ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

STUDENTS' ORIENTATION LEVEL OF TVET IN PRE-TVET CLASSES AND ITS IMPACT ON TVET TRAINING IN ADDIS ABABA CITY

By: KINDALEM GASHAW

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A thesis submitted to the School of Graduate Studies of Addis Ababa University in partial fulfillment of the requirements for the Degree of Master of Arts in Management of Vocational Education

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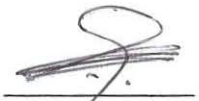
3. Mesfin Sileshi External examiner	 Signature	17 July 2008 Date
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ACRONYMS

ACTE	Association for Career and Technical Education
ADLI	Agricultural Development Led Industrialization
DFID	Department for International Development
EFA	Education for All
GSE	General Secondary Education
ILO	International Labor Organization
MOE	Ministry of Education
OVAE	Office of Vocational and Adult Education
PASDEP	Plan for Accelerated and Sustained Development to End Poverty
SD	Skill Development
TGE	Transitional Government of Ethiopia
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Education, Scientific and Cultural Organization
USAID	United States Agency for International Development

Abstract

This research was having the objective of undertaking the research on Assessing TVET students' Orientation Level of TVET at Pre-TVET Classes and its Impact on Training. It focused on some purposefully selected two middle level TVET institutes currently running 10+1 program in Addis Ababa city administration. In order to investigate this problem, descriptive survey method was employed. The two TVETs, Nifas Silk and Lideta, were purposefully selected as target population. From these institutes, of the total 1310 trainees, 262(20%) were proportionally selected from each department with random sampling technique. Aiming to get at least one representative teacher from each department, of 100 teachers, 30(30%) were proportionally and randomly selected from 28 departments. And counselors of each institute were also included. Review of related literature, pertinent to the topic, was reviewed. Questionnaires were used to secure data from students and teachers while structured interview was employed to make discussions with counselors. The collected data was organized and interpreted with statistical tools. After analyzing and interpreting the data, the results indicated that students were not taking any prerequisite TVET courses; they were not having TVET base knowledge, and they were not getting any guidance and counseling services about TVET's program. In addition, students did not have interest and motives to TVET for society undermined the TVET program and gave low prestige to it. These problems undermined TVET students' TVET awareness and orientations at pre-TVET levels. Thus, the results indicated that TVET students' orientation level of TVET at pre-TVET levels was low. Finally, suggestions were forwarded for concerned bodies expecting of giving students prerequisite base knowledge at pre-TVET levels and of raising the status of TVET for the reason that it may raise students' interest and motives to TVET.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND

The main objective of education is to cultivate individual capacities for problem solving and adaptability to the environment by developing the necessary knowledge, ability, skill and attitudes (TGE, 1994:2).

It has been globally acknowledged that education is a major tool for transforming and empowering the youth with skills and knowledge to become useful members of the society. Indeed education is a key to sustainable development. And TVET is the "Master Key" for alleviation of poverty, promotion of peace, and conservation of environment, to improve the quality of human life and promote sustainable development (UNESCO, 2005:54).

Education should be flowing gradually and sequentially from simple to complex. According to Marion (1992:52),

> *Sound learning should be based on what is already known and should move carefully and gently towards the unknown. Learning is best fostered when there is sufficient challenge to stimulate and interest but not so much that too dramatic and adjustment is required. This is particularly important with young children, whose experience is necessarily limited and who are even less equipped to make jumps in their learning.*

A country needs skilled manpower if it is going to have rapid development and growth. No matter how vast its natural resources might be a country cannot achieve economic growth without trained and skilled manpower. The basic reason for the gap between developed and under developed countries lies in the effective or ineffective use of their manpower. Since two of the responsibilities of every person are contributions to society and the earning of his own living, general education should include the choosing of a vocation in relation to one's own aptitudes and interests and to the need of the society (Harold, 1956:81-83).

TVET has to respond to the skills needed for the labor market and create a competent, motivated and adaptable work force capable of driving economic growth and development (TVET Strategy, 2006:5).

TVET is expected to play a key role in the Plan for Accelerated and Sustained Development to End Poverty/PASDEP/ strategy by building the needed skilled, motivated and competent work force. PASDEP envisages TVET to provide the necessary, relevant and demand-driven education and training that corresponds to the needs of economic and social sectors for employment and self-employment.

The development of vocational and technical education in Ethiopia was very limited. It was not given sufficient attention or policy support. Before 1990, there were only 16 institutions that offered vocational and technical education with an annual intake of not more than 1,000 students.

The Ethiopian government has currently, given a great attention to technical and vocational education. It has been establishing many technical and vocational institutes across the country. Between 1996/7 and 2004/5 the number of TVET schools providing formal non-agricultural TVET increased from 17 to 199, enrollment from 3,000 to 106,000. Of these, only 31% were trained in non-government TVET institutions (TVET Strategy, 2006:8).

The new system of technical and vocational training has broad and multilevel foundations. The aim in all programs is to train manpower for the development process, and to encourage the trainees to create jobs for themselves and contribute to the national development (MOE, 2002:90).

To this effect, the Ethiopian government has put in place comprehensive TVET program to satisfy the economic and social demand for skilled human power.

To meet this demand, modular curriculum has been developed; public and nonpublic private TVET institutions have been increased; the fields of training have been diversified; enrollment has increased to get in line with the Agricultural Development-Led Industrialization/ADLI/ Strategy (MOE, 2002:16).

Ethiopia is currently implementing the educational structure of two-cycle elementary (first cycle 1-4, and second cycle 5-8), secondary school 9-10, preparatory 11-12 grade levels, and higher education.

The contents of the curriculum, however, are non-vocational and non–technical, mainly academic, aesthetic and civics.

Based on Marion's perspective, "Curriculum contents need to be considered in terms of the knowledge, concepts, skills and attitudes children might learn. Knowledge, concepts and practical skills will indicate what is to be learned (1992:136)".

In parallel with general education, the curriculum has technical and vocational education, which has a short-term, middle level (10+1 & 10+2) certificates, and diploma (10+3) and college level programs.

The short-term training, non-formal, is given at elementary levels for grade four and eight completing students; middle level, formal training, is given for students who are completing the secondary school educations.

The structure shows that it does not integrate the vocational and technical subjects' contents. Technical and vocational training is given separately with the general education. A vocational and technical training system parallel to the academic system shall be established and will have its independent structure with appropriate linkage to the academic system (TGE, 1994:14-16).

In recent years, a tremendous amount has happened because of the growing awareness of the need to promote continuity of experience at all levels of learning (Marion, 1992:52).

It is true that TVET program will possibly reduce unemployment in the country by training work-creating citizens. It also envisages trainees to create jobs and help them and become independent from the government employment.
But, this could be practical when the TVETs' policy and strategy are clear, and implemented through practices to achieve its goal.
Distributing and opening many TVET institutions with their great deal of resources expense by itself cannot make the TVET's main aim practical and feasible. It needs more than that.

To get success in the designed TVET's policy and strategy, there is a need for considering all rounded elements such as trainees, trainers, administrators, materials, society, and curriculum design, engaging in the input and having a direct impact on it. In fact, it is impossible to deal with all of the aforementioned constraints at a time. Thus, it is important to implement a practical approach of dealing with the issues starting with the most serious ones. The trainees' problems are the focal problems of other problems. That is why the student researcher wants to single out and study this problem.

In order to investigate trainees' recurring problems, which are observed daily during the training, there is a need for considering trainees' social values, family and academic backgrounds, parental and social impressions/or aspirations, psychological and ethical interests, and future expectations.

Trainees, who are joining TVETs are reluctant to take the training; unwilling to take practical exercises; considering the skills and practices cumbersome and useless; having no interest and motivation in them; striving to abandon from the program by searching other means; having no background-exercises and knowledge to the program; loosing confidence and lacking future hope in the program, and students do not have clear ideas about the TVET policy, strategy and program ahead. These problems are being observed in many technical and vocational training institutions as hindrances to trainees' success.

According to Marion, "If young children have successful experiences at the earliest stage of their educations this has implication for a spiral of success at

later stages in their development. Success breeds confidence and a willingness to be open to learning (1992:73)".

Without having clear-cut understanding about the policy and the strategy of TVETs and giving solutions to these impedes, it is impossible to disseminate the practicality and to get skillful, technology-oriented, and self-dependent citizens.

Here is a need of conducting a research which points out the causes of the problems which forwards remedies to these problems in order to make the TVETs' policy and strategy feasible, and to save a great deal of resources that the government has been investing.

The researcher believes that an assessment of the trainees' level of orientations about technical and vocational subjects in pre-TVET classes and their aspirations to TVET will be indispensable for the study. That is why here is a need of conducting a research to assess students' academic orientation levels of technical and vocational subjects in pre-TVET classes and its effects.

Here, the orientation level of students' refers to students' background knowledge, skills and practices, ability and competency. It also indicates their interests, needs, and motives; their awareness to policy, strategy and main objectives of TVET programs at pre-TVET classes.

The great skill of teaching at any level is to facilitate learning-to identify what has been previously learnt and the next required step in learning: to find the right match of curriculum content and the appropriate learning route (Marion, 1992:68).

1.2 STATEMENT OF THE PROBLEM

Technical and vocational education and training is the vital aspect of the educational process, which contributes to the cultural and economic development of the society.

Many scholars have been conducting educational research on the aspirations and orientation of students in different aspects and situations. They have indicated the need and the importance of pre-informed knowledge and practices to students. They give great emphasis to base knowledge and ability that help students to be competent and inspire their interest to the higher grades.

Only is it to go forward with the desired policy and strategy when there is a possibility of conducting scientific researches to indicate solutions to the problems that face the society.

By having in mind this virtue of means to tackle the problems, the student researcher inclined to measure the orientations level of trainees' base knowledge and skills, and motives and interests and its effects to technical and vocational training.

The orientations level of trainees is relatively measured by the qualities of trainees' interest, motive, and aspirations; trainees' background knowledge, skills, capacity, and competency; their willingness to teaching-learning process undertaking; self-efficacy and career choice determinations, and their hopefulness in job creations and future independent life; their practicability and applicability of the training practices and the like.

Here are, especially in case of Ethiopia, many an intact researchable issues among which one is the orientations levels and aspirations of students in vocational and technical subjects in pre-TVET classes.

That is why the researcher put his focus on the pre-TVET grades students' orientation levels in technical and vocational subjects and its effects. By measuring the degree of the orientation levels and aspirations of students, he strived to show how much they are getting the TVETs' fundamental knowledge, skills and abilities to compete the TVET program as they join it. Therefore, the study will have the following main objectives.

OBJECTIVES OF THE STUDY

A holistic and integrated human resource development program for TVET aims to prepare the individual to become a responsible, free and mature person, equipped not only with the appropriate skills and know-how of the latest technologies, but also with deep human and spiritual values and attitudes (Lourdes R., 1999:12).

The main objective of this study is to assess students' level of orientations in technical and vocational education in the pre-TVET classes and its effect on TVET training in selected TVETs in Addis Ababa city government.

Accordingly, to tackle the main objective of the study, the following specific objectives were addressed as guide.

SPECIFIC OBJECTIVES

1. **To investigate the trainees' base knowledge, skills, abilities, and competencies in TVET subjects at pre-TVET class, if there are at all.**
2. **To identify students' TVET courses they have taken at pre-TVET grades, if any, and its effect on training.**
3. **To measure students' need, interest, attitude, motive and aspirations they set at pre TVET classes for TVET.**
4. **To scrutinize trainees' mind-set in TVET's policy, strategy and goal; self-efficacy, self-employment and career choices.**
5. **To gauge the degree of orientation and aspiration levels of students in vocational and technical subjects before joining the TVET program.**

BASIC RESEARCH QUESTIONS

The following research questions were attempted to deal with the problem of the study.

