrants. According to them, during registration of new entrants, orientation about each field of study was being given. After such orientation, certain trainees were trying to make changes in their field of study.

### 3.3. About Existence of Vocational Guidance & Counseling Office

Item number 1 in Table IX indicates the existence or absence of career guidance and counseling center in the institution. From the majority of student respondents (98%) replied by saying there was no career guidance and

counseling center in the institution. This response is also supported by the interview made with deans/assistant deans. In addition to this, it was assured during the observation checklist made at the sample institutes. Only 8 (2%) of trainees responded by saying there is career guidance and counseling office. This can be due to lack of awareness in differentiating the activities of career guidance and counseling office with other offices, such as apprenticeship office.

TABLE IX  
About the Existence of Career Guidance and Counseling Service Center in the Institution

Nº.	Item	Responses	
		f	%
1	Is there Career Guidance and Counseling center in your institution?		
	a) Yes	8	2
	a) No	398	98
	Total	406	100
2	If there is no career guidance and counseling center, who is/are responsible for offering vocational counseling services for trainees?		
	a) Guidance and Counseling Unit	345	85
	b) Students' Affairs Unit	260	64
	c) Apprenticeship Office	398	98
	d) Public Relation Unit	268	66

Item number 2 in Table IX deals with the question 'if there is no career guidance and counseling center, is there any responsible body for offering vocational counseling services for trainees?' With regard to this question, even though there was no career guidance and counseling unit or office for students, the career guidance and counseling service was offered by different units. As responded by trainees such units were: Apprenticeship office, Guidance and Counseling unit, Public Relation unit and Students Affairs unit were the major role players. Even though it was stated in National Technical and Vocational Education and Training Strategy as a necessary precondition assigning and training vocational guidance staff in all sample private TVET institutes there is lack of such essential center.

On item 1 of Table X, about 264 (65%) of respondents confirmed that there is vocational guidance service offered to the trainees. While the rest 142 (35%) of respondents replied by saying there is no vocational guidance and counseling service in the institution. During the interview conducted with sample respondents, it was assured that the existence of vocational guidance and counseling services are given within the institution, even though it is in isolated forms.

Concerning the frequency of the service rendered to the trainees, the majority of students 208 (78.78%) responded by saying the activity is conducted once in a while. While 50 (18.94%) of respondents, replied by saying the service is offered frequently, the rest 6 (2.27%) of trainees responded by saying the service is offered very frequently. While interview conducted on this issue with sample respondents, it was assured that there is no one who is responsible for taking care of this service as his/her major task. Every of them gave their idea frankly as they are looking after their primary duties and responsibilities were handled. From this, anyone can conclude that the career guidance and counseling services offered to trainees in private TVET institutes are less than it ought to be.

TABLE X

Vocational Guidance and Counseling Services Offered for Trainees

No.	Items	Responses	
		f	%
1	Is there Career Guidance and Counseling service offered for trainees?		
	a) Yes	264	65
	b) No	142	35
	Total	406	100
2	If your answer for the above question (Item number 1) is "yes", how frequently is it conducted?		
	a) Very frequently	6	2.27
	b) Frequently	50	18.9
	c) Once in a while	208	78.7
	Total	264	100

### 3.4. Practices of Vocational Guidance & Counseling Services

TABLE XI

Trainees' Responses to the Practices of Vocational Guidance and Counseling Services

No.	Items	Response Trainees					
		Agree		Undecided		Disagree	
		f	%	f	%	f	%
1	The Career guidance & Counseling Services are rendered in our institution.	256	63.05	57	14.04	93	22.91
2	I observed that the career guidance & counselor of our institution helps students on career related issues.	180	57.51	65	20.77	68	21.73
3	When I face a problem, I consult career guidance and counselor of the institute.	201	64.22	58	18.53	54	17.25
4	Our institution career guidance & counselor gives orientation to students on academic and vocational issues.	250	61.58	63	15.52	93	22.91
5	The career guidance & counselor of our institution participate in different clubs and to use their potentialities.	115	28.33	95	23.4	206	50.74
6	The career guidance and counselor of our institution always accepts students warmly.	104	25.62	128	31.53	174	42.88
7	The career guidance and counselor encourages me to do my best in the institution.	210	51.72	94	23.15	102	25.12
8	My Parents are satisfied with the professional support I get from the school career guidance and counselor.	134	33	204	50.25	68	16.75
9	The career guidance and counselor of the institution helps me to learn according to my own interests and ability.	170	53.03	66	21.09	77	24.60
10	I am already assigned in the institution in the field of study based on my attitude and interest.	278	68.47	90	22.17	38	9.36

As shown in Table XI, the agreement of students on items 1, 2, 3, 4, 7, 9 and 10 are relatively high. 63.05% agreed that they know that vocational guidance and counseling services are rendered in their institution. 57.51% agreed that they consulted the vocational counselors when they need discussion in career related issues. 64.22% stated that the vocational counselors helped the students

who faced academic problems. 61.58% agreed that the vocational counselors gave orientation to students. 51.72% agreed that the vocational counselors encouraged the students to do their best in the institution. 54.31% agreed that vocational counselors help the students to learn according to their interest and abilities during orientation given to the trainees while admission of students took place. And finally 68.47% agreed that students were admitted to learn in the institution based on their interest and ability. This can be due to the reason that students are paying relatively higher amount of money for their training compared to governmental higher learning institutions.

On Table XI, the disagreement of majority respondents are shown on items 5 and 6. 50.74% disagreed with regard to motivation given to the students in participating with different clubs. This can be due to the fact that absences of the necessary facilities like stadium and auditorium halls for facilitating clubs like sport, music and others. In addition to this, 42.88% of respondents were disagreed in the item mentioned as vocational counselors always accept students. This can be admitted as it is true because almost all bodies who play the role of vocational counselor in their institution consider the task as secondary, by prioritizing their original tasks.

Item 8 on the same table, 50.25% of respondents left undecided about the satisfaction of parents with professional support given to the student about career guidance and counseling. From this, one can deduce that parents' of trainees didn't follow the activities of their children rather than making the necessary tuition payment.

As shown on Table XII, in all items, more than 80% of students responded by saying poor and fair, while almost 19% of respondents responded by saying good. This shows the accessibility and use of career guidance related skills were less than it should be. From analysis of documents, it is assured that career

related skills are mainly offered to students as a sub-topic with the main subjects.

TABLE XII  
The Qualities and Deliveries of Career Guidance and Counseling Related Skills

No.	Items	Excellent		V. Good		Good		Fair		Poor	
		f	%	f	%	f	%	f	%	f	%
1	Preparation of curriculum vitae	10	2.46	39	9.61	75	18.47	102	25.12	180	44.33
2	Job application skill	9	2.22	30	7.39	80	19.7	105	25.86	182	44.83
3	Skills to face interview and perform effectively in group discussion	5	1.23	23	5.67	68	16.75	119	29.31	191	47.04
4	Information about entrance examination	7	1.72	28	6.9	86	21.18	125	30.79	160	39.41

As shown on Table XIII, in both items, more than 85% of students responded by saying poor and fair, while almost 10% of respondents responded by saying good. This shows the availability of career guidance and counseling facilities are very limited or insignificant. From observation made one each institution, it was assured that no one had an office for rendering career guidance and counseling services.

TABLE XIII  
The Availability of Facilities

N	Items	Excellent		V. Good		Good		Fair		Poor	
		f	%	f	%	f	%	f	%	f	%
1	Physical aspects (office, bulletin-board, computer)	7	1.72	13	3.20	40	7.39	152	37.44	194	17.78
2	Availability of Information (through internet, radio, TV, newspaper...)	5	1.23	10	2.46	45	11.08	145	35.71	201	49.51

As shown on Table XIV, in item No. 1, it shows about 90% of respondents replied by saying poor and fair. This indicates, in the sample institutions career

guidance and counseling services for trainees before admission is not as such practical. In contrary the services of career guidance and counseling during training period is a bit better

**TABLE XIV**  
**Service Offered by Career Guidance & Counselor**  
**Interms of Timing**

No	Items	Excellent		V. Good		Good		Fair		Poor	
		f	%	f	%	f	%	f	%	f	%
1	Pre-admission guidance (before joining this institution)	5	1.23	13	3.20	40	9.85	159	39.16	189	46.55
2	Post-admission guidance (while students are within the institution)	9	2.22	49	12.07	95	23.4	108	26.6	145	35.71

### 3.5. Problems Regarding Vocational Guidance & Counseling Services

As shown in Table XV, 43.10% agreed that students who visited the vocational counselors were happy. 40.88% of trainees who were seeking consultation with vocational counselor of the institution were happy. 47.54% reported that vocational counselors have manifested interests and motivation in their duties. 61.33% stated that counselors had good relationship with students, vocational teachers, and deans or assistant deans of the institution. 44.58% respondents have got a chance to discuss with vocational counselors of their institution on career related issues.

