

ADDIS ABABA UNIVERSITY
COLLEGE OF GRADUATE STUDIES

THE ASSESSMENT OF THE PRACTICES AND
CHALLENGES OF VOCATIONAL GUIDANCE AND
COUNSELING: THE CASE OF SELECTED TECHNICAL
VOCATIONAL EDUCATION AND TRAINING
COLLEGES IN ADDIS ABABA

BY

MESFIN KASSA



June 2010
Addis Ababa

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TECHNICAL AND VOCATIONAL EDUCATION AND
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Addis Ababa University in Partial Fulfillment of the
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Management of Vocational Education

By
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ACRONYMS

AACAd - Addis Ababa City Administration

MoE - Ministry of Education

NGO -Non Governmental organization

TVET- Technical and vocational Education and Training

UNESCO- United Nations Educations, Scientific and Cultural Organization

VGC- Vocational Guidance and Counseling

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ABSTRACT

The main purpose of the study was to examine and evaluate the practice and challenges of vocational guidance and counseling in TVET college of Addis Ababa City Administration. Based on this, the study tried to identify whether there were the services of vocational guidance and counseling for pre-college students and college trainees, appropriateness of the qualification and area of studies and the effectiveness and efficiency of the vocational guidance and counselors and evaluate the major factors that impede the effectiveness of the VGC activities. The study descriptive survey method and was conducted in three public TVET colleges in AACAd. The subjects of the study were 8 deans and vice deans, 25 department heads, 218 trainees and 3 vocational guidance and counselors. Regarding to the sampling techniques, simple random sampling was used to select sample colleges and trainee respondents while purposive and availability sampling techniques were employed for the rest of the groups. The information was obtained from the sample respondents through questionnaire and interviews. Appropriate statistical tools such as percentage, average mean value, chi-square, t-Test values were used to analyze and interpret the obtained data. The findings of the study revealed that the services provided by the vocational guidance and counselors were below expected. The area of specializations of the vocational guidance and counselors does not match with their current jobs and they didn't get additional training in the area. On top this; there were no guideline and manual for VGC in the sample colleges and the trainees have had no information about vocational education before they joined TVET colleges. Furthermore, there were no well trained and adequate man power, adequate budget and facilities and active participation of stakeholders for the implementation of VGC activities in TVET colleges. Hence, it is suggested that to be effectively implemented the vocational guidance and counseling services in TVET colleges, the higher officials and concerned bodies give due attention to the area and fulfill adequate trained man power and allocate sufficient budget.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1. Background

Education and training for and through the work place is the “master key” that can alleviate poverty, promote peace conserve with the environment, improve the quality of life for all and help to achieve sustainable development (UNESCO, 2004)

At each stage of their development, individuals may need support to achieve the intended goals. Some may need assistance to cope with the challenges of that particular stage; others may need support to overcome the barriers preventing them from bringing one career or educational stage to successful conclusion and entering the next. Some will need extensive individual career guidance and counseling. In some situations career guidance and counseling will go beyond personal support to include intervention with the family, work place or the bridge community.

Literature indicates that the term career and vocational interchangeably used. Accordingly, Hoxter and Kidd (1985:11) stated that the word career began to replace the word vocational in the literature and in everyday use in practice. It did not simply replace the word vocational keeping the same traditional meaning, however, thus the concepts and practices embodied in traditional ‘vocational’ and educational guidance and counseling are now being subsumed under the term career guidance and counseling.

Vocational guidance services offered on the basis of a proper understanding of the potentialities of the students in terms of their aspirations, acquired knowledge and skills in relation to the nature of the job can be expected to be immense assistance to students in the choice of their careers (Mishra, 2004:166)

In this regard Mishra (2004:99) also asserted that there are two levels of assistance in the counseling program

- A. Career guidance helps job seekers identify their skills, interests and attributes from which they can develop realistic career goals. Once set counselor helps job seekers develop training and employment options in order to achieve their carrier aspirations
- B. Career counseling is for people who have not been able to identity realistic employment or training through career guidance. Career counseling is designed to be a more in depth investigation of the barriers faced by the job seeker and identify comprehensive solutions that will allow them to move forward in the labor market.

Students' skills, knowledge, attitudes and behavior do not constitute the only appropriate focus of career education program evaluation. Career education is an educational reform movement seeking to change educational attitudes, practices and policies including the establishment of collaborative relationships between educational systems and the community (Abramson, Tittle and Cohen 1979:450-451).

Vocational guidance is not a one time activity. Vocational guidance services offered from primary level of education to up to the transition to work place. Myers (941:3) stated that vocational guidance as a process of assisting individual to choose an occupation, prepare for it, enter up on and progress in it. It is concerned primarily with helping individuals make decisions and choices involved in planning a future and building a career decisions and choices necessary in affecting satisfactory vocational adjustment. It is also mentioned by Peters and Hansen (1966:95) "occupational choice is a process ... it can be said that the process begins at the birth of the individual and may remain open until death. Vocational counseling as a process of helping the individual to study, and to work out a compromise between his abilities,

interest and opportunities". Similarly Super (1951) cited in Agidew, (1974:34) defines vocational guidance as "The process of helping a person to develop and accept an integrated and adequate picture of himself and his role in the world of work, to test this concept against reality with satisfaction to himself and benefit to society."

The vocational development of the individual, which is a continuous process, beginning in early childhood and continuing into the late years of life, appears to be as much influenced by his family as are other aspects of his development (Mishra, 2004:172).

The abilities, attitudes, interest and values of the youth are products of learning in homes, neighborhoods, schools, communities and nations Green cited (in Yared, 1964:340). Yared (1996: 340-341) also asserted that learning in schools and homes has great impact on the individual's knowledge, attitudes, aspirations and orientations that play a prominent role in the future of the learner. However, the role of each of these factors in the development of individual is not well documented in the Ethiopian context.

Career education helps students to prepare themselves at all levels for successful adaptation to the world of work. It is strengthened with a process of insuring that every person exiting from the formal education structure has obtained an awareness of career opportunities, including exploration and work experience, and has developed skills necessary for entry and advancement in the world of work (Girma, 1996:357)

In all levels of educational programs vocational guidance has a considerable contribution for acquiring the required information concerning occupations that is required in providing youth with organized assistance in making suitable occupational choices.

Vocational guidance is concerned with helping individuals toward different goals. Education in the elementary grades, aimed chiefly at development of

the individual along lines of good citizenship and goal consumer ship, is concerned with common needs of all regardless of their future Occupations. However, the information and experiences acquired by children in the elementary schools as a result of this study of the worlds of work will serve as a valuable background when those some children later face the necessity of choosing an occupational field for themselves (Myers, 1941:120).

There are no vocational guidance and counseling service in elementary and secondary schools of Ethiopia. As a result many students who enrolled in TVET institutions have faced big problem during selection of occupation. They were not in a position to know their interest job-opportunity and types of the occupations. Because of these, many TVET graduates could not be competent, productive entrepreneur employable and confident in their field of training (MEO, 2006:3).

2. Statement of the Problem

The education system, which gives more emphasis for theoretical aspect, contributes for increment of unemployed graduates. The Education system of Ethiopia has been criticized on grounds that it was much academic and theoretical (MOE, 2003:15). It is true that there were few Technical and vocational educational and Training institutes in Ethiopia.

While guidance and counseling is an easily accessible service in many developed countries, its benefits are not yet to be adequately exploited in the developing world (UNESCO 2002:5).

Recognizing the formidable nature of improving the attitudes towards vocational education which is particularly manifested in relation with the vocational guidance, policy makers in particular and governments are seeking remedies to readdress the problem. The student researcher is also initiated to conduct a research on the practice and challenges' of vocational guidance and counseling in TVET Colleges of Addis Ababa for the Purpose of

- I. understanding how the vocational guidance taking place in line with the guideline in the colleges
- II. identifying the challenges of the vocational guidance units encountering to carry out their tasks effectively

The study is guided by the following basic questions

1. How does the implementation of vocational guidance and counseling service contributing to the TVET system in Addis Ababa City Administration?
2. Is there effective and efficient communication system between VGC of TVET colleges in Addis Ababa City administration and the concerned stakeholders?
3. What are the major problems (if any) that impede vocational guidance and counselors' service in TVET colleges of Addis Ababa city administration?

3. Objectives of the Study

3.1. General objective

The general objective of this study is to investigate the current practices and challenges of vocational guidance of Technical and vocational education and Training colleges and suggest some practical steps to be taken in the future to improve the situation.

3.2. Specific Objectives:

1. Identify that the implementation of vocational guidance and counseling service in the TVET system of Addis Ababa City Administration

2. Assess whether effective and efficient communication system exist between VGC of TVET colleges of Addis Ababa City administration and the concerned stakeholders

3. Identify the major problems (if any) that impede vocational guidance and counselors' service in TVET colleges of Addis Ababa city administration

4. Significance of the Study

The significant of the study focuses on whether the vocational guidance and counseling services are properly implemented in line of the guideline set for vocational guidance and counseling by the vocational counselors or they are engaged in other routine activities. Therefore, the study is believed to have the following significance.

- It could render information for top-level TVET management at different echelons to make decisions that enable to improve the TVET system.
- On top of this, the study is expected to help teachers in TVET colleges to get adequate information on the practices and challenges of VGC services and implementation in TVET colleges of Addis Ababa city administration and to act accordingly in improving their training approach.
- Moreover the information from the study could help TVET students in facilitating their training system. Furthermore, teachers provision of appropriate and relevant training, and students chance of getting such an appropriate and relevant training could create satisfaction in trainees' parents.
- Besides, this study is expected to serve as a stepping stone for those who intend to conduct further study on the issue under consideration.

5. Delimitation of the Study

The scope of the study is delimited to Governmental Technical and Vocational Education and Training Colleges of Addis Ababa. It would not be manageable to study nation wide due to limitedness of resources to gather data. Currently there are a large number of trainees in the government TVET colleges of Addis Ababa at different fields of study. This shows the real picture that trainees have in the vocational guidance services to choose their field of studies and their current relation with the vocational counselors

Among the six government TVET colleges of Addis Ababa city government, three were selected randomly for the study due to lack of resources to gather and manage data from all TVET colleges of Addis Ababa.

6. Limitations of the Study

In conducting this study the researcher has faced the following problems which might have influenced the study.

1. It could be said that financial and time constraints played a great role in limiting the scope and the depth of the study.
2. Absence of willingness to be interviewed and to fill in a questionnaire by some individuals in the sample colleges.
3. Shortage of reference materials on Vocational Guidance and Counseling as to the Ethiopian context determined the size of literature.

7. Research design and Methodology

7.1. The Research Method

A descriptive survey research method was used in this study because it could help to describe the present condition of Vocational guidance and counseling in TVET colleges and to gather several kinds of data related the subject under study.

7.2. Data Sources

The data for the study were collected from primary and secondary sources. In the secondary sources of data, relevant books, Journals, legal documents, government regulations, documents and policy, vocational guidance and counseling guideline, available sources from NGO's (GTZ) that provide technical and material support to the TVET sector and the web site are to be consulted.

To get first hand information, primary Sources of data were collected from the following respondents.

1. Deans and vice deans of TVET colleges
2. Vocational guidance and counselors of TVET colleges
3. Department heads of TVET colleges
4. Second and third year trainees of TVET colleges

7.3. Sample and Sampling Techniques

In Addis Ababa city administration, there are six TVET colleges. Among these six TVET colleges three (50%) of TVET colleges namely NefasSilk, Misrak and Tegbareid TVET colleges were selected using simple random sampling techniques for the study. Simple random sampling technique is used for it gives equal chance of being selected for all six TEVT colleges.

After sample Colleges are identified using simple random technique, the respondents were selected using simple random and purposive sampling techniques as follows: The deans and vice deans, vocational guidance and counselors and the department heads were selected using purposive sampling techniques. The trainees were selected using random sampling techniques. And 99 trainees from NifasSilk, 52 from Misrak and 89 from Tegbareid TVET colleges, and a total of 240 respondents will be selected using simple random sampling technique.

Table I: Respondents' Category by Name of Institutions

Name of institution	Sample institutions	Respondents for interview				Respondents for questionnaire					
		Deans & Vice Deans		VGC		Deans		Department heads		Trainees	
		pop	sample	pop	sample	Pop	all	Pop	all	Pop	Sample
Nefas Silk	1	3	1	2	1	3	3	10	10	1505	99
Misrak	1	3	1	3	1	3	3	10	10	777	52
Tegbareid	1	2	1	1	1	2	2	10	10	1345	89
Total	3	8	3	6	3	8	8	30	30	3627	240

7.4. Data Gathering Tools

Questionnaires consisting of both closed and open ended items were set to different respondents and interviews were used. Questionnaires were administered to trainees and deans vice deans and department heads. Questionnaire was preferred for it fit to conduct a survey study on large size of a population. Interview was also used to have qualitative and in depth information from vocational guidance and counseling officers.