1. **Were trainees having awareness about TVET at pre-TVET levels?**
2. **Were trainees taking prerequisite TVET courses before joining it?**
3. **Do trainees have aspirations and motivations to TVET programs?**
4. **To what extent the pre-TVET and TVET courses have relations contextually and sequentially, if there are relations at all?**
5. **How much is the intensity of trainees' orientations to TVET programs before they join to the programs?**

1.3 SIGNIFICANCES OF THE STUDY

The study will be significant for the following reasons:

1. **The study helps to understand TVET students' pre-TVET level of orientations and their aspirations to TVET programs.**
2. **The study could be a feedback, on students' orientation level of TVET, for policy makers, development planners and other educational officers.**
3. **The study will enrich the literature on technical and vocational training for it uncovered the problem.**
4. **The study may serve as a stepping-stone for further and in-depth studies for research experts.**

1.4 DELIMITATION

So far, there were limited studies in scope and depth made in the areas of different aspects of middle level government TVET programs in Ethiopia. This research work was also limited to some aspects of government TVETs trainees' level of orientations in technical and vocational subjects and its effect in training.

In order to accomplish this research task successfully in terms of magnitude, resources required to conduct the research, forced the researcher to be delimited to some scope.

In Addis Ababa, there are ten government TVETs at different sub cities. It is unbearable to encompass all TVETs found in the region under the study. Therefore, the researcher inclined to focus only on two middle level TVETs.

So, the scope of the study was restricted to two TVET institutions found in different sub city of Addis Ababa currently running the middle level (10+1), non-agricultural and non-health, programs as research population

1.5 LIMITATIONS

During the undertaking of the study different obstacles were faced. Of the different problems that faced the researcher, respondents' reluctance to fill and return the questionnaires on time; involuntary of interviewees during interview's discussions, and insufficient additional documents and recent reference materials to enrich the study were major ones.

1.6 DEFINITION OF TERMS

Attitudes: It is part of competence that describes the appropriate way of behaving at a work place in relation to a certain occupation at a certain level (TVET strategy, 2006).

Competence: A sum of interrelated abilities position and application of knowledge, behavioral patterns and skills, and ability to combine these elements at given time (TVET strategy, 2006).

Interest: It is a sense of concern with and curiosity about someone or something, and the power of attracting or holding one's attention (www.wordnet.princeton.edu/perl/webwn).

Level: It is a position on a scale of intensity or amount or quality, or the amount of prior knowledge required to study it successfully (www.wordnet.princeton.edu/perl/webwn).

Motivation: It is the psychological feature that arouses on organisms to action toward a desired goal, and the reason for that action (www. wordnet.princeton.edu/perl/webwn).

Orientation: a person's integrated set of attitudes or beliefs or awareness of self with regard to, or a course introducing, a new situation/environment (www.wordnet.princeton.edu/perl/webwn).

Training: Training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relates for specific useful skills (http://www.en.wikipedia.org/wiki/trainee).

TVET: It is the study of technologies and related sciences and the acquisition of practical skills, attitudes understanding, and knowledge relating to occupations in various sectors of economic and social life (UNESCO and ILO, 2001:4).

TVET classes: Refers to courses imparted in a series of lessons or meetings to a group of students which attend a specific TVET courses and training (http://www.en.wikipedia.org/wiki/Class (education)).

1.7 ORGANIZATION OF THE STUDY

The study was organized under five chapters. the first chapter deals with the introductory part which includes the background, statement of the problem, objectives, basic research questions, significance, delimitations, limitations, definitions of terms, and organization of the study. It is followed by chapter two which deals with related literature review. And chapter three discusses on the methods and procedures of the study. Chapter four is about data presentation and analysis. The last chapter, chapter five, incorporates the summary, conclusion and recommendation of the study. Finally, list of reference materials used in the study, sample questionnaires, interview guides and sample size tables are attached to the appendices.

CHAPTER TWO
RELATED LITERATURE REVIEW

This Chapter is about the review of the most important works related to the issues of the students' level of orientations in TVET courses at pre TVET levels. It is presented by focusing on the following main issues: integration of general education and TVET; education for all and TVET; people's attitude towards TVET; trends of TVET; revitalizing TVET; and TVET in Ethiopia.

2.1 INTEGRATION OF GENERAL EDUCATION AND TVET

TVET must be considered as an integral part of the entire educational system and not a separate entity from the general education system, and all branches of knowledge are ultimately vocational for and all have some aspect of techniques involved (UNESCO, 2005:6; *Harry,* 2000:*13).*

TVET as part of education and TVET for all will be addressed by developing partnerships with schools, communities and policy makers for making access to education, and training, and a generic skill orientations to life long learning (Shore, 1999:25). To make life-long learning possible, TVET systems must be flexible, open, and learner-oriented. Furthermore, TVET systems should develop close interfaces with all other education sectors to construct bridges and facilitate seamless pathways for learners (Bhuwanee, 2004:3). An education system that prematurely polarizes the student body through academic criteria into high and low achievers will be irrelevant to the societal and work aspirations of peoples. And tracking young people into general and vocational streams are to be deferred for as long as possible, and transition points provided to allow 'seamless' transfer back and forth between streams (horizontally) and into higher education (vertically). Otherwise, students have little opportunity to acquire practical skills even if they demonstrate interests. In addition, TVET students encounter great difficulty in reverting to academic studies even if they feel inclined to do so at a later stage (UNESCO, 2005:7-21). Having this problem in mind, education policy makers pay greater attention to articulation between GSE and TVET with the objective of bringing the two

'streams' closer in curriculum and in organizational terms. This articulation will be facilitated by building upon the educational foundations shared by GSE and TVET founded upon essential generic competencies.

Educators believe that education and training to succeed in its complex task of responding to the multiplicity of demands, it must be organized around four fundamental types of learning, which refers to as the 'Four Pillars of Education': learning to know, learning to do, learning to live together, and learning to be.

Learning to know and learning to do are to a great extent indissociable, but learning to do is more closely linked to the question of technical and vocational education and training. It is true that Principle of "learning by doing" has been generally recognized as *the superior* way of learning (Farstad, 2004:34)

ILO also acknowledged that the success of the interventions proposed for developing and improving TVET depends on the type of foundation students obtain in the early age of the education system. Therefore, concomitant action to ensure effectiveness of this preparatory phase will need to be undertaken (ILO, 2001:7). The consensus of opinion among educationists would greatly appreciate with the imparting of a practical orientation in the teaching of all subjects (Ngome, 2007:14). It is clear that a sound foundation of knowledge in a cluster of essential generic competencies at secondary school will be built on the work of primary schools, instilling knowledge, inculcating values and identifying a learner's talents and aptitudes (UNESCO, 2005:32). That is why UNESCO strived to include vocational subjects in general education curricula to facilitate the young generation to obtain generic technological knowledge and key pre-vocational skills as its major objectives (N'Jie, 2007:10).

Frankly, most of what is taught in general education just prepares pupils for next level of learning. If one fails, they would not have skills to survive in the world. So, vocationalsing the curricula would help in giving useful skills for survival then, to impart what was perceived as skills needed the curriculum was revamped to include vocational subjects in every cycle to ensure that

those who dropped out at each stage were adequately prepared to enter into the world of work (Pavlova, 2007:107; UNESCO, 2005:188).

2.1.1 TVET in Schools

Both developing and developed countries are currently implementing strategies to introduce TVET into schools. As a part of the general school system TVET has to begin from primary schooling itself and each year (Pavlova, 2007:110). It is possible to organize the various stages of TVET education and learning into a coherent and transparent framework that provides for entry and passage from one stage to another and opportunities to pursue diverse paths through the system (UNESCO, 2005:38).

An earlier introduction of TVET subjects would enhance the image of TVET and help provide young people with useful skills at an earlier age. For primary and junior secondary students particularly, TVET subjects should be integrated with the more academic subjects so that the total program is seen as a general education program for everyone (Clark, 2003:6). At the primary school level some of the subjects offered include Agriculture, Art and Craft, Business Education, Home Science and Music. More diversified subjects are offered at the secondary cycle. They include Agriculture, Art and Design, Drawing and Design, Business Education, Woodwork, Building Construction, Electricity/Electronics, Metalwork, Power Mechanics, etc. (Power, 1997:30).

Following the primary level, secondary education is the phase in the education continuum responsible for the development of the young during their adolescence, the most rapid phase of their physical, mental and emotional growth. It is at this very education level, particularly in its first cycle that where values and attitudes formed at primary school are more firmly ingrained alongside the acquisition of knowledge and skills. Secondary-level education should provide effective preparation for those proceeding to academic or professional tertiary education.

It is imperative to stress that the objective of practical studies in school should not be vocational training but rather the acquisition of manual dexterity and practical skills as an integral part of general education that do not require high capital or recurrent costs. Schools should not attempt to teach all practical subjects but can offer at least one practical subject effectively. Total removal of vocational subjects from the secondary school curriculum will not be advocated. The focus should be the creation of awareness at early childhood and primary level, appropriate orientation and exploration of technological careers at secondary level, and higher education and training for those with the capacity and willing to do so at the post-secondary level (UNESCO, 2005:13- 25; Ngome, 2007:13).

2.1.2 Model of secondary-level

Recent international evidence suggest that it is rather better to emphasize generic and problem-solving skills in secondary education as foundation for further training in post-secondary technical and apprenticeship institutions (Akyeampong et al., 2007:26). It is thus possible to propose a model of secondary-level education that is better suited to the preparation of young people for today's world. However, there is no single and static model that suits all countries. The proposed model should provide the following fundamental elements:

1. diversity in content and flexibility in delivery;
2. a solid foundation of knowledge in a cluster of essential generic competencies and non occupation-specific practical skills;
3. deferral of channeling into general and vocational streams for increased intellectual and social maturity;
4. counseling and mentoring programs; and,
5. seamless transitions back and forth between general and vocational streams and to higher education.

According to this model, channeling (streaming or tracking) students into general and vocational streams will be deferred for as long as possible to ensure that all learners benefit from a shared foundational period to acquire a

sound core of essential generic competencies and practical skills. Moreover, creativity, analytical skills, lateral thinking, problem solving, the ability to learn independently as well as to work in a team will be stimulated and encouraged at this stage (UNESCO, 2005:53-55)

Technical and vocational initiation in the general education of youth should fulfill the educational requirements of all spheres of interest and ability and mainly perform three functions:

a. **to broaden educational horizons by serving as an introduction to the world of work, and to enrich the learning process through practical experience;**
b. **to orient those with the interest and ability in technical and vocational education towards preparation for an occupational field or training**
c. **to promote in those who will leave formal education with no specific occupational aims or skills, attitudes and thought processes likely to enhance their aptitudes and potential, to facilitate the choice of an occupation and access**

General technical and vocational studies in schools, having great importance for the orientation and education of youth programs, should include an appropriate balance between theoretical and practical work (Ibrahim, 2005:39).

Eventually, a perennial issue in TVET is the attempt to add vocational classes to general secondary education as a means to make the graduates better prepared to join the labor force. A common solution proposed is the provision of vocational subjects at the secondary level (Chowdhury, 2005:9).

Now governments and professional bodies as whole have recognized the disadvantages of separatists approach and have therefore called for an integrated system that unifies the subsystems (UNESCO, 1986:9).

Academics do not disagree with the passing of TVET at early stage either integrally or separately. Exposing students at early stage with diversified choice and pathway give students great access for their potential empowerment. And it also gives students a ground knowledge that serves as a prerequisite for the next class. As the researcher assessed different

academic outlooks about the integration of TVET and general education, there is a tendency to stress the imparting of TVET at early stage sequentially based on the grade level. But, still there is no any indication that states the intensity of the prerequisite TVET courses that serves as a base knowledge and skills for TVET training. This is the reason that instills the researcher to measure the orientation level of TVET students before joining TVET at secondary level.

2.2 EDUCATION FOR ALL AND TVET

EFA and TVET are part of lifelong learning and the means for personal, community and human development, for active citizenship building and for improving the lives of people. They are part of a strategy towards building a learning society at local, national and global levels. The only possibility for achieving EFA is by making education and learning a need and task of all, and by making TVET useful and relevant for people's daily lives and struggles. This requires a comprehensive TVET education and training strategy with financial support.

The Second International Congress on Technical and Vocational Education that took place in Seoul, Republic of Korea, in April 1999, advanced the concept of technical and vocational educational and training for all as a lifelong process.

'TVET for All' as it was coined calls for programs to be comprehensive and inclusive so as to accommodate to the needs of all learners through flexible access to lifelong learning (UNESCO, 2005:34-39).

UNESCO's inclusive and broad definition of TVET, adopted by UNESCO and ILO General Conference in 2001, is used "*as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupants in various sectors of economic and social life.*", (Fosen, 2000:6).