64.04% of respondents agreed that there were no enough facilities like office, bulletin board and computers with internet access for facilitating career guidance and counseling services in the institution. Through observation made in sample institutions, the availabilities of necessary facilities were also proved to be insufficient with respect to the total numbers of trainees found in their respective institution. 54.43% said that there were differences between the advice given by the parents and the professional help given by the vocational counselors. 95.57% agreed that the practices of counseling services have to be improved. And also, 77.59% stated by saying that vocational teachers and

deans or assistant deans of the institutes support each other to facilitate the career guidance and counseling services of the institution. This suggestion tries to assure its correctness by the interview made with deans or assistant deans. To this fact, it is observed that theoretically it is seen by the administrators, but, practically it looks like ideal. Therefore, students' response given to items 4, 6, 8 and 9 indicate relatively high performances, but in the other items, relatively lower performances were indicated.

TABLE XV  
Students Attitude towards the Problems of Vocational  
Guidance and Counseling Services

No.	Items	Response Trainees					
		Agree		Undecided		Disagree	
		f	%	f	%	f	%
1	Students who visit the career counselor are not happy.	153	37.68	78	19.21	175	43.10
2	Trainees who are seeking consulting vocational counselor of the institution are not happy.	141	34.73	99	24.38	166	40.88
3	I do not believe that the career guidance & counselor of our institution has no interest and motivation in his/her duty.	157	38.69	56	13.79	193	47.54
4	The career guidance and counselor of our institution does not have good relationship with students, directors or deans and teachers.	56	13.79	101	24.88	249	61.33
5	I did not get the opportunity to discuss on personal and educational problems with a career guidance & counselor of our institution	120	29.56	105	25.86	181	44.58
6	There are no adequate facilities for giving career guidance & counselor service like office, bulletin-board, computer, etc.	260	64.04	75	18.47	71	17.49
7	There are no differences between the advice give by my parents and the professional help given to me by the career and counselor of the institution.	130	32.02	55	13.55	221	54.43
8	I believe that the practices of the institution in career counseling service have to be improved.	388	95.57	18	4.43	0	0
9	I observed that the deans, department heads and teachers do not support the career guidance & counselor of the institution.	19	4.68	72	17.73	315	77.59

### 3.6. Vocational Teachers' Involvement in Career Guidance and Counseling Services

As shown in Table XVI, the responses given by vocational teachers with respect to practices of career counseling services rendered within their institution are positively interrelated except for item number 4. Regarding to item number 4, 76% of respondents became neutral or undecided. This can be due to lack of appropriate information about the collected documents like job vacancies. As it was explained previously, there was shortage of facilities such as bulletin-board for posting job-vacancies.

TABLE XVI  
Vocational Teachers' Responses to the Practices of Vocational Guidance and Counseling Services

No.	Statements	Agreed		Undecided		Disagree	
		f	%	f	%	f	%
1	I refer students having personal or academic problems to the career guidance & counselor of the institution.	104	80	14	10.77	12	9.23
2	The career guidance & counselor helps students having personal & academic problems.	106	81.54	15	11.54	9	6.92
3	The existence of career guidance & counseling services in the institution has helped the teaching learning process.	113	86.92	8	6.15	9	6.92
4	The career guidance & counselor prepares/collects career related information/documents like job vacancies.	48	36.92	76	58.46	6	4.62
5	I respect the career guidance & counseling of the institution for his/her efforts in identifying interests and attitudes of students & in resolving students' problems.	119	91.54	8	6.15	2	1.54
6	The career guidance & counselor of the institution has good relationship with teachers.	115	88.46	10	7.69	5	3.85
7	I am involved indirectly in career guidance & counseling activities.	111	85.38	15	11.54	4	3.08
8	I'm trying to relate the subject matter to the real situation in the world of work.	113	86.92	14	10.77	3	2.31
9	The career guidance and counselor of the institution has negative attitude towards his/her professional career counseling activities.	10	7.69	6	4.62	114	87.69
10	There are no adequate facilities which can help to strengthen the career guidance and counseling services like office, bulletin-board computer, etc. in your institution.	123	94.62	3	2.3	3	2.31
11	The participation of teachers in career guidance & counseling service is essential.	119	91.54	5	3.85	6	4.62

During observation made within the selected sample institutions, the researcher has tried to see copies of certain vacancy related notices which were filed as documentation.

In general, by observing the response given for almost every item in Table XVI, one can assure that teachers were involved indirectly in vocational guidance and counseling activities.

There was only one open-ended question which was distributed to vocational teachers. The question states about the role of teachers in providing career guidance and counseling services in their institution. Seventy-five percent of them responded by saying:

- Since teachers do have a better access and know-how about the students' academic status, they should closely cooperate and work with the responsible unit in this regard.
- In order to provide the necessary help to the students about career guidance and counseling, teachers themselves should be trained about career counseling, so that they can assist students in selection of their field of study, and to work in collaboration with service rendering offices like career guidance and counseling office.
- Teachers should integrate career related topics and issues with the subject matter they teach.
- Teachers should play significant role regarding career guidance and counseling service because they have to teach the real situation that students would face in the real world of work and by relating theoretical concepts with the current practices in the industry.
- The management body of the institution should give due attention to the career guidance and counseling services of the institution by assigning qualified professionals and by fulfilling the necessary facilities.

### 3.7. The Results of Interview Response

Based on the interview guideline prepared for the career guidance and counselors as well as for deans/assistant deans, their responses were obtained as follows.

For the item stated, "What are the major practical activities of career guidance & counseling services?" 75% of career guidance and counselors responded by saying:

- Giving orientation about the field of study offered in the institution with collaboration of department head's during admission of students.
- Orienting students about the world of work at the end of their training schedule, i.e. before graduation.
- Collecting/gathering vacancy related announcements, mainly through newspaper and posting them on the bulletin-board which are prepared for this purpose.
- Giving job-related skills such as how to prepare resume, how to write application letter, and how to prepare for interview in the class for graduating students in collaborating with language instructors.
- By working in partnership with certain employer organization, though their number are limited compared to the total number of graduates, the office assign graduates to be employed. With this regard, while document was observed 49 graduates of 2006 were employed in different organizations by the help of career guidance and counseling service rendering units of the three sample institutions.

From deans/assistant deans, 75% of them stated by saying:

- Career counselors and department heads give orientation to students during admission of students about the nature of each field of study and at the end of their study (while graduation approaches) about the world of work as well as how to contact the employer organizations.

- Career related topics are included in different subjects and also given as a separate special subject like entrepreneurship during their training. Apprenticeship program is also being practiced for 312 hours after the completion of 1,080 hours in-school training every year.

For the item stated, “What kind of problems did you face in practicing career guidance & counseling services? 75% of career guidance and counselor respondents say:

- Individuals who act as career guidance and counselor were occupied by other routine tasks rather than giving effective career counseling services.
- The career counselors lacked proper facilities.
- Lack of proper guideline about career guidance and counseling.
- Shortage of skilled manpower in the area.
- Lack of awareness about career guidance and counseling on behalf of students.
- Lack of coordination between different units or offices that render career guidance and counseling services to the trainees.

With regard to the problem, deans/assistant deans responded by saying lack of guideline and professionals about career guidance and counseling.

Question item regarding mechanisms that was/were applied to resolve such problems, career guidance and counselor responded as:

- Creating favorable conditions for co-operation among different offices that rendered such services.
- Giving due attention for creating awareness about the service of career guidance and counseling for students, teachers, and the administrative staff of the institution.
- Short and long term trainings on career guidance and counseling should be arranged to render the appropriate services and in order to cope-up with the modern technologies.

- Requesting a guideline about career guidance and counseling from AA Educational Bureau as well as from MOE.

For the item stated as, “Are the courses you received in higher institution adequate enough to enhance your professional career guidance and counseling services in this institution? If not what do you recommend?”

The responses of 83% of career guidance and counselors stated as: the courses they had taken were not adequate to enhance their professional career counseling services. Because, the majority of courses they took were unrelated to this profession. According to the document observed to this respect, only Psychology graduates from AAU took one course on career counseling during their undergraduate study.

From respondents, 100% of them stated that the in-service training, refreshment courses, workshop, seminars and long term trainings which would help to capacitate them to practice career counseling services should be planned and given by concerned bodies.

For the question stated for deans/assistant deans as, “Who are the major role players in your institution regarding the services of career guidance & counseling? 91.67% of them stated by saying: different units of the institution such as apprenticeship office, guidance and counseling unit, student affairs unit and public relation office of the institution are playing a vital role in facilitating career guidance and counseling service in the institution.