7.5. Procedures of Data Collection

The tools used for collecting data are questionnaires and interviews. As most of the students are expected to have good knowledge of reading and speaking in Amharic language, the questionnaire for students was prepared accordingly. Questionnaires for department heads, deans and vice deans were prepared in English. Before the questionnaires were being administered to the total sample population, a draft questionnaire was administered to 5 trainees, one dean, and two department heads for the lay out at Entoto TVET College. After it has been filled by these respondents each questionnaire was examined

item by item to detect ambiguous and unclear statements and the items were got corrected according the suggestion and recommendations of the respondents.

The questionnaires then were corrected and got ready for distribution. Convenient time for the respondents was arranged. The researcher made the objectives of the study clear to all of the sample respondents in order to avoid confusion and facilitate ease to administration. The questionnaires for the trainees were be administered in a class with close follow up in order to give immediate correction whenever confusion and misunderstanding were raised during the filling in the questionnaires.

7.6. Methods of Data Analysis

The data collected through different instruments were analyzed through appropriate statistical methods based on the question. The statistical tools which were used in analyzing the data were the following.

1. Percentages and frequency counts were employed to analyze the data gathered. These statistical tools helped to determine the relative standing characteristics such as age, sex, academic qualification and field of specialization.
2. Mean, standard deviation and T-test were used to see the differences in perception of respondents in relation to the availability of facilities, resources, state of preparedness to implement and challenges that impede vocational guidance and counseling.

8. Definition of Terms

Counseling described as the interaction developing through the relationship between a counselor and a person in a temporary state of indecision, confusion or distress which helps that individual to make his own decisions and choices, to resolve his confusion or cope with his distress in a personally realistic and

meaningful way, having consideration for his emotional and practical needs and for the likely consequences of his behavior. (UNESCO, 1985:9)

Guidance in education is the presentation of knowledge, information and /or advice to individuals or groups in structured ways so as to provide sufficient material upon which they may base choice decisions (UNESCO, 1985:9)

Technical and Vocational Education and Training any education, training and learning to acquisition of knowledge, understanding and skills which are relevant for employment or self employment. .(MoE,2008:50)

Vocational guidance the process of helping a person to develop and accept an integrated and adequate picture of him/herself and of his/her role in the world of work ,to test this concept against reality, with specification to him/herself and benefit to society (UNESCO,1985:8)

9. Organization

The research report is organized into four chapters. The first chapter deals with the study and its approach. The second chapter covers the theoretical and empirical review of related literature to the study. Chapter three present the analysis and interpretation of data. Chapter four treats summary conclusions and recommendations. Finally a list of reference materials and other papers containing pertinent information were annexed in the appendices.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Concept of Technical and Vocational Education and Training

Education has a paramount economic, social and political importance for any society. Education has been the main mechanism for bringing about change, since it is one that provides people at the same time with the qualifications needed to improve production capabilities, awareness, of their personal attitudes, leading ultimately to greater control over conditions in which they lead their lives (Subirats, 1998:5). The importance of education has manifested itself in the process of changes experienced by all societies. Accordingly Yekunoamlak (2006:43) stated from prehistoric times work has been a crucial factor in social organization. Though mankind has along history of involvement in works, to respond for basic necessities, it was not as such well organized.

Vocational education in its informal form has its origin when man began to live together and started to produce for his basic needs. The primitive people probably used the digging stick, stones, axes, and fire to clear the vegetation for hunting and gathering their food supply. Knowledge continued to be passed from father to son verbally and was manager in quality. At this period the process of learning was spontaneous imitation of skills.

According to Zywiece (1993) cited in Ali (2007:11) an organized form of TVET in a relative sense is a recent phenomenon. Until the 19th c, such an education and training was delivered in manufacturing centers other than schools.

After the Industrial Revolution, the growing demand for well trained skilled workforce, caused for the flourishing of Technical and Vocational Education and Training (TVET) in Europe and America. However, the gradual increment

of the need the need for the skilled labor force in large numbers and the growth and complexity of industries and the commerce at a faster rate, make impossible providing training in manufacturing. As a result TVET established as a separate organized social system.

Vocational training refers to deliberately organized measures to bring about learning as preparation for work tasks in designated occupations or clusters of kindred occupations. Luanglo (1993:1). Similarly Atchoarena and Delluc (2002:5) express that education which is mainly designed to lead participants to acquire the practical skills, know how and understanding necessary for employment in a particular occupation, trade or group of occupations or trades. Successful completion of such programs leads to a labor market relevant vocational qualification recognized by the competent authorities of the country in which it is obtained. The primary objectives of Technical and Vocational Educational is to train a skilled labor force that can adapt to the requirement of the labor market.

Gasskov (2000:5-6) classified the function of TVET into six:

1. The vocational and Training system should deliver both foundation and specialist skills to private individuals, enabling them to find employment or launch their own business, to work productivity and adapt to different technologies, and conditions.
2. Skill training is often an instrument for structural change. Large numbers of workers may have to leave jobs that are no longer in demand, move to new jobs that will be created or learn to perform old jobs in new ways with different technologies.
3. There is always a need to equalize the opportunities that people have to earn their through the acquisitions of skills. Education and training appears to be important factors in earning disparities. Vocational

education is increasing the options available to each student. (Evans, 1973:3).

4. Education and training can be viewed as a tool for achieving national economic and social objectives such as encouraging regional development and supporting priority industrial sectors, expanding exports, attracting foreign investment.
5. Besides the economic benefits education and training and generate massive social benefits, such as crime reduction, health improvement and better social cohesion, which accrue to society as a whole rather than individual. This idea is supported by Atchoarena and Delluc (2002:8) that the objectives of TVET are no longer simply economic but social including the fight against poverty and integration of young people into working world. Other objectives of TVET are to train the workforce for self-employment and to raise the productivity of the informal sector.
6. Vocational skills and knowledge enable people to provide services, such as medical care or car and house maintenance to their families and neighbors and to reduce their expenditure on such services.

2.2. Objectives of Vocational Guidance

The foundations of counseling and guidance principle can be traced back to ancient Greece and Rome with the Philosophical teaching of Plato and Aristotle. The third decade of the seventeenth century, one of the first texts about career options appeared; the universal plaza of all the professions of the world (1626) written by Tomaso Garzoni.

However, formal guidance programs using specialized text books had started at the turn of the twentieth century. Similarly, Hoxter and Kidd (1985:15), asserted vocational guidance was born in the United States during the height

of the progressive movement, a movement which sought to change negative social conditions associated with industrial growth which occurred in the late nineteenth and early twentieth centuries.

Super (1974) cited in (Hoxter and Kidd 1985:6) stated that the beginning of vocational guidance in the US can be traced to the work of a number of individuals and social institutions; "planning and action began with voluntary social agencies and then moved quickly to the schools". Super also pointed out that vocational guidance began in Europe about the same time it did in the United States through the work of professionals on such countries as France, Italy, Belgium, Switzerland and England.

Governmental, educational and agency personnel recognized the need for vocational and educational guidance and responded to it.

Careers education and guidance is not a subject but a process on which school needs to have a policy. Likewise super (1951) cited in Hans, (1985:8) stated that vocational guidance is a process of helping a person to develop and accept an integrated and adequate picture of him/herself and of his/her role in the world of work, to test this concept against reality and to convert it in to a reality, with satisfaction to him/herself and benefit to society.

This resulting current view of vocational guidance is self concept oriented and focuses primarily on self understanding and self acceptance, to which can be related the educational alternative available to the individual.

Careers education and guidance should help individuals:

- a. To become interested in and aware of opportunities, in education and training, in work and in adult life generally.
- b. To understand themselves in relations to these opportunities their strengths and weaknesses, interests, values, qualifications and circumstances.

- c. To make informed, reasoned decisions.
- d. To make transitions, in particular from school to the next stage (Gothard and Good hew, 1987:85-86)

Super (1974) cited (in Hoxter and kidd 1985:6) identified four conflicting view points concerning the purposes, nature, and structure of educational and vocational guidance in question form.

1. Should guidance focus on manpower utilization or human development?
2. Should guidance emphasize occupational choice or career development?
3. Should guidance consist of informational dissemination or counseling?
4. Should guidance be planned, organized and conducted by lay or professional personnel?

Educational and Vocational guidance is man power oriented; it deals with occupational choice; it relies heavily on occupational information and much of the work should be done by professionals.

The overall aim of educational and vocational guidance should be the development of the ability and confidence to make effective occupational and life style decisions within the context of rapid social change.

Jones (1963:161-162) stated the specific objectives of vocational guidance as follows:

1. To assist the student to acquire such knowledge of the characteristics and functions, the duties and rewards of the group of occupation within which his choice will probably lie;

2. To enable him to find what general and specific abilities and skills are required for the group of occupations under consideration and what are the qualifications, such as age, preparation and sex, for entering them;
3. To give opportunity for experiences in school (tryout courses) and out of school (after-school and vacation jobs) which will give such information about conditions of work as will assist the individual to discover his own abilities and help him in the development of wider interests;
4. To help the individual develop the point of view that all honest labor is worthy and that the most important bases for the choice of an occupation are;
 - A. The service that the individual can render to the society
 - B. Personal satisfaction in the occupation and
 - C. Aptitude for the work required
5. To assist the individual to acquire technique of analysis of occupational information and to develop the habit of analyzing such information before making a final choice;
6. To assist him to secure such information about himself, his abilities, general and specific, his interests, and his powers as he may need for wise choice;
7. To assist economically handicapped children who are above the compulsory attendance age to secure, through public or private funds, scholarships or other financial assistance so that they may have opportunities for further education in accordance with their vocational plan;

8. To assist the student to secure a knowledge of the facilities offered by various educational institutions for vocational training and the requirements for admission to them, the length of training offered, and the cost of attendance;
9. To help the worker to adjust himself to the occupation in which he is engaged; to assist him to understand his relationship to workers in his own and related occupations and to society as a whole;
10. To enable the students to secure reliable information about the danger of alluring shortcuts to fortune through short training courses and selling proportions, and of such unscientific methods as phrenology, physiognomy, astrology, numerology, or graphology and to compare these methods with that of security really trustworthy information.

Whereas, Barry and Wolf (1962) cited (in Gothard and Good Hew 1987:86) set out the aim of career guidance:

1. The programmed should serve the pupil, not the teacher at the school;
2. It should start with a realistic approach to the individual. This is a call for integrating careers education in to the mainstream of personal development work carried out by the school;
3. The program must broaden the interests, experiences, learning's and aspirations of the pupils. This is very challenging as it means pupils need not just learn passively but must be active and have the opportunity to experience and to broaden their self knowledge and their knowledge of the working world;
4. The program should be judged by how well it meets the pupils' needs. Thus evaluation, based on consumer opinion, is necessary;
5. What is done for one need not be done for all. This is not a plea for the academically able to be excused careers education. It is a reminder that

pupils needs vary and, as far as possible, careers education should cater for this;

6. The programme must be professional. It means that careers teachers require training and sufficient resources to do their work properly.

The focus of educational and vocational guidance is to serve the educational and vocational needs of young people. The guidance to the young people (students) is an important function an institution achieves educational objectives

Dawes (1977) cited (in Gothard and Goodhew 1987:91) stated that careers education programmers are primarily concerned to help young people determine the kind of life that they want and in that context to consider which among the jobs realistically available to them offers the most likely and approximate fit to what they seek as a style of life as a satisfactory way of making a living”.

Although it is not fully realized in practice, in some countries vocational guidance intended to assist people of any age throughout their lives. “Career guidance refers to services intended to assist people, of any age at any point throughout their lives to make decisions, training and occupational choices and to manage their careers”

To this end countries decree legal framework and national objective for vocational guidance and counseling. For instance the main objectives of the national policy related choice is to reduce the failure and drop-out rates in schools as well as to decrease and prevent unemployment (European Commission, 2007:1).

Similarly in Ethiopia the importance of whereby vocational guidance is stressed that “increased attention will be given to vocational guidance to enable future trainees, in particular youth, to choose the right career and make full use of the initial and life long learning opportunities provided by

the TVET system; vocational guidance has to start at school level (MOE, 2006:26)

2.3. Characteristics of Vocational Guidance and Counselors

It is believed that vocational guidance should possess a professional background. Seleshi (2000:18), stressed that “a counselor needs to have a professional training in a postgraduate program. The counselor should acquaint with necessary training in the field of guidance and counseling and should possess high competency with a wide and varied background experience.” Similarly European commission (2007:4) stated that psychologist who work in the field of vocational guidance are trained at university in the area of work psychology.