2.2.1 Links between TVET and EFA

TVET and EFA link in the areas of access, quality and relevance. TVET could improve the quality of adult education *and* it can contribute the most to EFA. TVET might prove helpful in reaching EFA-goals. It seems logical to argue that TVET should be an integral part of EFA strategies (Fosen, 2000:9).

The Second International Congress in Seoul (April, 1999) launching six themes "as new global strategy for Technical and Vocational Education:

1. *The changing demands of the twenty-first century: Challenges to technical and vocational education.*
2. *Improving systems providing education and training throughout life.*
3. *Innovation in the education and training process.*
4. *TVE for All.*
5. *Enhancing international co-operation in TVET*
6. *Changing roles of Government and other stakeholders*

As the movement of Education for All (EFA) became more widespread, the term TVET for All also became more commonly used.

It was clear that TVET systems should be designed as comprehensive and inclusive systems in order to accommodate the needs of all categories of learners, including previously marginalized groups (Bhuwanee, 2004:46).

UNESCO revised recommendations on TVE states that "TVE should be designed so that it is an integral part of everyone's basic general education in the form of initiation to technology.

Incentives of World Congress on Technical and Vocational Education in Seoul in 1999 for linking the EFA process to the field of TVET might include:

I. Motivation for going into technical and vocational areas might increase if TVET was included at an earlier stage in the students' education.
II. Many developing nations struggle with technical and vocational professions having a low status, making recruiting difficult.

EFA is a high priority world wide. If TVET was an integral part of the modalities for reaching some of the EFA goals, it could also enhance the status and funding possibilities for TVET.

The objectives of Connecting TVET to EFA program are organized under three main headings:

1. **Strengthening TVET as an integral component of lifelong learning**
2. **Orienting TVET for sustainable development**
3. **Providing TVET for all (Fosen, 2000:11-12).**

UNESCO, in the EFA process, promotes the acquisition of livelihood skills as a key aspect of life skills development.

Indeed there is broad support for the view that livelihood skills development must form an integral part of basic education. Thus, enhancing access to skills development and TVET programs may be viewed as a contribution to EFA Goal which seeks to provide young people and adults with quality life skills programs.

World Education Forum (Dakar, April 2000) renewed the opportunity for strengthening and expanding skills development for youth and adults and the 'TVET for All' agenda.

Within the Dakar Framework for Action, TVET is seen as a lifelong learning process that is more than economics and employability.

TVET is expected to foster social and human values and respond to such challenges as equity and access, quality and relevance, lifelong learning and sustainable livelihoods (UNESCO, 2005:7-37).

Building upon international commitments that call for diversifying, strengthening and expanding 'TVET for All', and considering the two salient themes – learning for skills development and transition to the world of work, lays a foundation of knowledge, skills and attitudes that prepare individuals for productive livelihoods that contribute to sustainable development. As an integral component of lifelong learning, Technical and Vocational Education (TVE) has a crucial role to inspire in young people a positive attitude to innovation, to enable them to prepare for self-reliance (UNESCO, 2005:240).

In today's rapidly changing society, it is essential for technical and vocational education to strengthen its linkage with the world of work in order to meet changing requirements (Power, 1997:19).

The Bonn Declaration (October 2004) affirmed that the appropriate development of TVET was central to the attainment of those agreed EFA goals. It was agreed that skills development leading to age-appropriate TVET should be integral to education at all levels, and could no longer be regarded as optional or marginal. It was especially important to integrate skills development in Education for All (EFA) programs and to satisfy TVET demand created by learners completing basic education (Bhuwanee, 2004:9).

World scholars proposed that as to that of Education for All (EFA) it is equally important that 'TVET for All'. Various scholars (mentioned above) have stated the importance of TVET and its linkage with EFA. They clearly articulate the linkage of TVET and EFA, and the necessity of both programs in the livelihood and life skill development without any age and grade variations. The TVET for All programs envisions the dissemination of practical skills and manual dexterity which is playing a great role for continual education. TVET for All propagates the importance of TVET at any level, especially at secondary education level, which is particularly important as a prerequisite for higher training. However, yet not indicated the degree of TVET courses at how much needed to students as orientation and ground- knowledge for TVET training.

2.3 PEOPLES' ATTITUDES TOWARDS TVET

Today most countries have a significant imbalance between general education and TVET – in favor of general education - regarding availability, quality and, accordingly, general esteem and prestige (Farstad, 2004:39).

According to Pavlova, "We have to realize that modern day education has become too specialized, compartmentalized and fragmented. We have not developed all the powers and faculties of the human person. We have tried to educate the mind but failed to educate the emotions and the will. Overemphasis on knowledge and skills has led to the neglect of values and attitudes."

Anita stated that "more emphasis should be given on *developing attitudes and knowledge skills rather than technical skills*; that can be the first priority in TVET". This change of the teaching paradigm brings TVET closer to general,

where education includes broader aspects such as values and attitudes (Pavlova, 2007:84).

By incorporating aspects of technology into the curriculum students will begin to be aware of the value of technology in daily life and of TVET as a viable option in continuing education and desirable for a future career. The development of desired attitudes towards TVET also begins at early age of the education system (ILO, 2001:6).

The role of parents in their children's education has long been recognized as a significant factor in educational success and school improvement and many parents convincing that vocational education is worthwhile for their children, and struggles to change the opinions and values (and behaviors) of another societal group (parents and students), concerning the worth of vocational education (Jones & Allebone, 1996:4*; Harry,* 2000:17*).*

Particularly, in Africa, and indeed in other developing countries, TVET is suffering from misconception, mismatch and mishandling. A lot of people are yet to see anything good in Vocational technical education; this is perhaps why it is not getting the desired sustainability treatment.

In India too, *TVET is the second or third or the last option for youth.* Vocational training has been looked down upon as the options for those who are not able to take up higher education (Pavlova, 2007:96-99). Some of the TVET programs have lost their prestige, not because they are no longer relevant, but because they have been treated as secondary, compared to other programs.

Anita Sharma, "The reason why TVET and SD are not valued in developing countries is just because the educated rate it to be for failures and there is very little involvement of skills training in the early years of children's education which make them hate technical education" (Pavlova, 2007:97).

Then, there must be attitudinal changes and operational shift and commitment in such countries so as to reform and promote the TVET system for national development. And for this to be realized, TVET must be considered as an

integral part of the entire educational system not a separate entity from the general education system (Bhuwanee, 2004:43).

A number of proposals were put on how to increase status and prestige of TVET: strong need to revitalize TVET, look for bottom-up approaches, association of new occupations such as ICT and electronics with TVET, looking for resources and financial solutions (Pavlova, 2007:132). UNESCO Member States develop and implement appropriate strategies and mechanisms which assist them to put in place special measures to improve the status of TVE and its functioning within the education industry, with particular emphasis on linking TVET to the world of work (Power, 1997:20-23).

Some suggested strategies are:

- Introduce career education, guidance and counseling at all levels of general education.
- Emphasize the excellence of vocational training.
- Ensure delivery of a high quality service and Publicize earning potential of TVET (Black, 1996:12).

The Lisbon European Council in March 2000 recognized the important role of education and the development of high quality vocational education and training as a crucial and integral part of promoting social inclusion, cohesion, mobility, employability and competitiveness (Farstad, 2004:41).

In Britain, and indeed in many other countries, the intention now is to:

a. promote parity of esteem between vocational and academic programs of study
b. remove any barriers that may deter educational institutions from offering young people a whole range of pathways

Creating a much greater awareness of the importance of Science and Technology amongst the people should actually start from the home and continue locally through primary and secondary schools to the Technical Training Institutes and other education and training establishments (Onjewu, 2005:8; N'Jie, 2007:14-16). TVET should inspire in young people a *positive attitude to innovation* and enable them to help shape change, and prepare

them for self reliance and citizenship (Quisumbing, 1999:13-15).

Students are to develop motivation and interest in academic and non-academic fields to which they are exposed through a variety of learning experiences that schools offer, and are expected to explore and develop their potentials in the learning environment to acquire life-skills, prerequisite knowledge and skills for further education and training (Ministry of Education of Swaziland, 2005:15)

Educational aspirations are shaped not only by parental socio-economic status, measured ability and values shared by a family (individual level), and the quality and type of attended schools (contextual level), but also by the structure of the whole education system, the degree of its stratification, its orientation to vocational training, its permeability, and its links to the labour market (structural level) (Clarke, 2007:13).

2.3.1 Guidance

It is simply in the best interests for all high school students to plan for and prepare to attend postsecondary education whether they want to or not. This is crucial information and needs increasingly to be included in career development and guidance sessions for all students in all schools (Aragon, 2000:14)

It should ensure that individuals are provided with the prerequisites:

a. to become aware of their interests, abilities and special talents, and to help them frame a plan for life;
b. to pursue courses of education and training designed to realize their potential and fulfill their life plans;
c. to acquire flexibility in decision-making concerning their occupations, in the initial and later stages, for developing a satisfying career;
d. to facilitate transitions back and forth as needed, between education, training and the world of work (Ibrahim, 2005:64). TVET needs to evolve from being regarded as a low quality second-choice alternative, to a valid quality educational alternative with lifelong learning prospects for

students who make use of advisory and orientation services to opt for a TVET career. And nowadays, many students and their parents choose VET as their first choice because they aware that after leaving the schools they could straight away go to the workplace (World Bank, 2005:67; Pavlova, 2007:204).

The conviction has grown that, in a rapidly changing society, the best form of vocational education is one which helps students to develop their capacity to learn, to think critically, to adjust to rapid changes in technology, and to gain some understanding of their later working environment (Cantor, 1989:1).

Educators like Anita and Pavlova proposed that the crucial point to education is *that of teaching the psychical part of individual. The psychical values of individual (motive, interest, willingness, and attitude) deep root at the lower age and grades. So, it verifies that in order to develop positive psychical values towards TVET it would be important to orient and give a prerequisite TVET courses at lower levels rather than waiting to higher grades though not the degree is indicated. Pre-vocational preparation has changed the orientation of secondary schools that arm students with the skills they will need when they enter the working world (Lauglo et al, 2005:113).*

2.4 TVET TRENDS

It is the era of information and globalization thereby each country can take the share of TVET experiences from countries which have rich experiences.

Nations such as China, Germany, and U.S have given more recognition to Technical/Vocational Education and Training to give exposure to students at an early age.

Generally, UNESCO displayed the TVET share of upper secondary education in Europe at least 50; in China, India and South East Asia 35-40; in Africa less than 20 percent of the students pursue some form of technical or vocational education. This shows that Africa pay little attention to technical education and lags behind the rest of the world in technology (UNESCO, 2005:10).

2.4.1 TVET trends of China

Chinese vocational education has been injected with tremendous vitality for development. Vocational education should be energetically developed and senior secondary education including regular and vocational education should also be vigorously developed. Vocational education in China is provided at three levels: Junior secondary, senior secondary and tertiary.

Junior vocational education refers to the vocational and technical education after primary school education and is a part of the 9-year compulsory education aimed at training workers, peasants and employees in other sectors with basic professional knowledge and certain professional skills located in rural areas.

The students in secondary vocational school should be primary school graduates or the youth with equivalent cultural knowledge and its schooling lasts 3 to 4 years. The secondary level mainly refers to the vocational education in senior high school stage.

As the mainstay of vocational education in China, secondary vocational education plays a guiding role in training manpower with practical skills at primary and secondary levels of various types. Consisting of secondary technical schools and normal schools, specialized secondary schools enroll junior high school graduates with a schooling of usually 4 years and sometimes 3 years. A few specialties are open only to senior high school graduates with the schooling lasting 2 years.

The basic tasks of these schools are to train secondary-level specialized and technical talents for the forefront of production, and all the students should master the basic knowledge, theory and skills of their specialty in addition to the cultural knowledge required for higher school students.

Aiming at training secondary-level skill workers, skill worker schools enroll junior high school graduates and their schooling lasts 3 years. Quite capable

of practicing and operating, their graduates will directly be engaged in production. With the schooling lasting 2 to 3 years, tertiary vocational education mainly enroll graduates from regular high schools and secondary vocational schools. Tertiary vocational education which emphasizes the training of practice-oriented and craft-oriented talents is divided into four categories: higher vocational technology, 5-year higher vocational classes, tertiary vocational education and the reformed regular institutions offering 2 to 3-year higher education (Xidan, 2001:1-7).