For the item stated, “What are the prospects of career guidance & counseling services?” career guidance and counselors of three sample institutes answered by saying: there is a plan to organize one unit in each institute that facilitates career guidance and counseling activities to strengthen the job-placement efforts and other career counseling tasks. In addition to these, the office also

planned to begin trade-test in the newly organized career guidance and counseling unit.

For the above interview question, 75% of deans/assistant deans replied by saying: we are trying to strengthen career guidance and counseling office, because the main concern of our institution is training vocational middle-level manpower that enable to serve in the real world of work. Without the role of career guidance and counselor, no one can train effective, competent, and productive individuals that suits to the real world of work.

## CHAPTER FOUR

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 4.1. Summary

The objective of this study is to delineate practices, problems and prospects of career guidance and counseling services in selected private TVET colleges of Addis Ababa.

The study involves 406 students from 10+3 regular program, 130 vocational teachers, 8 vocational counselors and 4 deans/assistant deans from selected private TVET colleges in 2006/2007 academic year.

Vocational teachers, vocational counselors and deans/assistant deans were selected through availability sampling while students were selected in simple random sampling technique after the selection was made through stratified sampling technique to include students from each field of study from each sample institution.

The sample TVET colleges were selected from those privately owned institutes training service have been provided with greater than five years. Namely: St. Mary's University College, MicroLink Information Technology College, Admas College and Royal College.

In the study, attempts have been made to provide answers to the following basic research questions:

1. What are the necessities of vocational/career guidance and counseling services for TVET institutions?
2. What are the duties and responsibilities of vocational/career guidance and counselor in TVET institutes?
3. What are the major problems that impede career guidance and counseling practices in TVET institutes?

4. What will be the prospects of the career guidance and counseling services in TVET institutes?

In order to deal with these basic research questions, the related literature has been reviewed.

Information was obtained from these sample respondents through questionnaires, interviews, observation of actual settings and documentary analysis. The data obtained were tallied, tabulated and analyzed using percentages and weighted means whenever necessary. As the results of data analysis the following findings were obtained.

1. The enrollments of female students in the training program are high. In contrary the numbers of female vocational teachers are low. In addition to these, the involvement of females as vocational counselors as well as in administrative tasks is limited compared to males.
2. Regarding the age of respondents; the majority of trainees are in their proper school age as stated in the National Educational and Training Strategy of 2002 i.e. 17-19 years. With respect to the age of most vocational instructors, they are found within the age range of 26 and 30. This age range of vocational teachers shows as they are with minimum practical teaching experience in the training institutions after they had graduated from higher institutions.
3. With regard to qualification of vocational teachers and counselors as well as administrators, majority of them have their first degree, though most of vocational counselors and deans are specialized in non-vocational areas.
4. Majority of trainees were found to be admitted on their area of interest. This may be because of they are paying tuition for their training.

5. Employment opportunities, parents' influence and proximity of the institutes to their locality found to be the most important reasons that promote their interest.
6. On the contrary, according to the remaining few respondents' limited social prestige due to the social and cultural influence was ranked as the major reasons for respondents' lack of interest in vocational training.
7. From the observation taken in the vocational training institutions as well as interviews and questionnaires conducted with the respondents, it is confirmed that there is no organized career guidance and counseling unit or staff that performs its task efficiently. Instead, the tasks of career counseling was handled by apprenticeship office, guidance and counseling unit students affairs' unit or sometimes public relation office of the institution as their additional task to their original duty.
8. Vocational counselors, department heads, and student affairs of each institution on important issues have given orientation in all sample institutes during admission of students for the new entrants. Based on the information gained during orientation, trainees can make certain adjustment in the choice of their field of study.
9. In relation to career guidance & counseling, the three courses offered in higher education institutions are:
  - Career Counseling
  - Advanced Career Counseling, and
  - Career Guidance & Counseling.
10. According to the respondents response obtained through different means of data collection method used, the major problems that hindered the implementation of career guidance and counseling services are presented as follows.
  - a) Shortage of facilities such as office, computer with internet access, etc.
  - b) Lack of up-to-date career related information.

- c) Lack of skilled manpower in the area of career guidance and counseling.
- d) Absence of career guidance and counseling services in junior and lower level secondary education of the country.
- e) High emphasis has been given for theoretical aspect rather than giving due emphasis for practical methods of teaching, which is contradictory to what it is stated in Current Education and Training Strategy applied for TVET program.
- f) Absence of job-placement and follow-up centers for graduates in TVET institutes.
- g) Absence of Vocational guidance and counseling guideline throughout the country especially in TVET institutions.

#### 4.2. Conclusion

TVET has to respond to the skills needs of the labour market and create a competent, motivated and adaptable workforce capable of driving economic growth and development.

Nowadays, the attention given to vocational guidance is being increased to enable future trainees, to choose the right career and make full use of the initial and life-long learning opportunities provided by the TVET system.

The major focus area for strengthening TVET as educational and training program of the country, establishing a rigorous strategy of vocational guidance and counseling services in TVET institutes is essential to ensure that it would have competent, competitive and even entrepreneurial work forces.

Based on such facts, Private TVET institutions should react to give efficient and effective vocational guidance and counseling service for their trainees in all three phases. The three phases that are demanding vocational guidance and counseling for trainees are pre-admission, during training and after graduation.

Based on the findings of the study, the following conclusions are drawn.

- The necessary career guidance and counseling services are not given for trainees in sample private TVET institutions.
- There is no professionally trained career guidance and counselors in any of the sample institutions. Even though, those who are assigned to act as career guidance and counselors are those who work in other professional areas.
- No organized physical facilities for deliberating career guidance and counseling services exist.
- The courses offered in undergraduate and post-graduate studies are limited in number.
- There is a plan to organize one unit in each institute that facilitates career guidance and counseling activities to strengthen the job-placement efforts and other career counseling tasks.

#### **4.3. Recommendations**

The study has brought out a number of policy implications and suggestions to be attended at national, regional, higher education institutions and vocational training institutions. Hence, on the basis of the findings obtained and conclusions arrived at, the following policy implications and suggestions are forwarded to improve the career guidance and counseling services in the vocational training institutions.

1. The management and administrative body of TVET institutions should show willingness to strengthen the vocational guidance and counseling services by providing the vocational counselors with professionals, the necessary offices, other facilities like computer with Internet access, and allocating sufficient budget.
2. The institutions who run TVET programs should arrange panel discussions, seminars, workshops to impart career counseling for the trainees.

3. In order to facilitate a job search process for graduate job seekers, there ought to be a co-operative team approach to job-placement operation between the representatives of the training institutes and employing institutions. Moreover, the systems of higher education and the labour market should operate intimately for decreasing the delay of unemployment and for producing market-oriented labour forces.
4. The Career guidance and counseling office of the vocational training institutions should prepare follow-up studies of former students in vocational programs, for the purpose of improving services and evaluating the effectiveness of vocational training. And also remains up-to-date on changing job-entry skill requirements and changing technologies in business and industry.
5. Vocational guidance and counseling program should be organized in the vocational training institutes and make link with alumni of the institutions, employers, trade unions, job-placement centers and parents.
6. For fulfillment of the required skilled manpower those who are facilitating career guidance and counseling services, higher institutions especially college of education should offer practical and intensive courses to their students, because career guidance and counselors could be assigned to TVET institutes among the graduates of such groups.
7. The education of vocational guidance and counseling staff should be strengthened with better know-how in their field by offering:
  - Pre-service vocational guidance and counseling training program through universities, teacher training institutions, technology institutes, and private organizations.
  - Continuing education for vocational guidance and counselors through seminars and workshops, in-service training courses, professional

association for counselors, adult education centers and local authorities.

8. The MOE and regional education bureau should design a clear vocational guidance and counseling guideline and make effective in private TVET institutions. Such guideline may help to know the duties and responsibilities expected from the assigned vocational guidance and counselors. In addition to this, there should be responsible educational authorities' body that follows the applicability of career guidance and counseling services in private TVET institutions.

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## APPENDICES

*Appendix i(a)*

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
DEPARTMENT OF BUSINESS EDUCATION**

**Questionnaire to be filled by Students in TVET Colleges**

**Objective**

The objective of this questionnaire is to assess practices, problems and prospects of career guidance & counseling services in selected private TVET colleges of Addis Ababa. Your responses are important as you are the user of the career guidance and counseling services at your college.

You are, therefore, kindly requested to fill in this questionnaire. All your responses will be kept in absolute confidentiality. The success of this study depends on the sincerity and frankness of your responses.

**Thank you for taking time to complete this questionnaire**

Please Note that: No need of writing your name.