Career education and guidance are often considered to be the sole responsibility of the specialist career guidance staff, rather than the joint responsibility of all members of the teaching staff (OECD, 2004:14). Beside professional competence, the vocational counselor should possess a good knowledge of the society and experience in the world of work.

Some scholars (Seleshi, 2000:19, and Kazanas et al., 1973:78) opined that good vocational guidance and counselors must have sufficient work experience and knowledge of the world of work, especially teaching experience and on the job supervision. Similarly Peters and Hansen (1962:66) stated that the counselor must understand and be familiar with the meaning of culture and social factors in the counselee's life in order to understand him as an individual.

Vocational guidance and counselor also analysis home background school progress, work experience, personality health, interests, aptitudes and achievements (Peters and Hansen, 1966:243). It is therefore, important that vocational guidance and counselor must construct and develop his/her professionalism by adjusting and developing his/her guidance skills.

The counselors may also participate in ongoing specialized training and other activities allowing them to improve their qualifications.

Barnes and Andrews (1995:31) summarized the features of career guidance and counselors as follows:

1. All career guidance officers have acquired specific careers related expertise and qualifications.
2. The careers guidance officers is impartial and offers and offers objectives, client centered advice which is not influenced by organizational needs of the school nor of any other interested party.
3. The careers guidance officer has access to a wide range of specialist support services to meet the needs of particular pupils.
4. The careers guidance officers will contact peoples after they have left school to ensure that they are making progress in their career choice and have the advice and guidance they need. This reinforces the continuity between school and the pupils' next step.
5. Impartial collection of destination data by the careers service which can be used in the careers or wider curriculum.
6. The careers guidance officer's work with employers, training providers and colleges builds up a network of contacts and information for use with pupils.
7. The careers guidance officer's training and expertise in individual guidance complements the teaching expertise available in the school.
8. The cost effectiveness of provision of careers information is a centralized way, including the purchase of bulk licenses for computerized data bases.

9. The existence of a public office makes information, advice and guidance more widely available at times convenient to the pupil and their parents and guardians.
10. The continuing professional developments available to careers officer contributes up to-date information on issues such as National Vocational Qualifications equal opportunities, labor market developments and structures.

The tasks of the Guidance Counselor are summed up as follows:

- to organize and provide information with respect to education and vocation opportunities;
- to help and reinforce an individual in developing a positive self decision
- to facilitate the process of decision making;
- career design (following assessment of above);
- care for the transition, placement and follow-up of targeted individuals
- re-orientation of individuals.

2.4. Vocational Guidance and Career Information Centers

Information is at the core of career guidance and education from the point view of the user, information should lead to improve knowledge about the self, about the job market, about education and training opportunities. Likewise, Peters and Hansen (1966:243) stated that information is needed to produce an intelligent matching of men with jobs includes, knowledge of occupation, industrial and labor structure of the country, entrance procedures, occupational distribution, training opportunities and employment outlook.

The aim of guidance is to help the individual (pupil or adult) choose his course of study or his vocation and adjust revealed by various means, he is taught to know himself and is given information concerning the various

opportunities open to him. UNESCO (1963:9) also classified the means employed for informing the young, the parents and the general public about various vocations as:

7. Academic means of informing, it is a way of disseminating information in a formal lectures, discussion courses etc...
8. Audio-visual means; exhibitions, mobile or not mobile, on the vocations are reported in the relies
9. Publications on the vocations.

The trait and factor theory of parson (1909) cited (in Zunker 1998:22) mentioned that vocational guidance is accomplished first by studying the individual, second by surveying occupations and finally by matching the individual with the occupation. However, some scholars argue this theory by suggesting that it focuses on the identifying individual trait and factor but it does not account for how interests, aptitudes, achievements and personalities grow and change. (Ibid)

The occupational information services could only be effective if the necessary recourses (human and material) are allocated sufficiently. In support to this Baer and Robber (1951:399) mentioned that the effectiveness of any occupational information services depends to a large extent up on the administrative provisions for the actual use this service. This is possible only if sufficient funds are embarked for this purpose.

To be effective in his counseling service, the counselor should be alert to the most relevant labor market information available. Labor market information is most helpful in evaluating how certain careers can meet the individuals' clients' needs (Zunker, 1998:10).

Beside academic means of informing, occupational information has been used more in extra-class activities such as career conferences, assemblies, clubs

college days and conference, interviews with workers and employees' displays, fieldtrips orientation program (Baer and Robber, 1951:479).

The counselors should make themselves rich with the content of various sources of occupational information and develop the Information Resource Center (IRC). According to Zunker (1998:175), the counselors should develop the IRC to achieve the following objectives:

1. To collect, evaluate and disseminate accurate and relevant career information;
2. To provide assistance to the center's clientele in locating, evaluating and using career information;
3. To help students integrate self knowledge with relevant career information by providing counseling services;
4. To assist the faculty in integrating information into the structural activities to support students career development;
5. To assist parents in becoming active, concerned and understanding participants in the career development of their children; and
6. Utilize community resources in fostering a better understanding of the relationship of education to work.

This information is to be displayed on a bulletin board "the face of the vocational guidance" (Baer and Robber 1951:480). The high traffic area and easily accessible areas to the students should be the location of the IRC. The locating of the IRC is also within the adjacent to the counseling center or within the library facilities.

To make the display effective it has an attractive and eye-catching title or heading and also has the following central themes

1. A display should be concerned with one theme at a time;
2. Themes must be well-knit, specific, concert, and tangible;
3. Themes have to be based up on students interests, rather than counselor or teacher interest;
4. Themes are a means to an end rather than an end in themselves;
5. Display themes have to be directed towards present and future needs (Baer and Robber, 1951:281-282).

According to Zunker (1998:172-173) the Information Resource Centers have the following advantages:

10. A centralized location provides the opportunity to systematically organized all career materials into more efficient and workable units;
11. Students and faculty are attracted to centrally displayed materials that are easily accessed;
12. promoting co-ordination and acceptance of career related programs among faculty staff, administration, students and the community
13. Programming innovations for the use of career materials and out reach activities, which are usually generated within information resource centers or sponsored by IRC.

2.5. Principle of Vocational Guidance

Education and vocational guidance can be of decisive significance for a citizen's opportunities and choices; hence the responsibility of the guidance counselor is equally significant.

The principle of educational and vocational guidance is mentioned by scholars from the point of view of guidance and from the point of view of the person guided.

Wren (1966) cited (in Agedew 1974:19-20) the principle of guidance as:

1. Above all else, personal service in education is up on seeing the learner totally;
2. We are predicted to treat the student with dignity to respect his integrity and his/her right to self fulfillment;
3. Personal work depends up on varied methodology, one that is fitted to ends to be served;
4. Personnel work is concerned with students plans for the future as well as optimum living in the present;
5. We are the prime advocators of individual difference in school;
6. Just as the best conception of counseling is that of a creative relationship between counselor and student, so the important element in all personnel work is the quality of the relationship established between worker and learner, between worker and colleague;
7. Personal services must remain in the central system of educational effort.

Barnes and Andrews (1995:8) pointed out ten principles for good quality careers education and guidance in school and colleges:

1. A coordinated approach to the management of pupil and student development;
2. A written whole school or college careers education and guidance policy;

3. Management training for head teachers and principals to include careers education and guidance;
4. Clearly defined school or college senior management support, including a named person responsible for careers education and guidance;
5. A comprehensive service level agreement with the careers service;
6. Appropriate resources for the delivery of an effective program;
7. A planned program of careers education and guidance with measurable targets that ensure individual progression;
8. Regular review and evaluation;
9. Input from parents, governors, employers, training providers and others;
10. Planned in-service training for teachers and lecturers

Where as, Brewer (1932), cited (in Agedew 1979:19-20) mentioned the principle of vocational guidance from the point view of the person guided as:

1. The person guided in solving a problem, performing a task or moving towards some objectives;
2. The person being guided usually takes the initiative and for guidance;
3. the guide sympathetic, friendly and understanding;
4. The guide should have experience, knowledge and wisdom;
5. The method of guidance is to offer opportunities for new experiences and enlightenment,
6. The person guided progressively consents to receive guidance, reserves the right use the guidance offered, and makes his own decisions;

7. The guidance offered helps the individual receiving it to become better able to guide himself.

OECD (2004:75) from ethical point of view the principle of educational and vocational guidance could summarize in to five:

1. Respect: all guidance services should respect the citizen and recognize the citizen's right to self determination. The vocational guidance and counselor is to base his/her effort upon the integrity, dignity and sovereignty of the citizen in relation to choices and decision regarding education, career and life conditions. Guidance rests on a belief in the fundamental dignity and importance of the individual, in the essential equality of human beings and in the need to exercise freedom;
2. Equality: in the process of guidance and counseling the citizen must be met with recognition, equality and without prejudices related to gender, age, religion, disabilities, sexual orientation, ethnic background, social status and educational background. The vocational guidance and counselors should recognize and respect such diversity;
3. Independence : educational and vocational guidance must attend to the interests of the citizen and must be neutral and independent of political interests, industrial interests and other special interests;
4. Openness: the context, framework and conditions under which the guidance process proceeds must be made clear to the citizen;
5. Confidentiality: educational and vocational guidance must build on a mutual sense of trust and intimacy between the citizens and the vocational guidance and counselor. The vocational guidance and counselor must not discuss the client's situation with parties without the permission of the client and shall not divulge confidential information received in the counseling process

2.6. Challenges of Vocational Guidance

Lack of sufficient vocational guidance and counseling services for students of technical and vocational education programs was the most frequently cited weakness. Compounding factors include: lack of training facilities for the staff, strong competition from industry for their services unrealistic caseloads of students; and inadequate substitution for an available counselors by regular teachers or even other students who have no formal instruction in counseling (UNESCO, 1983:13).

In addition to the problem of materials and curriculum, the efficiency and inadequacy of the vocational guidance is the major challenge to the effective implementation of vocation guidance program in TVET institutions. Meanwhile, UNESCO (1983:16) stated that “the country [Ethiopia] has experienced important problems in initiating and implementing the availability of technical and vocational program. The problems of developing new and different curricula, establishing an apprenticeship system and recruiting and training teachers and counselors are among several sited.”

The conclusion of Nwagwu (1976) cited (in seleshi 2000:21), indicate that the area of guidance and counseling has been to a great extent neglected in school practice and administration throughout African content.

There is poor public image to the role of guidance and counselor due to limited services offered by guidance and counselors, adherence to traditional beliefs and professional competence. Similarly Peters and Hansen (1966:166), mentioned that the perceptions of students towards the role is low. Often it seems that students perceive the counselor only as a schedule maker, program producer, and attendance checker and/or yearbook advisor.

Most school principles and some teachers do not give recognition to the role of guidance and counselors in the teaching-learning process. The guidance and counselor may become busy in routine activities other than counseling and

often suffer from a role overload that severely limits their effectiveness. The necessary resources (human, financial and material) that help the counselor to carryout his task are not adequately assigned (Seleshi, 2000:23).

The problem of vocational guidance is that of assisting an individual who possesses certain assets, liabilities and possibilities to select from these many occupations one that is suited to himself help him in preparing for it, entering up on and progressing on it. This is because of that all individuals are not alike and there is also not only one occupational goal for all (Myers, 1941:5).

Another major problem in the area of career guidance and counseling is the “the lack of cross-sectorial collaboration, and the minor involvement of the private sector in the provision “with the colleges/institutions and labor market providers often working in parallel rather than in mutual beneficial ways (The European Trading foundation (ETF), 2003:10).

The National TVET Strategy (2008:11) also confirms that TVET lacks effectiveness and efficiency and many TVET graduates remain unemployed even in those occupational fields that show a high demand for skilled man power.

2.7. Vocational Education in the Ethiopian context

2.7.1. Historical Review of Vocational Education in Ethiopia

Education in its traditional form has a long history in Ethiopia. However, before the establishment of the first modern school, emperor Manlike II School in 1908, the education system was predominantly religious oriented to serve the man power need of the church and the state.

These traditional societies had negative out look to wards to vocational education above all the products of the skilled works, outcaste and gave name which has a derogative connotation.

Similarly Teklehaimanot (2002:6) stated that after the golden age of arts and technology of the Akaumite Kingdom, when skills must have been highly regarded technology seemed to have ceased evolution in Ethiopia For a span of time. In spite the extensive history and ancient civilization of the country modern education in general and TVET in particular are a recent phenomenon. TVET was not considered as a crucial element and substructure of the nation's economic, social and cultural development.

According Girma, Mehari and Nigatu (1994:8) there was no significant sign of Vocational education before the introduction of modern education. However, there had been a demand for foreign crafts men during the rein of Emperor Theodor's (1855 – 1868). In 1877 Emperor Minilik II was instrumental in bringing a few artisans to Ethiopia.

Emperor Theodor's and Minilik gave more recognition to various skills and crafts in order to cop up the European success in the field of military, industry and transport.