2.4.2 TVET trends of Germany

Germany have over the past half-century built successful industries supported by effective TVET programs, recognize the value of TVET and prioritize TVET in an effort to prepare their youth for productive employment. Germany has had a history of a strong educational system in vocational training.

German school systems

Parents who are looking for a suitable school for their child have a considerable choice of elementary schools in Germany today.

Kindergarten or Vorschulklassen (preparatory classes for elementary school) lasts four or six years.

Grundschule (Elementary school) can be preceded by voluntary Kindergarten or Vorschulklassen.

Primary education in Germany usually lasts for four years and public schools are not stratified at this stage.

After Grundschule (at 10 years of age), there are basically four options at secondary schooling based on a pupil's ability and teacher recommendations. children have to attend two years (grades 5 and 6) in Orientierungsstufe ("orientation phase"), a special school type that follows the Grundschule, and is intended to help decide whether the student should be sent on to Hauptschule, Realschule or Gymnasium (or in any case Gesamtschule).

Hauptschule (the least academic, much like a modernized Volksschule [elementary school]) until grade 9 prepares pupils for vocational education;
Realschule (in Saxony Mittelschule [middle school]) until grade 10 has a broader range of emphasis for intermediary students;
Gesamtschule (comprehensive school) with all the options of the three "tracks" above combines the three approaches;
Gymnasium (Grammar School) until grade 12 or 13 (with Abitur as exit exam, qualifying for university) includes the most gifted children and prepares students for university studies.
There are also so called Förderschulen, not integrated in other schools, for disabled pupils.
In order to enter a university, high school students and a diploma from a vocational school are required to take the Abitur examination.
After all of those schools the graduates can start a professional career with an apprenticeship in the Berufsschule (vocational school). The Berufsschule is normally attended twice a week during a two, three, or three-and-a-half year apprenticeship; the other days are spent working at a company. This should bring the students knowledge of theory and practice (Delmonte, 2006:3-8).

2.4.3 TVET trends of United States

Vocational education has a long and rich history in American public secondary schools, largely due to federal legislation and funding. Thus, according to federal reports, vocational education courses or programs are offered in 93 percent of the nation's 15,200 comprehensive, Grade 9-12 high schools.
Nearly all of these high schools offer introductory courses taught for purposes of general labor market preparation to provide students with practical or life skills.
About 75 percent of all comprehensive high schools offer several courses in one or more specialized labor market preparation programs, historically identified as agriculture, business and office, marketing, health, family and

consumer sciences (occupational or wage earning), trade and industrial, and technical and communications.

In addition to comprehensive high schools, secondary vocational education is also offered at about 1,100 area vocational centers nationwide, where students attend part of the day or evening for specialized vocational programs. They then attend their "home" high school for academic or general education courses during the other part of the day. There are also about 250 vocational, career, or specialty high schools in the U. S. that focus on preparing students for work in a particular occupation or industry (Aragon, 2000:5, 61).

Career and technical education is a massive enterprise in the U.S. Thousands of comprehensive high schools, vocational and technical high schools, area vocational centers, and community colleges offer career and technical education programs. Virtually every high school student takes at least one career and technical education courses, and one in four students take three or more courses in a single program area (OVAE, 2006:1).

Secondary School Taxonomy (SST)

It classifies high school courses into three main areas (academic, vocational /technical, and enrichment/other) and their curricular sub areas.

High school vocational/technical education encompasses three sub curricula:

- "occupational education," or specific labor market preparation
- general labor market preparation, and
- family and consumer sciences education.

Occupational education consists of courses that teach skills and knowledge required in a particular occupation or set of related occupations.

General labor market preparation consists of courses that teach general employment skills that are not specific to one occupational area, such as basic typewriting/keyboarding, introductory technology education, and career preparation and general work experience courses.

Family and consumer sciences education consists of courses intended to prepare students for family and consumer roles outside of the paid labor market.

As of 1998, 90.7 percent of public high school graduates had earned credits in occupational education in high school, 58.8 percent in general labor market preparation, and 44.4 percent in family and consumer sciences education.

For the high school graduating class of 1998,the majority of vocational/technical course taking (about 60 percent) occurred in the 11th and 12^{th} grades, while about 40 percent occurred in the 9^{th} and 10^{th} grades(Hudson, 2006:2-9).

The Carl D. Perkins Vocational and Applied Technology Act Amendments of 1990 (Perkins II) called for integrating academic and vocational/technical education and developing tech-prep programs that span the last 2 years of high school and the first 2 years of college.

The Perkins II reforms also envisioned participation in vocational/technical education partly as a vehicle for improving academic achievement, separate from and combined with academic reforms.

In 1994, the School-to-Work Opportunities Act (STWOA) was passed to encourage states to better prepare all students for college *and* work. It emphasized three key practices:

- integrating academic and vocational/technical education,
- integrating school- and work-based learning, and
- developing secondary and postsecondary linkages

Almost all high school students take some vocational/technical education, although students take varying amounts and types of these courses and take them for different purposes.

Similarly, students combine academic and vocational/technical education in different ways and for different purposes (Hudson, 2006:32).

2.4.4 Africa.

Though not widespread and rich like other developed continents, recently Africa can reorient itself towards sustainable development, using TVET as a vehicle for its socio-economic and technological transformation that is why many African countries like Ghana, Zimbabwe and Kenya turned to the vocationalization of secondary school curricula as a prelude to

industrialization. World Bank stated the inclusion of practical experience in the world of work intended to orientate all secondary school students towards careers in such vocational subjects as commerce, agriculture, domestic science and technical fields (UNESCO, 2005:6; World Bank, 2006:8-20).

Pre-vocational preparation should form sound basis for further education and training. It should also stimulate innovativeness, problem solving and quality performance in order to produce self-confident learners (Lauglo et al, 2005:138).

The TVET experiences of these giant and highly industrialized and developed countries inculcate the necessities of the gradual and sequential development of TVET beginning at early school through diversified ways for laying TVET generic skills at lower stages. But there is no any indication that shows the intensity of the early orientation levels of TVET students and its impact on next grades.

2.5 REVITALIZING TVET

Since TVET is a branch of education directly concerned with the acquisition of knowledge and skills required for the world of work, it is being increasingly challenged to adapt itself to the diverse and constantly changing needs of the labor market. As the branch of education most concerned with preparing young people and adults for the labor market, it is imperative that technical and vocational education and training (TVET) keeps abreast of the changes taking place in the world of work(UNESCO, 2005:265).

UNESCO, as a catalytic agency, has long been providing assistance to its Member States in formulating their national policy for the development and reform of technical and vocational education.

Countries around the world are, for a variety of reasons, involved in reviewing and reforming their vocational education and training systems.

It is clear that there are often good reasons for reforming vocational education and training systems in many countries (Power, 1997:15; McGrath, 1998:64)

Indeed, formal TVET is well known for being too 'sluggish' at responding to actual labor market demand and, 'in many cases, fails to deliver skills for existing jobs' (World Bank, 2004:21).

Increasingly, economists and scholars talk about the ascendancy ability to analyze, synthesize, and evaluate information and use that information to solve problems; new versions and forms of prerequisite technical skills; flexible jobs; and new iterations of related education and skill requirements, that is, a constant need to continue to learn and upgrade (Aragon, 2000:13).

In recent years, the debate on the knowledge economy has drawn more attention to vocational education. The great diversity of objectives makes TVET policies complex to implement and difficult to assess. In the wave of public sector reforms, many governments have decided to reshape vocational education institutions in order to make them more efficient and effective (Reinikka & Smith, 2004:5).

TVET needs to be shifted towards a more balanced strategy that promotes its role for the development of a knowledge economy.

A new articulation with the education system has to focus on providing quality TVET systems with a better integration with general and practical curricula, as well as developing lifelong learning opportunities.

The present low quality of student intake, the poor quality of TVET design and provision, and the absence of pathways with the rest of the education system, limits the prospects for TVET to play a role in the knowledge economy and promotes social inequity (World Bank, 2005:202)

2.5.1 Tec Prep

The fundamental premise of tech prep was and is that all high school graduates are to be prepared with the foundations in both academic and technical course work to matriculate into postsecondary education and enter high skill/high wage occupations. This, then, was to be the crux in the reform of vocational education.

Here are six identified core concepts to form the basis for developing and implementing solid programs of tech prep:

1. Tech prep must be grounded in an integrated, authentic, and rigorous core curriculum at both the secondary and postsecondary levels.
2. There must be formal articulation between secondary and postsecondary schools.
3. Integrate work-based learning experiences into the curriculum.
4. Establish tech prep as a standards-driven, performance-based educational initiative.
5. Tech prep is to be an educational vehicle accessible to all students.
6. Collaboration among stakeholders is essential.

Today, the concept and design of tech prep seems to be in good standing with both the business and education communities (Aragon, 2000:58-68).

Revitalize Technical and Vocational Education and Training (TVET) in Africa', comments that:

Since practical orientation toward solving problems, TVET is a good agent for improving a nation's technological literacy and capability (Power, 1997:32). One of the most important features of TVET is its orientation towards the world of work and the emphasis of the curriculum on the acquisition of employable skills. TVET delivery systems are therefore well placed to train the skilled and entrepreneurial workforce that Africa needs to create wealth and emerge out of poverty (World Bank, 2004:11).

The Second International Congress in Seoul (1999) generated a set of recommendations on how technical and vocational education and training (TVET) should adapt to the changing demands of the workplace in the early years of the twenty-first century.

These recommendations will therefore guide a new orientation of "technical and vocational education and training (TVET) for all throughout life".

Every article and clause in the two normative instruments will find much information that will help them to aspire and motivate stakeholders to reform TVET systems at all levels.

In Revised Recommendation (2001) **Technical and vocational education is further understood to be:**

a. ***an integral part of general education;***
b. ***a means of preparing for occupational fields and for effective participation in the world of work;***
c. ***an aspect of lifelong learning and a preparation for responsible citizenship;***
d. ***an instrument for promoting environmentally sound sustainable development;***
e. ***a method of facilitating poverty alleviation.***

Technical and vocational education should begin with a broad base which facilitates horizontal and vertical articulation within the education system so that it:

a. ***is an integral part of everyone's basic general education in the form of initiation to technology,***
b. ***may be freely and positively chosen as the means by which people develop talents, interests and skills leading to an occupation in various sectors or to further education;***
c. ***allows access to other aspects and areas of education at all levels, including institutions of higher learning,***
d. ***allows transfers from one field to another within technical and vocational education;***
e. ***is readily available to all and for all appropriate types of specialization, within and outside formal education systems.***

The needs and aspirations of individuals in technical and vocational education should:

a. **permit the harmonious development of personality and character, and foster spiritual and human values,**

b. prepare the individual for lifelong learning by developing mental tools, technical and entrepreneurial skills and attitudes;
c. enable an individual to cope with the rapid advances in information and communication technology(Ibrahim, 2005:9-23).

The essence of revitalizing TVET from the views of scholars is that since TVET is *the essential part of education it is to be updated with the scope of changes. It must be abreast with world of changes in strategy and policy to cater the societies with the demand of skilled manpower. And TVET should lay its foundation at early schools in relation to general education, for individuals develop basic and generic skills at lower grades.*

2.6 TVET IN ETHIOPIA

The people and leaders of Ethiopia were and are anxious to science and technology. Here are historical and architectural witnesses that verify this virtue. Among the people there are plenty of traditionally trained masonry, crafts men, black/ gold smiths, webbers, tanners, etc. who served the people with their products. Unfortunately, until the 19th century Ethiopia was isolated from the western civilization which supposed to be the case to lag behind modern development.

Emperor Tewodros II was vigorous to bring the western modernization by making linkage to British. He criticized himself as 'blind', 'ignorant', 'a blind ass' and publicized the backwardness of his country without shame. So he wanted to bring skilled artisans from British to train his people. It would be more figurative to see his own letter who wrote in 1866 to Queen Victoria to send him artisan trainers.