**Part I: Personal Data**

1. Level: 10+1  10+2  10+3
2. Sex: Male  Female
3. Age: 20-25 years  26-30 years  31-35 years   
36-40 years  Above 40 years
4. Name of the institution \_\_\_\_\_

**Part II**

**Instruction:** Put a tick mark  or rank order appropriately in the space provided or in the column that best describes the given statement.

Giving more than one option is possible where necessary.

## A. Practices

1. Do you have interest in vocational training?

- a) Yes       b) No

2. If your answer to Question No 1 is "Yes" give rank for the following factors which prompted you to choose this field of training. (Indicate the rank of each using 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, etc.; 1<sup>st</sup> being the most relevant.)

- a)  The training promised employment opportunities
- b)  Access to further education
- c)  The training gives social prestige
- d)  Influenced by Friends
- e)  Influenced by Parents
- f)  Teacher's influence
- g)  Nearness to their residence

3. If your answer to Question No. 1 is "No", indicate your reasons by ranking each statement using 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> ....; 1<sup>st</sup> being the most relevant.

- a)  Limited job opportunities
- b)  Limited opportunity for higher education
- c)  Low social prestige
- d)  Parent preferred this training
- e)  Friends preferred this training
- f)  Teachers influenced to choose this training
- g)  Impact of trainees result in GCSEC

4. Who encouraged you to choose your present field of study?

- a)  Parents' influence
- b)  School Friends
- c)  Teachers' influence
- d)  Your own personal interest
- e)  School Vocational Counselor
- f)  Media advertisement
- g)  Less result in GCSEC

5. Is there Career guidance and counseling center in your institution?

- a)  Yes      b)  No

6. If there is no career guidance and counseling center who is/are responsible for offering vocational counseling services for trainees?
- Guidance and Counseling Unit
  - Students' Affairs Unit
  - Apprenticeship Office
  - Public Relation Unit
7. Is there any follow-up activity conducted by the career counselor of your institution after you are assigned to your field of study?
- Yes
  - No
8. If you answer for Question N<sup>o</sup>. 7 is "Yes" how frequently it is conducted?
- Very Frequently
  - Frequently
  - Once in a while

A/ Practices

N <sup>o</sup> .	Statements	Response categories		
		Agree	Undecided	Disagree
9	The Career guidance & Counseling Services are rendered in our institution.			
10	I observed that the career guidance & counselor of our institution helps students on career related issues.			
11	When I face a problem, I consult school career guidance and counselor.			
12	Our institution career guidance & counselor gives orientation to students on academic and vocational issues.			
13	The career guidance & counselor of our institution participate in different clubs and to use their potentialities.			
14	The career guidance and counselor of our institution always accepts students warmly.			
15	The career guidance and counselor encourages me to do my best in the institution.			
16	My Parents are satisfied with the professional support I get from the school career guidance and counselor.			
17	The career guidance and counselor of the institution helps me to learn according to my own interests and ability.			
18	I am already assigned in the institution in the field of study based on my attitude and interest.			

19. How do you assess the qualities and deliveries of career guidance and counseling services especially regarding skills for help presentation in your institution?

N <sup>o</sup> .	Items	Excellent	V. Good	Good	Fair	Poor
1	Preparation of curriculum vitae					
2	Job application skill					
3	Skills to face interview and perform effectively in group discussion					
4	Information about entrance examination					

20. How do you rate the services of career guidance & counseling center in your institution?

Nº.	Items	Excellent	V. Good	Good	Fair	Poor
1	Physical aspects (office, bulletin board, computer)					
2	Availability of career information (through internet, radio, TV, newspaper...)					

21. How do you evaluate the career counseling service given by the career guidance and Counselors of your institution?

Nº.	Items	Excellent	V. Good	Good	Fair	Poor
1	Pre-admission guidance (before joining this institution)					
2	Post-admission guidance (while students are within the institution)					
3	After graduation (follow-up services)					

### B. Problems

Nº.	Statements	Response categories		
		Agree	Undecided	Disagree
22	I'm dissatisfied with the career guidance & counselor's activities of the institution.			
23	I observed that students who visit the career guidance & counselor are not happy.			
24	I do not believe that the career guidance & counselor of our institution has interest and motivation in his/her duty.			
25	The career and counselor of our institution does not have good relationship with students, directors or deans and teachers.			
26	I did not get the opportunity to discuss on personal and educational problems with a career guidance & counselor of our institution			
27	There are no adequate facilities for giving career guidance & counselor service like office, bulletin-board, computer, etc.			
28	There are no differences between the advice give by my parents and the professional help given to me by the career and counselor of the institution.			
29	I believe that the practices of the institution in career counseling service have to be improved.			
30	I observed that the deans, department heads and teachers do not support the career guidance & counselor of the institution.			

**Part III. Open-ended questions.**

31. What are the major career guidance & counseling problems in your institution?

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32. In your opinion, how could these problems be resolved?

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Appendix i(b)

በአዲስ አበባ ዩኒቨርሲቲ  
የድህረ ምረቃ ትምህርት መርሃ ግብር  
የንግድ ሥራ ትምህርት ክፍል

በቴክኒክና ሙያ ተማሪዎች የሚሞላ መጠይቅ

ዓላማ

የዚህ መጠይቅ ዓላማ በአዲስ አበባ በሚገኙና በግል የቴክኒክና ሙያ ኮሌጆች የኬሪር ካውንስሊንግ አገልግሎት ክንውኖች፣ ችግሮችና የወደፊት አቅጣጫ ላይ ጥናትና ምርምር ለማካሄድ ነው። አንተም/ቺም የትምህርት ቤቱ የኬሪር ካውንስሊንግ አገልግሎት ተጠቃሚ በመሆን/ሽ የምትሰጣቸው/ጩያቸው ሃሳቦች ለጥናቱ ጠቃሚ ናቸው። ስለዚህ ይህንን መጠይቅ እንድትሞላ/ይ በትህትና ትጠየቃለህ/ሽ። የተሰጡ ሃሳቦች በጥንቃቄና በሚስጥር ይጠበቃሉ።

ጊዜህን/ሽን ሰጥተህ/ሽ ለምሰጠው/ጩው የተሟላና ትክክለኛ አስተያየት አመሰግናለሁ።

ክፍል አንድ

ማሳሰቢያ፡- ስምህን/ሽን መጻፍ አያስፈልገም

ክፍል አንድ፤ መጠይቁን የሞላው/ችው ተማሪ የግል ሁኔታ መግለጫ

- የትምህርት ደረጃ፤ 10+1  10+2  10+3
- ጾታ፤ ወንድ  ሴት
- ዕድሜ፤ 20-25 ዓመት  26-30 ዓመት  31-35 ዓመት   
36-40 ዓመት  ከ40 ዓመት በላይ
- የተቋሙ ቤቱ ስም \_\_\_\_\_

ክፍል ሁለት፤

- መመሪያ፡ 1/ በተሠጠው ባዶ ቦታ  ምልክት በማድረግ መልስ ስጥ/ጭ።
- 2/ እንደአስፈላጊነቱ ከአንድ በላይ መልስ መስጠት ይቻላል።

ሀ. ክንውኖች

1. አንተ/ቼ የቴክኒክና ሙያ ትምህርት በመከታተልህ/ሽ ደስተኛ ነህ/ሽ

ሀ.  አዎን ደስተኛ ነኝ                      ለ.  ደስተኛ አይደለሁም

2. መልስህ/ሽ “አዎን ደስተኛ ነኝ” ከሆነ ከዚህ በታች የተዘረዘሩት ከ1ኛ-7ኛ ደረጃ ስጣቸው/ስጫቸው። በጣም ከፍተኛ የሆነው ምክንያት 1ኛ ሲባል ዝቅተኛው 7ኛ ይሁን። /ከከፍተኛው ምክንያት ወደ ዝቅተኛው ሲኬድ ከ1ኛ-7ኛ ደረጃ ስጪው/ስጪው።

- ሀ.  ሥልጠናው የሥራ ዕድል ስለሚያስገኝልኝ
- ለ.  ሥልጠናው ለተሻለ የከፍተኛ ትምህርት ዕድል ስለሚያስገኝልኝ
- ሐ.  ሥልጠናው በንብረተሰቡ ክብራታ ስለሚያስገኝልኝ
- መ.  ንደኞቼ ስለገፋፋኝ
- ሠ.  ቤተሰቦቼ ስለገፋፋኝ
- ረ.  መምህሮቼ ስለገፋፋኝ
- ሰ.  ለመኖሪያ ቤቁ ቅርብ በመሆኑ