During the reign of emperor Haileselassie I, Schools were fairly expanded. There were about 30 academic schools in the cities of the country from 1925 to 1935. These schools were gave emphasis to the academic subjects like language (Amharic, English and French), Science, Geography, history and mathematics and vocational education was not reflected in the curriculum.

Teklehiamanot (2002:7) supported that due to the misconception on TVET; about 99.30 of the senior secondary were joined in the academic sub sector. These misconceptions could be categorized into three areas.

1. The social out look on trades and skills
2. The discriminatory practice of some educational planners and administrators and
3. The biased attitudes of educational and training institutions and students themselves.

During the Italian invasion (1936 – 1941) many School were destroyed and become a military garrison. As a result educational activities were paralyzed and many educated young Ethiopian were killed. Similarly Sylvia Pankhurst cited (in Teshome 1979:47) commented that “during the Italian occupation the Schools of Ethiopian people terminated”.

Teshome (1979:47) also added that after abortive attempt that was Made on the life Marshal Graziani in 1937 “educated men and women were hunted down and killed in cold blood and at least 125 of those known to have met their deaths were people educated abroad at great expense and scarifies who had returned to Ethiopia to modernize their country”.

After the withdrawal of Italian in 1941, the Ethiopian education system was rebuilt with the assistance from Britain, the United States of America and other foreign countries. Wanna (1996:295) it was during this time of high foreign influence; the first Vocational school was established.

The first vocational school was established in Addis Ababa by the MOE in 1941 under the name of ‘Ecole National des Arts’ commonly known as “Enat”. French was used as a medium of instruction in addition to Amharic. Later on, the name of the school was changes in to Addis Ababa Technical School and the Language of instruction become Amharic and English (MOE, 1973:30; Girma, Mehari and Nigatu, 1994:9).

Next to Addis Ababa Technical School, Addis Ababa commercial school was established in 1942, the Asmara Technical School in 1953 and the Bahir Dar polytechnic school was built in 1963 (Girma, Mehari and Nigatu, 1994:9).

Ambo Agricultural School was opened in 1946 as a center of the study of farming in Ethiopia. The graduates of this and other technical and Vocational schools furnished skilled personnel for government and private enterprises and replaced some of the Italian who had been the only trained technicians in the country (Teshome, 1979:61).

Since the early 1960s, many African countries, including Ethiopia realized that human resource development is a prerequisite for economic development. To implement the movement Ethiopia, like other African countries patterned the formal schooling on the experience of developed countries hoping that it will contribute for greater economic growth (Wanna, 2002:297)

Wyss (1990) cited (in Wanna 2002:298) stated that Many African countries pronounced intentions to reform their educational systems, by adjusting the length of education cycle; ... Changing curriculum content or otherwise attempting to link the provision of education and training more closely to perceived requirements for national socio-economic development.

It was with these objectives that technical and vocational education and training was incorporated in the Ethiopian secondary school system. Such secondary schools were called “comprehensive secondary school”.

The first secondary school that converted into the comprehensive secondary school was wizard sheen school in Dessie, It was converted in 1961 (Girma, Mehari and Nigatu, 1994:11).

The establishment of these schools aimed to address the growing demand of trained middle level manpower in technical and commercial field. These Technical schools used incentives mechanisms that helped them to admit who completed grade 10 with high academic achievement and to train in different vocational fields for three years. (Teklehaimanot, 2002:6 and Wanna, 1996:299).

During the military regime, Ethiopia began to follow socialist oriented education system with the motto of education for production, for scientific inquires and for political consciousness. During this period a polytechnic framework of education was introduced in some pilot schools by designing a work related subjects.

The transitional government formulated a new education and training policy in 1994 after identifying the problem of equity, quality, relevance and access that existed in the educational system. Technical and vocational training will be provided for those who may not continue general and for those who completed grade ten for the development of middle level manpower (MOE, 1994:17).

The technical education and training system which had been parallel to the academic stream shall be established and will have its independent structure. It is true that TVET play an important role in the economic, social and cultural development of the country. To this end the government took an important reform steps expand and improve TVET by adopting The National TVET strategy of 2002, The TVET proclamation of 2004, The National TVET strategy of 2008, The establishment of National TVET council, A new quality Management system (MOE, 2008:12).

Although the government took such measures to reform the basic framework conditions of TVET, the country still in dire need of skilled technician, training programs lacked relevance to the work place reality. The programs are low in quality and do not address actual skills need in the economy.

2.7.2. An Overview of the Guideline for Vocational Guidance and Counseling in TVET Institution

Guidance in TVET institutions assists trances in planning their education and training by helping them to understand and appreciate their talents, relate effectively to others, explore career alternatives, develop appropriate educational and vocational training plans, implement and complete their plans and integrate successfully in society and the labor market. Guidance is also important to education and training institutions because it helps to ensure that students make the best use of the learning opportunities. The guideline also stressed that vocational guidance and counseling can be a help full process for any one who is uncertain about the direction of his/ her

future, unfulfilled in present position and unsuccessful in acquiring employment.

(MOE, 2006:26), *An increased attention will be given to vocational guidance to enable future trainees, in particular youth, to choose the right career and make full use of the initial and lifelong learning opportunities provided by the TVET system. Vocational guidance has to start at school level. However, TVET institutions will also assign and train vocational guidance staff.*

Due to the above mentioned advantages of Guidance and counseling services, the development the guideline for the vocational counselors became an important.

According to the guideline there were assigned vocational guidance and counselors in TVET institution in the past few years, they were in efficient due to the following reasons.

1. There was no any vocational counselor guidance so that assigned counselors did not know what duties and tasks expected from them.
2. Many TVET staff have attaching vocational counselor with apprenticeship program only, a person assigned as a counselor also was not professional or didn't get any guidance and counseling training, and
3. There was no any career and personal development courses offered in TVET training system.

2.7.3. The Role of Vocational Guidance and Counseling in TVET Institution

The guideline stated /listed/ that vocational guidance and counseling programs helps;

- a. Appropriate occupational training to be offered in the institution.
- b. The institute /college / provide quality training
- c. The institute /college /build good partnership with relevant stakeholder.

- d. The institute /college/ to have a well organized information system and documentation.
- e. Trainees to identify own talents, strengths, and weaknesses, family expectations and national requirements to sort out the personal relevance of the educational and vocational options available.
- f. Trainees to learn effective job search procedures.
- g. Trainees to develop greater adaptability to be able to take advantage of opportunities as they occur.
- h. Trainees to overcome self defeating behaviors gain self confidence and lessen life skills.
- i. Trainees to cope with the reactions to job loss of anger, depression frustration and apathy and learn to take continuing positive action to become employed again.
- j. Trainees to identify alternative occupations, when a current employment is in jeopardy.

The guideline lists a numbers of Duties and Responsibilities of Vocational counselor which could summarized as follows.

Provide orientation for high school students and parents concerning TVET instructors.

Provide a placement program for trainees completing TVET programs, if possible.

Prepare follow up studies of former students in TVET programs for the purpose of improving services and evaluating the effectiveness of vocational education.

Orient new trainees to institution procedures and the institution varied opportunities for training, assist in selection of occupation, present trainees from dropping out of institution and trying to solve individual problem of the trainees.

Introduce trainees to colleges and potential employees according to provisions of the board's policy on trainee records and assist trainees to place in job.

Obtain and disseminate occupational information to trainees and to classes studying occupations.

Advise administrators and departments on the matters of trainee's discipline.

Maintain records on every statistical data /information relevant to the training institution.

Facilitate parent, trainees and/or trainee's conferences when appropriate, participate in and out campus supervision, conduct need assessment and act as a secretary of the internship committee.

Conduct research on internship program. Asses the student's interest and motivation before entering TVET (MOE, 2006:5-7).

In the guideline the qualification of the vocational guidance and counselors are mention as follows.

1. Bachelor's degree (Minimum). Masters degree preferred, in Educational psychology or in any Technical and vocational Fields.
2. A minimum of three years classroom teaching experience.
3. Excellent problem solving skills.
4. Basic knowledge in most training areas offered in the center.
5. Good computer skills especially in database management and internet.
4. Good academic achievement and knowledge in project work & entrepreneurial spirit.

The Vocational counselor is accountable to the vice director or vice, dean and shall enjoy similar privilege with them. The facilities that are expected to be fulfilled to the vocational guidance and counselor center are basic office materials, one PC (networked), Telephone, internet access and transport facilities (MOE, 2006:8).

To be guidance and counseling effective in TVET institutions, he/she guides with appropriate number of trainees. Besides the vocational guidance and

counselor is believed to teach trainees a maximum of eight periods per a week. In relation to this the guideline states one vocational counselor can handle 500 trainees if he/she is involved in teaching vocational guidance education with a maximum of eight periods /week. Otherwise he/she can handle up to 600 trainees. If the number of trainees is grater than 600, the center has to assign paraprofessional guidance counselor accountable to the vocational counselor (MOE, 2006:8)

The vocational guidance and counselor is expelled to up date himself and enhance his capacity to be effective in his activities. In accordance with, the guideline points out that the training to be given to the counselor is:

1. counseling technique
2. career, educational and labor market information
3. need assessment techniques
4. ICT and Information Management
5. organizing career development programs
6. establishing linkages with community based organizations
7. Public relations techniques to promote career development

CHAPTER THREE

3. Presentation and Analysis of Data

This chapter deals with the presentation, analysis and interpretation of data gathered from the respondents through questionnaire and interview. As it was stated in the methodology, a total of 278 questionnaire copies were prepared and distributed to 8 deans and vice deans, 30 department heads and 240 trainees of the sample TVET colleges. Out of these 8 deans and vice deans, 7(87.5%), 25(83.3%) out of 30 department heads, and out of 240 trainees 218(90.3%) of these colleges have properly filled and returned the questionnaires.

The first section of this chapter presents the general characteristics of the respondents and describes the background of the study population by sex, age, qualification, fields of study, total work experience, and the experience in their current deanship and department head position.

The second section deals with the presentation and analysis of the responses obtained from the respondents' know-how on the practices and challenges of vocational guidance and counseling services in their respective colleges.

The data collected from the respondents through questionnaires were organized in tables according to their similarities and differences.

3.1. Characteristics of the Respondents

As indicated above, the total respondents of the questionnaires were 7 deans and vice deans, 25 department heads and 218 trainees. Accordingly, the characteristics of their background were collected and presented. The variables included their sex, age, and educational qualification, field of study, total work experience and years of service in their current position.

The result is shown in the Tables below.

Table II: Respondents by Sex and Age

R.N	Item	Respondents					
		Deans & vice deans (N= 7)		D. heads (N= 25)		Trainees (N=218)	
		F	%	F	%	F	%
1	Sex						
	Male	4	57.1	20	80	108	49.5
	Female	3	42.0	5	20	110	50.5
	Total	7	100	25	100	218	100
2	Age						
	Below 20						
	20-25 years			1	4	201	92.2
	26-30 years			1	4	7	7.8
	31-35 years	2	28.6	8	32		
	36-40 years	2	28.6	2	8		
	41 years and above	3	42.9	13	52		
	Total	7	100	25	100	218	100

As indicated in Table II, among 7 deans, 25 department heads and 218 trainees, 4 (57.1%), 20(80%) and 108(49.5%) were male where as, 3(42.9%), 5(20%) and 110 (50.5%) were female, respectively. These data indicate that the number of female department heads is lower compared to the number of male department heads. This may have its own impact on female trainees' academic performance. This is because the role expected from female department heads as counselors of their respective field of studies could not be adequate to the number of female trainees in the colleges. However, the number of female deans and trainees are almost equal with the number of males. In this respect, the assignment of female deans and the participation of female trainees are encouraging.

Pertaining to the age distribution, 2 (28.6%) ,2(28/6%) and 3 (42.9%)of deans were in the range of 31-35 years, 36-40 years and 41 years and above respectively. On the other hand, 1(4%), 1(4%), 8(32%),2(8%)and 13(52%) of department heads were in the range of 20-25 years, 26-30 years, 31-35 years 36-40 years and 41 years and above respectively and 7(3.2%),194(89%)and 17(7.8%) of trainees were in the range of below 16 years,16-20 years and above 20 years in the same order.

Table III: Respondents by Qualification and Field of Study

N	Item	Respondents			
		Deans & vice deans (N= 7)		D. heads (N= 25)	
		F	%	F	%
1	Qualification				
	Below Diploma				
	Diploma				
	First Degree			20	80
	Masters	7	100	5	20
	Others				
	Total	7	100	25	100
2	Field of studies				
	Management of voc. education	5	71.4		
	EdPM/EdAd	2	28.6		
	Others	-	-	25	100
	Total	7	100	25	100

As indicated in Table III, 7(100%) deans and vice deans had masters degree, and 20 (80%) and 5 (20%) of department heads were first degree and masters degree holders respectively. This shows that management positions in the colleges were adequately fulfilled with appropriate qualified personnel which intern depicts that the issue of vocational guidance and counseling could not be weakened due to lack of support the colleges’ management. This is because they could share their experience and take responsibility in solving problems in the study area.