> *I am sending Mr. Flad to Europe. I am seeking skilled artisans. I shall gladly receive all artisans who come to me. If they stay, I shall ensure that they live happily. If they wish to return to their country once they have taught their skill I shall pay their salary and let them leave, happy and with escorts (Bahru, 1992:37).*

At the beginning of the twentieth century, the religious education system failure to meet the needs of people involved in statecraft, diplomacy, commerce and industry led to the introduction of secular education in the

country. So, Menelik II had permitted the establishment of European Missionary schools and the first public school was established in Addis Ababa in 1907.

During the Imperial era, Ethiopia established its first polytechnic institute, in Bahir Dar, in 1960s With Soviet assistance. In addition, a system of general polytechnic education had been introduced into the senior secondary school curriculum so that those who did not continue their education still could venture into the skilled job market. In 1962 a new education policy was developed which gave precedence to the establishment of technical training schools and Curriculum revisions introduced a mix of academic and nonacademic subjects. A number of vocational subjects prepared others to enter technical or vocational schools. Some practical experience in the use of tools was provided, which qualified graduates as semiskilled workers (Ramesh, 2005:23; Country Studies, 1991:7-12).

During the Derg regime, the comprehensive school systems have mainly offered academic programs preparing the students for the national academic examination. Students were offered general polytechnic courses in Grades 9 and 10, after which three-year advanced technical/vocational training programs were delivered. The practical streams were aimed to fostering the value of all labor and the promotion of standards of efficiency and workmanship by preparing middle level skilled manpower.

Community Skill Training Centers (CSTCs) were also established in the mid-1970s. The centers' aims were designed to promote indigenous skills and increase productivity in the community. Training courses were offered in trades and fields such as weaving, sewing and embroidery, wood work, pottery, making and using fuel saving stoves, candle and soap making, dying, basket and mat making, metal work, agriculture, home economics, carpentry and construction (Lasonen et al, 2005:84).

2.6.1 Current Government

Education is the most important means to develop human resources, impart appropriate skills, knowledge and attitudes.

Education forms the basis for developing innovation, science and technology in order to harness our resources and participate in the global knowledge economy and community (African Union, 2007:25).

Based on this fact the Transitional Government of Ethiopia (1994) issued an education policy and strategy on three major areas of change:

- making education more relevant to the demands of the community and curriculum change;
- quality improvement; and
- the expansion of primary and vocational education.

The shift in policy would have major resources implications such as expansion of primary education and vocational training.

In 1997 the Government launched the Education Sector Development Project (ESDP) together with the Education Training Policy that provides a sector-wide policy and implementation framework for educational development.

One of its main purposes is to coordinate government and donor inputs in the educational sector. Technical and Vocational Training is one of the main components of ESDP policy. Increasing the trained labor forces relate to the development of the country as a whole. But, on all levels of the educational system, education and training has little relevance to practice and context and to preparation for the workforce and employability (Lasonen et al, 2005:32-48).

2.6.2 Structure of the current education system

Primary education now lasts eight years (age group 7-14); it is divided into two cycles, a first cycle (Grades 1-4) and a second cycle (Grades 5-8).

The goal of the first cycle is functional literacy, while the second cycle prepares students for further studies.

General education is completed at the end of the first cycle of secondary education (Grades 9 and 10). General education intends to enable students to identify areas of interest for further education and training while the second

cycle of secondary education (Grades 11 and 12) will prepare students for continuing their studies at the higher education level or for choosing a career. After Grade 10 the education systems splits. The best pupils are selected on the basis of their GPA scores to enter the 2 year (grades 11-12) college preparatory stream offered by some secondary schools.

Other students exiting from secondary general education go into upper secondary schools offering a two year technical and vocational course leading to a TVET Diploma (Rumble, et al, 2003:15). Technical and vocational training is institutionally separate from the regular educational system, forming a parallel track. Training is offered at the exit points of the general education system (Grades 4, 8 and 10) (Lasonen et al, 2005:50).

World is in a steady momentum. It is constantly changing. The key to this constant change is education while TVET is a master key. It is the reason that now a day the planet has given much emphasis to education particularly to TVET. The works of scholars, in the review, verify this truth. Even though there are many said about the necessities of and imparting of prerequisite TVET courses at early stages, there is a gap in indicating the orientation levels of students for joining upper secondary TVET. It is with this frame of reference the research is targeted to be undertaken.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This study focused on assessing the trainees' orientation levels and their aspirations of technical and vocational subjects at pre-TVET classes of selected government TVETs in Addis Ababa.

The method used to carry out this research was descriptive survey. Descriptive survey study is selected because the study attempts to reveal the existing level of orientations of students in technical and vocational subjects and aspirations of trainees who are presently training in government TVET institutions in the city; and on the assumption that it will help to gather large varieties of data related to the problem under consideration. Koul (1996:405) expressed that 'descriptive study method of research is more appropriate to gather several kinds of data in such a broad size study area rather than case study and comparative study.' The method enables to examine the present situations and to assess the orientation levels and aspirations of students to TVET.

Hence, in assessing and describing the educational orientation level of TVET students in government TVETs, the descriptive survey method was found to be relevant and appropriate.

3.1 Research participants/sources of data/

The major data sources for the study were the two TVET institutions' trainees, teachers, and vocational counselors of 10+1program in Addis Ababa. These respondents were selected for the reason that, though the degree of their responsibility varies, these are the domains in which the educational orientation levels could be measured; and these are the doers who can measure the orientation levels and its effects on students towards TVET.

Moreover, official documents, statistical evidences, reports and other relevant materials were assessed as the sources of data.

In general, the data were secured from both primary and secondary sources.

3.2 Sample selection

The student researcher employed purposive, simple random, and availability sampling techniques to select samples from Addis Ababa government TVETs. Purposive sampling was employed to select two sample TVETs among government TVETs that are located in different sub cities. The reason why these two government TVETs were selected was that these TVETs were not repeatedly used as data sources like other institutions not included in the samples. It is true that purposive sampling will be employed to get the designed and particular samples to be included in the study. Thus, simple random sampling technique was used to give equal chance and opportunity to all student participants in the sample from each department proportionally. Purposive and simple random sampling was employed to include at least one teacher from each department, and counselors of each sample TVET.

3.3 Population and Sample size

Ten government TVET institutions are found in Addis Ababa city government. Of these, the researcher purposefully selected two TVET institutions, Lideta and Nifas Silk, which are undertaking 10+1 program in 2000 E.C. These two TVET institutions currently have 1310 students and 100 permanent instructors in their 10+1 program. Among the total population of 1310 students 262 (20%), of 100 trainers 30 (30%) and one counselor from each TVET were included in the study. (See appendix C)

3.4 Instruments

To collect reliable and adequate information the following basic instruments were used: Interviews, questionnaires, observation check list and document analyses.

The questionnaires were set in Amharic and English languages to prevent possible misunderstanding and misinterpretations on the parts of the respondents. The questionnaires were containing mainly close-ended and a few open-ended items. Questionnaires were used for their appropriateness to obtain relevant and pertinent information, opinions, views, and attitudes from large samples taken in the population within short period. Depending on the types of items, choices, check list and rating scales were used in the questionnaires. Questionnaires and structured-interviews were used to secure information from students and teachers, and vocational counselors respectively.

In addition to questionnaires, relevant documents, which are available in the institutes, were assessed to increase the reliability of the data gathered.

3.5 Procedures

In order to measure the pre-TVET orientation level of trainees and its effects in government TVET programs and its implementation in Addis Ababa city government, both primary and secondary data were collected. Of the distributed 262 questionnaires to students and of 30 to trainers, 250(95.4%) trainees and 100 percent teachers were properly and meaningfully filled and returned. Interviews were conducted with the two counselors, and relevant documents were assessed.

Relevant literature review was made to see what have been already done in relation to the topic and to examine data gathering tools which were developed and used. Then, collected data were organized and scrutinized.

3.6 Pilot Testing

It is known that the goal of pilot test is to minimize variations in respondents' understanding of each question. A pilot study was done to determine whether the procedure has merit and to correct obvious flaws.

So, pilot test was administered at 10+1 students of Entoto TVET College, which was not included in the sample. By selecting similar participants from

the college with random sampling method, the pilot test was conducted with eight teachers, forty students and one counselor.

In the pilot study, the reliability (Cronbach's Alpha) value of students' questions was found to be 0.89, and of teachers' questions was 0.93. The mean inter-item correlations of each of the 23 items of students' and 18 items of teachers' questions are positive and greater or equal to 0.33 whose values were all greater than the acceptable index value which is 0.25(or 0.20). In both cases, only the inter-item correlations of 9 items were less than 0.20, which range between 0.15-0.19, out of 50 items. On the basis of the feedback, all sorts of amendments were made on these items and their appropriateness was rechecked. After the pilot test, instruments were administered to the respondents with the necessary explanations and instructions on how to complete them.

3.7 Methods of Data analyses

In analyzing the data, relevant statistical tools, which were appropriate to the nature of the data obtained, were employed to test the findings in relation to basic questions of the study. Row data obtained by questionnaires, interviews, observations, and document analyses were, with SPSS system, tallied, structured, and systematically organized to make them manageable for analyses. SPSS (version 12.0) was employed to analyze and interpret the findings.

CHAPTER FOUR
DATA ANALYSES AND INTERPRETATION

This chapter deals with the data analyses and interpretation of the study. As it is already expressed, the purpose of the study is to measure TVET students' pre-TVET orientation levels. So, in order to explore this problem, questionnaires and structured interviews with different styles have been prepared around the basic research questions. Data have been collected from the sample teachers, counselors and students. Questionnaires have been tabulated, organized, analyzed and interpreted. They are technically and categorically analyzed and inferences are made in relation to the basic research questions. The analyses are enriched with interviews and open-ended questions. The details are presented as follows:

Table 1: Respondents' Personal Data: Respondents' Age range, Education level, Gender and Service years

Respondents Group		Sex	Age range (by year)	Service year	Education Level						Total	
					degree		diploma		certificate			
					N	%	N	%	N	%	N	%
1	Teachers	Female	30-39	6-15	6	20	2	6.7			8	26.7
			40-49	16-25	1	3.3	1	3.3			2	6.7
			sub-total		7	23.3	3	10			10	33.3
		Male	20-29	≤5	2	6.7	0	0			2	6.7
			30-39	6-15	8	26.7	1	3.3			9	30
			40-49	16-25	3	10	3	10			6	20
			≥50	26-35	3	10	0	0			3	10
			sub-total		16	53.3	4	13.3			20	66.7
			Total								30	100
2	Students	Female	<15						1	.4	1	.4
			15-19						118	47.2	118	47.2
			20-35						10	4	10	4
			sub-total						129	51.6	129	51.6
		Male	<15						1	.4	1	.4
			15-19						91	36.4	91	36.4
			20-35						29	11.6	29	11.6
		sub-total							121	48.4	121	48.4
		Total							250	100	250	100

Table 1 displays the personal information of the respondents. Six (20%) female teachers and 8(26.7%) male teachers are in 30-39 age range and 6-15 service years. The minimum service year is 6 years and the lower qualification is diploma. The table also revealed that 7(23.3%) degree and 3(10%) diploma holders are female teachers while 16(53.3%) degree and 4(13.3%) diploma holders are male teachers. It clarified that both female and male teachers are well qualified and experienced to give better judgment about the given interviews and questionnaires. Students are almost equal in number from the data observed. Both female118 (47.2%) and male 91(38.4%) students' age lay in the range of 15-19 years. It is known that students are supposed to begin class at seven years. Hence, it showed that both female and male students are at their right academic ages, and it is expected that they could justify the right views about the problem.