3. መልስህ/ሽ “ደስተኛ አይደለሁም” ከሆነ ከዚህ በታች ከተዘረዘሩት መካከል ደስተኛ ያልሆንክበት/ሽበት ምክንያት ከዋነኛው ወደ ዝቅተኛው ደረጃ ስጣቸው/ስጫቸው። በጣም ዋነኛ የሆነው ምክንያት 1ኛ ሲሆን ዝቅተኛ የሆነው ምክንያት 7ኛ ደረጃ ስጠው/ጪው።

- ሀ.  ሥልጠናው የሚያስገኘው አነስተኛ የሥራ ዕድል
- ለ.  ሥልጠናው ወደ ከፍተኛ የትምህርት ተቋም ለመዛወር የትምህርት ደረጃ ለማሻሻል የሚያስገኘው አነስተኛ ዕድል
- ሐ.  ለሥልጠናው ያላቸው አመለካከት ዝቅተኛ አመለካከትና የሚያስገኘው አነስተኛ ጥቅም
- መ.  ወላጆች ለሥልጠናው ያላቸው አመለካከት ዝቅተኛ መሆን
- ሠ.  ንደኞቼ ለሥልጠናው ያላቸው አመለካከት ዝቅተኛ መሆን
- ረ.  መምህራን ለሥልጠናው ያላቸው አመለካከት ዝቅተኛ መሆን
- ሰ.  የብሔራዊ ፈተና ውጤት አነስተኛ መሆን

4. አሁን በመከታተል ላይ ወደምትገኘው/ኒው የሥልጠና መስክ የገባኸው/ሽው በማን አማካይነት ነው?

- ሀ.  በወላጆችህ/ሽ                      መ.  በራስህ/ሽ ፍላጎት
- ለ.  በት/ቤት ንደኞችህ/ሽ            ሠ.  በተቋሙ ኬሪር ካውንስለር ምክር
- ሐ.  በመምህራኖችህ/ሽ                ረ.  በመገናኛ ብዙሃን ማስታወቂያ

5. አሁን በምትማሪበት ተቋም የኬሪር ጋይዳንስና የምክር አገልግሎት ተቋቁሞአል?

- ሀ.  አዎን ተቋቁሞአል                      ለ.  አልተቋቋመም

6 የኬሪር ጋይዳንስና የምክር አገልግሎት በተቋሙ ውስጥ ካልተቋቋመ የኬሪር ጋይዳንስና የምክር አገልግሎቱን ሥራ የሚሰራው ማነው?

- ሀ.  ጋይዳንስና ካውንስለንግ
- ለ.  የተማሪዎች ጉዳይ
- ሐ.  የሥራ ላይ ሥልጠና ወይም አፓረንትሺን ክፍል
- መ.  የተቋሙ የህዝብ ግንኙነት ክፍል

7. አሁን በመከታተል ላይ ወደምትገኘው/ኒው የትምህርት መስክ ትምህርትህን/ሽን ለመከታተል ከገባህ/ሽ በኋላ አንተ/ቺ ከትምህርት መስኩ ጋር ስላለህ/ሽ ቀረቤታ በተቋሙ ኬሪር ካውንስለር ክትትል ይደረግልሃል/ሻል?

- ሀ.  አዎን ይደረግልኛል                      ለ.  አይደረግልኝም

8. ለ5ኛው ጥያቄ መልስህ/ሽ “አዎን ይደረግልኛል” ከሆነ የክትትሉ ሁኔታ /ድግግሞሽ/ ምን ይመስላል?

- ሀ.  ሁልጊዜ    ለ.  አልፎ አልፎ    ሐ.  በረዥም ጊዜ አንዴ

**ክፍል ሁለት**

መመሪያ:- ከተሰጡት አማራጫዎች መካከል ለተሰጠው ዐረፍተ ነገር ይስማማል የምትለውን/ይውን ሃሳብ በዚህ  ምልክት በማድረግ አሳይ/ይ።

ሀ. ክንውኖች፤

ተ.ቁ.	ዐረፍተ ነገር	የመልሶቹ ገፅታ /ረድፍ/		
		እስማማላሁ	አልተወሰነም	አልስማማም
9	በተቋማችን የኬሪር ካውንስሊንግ አገልግሎት ይሰጣል።			
10	በተቋማችን የሚገኘው የኬሪር ካውንስሊንግ አገልግሎት የትምህርትና የግል ችግሮችን በሚመለከቱ ጉዳዮች ላይ ተማሪዎችን ሲረዱ አይቼአለሁ።			
11	ችግር ሲያጋጥመኝ የተቋሙ ኬሪር ካውንስሊንግን አማክራለሁ።			
12	የተቋማችን ኬሪር ካውንስሊንግ ለተማሪዎች መግለጫ /Orientation/ ይሠጣል።			
13	የተቋማችን ኬሪር ካውንስሊንግ ተማሪዎች በተለያዩ ክበቦች እንዲሳተፉና በችሎታቸው እንዲጠቀሙ ያበረታቱአቸዋል።			
14	የተቋማችን ኬሪር ካውንስሊንግ ተማሪዎችን ሁልጊዜ ተቀብለው ያስተናግዳሉ።			
15	ኬሪር ካውንስሊንግ በትምህርቱ ውጤታማ እንድሆን ያበረታቱኛል።			
16	ወላጆቹ ኬሪር ካውንስሊንግ በሚያደርጉልኝ የሙያ ድጋፍ ደስተኞች ናቸው።			
17	የተቋሙ ኬሪር ካውንስሊንግ በችሎታዬና በፍላጎቴ መሠረት እንደማር ይረዱኛል።			
18	በተቋሙ ውስጥ ለመማር የተመደብኩት በፍላጎቴና በችሎታዬ መሠረት ነው።			

19. በተቋሙ ውስጥ ሠልጣኞች /ተማሪዎች/ ወደሥራው ዓለም ለመግባት ራሳቸውን ለመግለጽ የሚያስችል እውቀት ለማስጨበጥ የሚደረገው እንቅስቃሴና ጥረት፤

ተ.ቁ.	የሥራው ዓይነት	እ.በ.ጥሩ	በ.ጥሩ	ጥሩ	መልካም	ዝቅተኛ
1	ካሪኩለም ቪቲ /Resume/ ማዘጋጀትን በተመለከተ					
2	ስራ መጠየቂያ ደብዳቤ /Job application letter/ ማዘጋጀትን በተመለከተ					
3	ለቃለመጠይቅ ለቡድን ውይይት ዝግጅት ማስቻልን በተመለከተ					
4	ለሥራ ቅጥር የመግቢያ ፊትና ለመፈተን ቅድመዝግጅት ማድረግን በተመለከተ					

20. በተቋሙ ውስጥ የሚገኘው የኬሪር ካውንስሊንግ አገልግሎት መስጫ ሴንተር ወይም ክፍል የሚያሟላቸው ነገሮች፤

ተ.ቁ.	የሥራው ዓይነት	እ.በ.ጥሩ	በ.ጥሩ	ጥሩ	መልካም	ዝቅተኛ
1	የኬሪር ካውንስሊንግ አገልግሎት መስጫ ሴንተር ውስጥ መሟላት ስለሚገባቸው እንደቢሮ ፣ ማስታወቂያ መለጠፊያ ሰልጣኛ ስም፣ጥቅርና የመሳሰሉት ወዘተ ማሟላትን በመለከተ					
2	ኬሪርን በተመለከተ የሚኖር መረጃ በኮምፒዩተር ላይ በጋዜጣና በመሳሰሉት ማግኘትን በተመለከተ					

21. በተቋሙ ውስጥ ለሠልጣኞች /ለተማሪዎች/ የሚሠጠው የአገልግሎት እንዴት ትመዝነዋለህ/ሽ?