Regarding the fields of study, 5 (71.4%) and 2 (28.6%) of the deans were graduate of management of vocational education and EdPM/EdAd respectively.

All department heads were the graduate of different fields of technical and vocational education. This also indicates that TVET colleges' management position is filled with adequate and qualified personnel.

Table IV: Respondents Work Experience

N	Item	Respondents			
		Deans & vice deans (N= 70)		D. heads (N= 25)	
		F	%	F	%
1	Total work experience				
	Below 5 years			4	16
	5-10 years	1	14.3	4	16
	11-15 years	1	14.3	1	4
	16-20 years	2	28.6	1	4
	21 years and above	3	42.9	15	60
	Total	7	100	25	100
2	Years of service as a college dean, vice dean or department heads/ counselors				
	Below 5 years	7	100	24	96
	5-10 years			1	4
	11-15 years				
	16-20 years				
	21years and above				
	Total	7	100	25	100

As it is shown in Table IV, experience wise, 1 (14.3%), 1 (14.3%), 2 (28.6%) and 3 (42.9%) of deans had served about 5-10 years, 11-15 years, 16-20 years and 21 years and above, respectively. On the other hand, 4 (16%), 4 (16%), 1 (4%), 1 (4%) and 15 (60%) of department heads had work experience below 5 years, 5-10 years, 11-15 years 16-20 years and 21 years and above respectively. Regarding their current position, the experience of all deans in their current deanship position is below 5 years and 24 (96%) and 1 (4) of department heads had served as a department heads about below 5 years and 5-10 years respectively. It is believed that this enables them to give necessary information to the study. Moreover, it also indicates that their experience in the area is adequate enough to support the vocational guidance and counseling activities and could appropriately solve if problems arise in the area.

3.2. Analysis and Interpretation of Data

In this section the provision of vocational guidance and counseling, the services that vocational guidance and counselors offer to the trainees and the community, and the factors that affect the effectiveness of the vocational guidance and counseling have been discussed.

Table V: The provision of Vocational guidance and counseling

N	Items	Respondents			
		Deans & vice deans & D. heads (N= 32)		Trainees (N=218)	
		F	%	F	%
1	Do you believe that pre-college students have had vocational guidance and counseling services in their previous high schools				
	Yes	12	37.5	90	41.3
	No	20	62.5	128	58.7
	Total	32	100	218	100
2	Is there a vocational guidance and counseling service in your college?				
	Yes	29	90.6	147	67.4
	No	3	9.4	71	32.6
	Total	32	100	218	100
3	If your response is "Yes" Do you believe that the number of vocational guidance and counselors is enough to execute the required services				
	Yes	4	12.5	52	23.9
	No	28	87.5	166	76.1
	Total	32	100	218	100
4	Do you believe that their current qualification is appropriate to offer effective vocational guidance and counseling service for the trainees?				
	Yes	14	43.6		-
	No	18	56.4		
	Total	32	100		

As it is indicated in item 1 of Table V, the respondents were asked whether the pre-college student have had a vocational guidance and counseling services and the presence of vocational guidance and counseling (VGC) service in their respective colleges. Accordingly the majority 20(62.5%) of deans, vice

deans and department heads and 128(58.7%) of trainees replied that there was no vocational guidance and counseling service for pre-college students, and 12(37.5%) of deans, vice deans and department heads and 90(41.3%) trainees responded positively for the item. This indicates that the implementation of vocational guidance and counseling and the TVET systems in the current TVET colleges could be affected by lack of awareness and continuity from the pre-colleges levels (high schools) of the education system.

On item 2 of Table V, 29 (90.6%) of deans, vice deans and department heads and 147 (67.4) of trainees gave affirmative response on the provision of vocational and guidance service in their respective colleges. However, 3 (9.4%) of deans, vice deans and department heads and 71 (32.6%) of trainees responded no for the same item. As indicated in appendix 4, all the sample colleges have assigned vocational guidance and counselors. Therefore, the respondents' responses are that certain number of department heads and trainees had no awareness whether or not the vocational guidance and counseling services offered in their colleges.

On item 3 of the same Table, the respondents were asked whether the number of vocational guidance and counselors were enough to execute their services. The majority of the respondents 28 (87.5%), deans vice deans and department heads and 166 (76%) of trainees were responded that there were no enough vocational guidance and counselors in there respective colleges. On the other hand, 4 (12.5%) of deans, vice deans and department heads and 52 (23.9%) of trainees replied yes. This issue was also supported by interviewees the number of vocational guidance and counselors were very few compared to the number of the trainees.

As per the guideline which states that one vocational guidance and counselor should handle 600 trainees if one is not involved in teaching vocational

guidance and counseling (MoE, 2006:8), their response is quite right. On top of this, it may also be that the services provided by the vocational guidance and counselors in TVET colleges were below expected.

On item 4 of the same Table, the respondents were asked on the appropriateness of the qualification of the vocational guidance and counselors. Accordingly, 14 (43.6%) of deans, vice deans and department heads responded yes; while 18 (56.4%) of them responded no. This issue was also supported by interview report that the majority of the vocational guidance and counselors were not qualified in the area they were working. This may be the services provided by the vocational guidance and counselors are insignificant or below expected. Moreover, as depicted in appendix 4 their area of specialization does not mach their current jobs.

Table VI: The Presence of Guideline

N	Item	Respondents			
		Deans, Vice deans & D. heads (N= 25)		Trainees (N=218)	
		F	%	F	%
1	Is there a guideline for vocational guidance and counseling in your college?				
	Yes	16	50		
	No	16	50		
	Total	32	100		
2	If your response is “yes”, do you believe that the vocational guidance and counselors conduct their task in accordance with the guideline?				
	Yes	7	43.8		
	No	9	56.2		
	Total	16	100		
3	Do you believe that the office of VGC is secure for the trainees to express their feeling and problems freely?				
	Yes	13	40.6	25	11.5
	No	19	59.4	193	88.5
	total	32	100	218	100

In Table VI, the presence of the guideline for vocational guidance and counseling in TVET colleges of Addis Ababa City Administration were

discussed. As indicated in the Table 16(50%) of deans, vice deans and department heads responded affirmatively while the other 16(50%) of them responded negatively. However, in the interview conducted with the vocational guidance and counselors and college deans it was reported that there were no manuals and guidelines for vocational guidance and counseling in the three samples TVET colleges (theme 5 on page 57). In this regard, it seems that the awareness of college deans, vice deans and department heads about the practice of vocational guidance and counselors and whether they perform their tasks in accordance with guideline or not are less. Therefore, with absence of proper manuals and guidelines for vocational guidance and counselors, expecting better performance seems far from reality. This may be due to less attention given from the TVET colleges' administration to the implementation of vocational guidance and counseling services in their respective colleges.

As it is shown in item 3 of Table VI, the majority of the respondents, that is 19 (59.4%) deans, vice deans and department heads and 193 (88.5%) of trainees responded that the office of vocational guidance and counselors were not safe for trainees to express their feeling freely. Basically, the guideline could be used as major tools to implement vocational guidance and counseling service in TVET colleges. However, this study indicates that there were no guideline for vocational guidance and counselors in the sample colleges. Hence, it had its own impact on the effective implementation of vocational guidance and counseling services.

Table VII: Awareness of Students about Vocational Education

N	Items	Respondents N= 218Trainees	
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		F	%	χ^2
1	Have you had any information about your current field of study before you were assigned in the TVET colleges? Yes No Total	67 151 218	30.7 69.3 100	16.18
2	Did you get this field of study by your choice? Yes No Total	134 84 218	61.5 38.5 100	5.73
3	If you get this field of study by your choice, from whom did you get information? Family Friends Teachers VGC With out any information Total	71 46 17 - - 134	53 34.3 12.7 - - 100	
4	Do you believe that vocational guidance and counseling is important for TVET college assigned students before they choose their field of studies? Yes No Total	199 19 218	92.3 8.7 100	74.31

Significant at alpha level 0.05

Table VII, shows the awareness of trainees about their field of studies they were studying. As depicted in item 1 of the table, only 67(30.7%) of the trainees have had information about their field of study before they joined TVET colleges. On the Contrary, 151(69.3%) of the trainees responded that they had no information about the vocational streams they are currently assigned in. Likewise, an interview conducted with college deans, vice deans and vocational guidance and counselors (theme 7 on page 57) supported that the professionals in the area did not give vocational orientation to the pre-college students.

Moreover, as depicted in the same table, the calculated χ^2 (chi-square) value was 16.18 at $df= 1$ and alpha level of significance =0.05. Since this is greater than the critical value which is 3.84, there is statistical significance and there is no perception difference among trainees.

As it is indicated in item 2 of the same Table, 134(61.3%) of the trainees were assigned in the field of studies on the basis of their choice and 84(38.5%) of the trainees were assigned without their choice. Even among those who were assigned based on their choices, 71(53%), 46(34.3%) and 17(12.7%) have got information about their respective field of study from family, friends and teachers respectively.

Other than this, regarding the importance of providing vocational guidance and counseling for TVET college students before they choose their field of study, 199(92.3%) of trainees responded yes where as 19(8.7%) responded no. Therefore, regarding items 1-4 in Table VII, it could be said that, even though trainees need orientation from concerned professionals before they choose their fields of study, most of them choose their fields of study based on information from their families, teachers and friends rather than from vocational guidance and counselors. This shows that the role played by vocational guidance and counselors in helping students to choice their fields of studies is minimal, which in turn could be due to absence of manuals and guidelines and lack of adequate communication between the deans, the department heads and the VGCs.

As it is indicated in item I of Table VIII, respondents were asked to rate whether there were sufficient resources in the office of vocational guidance and counselors. In this regard, the majority, that is, 27(84.8%) of the respondents asserted that there were no sufficient resources which enable the VGCs to execute their tasks effectively. On the other hand, 5(15.6%) of the respondents considered that there were enough resources in the offices of vocational guidance and counselors.

Table VIII: Available Resources in the Office of Vocational Guidance and Counselors

N		Respondents
		Deans & vice deans & D.

	Item	heads (N=32)	
		F	%
1	Do you believe that there are sufficient resources in the office of vocational guidance and counselors to execute their services effectively		
	Yes	5	15.6
	No	27	84.4
	Total	32	100
2	Indicate the available resources in the office of VGC (you can choose more than one answer)		
	Basic office furniture	29	90.6
	Networked PC(computer)	12	37.5
	Telephone	20	62.5
	Internet access	10	31.2
	Transport access	13	40.6

Additionally, they were asked to indicate the availability of resources in the office of vocational guidance and counselors (here the respondents were asked to rate more than one item and each item is calculated for 32 respondents. Accordingly, 29(90.6%), 12(37.5%), 20(62.5%), 10(31.2%) and 13(40.6%) of the respondents replied that basic office furniture, networked computers, telephone, internet access and transport facilities were available respectively. where as 3(9.4%), 20(62.5%), 12(37.5%), 22(68.8%) and 19(59.4%) of the respondents replied that basic office furniture, networked computer, telephone, internet access and transport facilities were not available respectively.

Moreover, “theme 5” of the interview section (page 57) also indicated that vocational guidance and counselors are suffering from lack of budget, internet access and transport facilities. From this situation it is possible to conclude that the services provided by vocational guidance and counselors in TVET colleges are very limited.

Table IX: Presence of Career Information Resource Center

N	Item	Respondents	
		Deans, vice deans & D. heads(N= 32)	Trainees (N=218)

		F	%	F	%
1	Is there a career information resource center in your college?				
	Yes	9	28.1	80	36.7
	No	23	71.9	138	63.3
	Total	32	100	218	100
2	If your answer for item number 1 above is yes, the career information center is located in:	N=9		N=80	
	High traffic area	2	22.2	15	18.8
	Low traffic area	7	77.8	65	81.2

Significant at alpha level 0.05

In Table IX, the respondents were asked whether there was career information resource center or not. Accordingly, 9 (28.1%) of deans, vice deans and department heads and 80 (36.7%) of trainees responded that there was career information resource center; while 23 (71.9%) of deans, vice deans and department heads and 138 (63.3%) of the trainees responded that there was no career information resource center in TVET colleges of Addis Ababa City Administration.

Additionally, those who gave affirmative response to item 1 above were also asked to indicate the location of the career information resource center. In this regard, 2(22.2%) of the 9 deans, vice deans and department heads respondents who responded yes and 15(18.8%) of 80 trainees who responded yes, indicated that the information resource center was located in the high traffic area of the college. Whereas, 7(77.8%) of the 9 deans, vice deans and department heads who responded yes and 65(81.2%) of 80 trainees who responded yes indicated that the career information resource center was located in low traffic area.