Table 2: Students' Pre-TVET Courses and their Influences on Trainees

Paired Qs	Variables	Alternatives	Respondents' group				Total	
			Students		Teachers			
			N	%	N	%	N	%
3t, 3s	Students' taken TVET courses before joining TVET	yes	10	4	0	0	10	3.6
		no	240	96	30	100	270	96.4
		total	250	100	30	100	280	100
4t, 6s	Pre TVET taken courses help learning TVET	Very high	157	62.8	16	53.4	173	61.8
		High	87	34.8	10	33.3	97	34.6
		Neutral	2	.8	4	13.3	6	2.2
		Low	0	0	0	0	0	0
		Very low	4	1.6	0	0	4	1.4
		total	250	100	30	100	280	100
5t, 7s	Influence of not taken pre-TVET courses	yes	197	78.8	25	83.3	222	79.3
		no	53	21.2	5	16.7	58	20.7
		total	250	100	30	100	280	100
6t, 8s	Extent of influence of not taken pre TVET courses	Very high	117	46.8	14	46.7	131	46.8
		High	76	30.4	12	40	88	31.4
		Neutral	8	3.2	1	3.3	9	3.2
		Low	14	5.6	3	10	17	6.1
		Very low	35	14	0	0	35	12.5
		total	250	100	30	100	280	100
7t, 18s	How students attend the training without Pre TVET courses	All courses are new and difficult to attend	89	35.6	20	66.6	109	39
		not difficulty to attend though courses are new	107	42.8	5	16.7	112	40
		practice makes simple to attend	54	14	5	16.7	59	21
		total	250	100	30	100	280	100

t =teachers' Question number N
s =students' Question number N

In table 2, item (3t, 3s) confirmed that only 10(4%) students have taken pre TVET courses at pre TVET grades. Teachers also confirmed this fact that neither of the trainees has taken the pre TVET courses. This finding revealed that students are simply joining the TVET program without pre-TVET courses. But in item (5t.7s), both teacher and student respondents 222(79.3%) confirmed that not taking pre TVET courses does have great influence on students' attending the current training. And in item (4t, 6s) it is displayed that of the total 280 respondents 173(61.8%) and 97(34.6%) with very high and high respectively, claimed that Pre TVET taken courses could help students in learning TVET.

Similarly, in item (6t, 8s) it is revealed that student respondents have assured the extent of influence of not taken pre TVET courses on the present training with 117(46.8%) very high and 76(30.4%) high. Teachers, too, verified the fact with their 14(46.7%) very high and 12(40%) high responses.

The table also in item (7t, 18s) clarified the fact that of the total student respondents 89(35.6%) have faced the problems of courses difficulty and newness; 107(42.8%) faced no difficulty, and 54(14%) responded that practice makes simple to attend the training. This students' witness is cross-checked with teacher respondents. Twenty (66.6%) teachers have assured that their students have suffered with the courses difficulty and newness. It is clear that though not many in number, significant number of students are suffering with the courses' difficulty and newness.

Table 3: Relationships of Grade levels, TVET course types and TVET courses taken

Paired Qs.	Variables	Alternatives	Pre-TVET courses taken				Total		Chi-Square Value	df	Sig.
			yes		no						
			n	%	n	%	n	%			
3s, 4s	Grade levels	9-10grades	5	2	0	0	5	2	250.0	2	.000
		short term training	5	2	0	0	5	2			
		not taken any	0	0	240	96	240	96			
		Total	10	4	240	96	250	100			
3s, 5s	TVET course types	business	5	50			5	50	250.0	2	.000
		home economics	1	10			1	10			
		industrial technology	4	40			4	40			
		Total	10	100			10	100			

Df =degree of freedom sig. = significance levels

In table 3, item (3s, 4s) signified that at secondary school level, only 5(2%) and with short term training 5(2%) students have got the prerequisite TVET courses while 240(96%) did not take a prerequisite TVET courses.

Item (3s, 5s) clarified that of those 10 students, who were getting the chance of taking the pre-TVET courses, 5(50%) students were from business, 4(40%) from industrial technology and 1(10%) from home economics.

The low significance values of Chi-Square Test also indicated that there are relationships among variables: grade levels and TVET courses taken, and TVET course types and TVET courses taken. The high test values and the low significant levels displayed the relations of the variables are strong and positive. The results of the chi-square which are less than 0.05 also revealed the relationship of the variables are real and not because of chance.

Table 4: Pearson Correlations of variables as reflected in the data

Paired Qs.	Tests	Variables	TVET courses taken	grade levels	TVET courses type
3s, 4s, 5s	Pearson Correlation	TVET courses taken	1	.947	.955
		grade levels	.947	1	.874
		TVET courses type	.955	.874	1
	Sig. (2-tailed)	TVET courses taken	.	.000	.000
		grade levels	.000	.	.000
		TVET courses type	.000	.000	.
	Number of cases	TVET courses taken	250		
		grade levels		250	
		TVET courses type			250

As can be seen in table 4, the relationships of the three variables all are strongly positively correlated. It is so, because the three variables' Pearson correlation values are strongly near to +1. The correlations are highly significant as their significant values are less than 0.01which are 0.000 for all.

The value of Pearson Correlation Coefficient for TVET courses taken and grade levels is 0.947; TVET courses taken with TVET course types is 0.955, and grade levels with TVET courses type is 0.874, which all values are relatively close to +1. It indicated that these variables are correlated i.e. dependent to each other.

Table 5: Not taking Pre-TVET courses and their Negative Influence on Trainees' Training

Paired Qs.	Variables	Alternatives	Not taking pre-TVET courses				Total		x^2	df	Sig.
			yes		no						
			N	%	N	%	N	%			
7s, 8s	Level of not taken Pre-TVET courses negative influence on students	very high	101	40.4	16	6.4	117	46.8	28.59	5	.000
		high	63	25.2	13	5.2	76	30.4			
		Un decided	7	2.8	1	.4	8	3.2			
		low	10	4	4	1.6	14	5.6			
		very low	2	.8	3	1.2	5	2			
		No influence	14	5.6	16	6.4	30	12			
	Total		197	78.8	53	21.2	250	100			

x^2 =Chi-Square Value

Table 5 signified the fact that 197(78.8%) of the respondents were believing that not taking pre TVET courses have negative influences in attending the TVET courses, while the other 53 (21.2%) answered as it does not have any influence on.

The low significance values of the chi-square test indicated that there is a relationship between the two variables (not taking pre-TVET courses and negative influence in TVET). The high statistic test values and the low significant values displayed the relationship of the two variables is positive and strong.

In short, the data results in all tables 2-5 discussed about the pre-TVET courses and its influences showed that 240(96%) students did not take pre-TVET courses. However, 270(96.4%) respondents believed that pre-TVET courses are helpful. In addition, of the total respondents, 222(79.3%) assured that not taking pre-TVET courses has influence on the present lessons and the extent of influence is as high as 219(78.2%).

From the data, it is possible to conclude that presently, students attending TVET were not taking pre-TVET courses though it has great influence on it.

Table 6: Students' Interest and Motivation to join TVET

Paired Qs	Variables	Alternatives	Respondents' group				Total	
			Students		Teachers			
			N	%	N	%	N	%
9t, 9s	Students' interest and Motivation to join TVET	Yes	97	38.8	5	16.7	102	36.4
		no	153	61.2	25	83.3	178	63.6
		Total	250	100	30	100	280	100
10t, 12s	Reasons that make students not to have TVET interest	no TVET base knowledge	34	13.6	4	13.3	38	13.6
		not know TVET program	28	11.2	3	10	31	11
		society's low consideration of TVET	74	29.6	8	26.7	82	29.3
		all	114	45.6	15	50	129	46.1
		Total	250	100	30	100	280	100
8t, 11s	Criteria for students to join TVET	students' interest	38	15.2	1	3.3	39	14
		academic/grade 10 results	165	66	17	56.7	182	65
		both	47	18.8	12	40	59	21
		Total	250	100	30	100	280	100
10s	Factors that make Students interested in TVET	counselor and teachers' advice	14	5.6				
		partners' advice who joined TVET ahead	56	22.4				
		all	26	10.4				
		not any	154	61.6				
		Total	250	100				

In table 6 item (9t, 9s), it is revealed that of the total 250 student respondents, 153(61.2%) answered that they do not have motivations and interests in either joining or attending the TVET lessons.

Teachers, too, gave surety with 25(83.3%) as their students do not have any interests and motivations in TVET.

From this data, it is possibly to conclude that those students who are joining TVET are without interest and motivation.

In item (10t, 12s), of the total student respondents 34(13.6%) and of the teacher 4(13.3%) have assured that level one (10+1) program students did not have TVET interest because of having no base knowledge in TVET. Of the total 280 respondents 31(11%) made sure that students were not interested in TVET because of not having a knowledge of TVET program. Seventy four (29.6%) students, 8(26.7%) teachers justified that students did not have interest in TVET because of the low social prestige of the TVET in the society. And the sum total of the above mentioned factors accounts, of the total 280 respondents, 129(46.1%). The data result indicates that these three factors are major reasons for students not to have interest in TVET.

According to the criteria for students to join TVET, item (8t, 11s) the data show many of the students, 165 (66%) have joined the TVET with their academic/grade 10 results. This fact was verified with the teacher respondents that of the total 30 teachers 17(56.7%) assured that students joined the TVET program not with their interest rather with their academic /grade 10 result.

Item (10s) in the table displayed, of the different perceived factors that convince students to have interests in TVET, students identified factors in their responses. Counselor and teachers' advice was 14(5.6%); partners' who joined TVET ahead advice was 56(22.4%); both factors together accounted 26(10.4%), and 154(61.6%) is not any.

It shows that counselors played not much role in making students to have interests and motivations in TVET. There was no access to get counselors' advice about TVET at pre-TVET levels.

Table 7: Reasons that help students develop interest in TVET

paired Qs	Variables	Alternatives	Reasons that make students' interested in TVET								Total	
			Counselor& teachers' advices		Partners ' advices		Both		Not any			
			F	%	F	%	F	%	F	%	F	%
10, 9s	Joining interest	yes	14	5.6	56	22.4	26	10.4	1	.4	97	38.8
		no	0	0	0	0	0	0	153	61.2	153	63.2
		Total	14	5.6	56	22.4	26	10.4	154	61.6	250	100
10s , 11s	Criteria that make trainees join VET	Interest	4	1.6	14	5.6	4	1.6	16	6.4	38	15.2
		Academic results	8	3.2	35	14	13	5.2	109	43.6	165	66
		all	2	.8	7	2.8	9	3.6	29	11.6	47	18.8
		Total	14	5.6	56	22.4	26	10.4	154	61.6	250	100
10s , 12s	Students' reasons for have no interest in TVET	no base knowledge	5	2	11	4.4	4	1.6	14	5.6	34	13.6
		Not know TVET program	0	0	6	2.4	2	.8	20	8	28	11.2
		TVET low social prestige	2	.8	18	7.2	6	2.4	48	19.2	74	29.6
		all	7	2.8	21	8.4	14	5.6	72	28.8	114	45.6
		Total	14	5.6	56	22.4	26	10.4	154	61.4	250	100

In table 7, item (10s, 9s) disclosed the different suggested factors that influenced students' interest in TVET. Only 14(5.6%) students did get counselor and teachers' advice; 56(22.4%) got partners' advice; 26(10.4%) had both factors, and 153(61.2%) could not get the services. Similarly, in item (10s, 11s), these factors played least 96(38.4%) in criteria that make students join TVET while not any accounts 154(61.2%). In addition, in item (10s, 12s) of the reasons that made students not to have interest in TVET the counselors in particular did not play a significant role in making students to develop interest in TVET.

Table 8: Reasons and Criteria of Students to Join TVET

paired Qs.	Variables	N of Valid Cases	Chi-Square Value	df	Sig.
10s,9s	Students' joining interest with reasons that make interest in TVET	250	245.816	3	.000
10s,11s	Criteria make trainees joins TVET with reasons make interest in TVET		14.135	6	.028
10s,12s	Trainees have no interest in TVET with reasons that make interest in TVET		14.237	9	.011

But the chi-square test result, 245.816 at 3 degrees of freedom was significant which is 0.000. It signified that there was relationship between students' joining interest with reasons that make students to have interest in TVET. Criteria make join TVET with reasons that make students to have interest in TVET also significance at 0.028 levels and 6 degrees of freedom with 14.135 chi-square values. Similarly, there is association between students' have no interest in TVET with reasons that make students to have interest in TVET.

The high statistic test values and the low significance values displayed the relationship of the variables are strong and positive.

With this statistical test result, it is possible to conclude that the variables are related and dependent to each other and their relationship are not by chance.

In general, in tables 6-8 discussed about students' interest and motivation to join TVET. These factors had great association and influence with each other and the data results confirmed only 97(38.8%) students were having interest and motivation to join TVET. The finding justified that students who are currently attending the TVET do have the interest and motive below the average. It is meant that majority of trainees are attending the training without interest and motivations.