ተ.ቁ.	የሥራው ዓይነት	እ.ቤ.ጥሩ	ቤ.ጥሩ	ጥሩ	መልካም	ዝቅተኛ
1	ወደተቋሙ ተማሪዎች /ሠልጣኞች/ ከመግባታቸው በፊት የሚደረግ የኬሪር ካውንስሊንግ አገልግሎትን በተመለከተ					
2	ወደተቋሙ ተማሪዎች /ሠልጣኞች/ ከገቡ በኋላ ወይም በተቋሙ ትምህርታቸውን በመከታተል ላይ እያሉ የሚደረግ የኬሪር ካውንስሊንግ አገልግሎትን በተመለከተ					
3	ተማሪዎች /ሠልጣኞች/ ከተቋሙ ትምህርታቸውን አጠናቅቀው ከተመረቁ በኋላ የሚደረግ የኬሪር ካውንስሊንግ አገልግሎትን በተመለከተ					

ለ. ችግሮች፤

ተ.ቁ.	ዐረፍተ ነገር	የመልሶቹ ገዕታ /ረድፍ/		
		እስማማለሁ	አልተወሰነም	አልስማማም
22	ተቋማችን የሚሰጠው የኬሪር ካውንስሊንግ ሥራ ወይም አገልግሎት አያረካኝም /አያስደስተኝም/::			
23	ተቋማችን ካውንስለሩን የሚያማክሩ ተማሪዎች ደስተኞች አይደሉም::			
24	በተቋማችን የሚያገለግሉት ኬሪር ካውንስለር ለሥራው ተነሳሽነትና ፍላጎት አላቸው የሚል እምነት የለኝም::			
25	በተቋማችን የሚገኙት ኬሪር ካውንስለር ከተማሪዎች፣ ከመምህራንና ከርዕሰ መምህራን ጋር ጥሩ ግንኙነት የላቸውም::			
26	በኬሪር ካውንስለሩ ጋር በትምህርትና በግል ችግሮች ላይ ለመወያየት ዕድል አላገኘሁም::			
27	በተቋማችን የኬሪር ካውንስሊንግ አገልግሎት ለመስጠት የሚያስችሉ እንደ ቢሮ፣ የማስታወቂያ ሰሌዳ፣ ኮምፒዩተርና የመሳሰሉት በበቂ ሁኔታ ተሟልተው አይገኙም::			
28	ከወላጆች የሚሰጠኝ ምክርና ከካውንስለሩ የሚሰጠኝ የሙያ ድጋፍ ልዩነት የላቸውም::			
29	የትምህርት ቤቱ ኬሪር ካውንስሊንግ አገልግሎት መሻሻል አለበት::			
30	የተቋሙ ዲን፣ ተቀዳሚ መምህራንና መምህራን ለተቋሙ የኬሪር ካውንስሊንግ ድጋፍ እንደሚያደርጉ አይቼአለሁ::			

**ክፍል ሶስት**  
**ክፍት ጥያቄዎች**

መመሪያ፣ የሚከተሉትን ጥያቄዎች ካነበብክ/ሽ በኋላ ተገቢ መልስ እንድትሰጠል(ጥ)።

31. በተቋማችሁ ውስጥ የታዩ ዋና ዋና የኬሪር ካውንስሊንግ አገልገሎት ችግሮች ምንድን ናቸው?

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32. በአንተ/ቺ አስተያየት እነዚህ ችግሮች እንዴት ይፈታሉ?

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**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
DEPARTMENT OF BUSINESS EDUCATION**

**Questionnaire to be filled by Vocational Teachers**

**Objective**

The objective of this questionnaire is to assess practice, problems and prospects of career guidance and counseling services in selected private TVET institutions of Addis Ababa. Your direct participation and comments are important as you have a close professional contact with students and know their needs and problems. All your responses will be kept in absolute confidentiality.

You are, therefore, kindly requested to fill in the questionnaire honestly and responsibly. The researcher sincerely expresses his thanks in advance for devoting your time and energy to complete this questionnaire.

**Thank you!**

**Part I: Personal Data**

**Note:** Writing your name is not necessary.

1. Sex: Male  Female
2. Age: Less than or equal to 25 years  26-30 years  31-35 years   
36-40 years  Above 40 years
3. Name of the institution \_\_\_\_\_
4. Service years: Less than 3 yrs  4-6 yrs  7-9 yrs  Above 9 yrs
5. Field of specialization: \_\_\_\_\_
7. Subject you teach at present: \_\_\_\_\_

## Part II

**Instructions:** Statement regarding practices and problems related to the career guidance and counseling service are listed below. Therefore, you are sincerely requested to rate how you feel about the statements.

### A. Counseling Activities

N°.	Statements	Agreed	Undecided	Disagree
1	I refer students having personal or academic problems to the career guidance & counselor of the institution.			
2	The career guidance & counselor helps students having personal & academic problems.			
3	The existence of career guidance & counseling services in the institution has helped the teaching learning process.			
4	The career guidance & counselor prepares/collects career related information/documents like job vacancies.			
5	I respect the career guidance & counseling of the institution for his/her efforts in identifying interests and attitudes of students & in resolving students' problems.			
6	The career guidance & counselor of the institution has good relationship with teachers.			
7	I am involved indirectly in career guidance & counseling activities.			
8	I'm trying to relate the subject matter to the real situation in the world of work.			
9	The career guidance and counselor of the institution has negative attitude towards his/her professional career counseling activities.			
10	There are no adequate facilities which can help to strengthen the career guidance and counseling services like office, bulletin-board computer, etc. in your institution.			
11	The participation of teachers in Career guidance & counseling service is essential.			

### Part II: Open-ended Question

**Instructions:** Please write your opinion for the following questions in the space provided.

12. What do you think the role of teachers in providing career guidance & counseling services?

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**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
DEPARTMENT OF BUSINESS EDUCATION**

**Unstructured Interview for Career Guidance and Counselors**

**Objective**

The main objective of this instrument is to collect relevant information from career guidance & counselors on practices, problems, and prospects of career guidance counseling services in selected private TVET colleges of Addis Ababa. All your responses will be kept in absolute confidentiality.

You are, therefore, kindly requested to give your genuine responses on practices, problems and prospects of career guidance & counseling services. The researcher sincerely expresses his thanks in advance for devoting your time and energy to respond to this interview.

**Thank You!**

1. What the major practical activities are of career guidance & counseling services?
2. What kind of problems did you face in practicing career guidance & counseling services?
3. How could you resolve these problems?
4. Are the courses you received in higher institution adequate enough to enhance your professional career guidance and counseling services in this institution? If not what do you recommend?
5. What are the prospects of career guidance & counseling services in your institution?

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
DEPARTMENT OF BUSINESS EDUCATION**

**Unstructured Interview for Ass/Academic Dean's of the College**

**Objective**

The main objective of this instrument is to collect relevant information from career guidance & counselors on practices, problems, and prospects of career guidance counseling services in selected private TVET colleges of Addis Ababa. All your responses will be kept in absolute confidentiality.

You are, therefore, kindly requested to give your genuine responses on practices, problems and prospects of career guidance & counseling services. The researcher sincerely expresses his thanks in advance for devoting your time and energy to respond to this interview.

**Thank You!**

1. What are the major practical activities of career guidance & counseling services in your institution
2. Who are the major role player in your institution regarding the services offered career guidance & counseling?
3. What kind of problems did you face in practicing career guidance & counseling services?
- 4 What is/are the prospects of career guidance & counseling services in your institution?
- 5 Is there any follow-up mechanism from the regional education office about career guidance & counseling services of the institution?

*Appendix v*

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
DEPARTMENT OF BUSINESS EDUCATION**

**Observation Check– list to Supervise Career Guidance and Counseling Center**

The purpose of this checklist is to gather relevant information on the condition of career guidance & counseling center's.

1. Name of the Vocational College/Institution:

\_\_\_\_\_

2. Year of Establishment: \_\_\_\_\_

3. Geographic Setting:

a. Local area or Kebele \_\_\_\_\_ b) Sub-city \_\_\_\_\_

4. Is there career guidance & counseling center in the college?

a. Yes  b) No

5. Physical facilities of the career guidance & counseling center:

Items	Excellent	V. Good	Good	Fair	Poor
a. Office – for secretarial services, individual counseling					
b. Hall - for group counseling					
c. Bulletin –board					
d. Computer					
e. Access to internet					
f. Sight of the office					

6. Availability of background information about each trainee:

Items	Excellent	V. Good	Good	Fair	Poor
a. Name, age, sex					
b. Field of study					
c. Attitude & interest					
d. Former school of the student					
e. Family background, economic status of the student					
f. Residence of the student					

7. Availability of records/ documents:

Items	Excellent	V. Good	Good	Fair	Poor
a. Lists of registered trainees in each filed of study					
b. List of drop-outs					
c. List of students currently attending their study					
d. Lists of graduates from the institution in each year with respect to their field of study					
e. The present status of graduates (their location/address, whether they are employed or not)					

8. Availability of career related information

Items	Excellent	V. Good	Good	Fair	Poor
a. Job–vacancies through newspaper					
b. Job–vacancies through internet					
c. Lists and addresses Trade/ Labor unions					
d. Lists & addresses of employer organizations					
e. Lists & Addresses intermediating agencies					

Appendix vi

Since 1991 E.C. accredited by AAAEB and MoE  
University Colleges and Colleges training service provided that five years and above