From the items in Table IX, it could be inferred that the majority of the two groups of respondents did not accept the existence of the career information resource center in TVET colleges. But from the respondents who responded yes to item 1, the majority indicated that it is located in low traffic area. This

may indicate that due to inappropriate location of the career information resource center it could not serve what is expected of it. This does have its own impact of the TVET system and on the trainees, too.

Regarding the items in Table X below, respondents were asked to rate the items on the services delivered by the vocational guidance and counselors. Accordingly, the items were rated as very low (1), low (2), medium (3), high (4), and very high (5). And it was decided that the mean below 2.5 indicate weakness in the area where as, the mean equal to and above 2.5 was taken as strength of the issue under consideration .Based on this information the data in the table was analyzed as follows.

As depicted in the Table, of the services being provided by vocational guidance and counselors in TVET colleges; giving career orientation for secondary schools students, invited guests give awareness on career orientation, providing career orientation to parents, taking part in teaching vocational guidance and counseling and solving the problems the trainees face during the training time were rated with means 2.34, 2.38, 2.38, 2.09 and 2.41 respectively.

On the other hand, giving career orientation to secondary students and solving the problems the trainees face during their training period were rated by the trainees group with average means 2.38 and 2.33 respectively.

Table X: The Services Delivered by Vocational Guidance and Counselors

Table the service VGCs provide		DEANS & D.HEADS N=32						TRAINEES N=218						Ave . mean
N	Item Services Delivered by VGCs	V. L 1	L 2	M 3	H 4	V.H 5	X	V.L 1	L 2	M 3	H 4	V.H 5	X	
1.	Give career orientation for high school students	12	5	9	4	2	2.34	66	73	30	26	23	2.38	2.36
2.	Introduce about the rule and regulation of college to colleges new entry trainees	1	2	11	4	14	3.88	37	23	38	42	78	3.46	3.67
3.	Orient the new entry trainees about the available departments	-	4	12	5	11	3.72	36	46	57	39	40	3.00	3.36
4.	Facilitate for d. heads and trainees to introduce their respective fields	3	4	15	4	6	3.19	62	54	52	25	25	2.53	2.86
5.	Prepare career conference by invited guests	11	5	10	5	1	2.38	56	50	45	39	28	2.69	2.54
6.	Prepare career orientation to parents	6	13	9	3	1	2.38	27	19	28	73	71	3.65	3.02
7.	Teach vocational guidance & counseling as a subject	11	11	6	4	-	2.09	73	70	29	22	24	2.33	2.21
8.	Help college graduates to adjust themselves to occupation they engage in	1	5	18	6	2	3.09	44	43	57	34	40	2.92	3.01
9.	Solve the problems of the trainees that are faced during the training	10	3	16	2	1	2.41	38	34	63	42	41	3.33	2.37
	Grand average means						2.71						2.81	

X = weighted mean

Ave. mean = average mean

V.H=very high

H= high

M= medium

L=low

V.L. = very low

The two groups confirmed that vocational guidance and counselors failed to give career orientation to secondary school students and teach vocational guidance and counseling as a subject where these items are rated 2.36 and 2.21 respectively as average means of the two groups. This may be due to lack of adequate knowledge in the area and their area of qualification does not match with what they are doing (see appendix 4). Moreover, as indicated “in theme 3” of the interview report on page 57, the vocational guidance and counselors were not getting training to improve their current job. These issues may result in failure to accomplish their tasks appropriately.

Items 5 and 6 in the same Table, regarding the provision of career orientation to parents and preparing career conferences by invited guests; the deans, vice deans and department heads’ group rated 2.38 for each of these two items where as, the trainees group rated 3.02 and 2.54 respectively. On the other hand, in the interview conducted with deans and counselors the two groups confirmed that no effort was made to provide career orientation to parents and to prepare career conferences by invited guests. In this case, the trainees as students may lack adequate information on these issues. It seems that from the forgoing discussions vocational guidance and counselors lack appropriate knowledge and training in their area of intervention. These two issues also indicate that there was a communication gap between vocational guidance and counselors and concerned stakeholders.

Regarding solving the problems of trainees’ item 9, both groups rated with means below 2.5 and the average mean of the two groups is 2.37. This may be due to the inappropriate qualification of the VGCs to their professions.

In this regard, t-Test was used to check whether there exists a significant difference between the means of the trainees group and that of the deans’, vice deans’ and department heads’. Accordingly, the calculated value of $t = 2.2104$ and the critical value (table value) of t at $df (248) = 1.960$. Therefore, there is

significant difference between the means of the two groups. This difference may be due to the reasons described above.

Table XI: Factors Influencing the Effectiveness of VGC in their Service Provision

N	Items	Respondents, Deans, vice deans and d. heads (N=32)						
		SD 1	D 2	UN 3	A 4	S.A 5	X	Sd
1	Absence of manual, Job description which indicate the task of VGC	8	1	7	8	8	3.22	1.518
2	Shortage of budget	6	1	2	9	14	3.75	1.524
3	Shortage of office furniture, transport facilities and new Technology	5	5	4	8	10	341	1.502
4	Large number of student to manage	4	1	2	8	17	4.03	1.385
5	Lack of professional competence of VGC	7	7	4	7	7	3.00	1.503
6	Lack of commitment of concerned bodies	4	7	1	9	11	3.50	1.484
7	Absence of adequate cooperation of college deans	4	7	9	7	5	3.06	1.268
8	Absence of trainers and department heads readiness to assume responsibilities and cooperate with VGC.	6	11	3	9	3	2,75	1.32
9	Absence of adequate training of VGC	2	5	1	16	8	3.72	1.198
10	Low parent participation in the VGC activities	3	1	1	13	14	4.06	1.216
	Mean average						3.45	
	Average SD.							1.3918

X= weighted mean
Sd= standard deviation

S.A= strongly agree
A= agree
UN = undecided
D= disagree
SD = strongly disagree

Regarding the factors influencing the effectiveness of vocational guidance and counseling services at TVET colleges of Addis Ababa City Administration indicated in Table XI above, ten potential problems were administered. The respondents were deans, vice deans and department heads of the sample colleges. (The ratings were based on likert type scale that is strongly disagree = 1, disagree = 2, undecided = 3, agree = 4 and strongly agree = 5.) Based on this, deans, vice deans and department heads have rated on the degree of these problems. The mean values were categorized into 0.05 -1.49 as very low, 1.50 - 2.49 = low, 2.50 -3.49- medium, 3.50-4.49 as high and equal to or above 4.50 = very high.

As indicated in Table XI, 5 (50%) of the total items which include items 2,4,6,9 and 10 were rated high with mean values ranging 3.5 to 4.06. These items include: shortage of budget, large number of students to manage, lack of commitment of concerned bodies, absence of adequate training of vocational guidance and counselors and low parent participation, while the rest 5(50%) items 1,3,5,7, and 8 were rated undecided, disagree and strongly disagree with mean value of 2.75 to 3.34 respectively. These items are absence of manuals and guidelines which indicate the task of vocational guidance and counselors, shortage of office furniture, transport facilities and new technology, lack of professional competence of vocational guidance and counseling, absence of adequate cooperation of college deans, absence of trainers and department heads' readiness to assume responsibilities and cooperate with vocational guidance and counselors. In addition to this an interview conducted with the vocational guidance and counselors and deans depicts shortage of a trained vocational guidance and counselors, lack of commitment of department heads and trainers to introduce their respective departments, absence of additional training, shortage of transport facilities, shortage of budget, absence of guideline and high turnover of vocational guidance and counselors as influencing factors for effective and efficient implementation of vocational

guidance and counseling services in TVET colleges (see interview themes on page 57)

Basically the effective implementation of vocational guidance and counseling services requires well trained, experience and adequate man power, adequate budget and facilities, active participation of stakeholders and concerned bodies. Without these; appropriate performance of vocational guidance and counseling could not be expected. Moreover, lack of commitment of concerned persons, absence of adequate cooperation from college deans and low parent participation indicates that there was no effective and efficient communication between vocational guidance and counselors and the concerned stakeholders. These all problems may indicate that adequate attention was not given to the activities of VGCs in TVET colleges by concerned bodies such as the TVET college management and the Addis Ababa city administration TVET Agency.

3.3. The Analysis of Interview

To support quantitative information with qualitative data, similar interview questions were prepared and conducted with counselors and deans of sample colleges of Addis Ababa city administration. From the reports of the interview the following major and common themes were deduced.

Major Themes from Interview Reports

1. They similarly agree that the majority of the vocational guidance and counselors were not qualified in the area they were working.
2. The number of vocational guidance and counselors were very few compared to the number of the students
3. There was no additional training on the area of vocational guidance and counseling for the vocational guidance and counselors.
4. There were no manuals and guidelines
5. Shortage of budget, internet access and transport facilities for vocational guidance and counseling services.
6. Low communication between of vocational guidance and counselors and stakeholders.
7. There was no career orientation for pre-college students.
8. Lack of commitments from department heads.

CHAPTER FOUR

4. Summary, Conclusions and Recommendations

This chapter deals with the summary of the study, the conclusions drawn from the findings and the recommendations.

4.1. Summary

The general purpose of this study was to assess the current practices and challenges of vocational guidance and counseling of TVET colleges of Addis Ababa City Administration. More specifically, the study aimed in attaining the following specific objectives.

1. To identify that the implementation of vocational guidance and counseling services' contribution to the TVET system in Addis Ababa City Administration.
2. To assess whether or not effective and efficient communication system exists between vocational guidance and counselors of TVET colleges in Addis Ababa City Administration and concerned stakeholders.
3. To identify the major problems (if any) that impedes vocational guidance and counseling services in TVET colleges of Addis Ababa City Administration.

In order to meet these objectives the study was guided by the following basic questions.

1. How does the implementation of vocational guidance and counseling services contribute to the TVET system in Addis Ababa City Administration?

2. Is there effective and efficient communication between vocational guidance and counselors of TVET colleges in Addis Ababa City Administration and the concerned stakeholders?
3. What are the major problems (if any) that hamper vocational guidance and counselors' services in TVET colleges of Addis Ababa City Administration?

In dealing with the research problem, related literature, the data for the study was collected by means of questionnaire and interviews. The study employed descriptive survey method and was conducted in three sample TVET colleges of Addis Ababa. The subject of the study were 7 deans and vice deans, 25 department heads and 218 trainees. As sampling techniques, simple random sampling technique was used to select sample colleges and respondent trainees, while availability and purposive sampling techniques were employed for the rest of the groups.

These data drawn from various sources by different data collection tools were critically analyzed using percentage, means, weighted means, standard deviation, chi-square and t-Test. In addition, the information obtained through interview was presented in complementing the data obtained by means of questionnaire.

Based on the data analysis, the following major findings were obtained:

1. The majority 20(62.5%) of deans, vice deans and department heads and 128(58.7%) of trainees replied that there was no vocational guidance and counseling service for pre-college students. According to the TVET Strategy, Vocational guidance has to start at pre-TVET level (MoE, 2008:33). This indicates that the implementation of vocational guidance and counseling and the TVET systems in the current TVET colleges could be affected by lack of awareness and continuity from the pre-colleges levels (high schools) of the education system.

2. The study has depicted that even though the vocational guidance and counseling services were being provided in TVET colleges, the majority of the respondents 28 (87.5%), deans vice deans and department heads and 166 (76%) of trainees responded that there were no enough vocational guidance and counselors in their respective colleges. This issue was also supported by interviewees as indicated in “theme 2” of the interview report on page 57. As per the guideline which states that one vocational guidance and counselor should handle 600 trainees if one is not involved in teaching vocational guidance and counseling (MoE, 2006:8), their response is quite right. On top of this, the services provided by the vocational guidance and counselors in TVET colleges were below expected.

3. In the study, 18 (56.4%) of the respondents reported that the majority of the vocational guidance and counselors have inappropriate qualification as their current jobs require. This issue was also supported by the report from the interview (“theme 1” on page 57.) Moreover, as depicted in appendix 4 their area of specialization does not match their current jobs. This may be due to inappropriate recruitment and selection of VGCs by AACAd TVET colleges.

4. In the study 16(50%) of deans, vice deans and department heads responded that TVET colleges have no manuals and guidelines related to VGC services. Even though half of the respondents supported this point, the interview conducted with the vocational guidance and counselors and college deans depicted that there were no manuals and guidelines for vocational guidance and counseling in the three samples TVET colleges (theme 4 on page 57). It seems that college deans, vice deans and department heads have low awareness about the practice of vocational guidance and counselors and whether they perform their tasks in accordance with the guidelines. Therefore, with absence of proper manuals and guidelines for vocational guidance and counselors, expecting better performance seems far from the reality. This may be due to less attention given from the TVET colleges’ administration to the

implementation of vocational guidance and counseling services in their respective colleges.