Table 9: Students' Pre-TVET base knowledge and its importance to join TVET

paired Qs.	Variables	Alternatives	Respondents' group				Total	
			Students		Teachers			
			N	%	N	%	N	%
11t, 13s	Significance of students' having fundamental knowledge before joining TVET	Yes	221	88.4	22	73.3	243	86.8
		no	29	96.7	8	26.7	37	13.2
		Total	250	100	30	100	280	100
12t, 14s	Importance of pre TVET base knowledge to join TVET	Very high	95	38	15	50	110	39.3
		High	70	28	13	43.4	83	29.6
		Neutral	30	12	1	3.3	31	11.1
		Low	14	5.6	1	3.3	15	5.4
		Very low	41	16.4	0	0	41	14.6
		Total	250	100	30	100	280	100
13t, 15s	Pre TVET courses to lay base knowledge for TVET students	Very high	135	54	16	53.3	151	53.9
		High	66	26.4	9	30	75	26.8
		Neutral	20	8	2	6.7	22	7.9
		Low	21	8.4	3	10	24	8.6
		Very low	8	3.2	0	0	8	2.8
		Total	250	100	30	100	280	100

The Table in item (11t, 13s) signified that 243(86.8%) student and teacher respondents confirmed the significance of students' having fundamental knowledge before joining TVET. In a similar way, item (12t, 14s) displayed both respondents assured the Importance of pre TVET base knowledge to students to join TVET with very high and high 193(68.9%) while 31(11.1%) respondents did not determine their ideas on the issue. Item (13t, 15s) claimed the same result. Both respondents assured with 226(80.7%), very high and high, the importance of Pre-TVET courses to lay base knowledge for TVET students.

In item (12t, 9t), 14(46.7%) much important and 10(33.3%) important, teacher respondents claimed the Importance of students' TVET base knowledge. Similarly, teachers assured the importance of early pre-TVET courses to lay base knowledge with strongly agree 15(50%) and agree 7(23.3%).

Chi-square low significance values, in item (14s, 9s), indicated that there is a relationship between the two variables (base knowledge and interest of students in TVET). It signified that the two variables are not independent; one variable has influence over the other.

In items (12t, 9t) and (13t, 9t) the high significance levels greater than 0.05 for both cases, indicated the two variables are significance at statistical tests.
From this finding one can conclude that students' interest in TVET and their base/fundamental knowledge are really statistically associated with, not by chance.

Totally, tables 9-10 discussed about students' pre TVET base knowledge and its importance to join TVET. The results of the data, 221(88.4%) students and 22(73.3%) teachers claimed that having fundamental knowledge is significant for students' to join TVET, and 226(80.7%) total respondents, teachers and students, assured Pre-TVET courses could lay base knowledge for TVET students.
From the finding one can infer that pre-TVET base knowledge is important enough to trainees to develop interest and motive to attend the training satisfactorily.

Table 11: Relationship of Pre-TVET and TVET courses

paired Qs.	Variables	Alternatives	Respondents' group				Total	
			Students		Teachers			
			N	%	N	%	N	%
14t,16s	Pre TVET and TVET courses relationship	Yes	34	13.6	3	10	37	13.2
		no	216	86.4	27	90	243	86.8
		Total	250	100	30	100	280	100
15t,17s	Use of Pre TVET and TVET courses relationship for present lessons	Very high	58	23.2	4	13.3	62	22.1
		High	142	56.8	26	86.7	168	60
		Neutral	28	11.2	0	0	28	10
		Low	2	.8	0	0	2	.71
		Very low	20	8	0	0	20	7.2
		Total	250	100	30	100	280	100

In item (14t, 16s), only 34(13.6%) students and 3(10%) teachers assured the presence of relationship between Pre-TVET and present TVET courses. Of 280 total respondents, 243(86.8%) have given their view that there is no relationship between Pre-TVET and present TVET courses. But in item (15t, 17s) both respondents, 230(82.1%) very high and high, claimed that the relationship of pre-TVET and TVET lessons has crucial role. From the fact one could generalize that though important the relationship between pre-TVET and TVET courses, students are attending the training without having any prerequisite courses.

Table 12: Pre-TVET and TVET Lessons Contextual and Sequential Linkages

Paired Qs.	Variables	Alternatives	Pre-TVET and TVET lessons sequential linkage				Total		X^2	df	sig.
			yes		no						
			N	%	N	%	N	%			
16s, 17s	Pre-TVET and TVET lessons relations	very high	15	6	43	17.2	58	23.2	10.69	4	.030
		high	14	5.6	128	51.2	142	56.8			
		undecided	4	1.6	24	9.6	28	11.2			
		low	0	0	2	.8	2	.8			
		Very low/ no relation	1	.4	19	7.6	20	8			
	Total		34	13.6	216	86.4	250	100			
16s, 18s	Current conditions of trainees lessons' attending	difficult to attend	28	11.2	61	24.4	89	35.6	37.76	2	.000
		not difficult to attend	5	2	102	40.8	107	42.8			
		practice makes simple	1	.4	53	21.2	54	21.6			
	Total		34	13.6	216	86.4	250	100			

Item (16s, 17s), in table 12, displayed that 216(86.4%) respondents assured that there is no sequential linkages between pre-TVET and TVET courses. Item (16s, 18s) also displayed the conditions of students how they are attending the TVET lessons now. Eighty nine(35.6%) students face difficulty to attend the class;107(42.8%) students attend the class with less difficulty except the courses are new, and 54(21.6%) students do get it simple for practice makes the lesson simple.

The data result showed there is no relationship between variables but the chi-square tests declared that there is great relationship between these variables. The significance levels for all item (16s, 17s) and (16s, 18s), are less than 0.05. The low significance values which are less than 0.05 indicated there are relationship among the variables (relations of TVET lessons and lessons sequential linkage) and (no relations in TVET lessons and lessons sequential linkage). This implied that the sequential linkages of Pre-TVET and TVET lessons do have influences on both relations of pre-TVET and TVET lessons and on no relations in pre-TVET and TVET lessons. And their relationship is real and not by chance. The high statistic test values and the low significance levels displayed the relationship of these variables are strong and positive.

From this finding one possibly concludes that though there is a need to have a sequential arrangement in pre-TVET and TVET lessons, the current level ten plus one (10+1) TVET students are attending the lessons without any pre-TVET courses.

In tables 11-12, data about Pre-TVET and TVET courses' relationship have been analyzed. The data result pointed out those 243 (86.8%) respondents confirmed that there is no relationship between pre-TVET and TVET courses. However, 230(82.1%) of total respondents claimed the use of Pre- TVET and TVET courses relationship for present lessons. The finding revealed that though important the relationship is, here is almost no contextual linkage between pre-TVET and TVET courses.

Table 13: Guidance and Counseling at Pre-TVET classes

Paired Qs.	Variables	Alternatives	Students		Total	
			N	%	N	%
19s	Getting guidance and counseling help in pre-TVET classes	Yes	45	18	45	18
		No	205	82	205	82
		Total	250	100	250	100
20s	Issues students getting on guidance and counseling help in pre-TVET classes	TVET access to job creating	4	1.6	4	1.6
		career development/choice	2	.8	2	.8
		diversified field opportunity	9	3.6	9	3.6
		all	29	11.6	29	11.6
		not any	206	82.4	206	82.4
		Total	250	100	250	100

Table 13 item (20s) suggested different issues that have to be informed by guidance and counselors to trainees. The data showed that only 29(11.6%) students got the help of guidance and counselors about these issues. The rest 206(82.4%) did not get any information about TVET and its issues. In item (19s) 205 (82%) students were also not getting guidance and counseling help at pre-TVET grades.

From the scholastic point of view it is known that the help of guidance and counseling is multidirectional and multivariate to students at any level, but crucial at lower levels. And the consensus has grown that, in a rapidly changing society, guidance and counseling is one which helps students to develop their capacity to learn, to think critically, to adjust to rapid changes, and to gain some understanding of their later working environment. So, it is a must that students get the help of guidance and counseling at any school levels (Aragon, 2000 14; Cantor, 1989 1). But the data showed that students, before they join TVET, could not get guidance and counseling services.

Table 14: Help of Guidance and Counseling to TVET Students

pair ed Qs	Variables	Alternatives	Reasons that make students' interested in TVET								Total	
			Counselor & teachers' advices		partners' advices		Both		Not any			
			N	%	N	%	N	%	N	%	N	%
10s, 19s	guidance and counseling help	yes	5	2	6	2.4	14	5.6	20	8	45	18
		no	9	3.6	50	20	12	4.8	134	53.6	205	82
		Total	14	5.6	56	22.4	26	10.4	154	61.6	250	100
10s, 20s	guidance and Counseling information	TVET access to job creating	1	.4	0	0	2	.8	1	.4	4	1.6
		career choices /development	0	0	0	0	0	0	2	.8	2	.8
		opportunity of diversified fields	1	.4	1	.4	1	.4	6	2.4	9	3.6
		all	3	1.2	5	2	11	4.4	11	4.4	30	12
		not any	9	3.6	50	20.4	12	4.8	134	53.6	205	82.4
		Total	14	5.6	56	22.4	26	10.4	154	61.6	250	100

Item (10s, 19s) disclosed that 45(18%) students got the service from the guidance and counselors and teachers and partners' advices on different TVET's issues while 205 (82%) students got nothing about.

Similarly, counselors, in the interview Qs, (5, 1 & 6), confirmed that none of students were getting pre-TVET guidance and counseling services about the TVET program and its different issues. And none of them had any type of motive and interest towards TVET. Counselors gave their witness as students abandon the training at any time if they assumed that they did get better choices. Now, counselors are striving to give the services properly and persuade them as much as possible to give solution to such problems.

Table 15: Relationship of Guidance and Counseling Help and Reasons that Make Students to have interest in TVET

Paired Qs.	Variables	N of Valid Cases	X^2	df	Sig.
10s, 19s	guidance and counseling help with reasons that make interest in TVET	250	30.25	3	.000
10s, 20s	Guidance and Counseling information with reasons that make interest in TVET		44.28	12	.000

The chi-square result of guidance and counseling help with reasons that make students' interested in TVET at 3 degree of freedom is 30.247 and the significance levels is 0.000.

Similarly, chi-square values of guidance and counseling information with reasons that make students' interested in TVET at 12 degrees of freedom is 44.284 and the significance levels is 0.000.

So, the chi-square test results with the low significance levels, less than 0.05 showed that these variables (guidance and counseling help/information with reasons that make students' interested in TVET) do have relationship. They are not independent; the influences of one variable affect the other variable.

As a result of this fact one can comprehend that those students who are currently attending the TVET program did not get any guidance and counseling help and advice on these crucial issues.

From tables 13-15, data about guidance and counseling help at pre-TVET classes been analyzed. The data result indicated that 205(82%) students did not get any guidance and counselors' help in different issues about TVET at pre-TVET classes. Despite the fact that the guidance and counselor's help is significance; none of the students did get this help.

Table 16: Society's value and Social view to TVET

Paired Qs.	Variables	group	Alternatives	Observed		Expected		Residual		X^2	df	Sig.
				N	%	N	%	N	%			
19t, 21s	Academic streams equal value in the society	S	yes	8	3.2	125	50	-117	-46.8	219.0	1	.000
			no	242	96.8	125	50	117	46.8			
		T	yes	1	3.3	15	50	-14	-46.7	26.13	1	.000
			no	29	96.7	15	50	14	46.7			
20t, 22s	Society's view to educational streams	S	TVET	18	7.2	125	50	-107	-42.8	183.2	1	.000
			academic	232	92.8	125	50	107	42.8			
		T	TVET	1	3.3	15	50	-14	-46.7	26.13	1	.000
			academic	29	96.7	15	50	14	46.7			

S=Student T=Teacher

In item (19t, 21s), 242(96.8%) students and 29(96.7%) teacher respondents declared that there is no society's equal value for academic and TVET streams.

And in item (20t, 22s), of the total 280 student and teacher respondents 261(93.2%) gave their view that society gives high status and social prestige for academic streams and only 19(6.8%) answered that society gives good social prestige for TVET.

Considering this result, one could possibly conclude that TVET stream is undermined by the society. But, it would be very important to testify this fact with nonparametric test to see whether the distribution is significant or not.