No	Name of the University Colleges and Colleges	Programs	Year of Accreditation
1	Addis College	Accounting	1994
		Automotive Technology	
		Building Technology	
		Drafting Technology	
		Electricity/Electronics Technology	
2	Admas College	Surveying Technology	1993
		Accounting	
		General Management	
		Import and Export Management	
		Management	
		Marketing Management	
		Purchasing and Supplies Mgt.	
		Secretarial Sci. & Office Mgt.	
3	Africa Beza College	Transport Mangement	1993
		Computer Science	
		Accounting	
		Business Administration	
4	CPU Business and Computer Technology College	General Management	1994
		Marketing Management	
		Secretarial Sci. & Office Mgt.	
		Applied Computer Science	
5	Grace Business and Computer Science College	Computer based Accounting	1994
		Computer maintenance & Networking	
		Computerized Office Administration	
6	Hilco Computer Science and Technology College	Computerized Accounting	1994
		Computer Science	
		Marketing Management	
7	Micro-Link Information Technology College	Secretarial Sci. & Office Mgt.	1993
		Computer Science	
		Accounting	
		Banking and Finance	
8	Nur Selam College	Computer Science	1992
		Marketing Management	
		Secretarial Sci. & Office Mgt.	
		Accounting	
		Building Technology	
9	Royal College	Computer Science	1994
		Business Management	
		Marketing Management	
		Secretarial Sci. & Office Mgt.	
		Accounting	
		Building Technology	
10	Selam Nursing College	Accounting	1993
		Business Administration	
		Business Admin. Systems	
		Marketing Management	
		Personnel Administration	
		Secretarial Sci. & Office Mgt.	
11	St. Marry University College	Law	1993
		General Nursing	
		Accounting	
		Marketing Management	
12	Unity University College	Secretarial Sci. & Office Mgt.	1993
		Law	
		Computer Science	
		Accounting	
		Business Administration	
12	Unity University College	Marketing Management	1991
		Personnel Management	
		Secretarial Sci. & Office Mgt.	
		Accounting	



ተ.ቁ	የተቋሙ ስም	ፈቃድ ያገኘበት ጊዜ	የሰልክ ቁጥር	ደረጃ	የሚያሰለጥንበት ሁኔታ		የሚያሰለጥነው ሙያ
					ቅ/ዕውቅና	ዕውቅና	
16	አትላንታ ኮሌጅ	8/2/97	55-87-89 56-57-46 56-88-56	10+3	-	ዕውቅና	በአካውንቲንግ፣ በሌሎችም ስለሥራ ማዘጋጀት ማዘጋጀት እና በሌሎችም ስለሥራ ማዘጋጀት ማዘጋጀት (በአራዳ ክ/ከተማ በሚገኘው ካምፓስ)
17	ዚ.ጋ ቢ.ገሰስ ኮሌጅ	11/2/97	23-32-12/13	10+3	-	ዕውቅና	በአካውንቲንግ (በአራዳ ክ/ከተማ በሚገኘው ካምፓስ)
	ዚ.ጋ ቢ.ገሰስ ኮሌጅ	11/2/98	63-64-71	10+3	-	ዕውቅና	በሌሎችም ስለሥራ ማዘጋጀት ማዘጋጀት እና በጥርጣሬ (በሶሌ ክ/ከተማ)
18	የኒ.ተ. የኒ.ቨርሲ.ተ. የጤና ሳይንስ ኮሌጅ	18/01/99	0911479307	10+3	-	ዕውቅና	በክሊኒካል ነርስ፣ በሳብራቶሪ ቲክኒሻን እና በሳርግሪ ቲክኒሻን (በሶሌ ክ/ከተማ በሚገኘው ካምፓስ)
	የኒ.ተ. የኒ.ቨርሲ.ተ. ኮሌጅ	08/11/97	46-51-10 46-37-31	10+3	-	ዕውቅና	በአካውንቲንግ፣ በሌሎችም ስለሥራ ማዘጋጀት ማዘጋጀት እና በሌሎችም ስለሥራ ማዘጋጀት ማዘጋጀት (በሶሌ ክ/ከተማ)
	የኒ.ተ. የኒ.ቨርሲ.ተ. ኮሌጅ	30/6/97	"	10+3	ቅ/ዕውቅና	-	አካውንቲንግ፣ ሂሳብ ሪፖርት ማዘጋጀት እና ሌሎችም ስለሥራ ማዘጋጀት ማዘጋጀት (በሶሌ ክ/ከተማ)
19	ኔክት ኢንጅነሪንግ ኮሌጅ	29/7/98	42-48-76 42-18-49	10+3	-	ዕውቅና	በሎቶ ሚኒስትሪ፣ በጂኒራ ሚኒስትሪ፣ በማሽን ቲክኖሎጂ፣ በኢንፎርሜሽን ቴክኖሎጂ፣ በሌሎችም ስለሥራ ማዘጋጀት ማዘጋጀት እና በሶሌ ክ/ከተማ (በቂርቆስ ክ/ከተማ በሚገኘው ካምፓስ)
20	ላይና ላይን ኮሌጅ	12/3/98	651-00-91 651-00-96	10+3	-	ዕውቅና	በአካውንቲንግ፣ በሌሎችም ስለሥራ ማዘጋጀት ማዘጋጀት እና በሌሎችም ስለሥራ ማዘጋጀት ማዘጋጀት (በሶሌ ክ/ከተማ በሚገኘው ካምፓስ)
21	አናት ሚዲያ ኮሌጅ	19/4/98	59-27-27	10+3	-	ዕውቅና	በክሊኒካል ነርስ፣ በሚዲያ ሳብራቶሪ እና በሳርግሪ (በጉላሌ ክ/ከተማ በሚገኘው ካምፓስ)
22	ዚ.የሚድ ሚዲያ ኮሌጅ	21/3/97	63-55-46	10+3	ቅድመ ዕውቅና	-	በሳርግሪ (በሶሌ ክ/ከተማ በሚገኘው ካምፓስ)
	ዚ.የሚድ ሚዲያ ኮሌጅ	21/3/97	"	10+3	-	ዕውቅና	ክሊኒካል ነርስ (በሶሌ ክ/ከተማ በሚገኘው ካምፓስ)
23	ቡ.ቴሌ ሚዲያ ኮሌጅ	21/3/97	72-01-22 23-25-26	10+3	-	ዕውቅና	በክሊኒካል ነርስ፣ በሳብራቶሪ ቲክኒሻን (በኮልፌ ቀራኒዮ ክ/ከተማ በሚገኘው ካምፓስ)
24	የንቨርሲ ሚዲያ ኮሌጅ	3/5/97	18-47-05 6258-40/42	10+3	-	ዕውቅና	በክሊኒካል ነርስ፣ በሳርግሪ (በሶሌ ክ/ከተማ በሚገኘው ካምፓስ)
25	ኢፐሮም ቲክኖሎጂ ኮሌጅ	27/4/97	50-51-75	10+3	ቅድመ ዕውቅና	-	በኢንፎርሜሽን ቴክኖሎጂ (በቂርቆስ ክ/ከተማ በሚገኘው ካምፓስ)
26	ትርጉሙ ኮሌጅ እና ሚዲያ	18/5/97	320-27-26	10+3	-	ዕውቅና	በክሊኒካል ነርስ እና በሳብራቶሪ ቲክኒሻን (በልደታ ክ/ከተማ በሚገኘው ካምፓስ)
	ትርጉሙ ኮሌጅ እና ሚዲያ	24/6/97	"	10+3	-	ዕውቅና	በሳርግሪ (በልደታ ክ/ከተማ በሚገኘው ካምፓስ)
27	መካየሱስ ሚዲያ ስልጠና ለደርጅት ኮሌጅ	2/9/98	21-02-75 23-86-95/6	10+3	-	ዕውቅና	በአካውንቲንግ እና በ"Human Resource Management" (በንፋስ ስልጠና ላይ ክ/ከተማ በሚገኘው ካምፓስ)
	መካየሱስ ሚዲያ ስልጠና ለደርጅት ኮሌጅ	22/7/98	"	10+3	ቅድመ ዕውቅና	-	ኢንፎርሜሽን ቴክኖሎጂ (በንፋስ ስልጠና ላይ ክ/ከተማ በሚገኘው ካምፓስ)
28	አዲስ ኮሌጅ	7/6/97	63-56-93/94	10+3	-	ዕውቅና	በሎቶ ሚኒስትሪ፣ በድራፍቲንግ፣ በሶንግ ኮንትራክቲንግ፣ በኢንፎርሜሽን ቴክኖሎጂ፣ በሌሎችም ስለሥራ ማዘጋጀት ማዘጋጀት እና በሌሎችም ስለሥራ ማዘጋጀት ማዘጋጀት (በሶሌ ክ/ከተማ በሚገኘው ካምፓስ)
29	ኢትዮጵያ የሥራ ትምህርት ኮሌጅ	25/8/98	66-08-12	10+3	-	ዕውቅና	በአካውንቲንግ፣ በጥርጣሬ፣ በሰብዓዊ ስራ ማዘጋጀት እና ሌሎችም (በቂርቆስ ክ/ከተማ በሚገኘው ካምፓስ)
30	ትድሰት ልደታ የጤና ማዘጋጀት የመምህራን ትምህርት ኮሌጅ	10/6/97	15-10-58	10+3	ቅድመ ዕውቅና	-	በክሊኒካል ነርስ እና በሳብራቶሪ ቲክኒሻን (በልደታ ክ/ከተማ በሚገኘው ካምፓስ)
	ትድሰት ልደታ የጤና ማዘጋጀት የመምህራን ትምህርት ኮሌጅ	05/12/97	"	10+3	ቅድመ ዕውቅና	-	በሳርግሪ (በልደታ ክ/ከተማ)
31	ትድሰት ማርያም የኒ.ቨርሲ.ተ. ኮሌጅ	30/6/97	53-80-24/25 53-80-21	10+3	ቅድመ ዕውቅና	-	በአካውንቲንግ፣ በጥርጣሬ፣ በሂሳብ ሪፖርት ማዘጋጀት እና በሌሎችም ስለሥራ ማዘጋጀት ማዘጋጀት (በልደታ ክ/ከተማ በሚገኘው ካምፓስ)
	ትድሰት ማርያም የኒ.ቨርሲ.ተ. ኮሌጅ	4/1/98	"	10+3	-	ዕውቅና	በአካውንቲንግ፣ ሌሎችም ስለሥራ ማዘጋጀት ማዘጋጀት እና በሌሎችም ስለሥራ ማዘጋጀት ማዘጋጀት (በልደታ ክ/ከተማ)
32	ወ.ሳጢ ብርሃኑ አበራ የአይን ስሙራን ሙዚቃ ማሰልጠኛ ማዕከል	30/6/97	123-40-98	10+3	ቅድመ ዕውቅና	-	በፒዲዲ፣ በግራፊክስ፣ በሚዲያ እና በሌሎችም ስለሥራ ማዘጋጀት ማዘጋጀት (በአራዳ ክ/ከተማ በሚገኘው ካምፓስ)