5. More than half of the respondents, that is, 19 (59.4%) deans, vice deans and department heads and 193 (88.5%) of trainees responded that the office of vocational guidance and counselors were not safe for trainees to express their feeling freely. This may have its own impact on the effective implementation of vocational guidance and counseling services.

6. The majority of the respondents, that is, 151(69.3%) of the trainees responded that vocational guidance and counselors did not provide them any information on how and which field of study to choose before they start training in the TVET colleges. On the other hand, 134(61.3%) of the trainees assigned in the field of studies on the basis of their choice and even among those who assigned based on their choices, 71(53%), 46(34.3%) and 17(12.7%) have got information about their respective field of study from family, friends and teachers respectively. It is possible to infer that the role played by vocational guidance and counselors in helping students to choose their field of studies was minimal. Which in turn could be due to absence of manuals and guidelines and lack of adequate communication between the deans, department heads and vocational guidance and counselors?

7. The majority, that is, 27(84.8%) of the respondents asserted that there were not sufficient resources which enable vocational guidance and counselors to execute their tasks effectively. On top of this, 20(62.5%), 22(68.8%) and 19(59.4%) of the respondents replied that there were no computers, internet service and transport facilities for vocational guidance and counselors to accomplish their tasks. Moreover, “theme 5” of the interview section (page 57) also indicated that vocational guidance and counselors are facing challenges due to lack of budget and transport facilities. From this situation it is possible to conclude that the services provided by vocational guidance and counselors in TVET colleges are very limited.

8. The study depicted that the majority of the respondents, that is 23 (71.9%) of deans, vice deans and department heads and 138 (63.3%) of the trainees responded that there was no career information resource center in TVET colleges of Addis Ababa city administration. On the other hand, of those who responded the existence of career information center, that is, 7(77.8%) of the 9 deans, vice deans and department heads and 65(81.2%) of 80 trainees indicated that the career information resource center was located in low traffic area. This indicates that inappropriate location of the career information resource center could not adequately serve its purpose. This does have its own impact on the TVET system and on the trainees too.

9. The respondents, that is, deans, vice deans and department heads, and the trainees confirmed that vocational guidance and counselors failed to give career orientation to secondary school students and teach vocational guidance and counseling as a subject since these items rated 2.36 and 2.21 respectively as average means of the two groups. This may be due to lack of adequate knowledge in the area and their area of qualification does not match with what they are doing (see appendix 4). Moreover, as indicated "in theme 3" of the interview report on page 57, the vocational guidance and counselors did not get training to improve their current job. These issues may result in failure to accomplish their tasks appropriately.

10. Regarding the provision of career orientation to parents and preparing career conferences by invited guests; the deans, vice deans and department heads group rated 2.38 for each of these two items where as, the trainees group rated 3.02 and 2.54 respectively. On the other hand, in the interview conducted with deans and counselors the two groups confirmed that no effort was made to provide career orientation to parents and to prepare career conferences. In this case, the trainees as students may lack adequate information on this issue. It seems that from the forgoing discussions vocational guidance and counselors lack appropriate knowledge and training in

their area of intervention. Regarding solving the problems of trainees' item 9 both groups rated with means below 2.5 and the average mean of the two groups is 2.37 this may be due to the inappropriate qualification of the VGCs for their professions.

11. The study has depicted that shortage of budget, large number of students to manage, lack of commitment of concerned bodies, absence of adequate training of vocational guidance and counselors and low parent participation were serious problems that influenced the work of vocational guidance and counselors. The respondents agreed on the seriousness of these problems and rated high with mean values ranging 3.5 to 4.06. In addition to this an interview conducted with the vocational guidance and counselors and deans depicted shortage of a trained vocational guidance and counselors, lack of commitment of department heads and trainers to introduce trainees to their respective departments, absence of additional training, shortage of transport facilities, shortage of budget, absence of guidelines and manuals and counselors as influencing factors for effective and efficient implementation of vocational guidance and counseling services in TVET colleges (see interview themes on page 57) . All these problems may indicate that adequate attention was not given to the activities of VGCs in TVET colleges by concerned bodies such as the TVET college management and the Addis Ababa city administration TVET Agency.

4. 2. Conclusions

This study was conducted to assess the practices and challenges of vocational guidance and counseling services in TVET colleges of Addis Ababa city administration. More specifically, the study aimed to identify the contributions of VGCs to the TVET system, to assess whether there exist proper communication system between the VGCs and the concerned stakeholders, and to identify the major challenges that impact the implementation of VCG services in TVET colleges of Addis Ababa city

administration. Therefore, in light of the findings deduced from the study, following conclusions are made.

1. The contributions made by VGCs to improve the TVET system in TVET colleges of Addis Ababa city administration were less than expected. Inappropriate field of qualification of the VGC and absence of guideline and manuals affected the working system of the VGCs.
2. There was communication gap between the VGCs of the TVET colleges of Addis Ababa city administration and the respective and concerned stakeholders. The Communication between VGCs, and parents, department heads and support of external professional gusts on work collaboration was weak.
3. The implementation the VGC services was impeded by a number of factors such as shortage of budget, large number of students to manage, lack of commitment of concerned bodies, absence of adequate training of vocational guidance and counselors and low parent participation.

4.3. Recommendations

In light of the findings obtained from this study and conclusions drawn, the following recommendations are made.

1. The VGCs and the management of the TVET colleges of AACAd should plan and implement with concerned stakeholders like secondary schools to give career orientation for students at secondary school levels and before the new entrants choose their fields of study.
2. AACAd TVET agency should make efforts in assigning VGCs as per the TVET guideline.

3. It seems that the AACAd TVET agency and colleges should recruit and select VGCs based on the duties and responsibilities VGCs as per the guideline.
4. The TVET colleges. Hence, it is suggested that the top management of TVET colleges of AACAd should make efforts to have the required guidelines and manuals that support the implementation of VGCs services.
5. Mechanisms should be created by the top management of TVET colleges of AACAd in arranging appropriate offices to VGCs.
6. The study revealed that vocational guidance and counselors did not provide trainees any information on how and which field of study to choose before they start training in the TVET colleges. It is possible to infer that the role played by vocational guidance and counselors in helping students to choose their field of studies was minimal. Therefore, it is suggested that the VGCs, top management and department heads of TVET colleges of AACAd should work collaboratively in planning and implementing orientation program.
7. The study showed that VGCs of TVET colleges of AACAd run short of necessary resources such as computers, internet service and transport facilities. Therefore, the TVET agency and colleges of AACAd should make effort in fulfilling the necessary resources for VGC service.
8. The importance of the career information center should get due attention by the top management and VGCs of TVET colleges of AACAd. This is helpful in providing relevant and update information for the TVET trainees by making it available and placing it in appropriate place where the majority of the trainees could see it easily.

9. The top management of TVET colleges of AACAd needs to create conducive communication environment between VGCs and concerned stakeholders and give continuous trainings for the VGCs to develop their skills and knowledge in relation to their work situation.
10. The AACAd TVET agency and colleges should work in collaboration towards solving the problems that encountered the colleges related to VGC services.

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Appendix I

አዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ትምህርት ዘርፍ የስነ ትምህርት ኮሌጅ የቢዝነስ ኢኮኖሚክስ ዲፓርትመንት

በቴክኒክና ሙያ ትምህርትና ስልጠና ኮሌጅ በመደበኛ መርህ ግብር በሠልጣኞች የሚሞላ መጠየቅ የዚህ መጠየቅ ዋና አላማ በአዲስ አበባ ከተማ አስተዳደር በሚገኙ የመንግስት የቴክኒክና ሙያ ኮሌጆች ውስጥ የጋይዳንስና ካውንስልንግ አገልግሎት ይዘትና ችግሮችን በማጥናት ለትምህርት ስራ እንዲውል ማድረግ ነው።

ስለዚህ መጠይቁን በትክክልና በፍጥነት ሞልተው ሲመልሱ በጥናቱ ውጤት ላይ የበኩልዎን ክፍተኛ አስተዋፅኦ እያበረከቱ መሆንዎን እየገለፅኩ ለሚያበረክቱት አስተዋፅኦ በቅድሚያ አመሰግናለሁ።

ማሳሰቢያ፡

1. ስም መፃፍ አስፈላጊ አይደለም
2. መልስዎን በሳጥን ውስጥ ከሆነ «\» ምልክት ያስቀምጡ
3. መልስዎን በባዶ ቦታ ላይ የሚሰጡ ከሆነ አጭርና ግልጽ አስተያየት ይሰጡ

ክፍል አንድ አጠቃላይ የመላሽ የግል መረጃ

1. የሚሰለጥኑበት ኮሌጅ ስም _____
2. ፆታ ☐ ሀ/ ወንድ ☐ ለ/ ሴት ☐
3. እድሜ
ሀ/ ከ16 ዓመት በታች ☐
ለ/ ከ16 -20 ዓመት ☐
ሐ/ ከ21 -25 ዓመት ☐
መ/ ከ25 ዓመት በላይ ☐
4. የሚሰለጥኑበት የትምህርት ዘርፍ _____

ክፍል ሁለት የሙያ ምክር አገልግሎት ትግበራ

5. እዚህ ኮሌጅ ከመምጣትዎ በፊት ይማሩበት በነበረበት 2ኛ ደረጃ ት/ቤት ስለ ሙያ ጋይዳንስና ካውንስልንግ አገልግሎት ይስጥ ነበር።
ሀ/ ነበር ☐ ለ/ አልነበረም ☐

6. አሁን በሚሰለጥኑበት የስልጠና መስክ ስልጠናውን ከመጀመርዎ በፊት መረጃ ነበርዎት?

ሀ/ ነበረኝ ☐

ለ/ አልነበረኝም ☐

7. አሁን በሚሰለጥኑበት የስልጠና መስክ የተመደቡት በምርጫዎ ነው?

ሀ/ አዎ ☐

ለ/ አይደለም ☐

8. ለጥያቄ ተራ ቁጥር 7 መልስዎ አዎ ከሆነ መረጃውን ያገኙ ከማነው?

ሀ/ ከቤተሰብ ☐

ለ/ ከጓደኛ ☐

ሐ/ ከመምህር ☐

መ/ ከቮኬሽናል ጋይዳንስ ባለሙያ ☐

ሠ/ ያለምን መረጃ ☐

9. እርስዎ የሚሰለጥኑበትን የስልጠና አይነት ከመምረጥዎ በፊት ስለ ስልጠና አይነቶች የባለሙያ አገልግሎት ያስፈልጋል ብለው ያምናሉ?

ሀ/ አዎ ☐

ለ/ አይደለም ☐

10. አሁን በሚሰለጥኑበት ኮሌጅ ውስጥ የጋይዳንስና ካውንስሊንግ አገልግሎት ይሰጣልን?

ሀ/ ይሰጣል ☐

ለ/ አይሰጠም ☐

11. ለጥያቄ ተራ ቁጥር 10 መልሰዎ አይሠጥም ከሆነ በተቋሙ ውስጥ ችግር ቢገጥሞዎት ወይም ስለወደፊት የስራ ሁኔታ ማንን ያማክራሉ?

ሀ/ የኮሌጁን ዲናሚክስ ☐

ለ/ መምህራንን ☐

ሐ/ ጓደኛዬን ☐

መ / ቤተሰብን ☐

ሠ/ ሌላ ካለ ይገለፅ _____

12. ለጥያቄ ተራ ቁጥር «10» መልስዎ ይሠጣል ከሆነ አገልግሎቱን የሚሰጡት ባለሙያዎች ስንት ናቸው?

ሀ/ 1 ☐ ለ/ 2 ☐ ሐ/ 3 ☐ መ/ 4 እና በላይ ☐

13. ከኮሌጁ ተማሪዎች ቁጥር ጋር ሲያስተያየት የቮኬሽናል ጋይዳንስና ካውንስሊንግ ባለሙያዎች አገልግሎቱን በሚገባ ለመስጠት ቁጥራቸው በቂ ነው ብለው ያስባሉ?

ሀ/ በቂ ነው ☐ ለ/ በቂ አይደለም ☐

14. በኮሌጅ ውስጥ አገልግሎት የሚሰጡት የቮኬሽናል ጋይዳንስና ካውንስሊንግ ባለሙያዎች

አገልግሎቱን በብቃትና በታማኝነት ይሰጣሉ ብለው ያምናሉ?

ሀ/ አዎ ☐

ለ/ አይደለም ☐

15. እርሰዎ በኮሌጅ ውስጥ የቮኬሽናል ጋይዳንስና ካውንስሊንግ አገልግሎት አግኝተው ያውቃሉ?

ሀ/ አግኝቻለው ☐ ለ/ አላገኘሁም ☐

16. ለጥያቄ ተራ ቁጥር «15» መልስዎ አግኝቻለው ከሆነ አገልግሎቱን የሰጠዎት ማነው?

ሀ/ የኮሌጁ የጋይዳንስና ካውንስሊንግ ባለሙያ ☐

ለ/ ተጋባዥ እንግዳ ☐

ሐ/ የኮሌጅ ዲን ☐

መ/ የዲፓርትመንት ተጠሪ መምህር ☐

17. የጋይዳንስና ካውንስሊንግ መስጫ ቢሮው ሀሳብን በነጻነት ለመግለፅ ያለው አመቺነት?

ሀ/ በጣም አመቺ ነው ☐ ለ/ መካከለኛ ነው ☐

ሐ/ በጣም አመቺ አይደለም ☐

18. የቮኬሽናል ጋይዳንስና ካውንስሊንግ ቢሮ ጉብኝተው ከሆነ ጉብኝትዎና ምልልስዎን እንዴት ይለኩታል?

ሀ. በጣም ከፍተኛ ☐ ለ. ከፍተኛ ☐

ሐ. መካከለኛ ☐ መ. ዝቅተኛ ☐

ሠ. በጣም ዝቅተኛ ☐

19. በተቋሙ ውስጥ የቮኬሽናል ጋይዳንስና ካውንስሊንግ አገልግሎት የሚሰጠው እንዴት ነው?

ሀ/ በመደበኛ ክፍለ ጊዜ ☐

ለ/ በአዳራሽ በአመቱ መጀመሪያ ብቻ ☐

ሐ/ በብሮሽርና ፓምፕሌት ☐

መ/ በኢንተርኔትና በሌላ ☐

20. በኮሌጁ ውስጥ የቮኬሽናል ጋይዳንስና ካውንስሊንግ የኢንፎርሜሽን መስጫ ማዕከል አለ?

ሀ/ አለ ☐ ለ/ የለም ☐

21. ጥያቄ ተራ ቁጥር «20» መልስዎ አለ ከሆነ የኢንፎርሜሽን መስጫ ማዕከሉ ቦታ

ሀ/ ሠልጣኞች በብዛት የሚንቀሳቀሱበት አካባቢ ☐

ሠልጣኞች በብዛት የማይንቀሳቀሱበት አካባቢ ☐

22. የኢንፎርሜሽን መስጫ ማዕከል በስብዓዊና በቁሳዊ ግብዓት የተሟላ ነው ብለው ያምናሉ?

ሀ/ የተሟላ ነው ☐ ለ/የተሟላ አይደለም ☐

23. የቮኬሽናል ጋይዳንስና ካውንስሊንግ ባለሞያዎች የኢንፎርሜሽን መስጫ ማዕከል በመጠቀም አላማቸውንና አገልግሎታቸውን ያሳካሉ ብለው የሚያምኑ ከሆነ አስተያየትዎን ከሚከተሉት መስፈሪያ ሠንጠረዥ ውስጥ ያስቀምጡ

5. በጣም ከፍተኛ 4. ከፍተኛ 3. መካከለኛ 2. ዝቅተኛ 1.በጣም ዝቅተኛ በማለት «√» ምልክት በማስቀመጥ ይመልሱ

አላማና አገልግሎቶች	መስፈሪያ				
	5	4	3	2	1
ትክክለኛና ተገቢ የሙያ መረጃ ያስተላልፋሉ					
የሙያ ስልጠና ዘርፎችን ያስተዋውቃሉ					
በስልጠና ወቅት የሚያጋጥሙ ችግሮችን ይፈታሉ					
በየስልጠናዎችን የሙያ ጠቀሜታ እና የስራ እድሎችን ያስተዋውቃሉ					
ለቤተሰብ /ወላጅ/ ስለ ልጆቻቸው የሙያ እድገት ተገቢውን ግንዛቤ እንዲጨብጡ ያደርጋሉ					
የኮለጁን ህግና ደንብ ለአዲስ ገቢ ሰልጣኝ ተማሪዎች ያስተዋውቃሉ					
የቮኬሽናል ጋይዳንስና ካውንስሊንግ ትምህርትን በክፍል ውስጥ ያስተምራሉ					
ለኮለጁ ምሩቃን ለተሰማሩበት የስራ መስክ ራሳቸውን እንዲያዘጋጁና እንዲያሻሽሉ ድጋፍ ያደርጋሉ					
ለኮለጁ ተማሪዎች በሚማሩት ትምህርት የሙያ ዝንባሌ እንዲያዳብሩ ይረዳሉ					
ለተማሪዎች የውሳኔ ሰጪነት አቅማቸው እንዲዳብር ተገቢውን ድጋፍ ያደርጋሉ					

በድጋሜ አመሰግናለው

Appendix II

Addis Ababa University
School of Graduate Studies
College of Education

Department of Business Education

A questionnaire designed to be filled by TVET colleges' *deans, vice deans and department heads*. The purpose of this questionnaire is to assess the practice and challenges of vocational guidance and counseling service in public TVET colleges in Addis Ababa City Government.

Since your genuine and timely responses are valuable in determining the reliability of the research outcome you are kindly requested to fill and give back the completed questionnaire in the stated manner.

Directions:

1. Writing the name of the respondent is not required
2. Put a (✓) mark if you are provided with a box
3. Giving more than one alternative answer is possible when you feel that it is necessary. If you don't want to give any answer to any type of question you can go to the next.
4. Give your opinion precisely on the space provided, if you are provided with a blank space.

I. Background of the respondent

1. Name of your college _____
2. Sex a. Male ☐ b. Female ☐
3. Age a. Below 20 ☐
 b. 20-25 years ☐
 c. 26-30 years ☐
 d. 31-35 years ☐
 e. 36-40 years ☐
 f. 41 and above years ☐
4. Area of specialization _____

5. Qualification a. Below Diploma ☐ b. Diploma ☐
 c. First Degree ☐ d. Masters ☐ e. Others ☐
6. Total work experience a. Below 5 years ☐ b. 5-10 years ☐ c. 11-15 years ☐
 d. 16-20 years ☐ e. 21 years and above ☐
7. Years of service as a college dean, vice dean or department head _____

II. Questions related to the practice and challenges of vocational guidance and counseling service

8. Do you believe that pre-college students have had vocational guidance and counseling services in their previous high schools?

- a. Yes ☐ b. No ☐

9. Is there a vocational guidance and counseling service in your college?

- a. Yes ☐ b. No ☐

10. If your response to question No 9 is "Yes"

A. Do you believe that the number of vocational guidance and counselors is enough to execute the required services to the trainees?

- a. Yes ☐ b. No ☐

B. Do you believe that their current qualification is appropriate to offer effective vocational guidance and counseling service for the trainees?

- a. Yes ☐ b. No ☐

11. Is there a guideline for vocational guidance and counseling in your college?

- a. Yes ☐ b. No ☐

12. If your response to question No 11 is "yes", do you believe that the vocational guidance and counselors conduct their task in accordance with the guideline?

- a. Yes ☐ b. No ☐

13. If your response to question No 11 is "no", how the vocational guidance and counselors conduct their task?

14. Please indicate the frequency to which the mentioned vocational guidance and counselors services in the college. Mark “√” in column which nearly reflects the actual practice of vocational guidance and counselors by using the following scale.

5. Very high ☐ 4. High ☐ 3. Medium ☐ 2. Low ☐ 1. Very low ☐

No	The practices of vocational guidance and counseling	Options				
		5	4	3	2	1
A	Give career orientation for high school (pre college) students					
B	Introduce about the rule and regulations of the college for new entry trainees					
C	Orient the new entry trainees the available departments in the college and their job opportunities					
D	Facilitate for department heads or trainers to introduce their respective departments and occupational information					
E	Prepare career conference by inviting professionals to help the trainees to develop positive attitude toward work					
F	Prepare career conference to parents					
H	Teach vocational guidance and counseling as a subject					
I	Help the college graduate college trainees to adjust themselves to the occupation they are engaged					
J	Solve the problem of the trainee that faced during training					

15. Is their a training arranged by the college which enables the vocational and counselors to execute their duties and responsibility effectiveness?

a. Yes ☐

b. No ☐

16. If your response to question No 16 is “yes”, indicate the title of the training still arranged by the college. Please mark “√” in front of the title mentioned below by using the following options.

1. Yes

2. No

No	The title of arranged training	Options	
		1	2
A	Counseling technique		
B	Career and labor market information		
C	Need assessment technique		
D	Information management technique		
E	Establishing linkages with community based organization		
F	Public relation technique to promote career development		

17. Do you believe that there are sufficient resources in the office of vocational guidance and counselors to execute their service effectively?

a. Yes ☐ b. No ☐

18. Please mark “√” to indicate the available resources to execute their duties in front of the mentioned resources below by using the following options. It is possible to choose more than one. 1. Yes 2.No

no	Available resources in your office	Options	
		1	2
A	Basic office Furniture		
B	Networked PC (Computer)		
C	Telephone		
D	Internet Access		
E	Transport		

19. Is there a career information center in your college?

a. Yes ☐ b. No ☐

20. If your response to question No “20” above is “yes”, the career information center is located at:

A. high traffic area

B. low traffic area

21. If your response for question No “20” is “No”, how do you disseminate career information to the trainees. Please list if any

22. Please indicate the extent to which the relationship of the vocational guidance and counselors with the stakeholders and trainees. Please mark “√” in the column which really reflects your actual relationship by using the following likert scale.

Very high (5), high (4), medium (3), low (2), and very low (1).

No	The relationship of vocational guidance and counselors	Scales				
		1	2	3	4	5
A	Give career orientation for high school (pre college) students					
B	Introduce about the rule and regulations of the college for new entry trainees					
C	Orient the new entry trainees the available departments in the college and their job opportunities					
D	Facilitate for department heads or trainers to introduce their respective departments and occupational information					
E	Prepare career conference by inviting professionals to help the trainees to develop positive attitude toward work					
F	Prepare career conference to parents					
G	Teach vocational guidance and counseling as a subject					
H	Help the college graduate college trainees to adjust themselves to the occupation they are engaged					
I	Solve the problem of trainee that faced during the training					

25. Do the vocational guidance and counselors enjoy similar privileges with the vice deans?

A. Yes ☐

b. No ☐

III. Questions related to the challenges of vocational guidance and counseling

The following questions refer to the factors that influence vocational guidance and counseling services effectiveness for the vocational guidance and counselors. Please read carefully each item and mark with a “√” your response in the column provided using the following scales.

Strongly agree (5), Agree (4), Undecided (3), Disagree (2), and strongly disagree (1).

No	Factors that influence VGC services effectiveness in the colleges	Scales				
		1	2	3	4	5
A	Absence of manuals, job descriptions and guidelines which indicate the task of vocational guidance and counselors.					
B	Shortage of budget					
C	Shortage of office furniture, transport facilities and new technology					
D	Large number of students to manage					
E	Lack of professional competence of the vocational guidance and counselors					
F	Lack commitment of the concerned bodies					
G	Absence of adequate cooperation of college deans					
H	Absence of trainers and department heads readiness to assume responsibility and cooperate with vocational guidance and counselors.					
I	Absence of adequate training on of the vocational guidance and counselors.					
J	Low parent participations in the vocational guidance and counseling activities.					

Thank you again

Appendix -III

A guideline for an interview for vocational guidance and counselors and college deans

1. Is there vocational guidance and counseling services for pre-college students?
2. Is there vocational guidance and counseling service in your college?
3. Do you believe that the number of vocational guidance and counselors in your college are enough to execute the service in relation to the number of the trainees?
4. Do you believe that the current qualification of VGC is appropriate to offer effective vocational guidance and counseling service for the trainees?
5. Is there a training arranged by your college which enable the VGC to execute their duties and responsibility effectively?
6. Are there sufficient resources for VGC execute their service effectively?
7. Is there a career information center in your college?
8. What are the factors (if any) that influence vocational guidance and counseling services effectiveness in your college?

Appendix -IV

Vocational guidance and counselors' qualification and field of studies of sample colleges

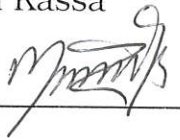
No	College	No of VGC	Level Educational	Field of studies	
				Psychology	Sociology
1	Tegbareid	1	First degree	-	1
2	Misrak	3	First degree	1	2
3	Nifas-silk	2	First degree	1	1
Total		6		2	4

DECLARATION

This Thesis is my original work and has not presented for a degree in any other University and that all sources of materials used for this thesis have been duly acknowledged.

Name Mesfin Kassa

Signature



Date

July 7/2010

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

Name Girma Zewdie (Associate Professor)

Signature



Date

July 7, 2010

ADDIS ABABA UNIVERSITY
FACULTY OF
EDUCATION
ADDIS ABABA ETHIOPIA