ተ.ቁ	የተቋሙ ስም	ፈቃድ ያገኘበት ጊዜ	የሰልክ ቁጥር	ደረጃ	የሚያሰለጥንበት ሁኔታ		የሚያሰለጥነው ሙያ
					ቅ/ዕውቅና	ዕውቅና	
	አድግስ ኮሌጅ/መስተላ ካምፓስ	6/1/98	"	10+3	-	ልውቅና	በአካውንቲንግ፣ በፕሮጀክቲንግ፣ በሲቪል-ጅ.ሲ.ሲ ላይ፣ በሌሎችም ስነ-ምግባርና ሌሎች ስነ-ምግባር (በቁርጫ ክ/ክተማ)
	አድግስ ኮሌጅ	2/9/98	"	10+3	-	ልውቅና	በአካውንቲንግ፣ በሚሞገን ሪፖርት ማድረግ፣ በሌሎችም ስነ-ምግባርና ሌሎች ስነ-ምግባር (በቁርጫ ክ/ክተማ) በሚገኘው ካምፓስ) የርቀት ጉምህርት
52	ኒሞ አቢሲኒያ ኮሌጅ	11/1/98	40-18-62	10+3	-	ልውቅና	በአካውንቲንግ፣ በሌሎችም ስነ-ምግባርና ሌሎች ስነ-ምግባር (በቁርጫ ክ/ክተማ) በሚገኘው ካምፓስ) የርቀት ጉምህርት
53	አወሊያ ኮሌጅ	25/1/98	70-81-63	10+3	-	ልውቅና	በአካውንቲንግ፣ በሌሎችም ስነ-ምግባርና ሌሎች ስነ-ምግባር (በቁርጫ ክ/ክተማ) በሚገኘው ካምፓስ) የርቀት ጉምህርት
54	ሲላ አገርግሪጥን ቴክኖሎጂ ኮሌጅ	1/2/98	652-54-59/60	10+3	-	ልውቅና	በአገርግሪጥን ቴክኖሎጂ (በቁርጫ ክ/ክተማ)
55	አፍሪካ ቤዛ ኮሌጅ	1/2/98	50-59-95/98	10+3	-	ልውቅና	በአገርግሪጥን ቴክኖሎጂ እና በሲቪል-ጅ.ሲ.ሲ ላይ፣ በቁርጫ ክ/ክተማ ማድረግ ካምፓስ)
	አፍሪካ ቤዛ ኮሌጅ	1/2/98	"	10+3	-	ልውቅና	በአካውንቲንግ፣ በሌሎችም ስነ-ምግባርና ሌሎች ስነ-ምግባር (በቁርጫ ክ/ክተማ) በሚገኘው ካምፓስ) የርቀት ጉምህርት
56	ርዳ ኮሌጅ	1/2/98	466-95-98 86-87-88	10+3	-	ልውቅና	በአካውንቲንግ፣ በሌሎችም ስነ-ምግባርና ሌሎች ስነ-ምግባር (በቁርጫ ክ/ክተማ) በሚገኘው ካምፓስ) የርቀት ጉምህርት
	ርዳ ኮሌጅ	1/2/98	"	10+3	-	ልውቅና	በአካውንቲንግ፣ በሌሎችም ስነ-ምግባርና ሌሎች ስነ-ምግባር (በቁርጫ ክ/ክተማ) በሚገኘው ካምፓስ) የርቀት ጉምህርት
57	ሮግ ኮሌጅ	30/1/98	50-85-52 56-86-15	10+3	ቅድመ	ልውቅና	በአካውንቲንግ፣ በሌሎችም ስነ-ምግባርና ሌሎች ስነ-ምግባር (በቁርጫ ክ/ክተማ) በሚገኘው ካምፓስ) የርቀት ጉምህርት
58	አም አም ዲ ሚኒካል ኮሌጅ	24/12/98	646-42-52	10+3	-	ልውቅና	በኮሌጂካል ክርሲንግ (በሶሌ ክ/ክተማ)
59	ጊጅ አገርግሪጥን ቴክኖሎጂ ኮሌጅ	17/6/98	66-15-63	10+3	-	ልውቅና	በአገርግሪጥን፣ በሲቪል-ጅ.ሲ.ሲ ላይ፣ በአካውንቲንግ፣ በሌሎችም ስነ-ምግባርና ሌሎች ስነ-ምግባር (በቁርጫ ክ/ክተማ) በሚገኘው ካምፓስ)
60	አዲስ አበባ የጤና ኮሌጅ	3/12/98	122-36-37	10+3	ቅድመ	ልውቅና	በኮሌጂካል ክርሲንግ፣ ፋርማሲ ቴክኖሎጂ እና በሚኒካል ላይ፣ በሌሎችም ስነ-ምግባርና ሌሎች ስነ-ምግባር (በቁርጫ ክ/ክተማ)
61	ቴክ ሆን አገርግሪጥንና ቢገዛኛ ኮሌጅ	27/11/98	440-14-63	10+3	ቅድመ	ልውቅና	በአገርግሪጥን ቴክኖሎጂ፣ በሲቪል-ጅ.ሲ.ሲ ላይ፣ በሌሎችም ስነ-ምግባርና ሌሎች ስነ-ምግባር (በቁርጫ ክ/ክተማ) በሚገኘው ካምፓስ)
62	ናሽናል የጤና ኮሌጅ	27/11/98	52-77-02 52-76-95/96	10+3	ቅድመ	ልውቅና	በኮሌጂካል ክርሲንግ እና በፋርማሲ (በቦካ ክ/ክተማ)
63	አዲስ አበባ ፖሊ ቴክኒክ ኮሌጅ	26/11/98	122-01-80 123-45-38	10+3	ቅድመ	ልውቅና	በአውቶ ማድረግ፣ ሲቪል-ጅ.ሲ.ሲ ላይ፣ በሌሎችም ስነ-ምግባርና ሌሎች ስነ-ምግባር (በቁርጫ ክ/ክተማ)
64	ማውጋት ፋዲ ቴክኒክ ሙያ ኮሌጅ	10/01/99	551-46-57 552-55-23	10+3	-	ልውቅና	በአውቶ ማድረግ፣ በሲቪል-ጅ.ሲ.ሲ ላይ፣ በሌሎችም ስነ-ምግባርና ሌሎች ስነ-ምግባር (በቁርጫ ክ/ክተማ)

### ADVISOR'S APPROVAL

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

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Date: Feb. 23, 2007

## DECLARATION

I, the undersigned, declare that this thesis is my work and that all sources of material used in this thesis have been duly acknowledged.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Place \_\_\_\_\_

Date of Submission: Addis Ababa University