It is hypothetically expected that 'society gives equal prestige and status ' for both academic and TVET streams and in order to verify this hypothesis it would be very important to test the observed data with the expected one.

In item (19t, 21s) in case of students, the observed frequency values 8(3.2%) are much lower than the minimum expected values 125(50%). The difference of the observed and expected values is accounting to -117(-46.8%).The result in the residual declares that there is no equal frequency distribution between observed and expected values. The distribution is deviated by -117(-46.8%) from the expected distribution. In case of teachers, in the same item, the finding is the same and declared the same result. In both cases, it is verified that there is no academic streams' equal value in the society

In item (20t, 22s), in case of students, by default the minimum expected values is 125(50%) but the observed result 18(7.2%) for TVET is many times lower than the expected values while the observed frequency for academic is 232 (92.8%) many more than the expected. The observed values differ from expected by 107(42.8%).

Similarly, in case of teachers, the observed frequency for TVET is 1(3.3%) while for academic is 29(96.7%). The difference between observed and expected, residual is -14(-46.7%).

It shows that in both cases there is unbalanced distribution. The observed distribution is much far from the expected distribution.

The obtained chi-square statistic values for these variables on one degree of freedom are statistically significant. The low significance values (<0.05) indicated that the observed distribution does not obey the rules to the hypothesized distribution.

In both variables the significance values is equal to 0.000. This small significance values verified that the observed and expected distributions for all variables are not identical. From this statistical test results one possibly

concludes that 'society gives not equal prestige and status for both academic and TVET streams.

Table 16 displayed the data analysis of society's value and prestige for TVET. The result revealed that 271(96%) responded as the society does not give equal values and status for academic and TVET streams while 261 (93.2%) respondents confirmed society gives more and more values and prestige for educational streams.

Table 17: The ways to Maximize TVET's Use in the society

Paired Qs.	Variables	Alternatives	Respondents' group				Total	
			Students		Teachers			
			N	%	N	%	N	%
2t, 2s	TVET's policy helps to build the country	Very high	164	65.6	21	70	185	66.1
		High	60	24	7	23.4	67	23.9
		Neutral	23	9.2	1	3.3	24	8.6
		Low	3	1.2	1	3.3	4	1.4
		Very low	0	0	0	0	0	0
		Total	250	100	30	100	280	100
21t, 23s	Means to maximize TVET's use in the society	give TVET courses at early stages	13	5.2	1	3.3	14	5
		raise at lower grades TVET's awareness	64	25.6	3	10	67	24
		both	173	69.2	26	86.7	199	71
		Total	250	100	30	100	280	100

In table 17 items (2t, 2s) 252(90%) respondents, very high and high, confirmed the significance of TVET's policy in building the country.

In item (21t, 23s), 13(5.2%) students and 1(3.3%) teachers indicated that in order to maximize the importance of TVET in the society, giving TVET courses beginning at early classes would be the remedy. Likewise, 64(25.6%) students and 3(10%) teachers signified that increasing students' TVET awareness at lower grades helps to maximize importance of TVET in the society. And two ways together accounted of 199(71%) respondents.

In short, the data displayed the fact that giving students TVET courses at early stages and increasing their awareness at lower grades play a vital role in maximizing TVET's use in the society.

Believing that the policy and strategy of TVET is important in developing the country, counselors, in interview Qs. 2, 3 &7, considered means of assimilating students' awareness in TVET by pointing out the remedy of giving TVET lessons in the lower grades. And now in the institute they are just giving continual advice to raise students' interest and awareness.

Similarly, in the open-ended Qs. (25s, 23t) and (26s, 24t), respondents proposed their opinions and views to maximize students' awareness and interest in TVET. Of the total 280 respondents 205(73.2%) believed in giving TVET courses at lower classes; 37(13.2%) believed in imparting guidance and counselors, and teachers' steady advices, and 38(13.6%) indicated using different evoking means such as mass media, conferences and exhibitions. They also indicated that making students to get their interested field of study raise students' interest and motivations in the training.

Table 17 displayed the data analysis of ways to maximize TVET's use in the society. The data indicated different suggested means, giving TVET courses at early stages and increasing TVET's awareness at lower grades, accounted of 199(71%) of total respondents. And 252(90%) respondents confirmed TVET policy plays a significant role to build the country.

Table 18: Students' TVET policy awareness and orientation intensity

Paired Qs.	Variables	Alternatives	Respondents' group				Total	
			Students		Teachers			
			N	%	N	%	N	%
1t, 1s	Students' awareness in TVET policy	Yes	71	28.4	2	6.7	73	26.1
		No	179	71.6	28	93.3	207	73.9
		Total	250	100	30	100	280	100
22t, 24s	Students' intensity of orientation about TVET	Very high	36	14.4	0	0	36	12.8
		High	52	20.8	4	13.3	56	20
		Neutral	16	6.4	2	6.7	18	6.4
		Low	81	32.4	18	60	99	35.4
		Very low	65	26	6	20	71	25.4
		Total	250	100	30	100	280	100

In table 18 item (1t, 1s), of the total 250 student respondents, 179(71.6%) responded as they did not have TVET policy awareness before they join the program. Twenty eight (93, 3%) teacher respondents assured this fact.

In item (22t, 24s), students assured their level of TVET orientations, as low and very low, is 146 (58.4%). Twenty four (80%) teachers confirmed this finding. As a result, one would say that students' TVET policy awareness and their intensity of orientation are low.

Table 19: Trainees' Participation and their Characters in different Activities in the Training

Pd Qs	Variables		Rating scale										X	Total	
			very high(5)		High(4)		Undecided (3)		Low(2)		very low(1)				
			N	%	N	%	N	%	N	%	N	%		N	%
16t	Trainees' activities on	Practical work	6	20	15	50	5	16.7	4	13.3	0	0	3.8	30	100
		Theory work	2	6.7	19	63.3	2	6.7	6	20	1	3.3	3.5		
		Project work	2	6.7	2	6.7	10	33.3	14	46.7	2	6.7	2.6		
		Field work	3	10	11	36.7	3	10	13	43.3	0	0	3.1		
17t	Students' characters	willingness to training	0	0	1	3.3	10	33.3	14	46.7	5	16.7	2.2	30	100
		aspiration to training	1	3.3	0	0	4	13.3	22	73.3	3	10	2.1		
		prerequisite knowledge	0	0	1	3.3	6	20	21	70	2	6.7	2.2		
		aptitude and skills	1	3.3	0	0	6	20	21	70	2	6.7	2.2		
		job creation	1	3.3	1	3.3	3	10	19	63.3	6	20	2.1		
		future hope in TVET	1	3.3	1	3.3	2	6.7	13	43.3	13	43.3	1.8		

In item (16t) teachers gave their technical judgments on their trainees' participation on different activities. Teacher respondents rated their trainees with 6(20%) very good and 15(50%) good in practical work. Nineteen (63.3%) teachers assured that students are good enough in theory. Also, 14(46.7%), very high and high, teachers assured their trainees are active in field work. But 13(43.3%) teacher respondents rated trainees are low in project work.

Similarly, in item (17t) teachers measured their trainees' different characters that students displayed during training. Ten (33.3%) teachers failed to decided and 14(46.7%) showed the low willingness of students to training.

Twenty two (73.3%) teachers assured that students have low level of aspiration to training. Teachers responded those students' low prerequisite knowledge and aptitude skill is 21 (70%). Nineteen (63.3%) teachers assured that at the low conception of students' job creation, and 13(43.3%) teachers responded their students do have low future hope in TVET.

In addition, in item (16t) the mean values for practical work, theory, and field work are 3.8, 3.5 and 3.1 respectively.

The mean rating values (X) of all these three variables are more than the expected values (i.e. 3). This showed that the trainees are good with these types of activities: practical work, theory and field work. But for project work the mean rating value is below the expected value. And this indicated that the students' activities in project work are low.

In the same table, item (17t) the mean rating values for all characters are below the expected average value. Totally, these results justified those students' characters towards TVET is low.

Table 20: Students' Problems those Teachers face During Training

Pd Qn	Variable	Students' problems								Total	
		no interest		no awareness		no base knowledge		all			
		N	%	N	%	N	%	N	%	N	%
18t	students' problems faced teachers during training	3	10	1	3.3	6	20	20	66.7	30	100

In table 20 item (18t) of the different suggested students' problems that teachers faced during training, 3(10%) teachers answered students do not have interest; 1(3.3%) teachers responded to no awareness, and 6(20%) to trainees who have no base knowledge. Twenty (66.7%) trainers assured that students do have neither interest, nor awareness nor base knowledge. It implies that these problems are obstacles to undertake the teaching and learning process of TVET effectively.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The purpose of the study was to assess 10+1 students' TVET orientation levels at pre-TVET classes in Addis Ababa city government TVET institutes.

In order to investigate this problem, five basic research questions were formulated to explore the problem. These basic questions are the following:

1. Were trainees having awareness about TVET at pre-TVET levels?
2. Were trainees taking prerequisite TVET courses before joining it?
3. Do trainees have aspirations and motivations to TVET programs?
4. If there are relations at all, to what extent the pre-TVET and TVET courses have relevant, competent and diversified relations contextually and sequentially?
5. How much is the intensity of trainees' orientations to TVET programs before they join to the programs?

Investigating these basic research questions meant investigating the major research problem. The study was directed in answering these questions. To do the research, related literature review was made around each basic question and different sub questions were developed to explore the problem.

Descriptive survey method was employed in the study to gather relevant data from the representative of the population. By purposive sampling technique, of the ten TVET institutes found in the city administration, Nifas Silk and Lideta were taken as target population

In the two TVET institutes of 10+1 program, 262(20%) from 1310 trainees and 30(30%) from 100 teachers were taken by simple random sampling method as representatives and participated in answering questionnaires. And two counselors, one from each TVET, were accessibly included in for interviews. To minimize variations in respondents' understanding, pilot study was carried out at similar TVET institute, Entoto TVET College, and feedback was collected to modify those

items which were vague. So, amendments were made on those nine items with low index values to have at least minimum acceptable index values.

Questionnaires were distributed and interviews were made. The collected data have been organized, tabulated, analyzed and interpreted. With these analyses and interpretations the following results have been inferred. The following are major findings explored from the data analyses.

1. Of the total 250 student respondents 179(71.6%) responded as they did not have TVET policy awareness before they join the program. And 28(93.3%) teacher respondents confirmed this fact.
2. The data about the pre-TVET courses and the influences showed that 240(96%) students did not take any pre-TVET courses. But, of the total 280 respondents 270(96.4%) claimed that Pre-TVET taken courses could help students in learning TVET, and not taking pre-TVET courses does have 222(79.3%) great influence on students' attending the current training.
3. Issues related to students' pre-TVET base knowledge and its importance to join TVET, the data results showed that 243(86.8%) student and teacher respondents claimed that having fundamental knowledge is significant for students' to join TVET, and 226(80.7%) also assured that Pre-TVET courses could lay base knowledge for TVET students.
4. The training data analysis of the total respondents indicated that 89(35.6%) trainees faced the problems of courses' difficulty and newness.
5. Students' interest and motivation to join TVET indicated only 97(38.8%) students were having interest and motivation to join TVET. Of the different factors that hinder students' interest and motivations towards TVET showed that 38(13.6%) of them do not have TVET base knowledge, 31(11%) because of not knowing TVET program, 82(29.3%) because of the low prestige of TVET in the society.
6. Teachers gave their technical judgments on their trainees' participation in different activities and rated their trainees with 6(20%) very good and 15(50%) good in practical work; 19(63.3%) students are good enough in theory, and 14(46.7%), very high plus high, trainees are active in field work.

But 13(43.3%) trainees are low in project work. Similarly, the mean rating values of practical work, theory, and field work are 3.80, 3.50 and 3.13 respectively.

All these three variables are more than the expected values (i.e. 3). This showed that the trainees are good with these types of activities: practical work, theory and field work. But for project work the mean rating value which is 2.60 is below the expected value. And this indicated that the students' activities in project work are low.

7. Teachers assured students' low aspiration to training with 22(73.3%) and students' low prerequisite knowledge and aptitude skills with 21(70%) each. Nineteen (63.3%) teachers also confirmed at low conception of students' job creation, and 13(43.3%) low future hope in TVET. The mean rating values for all characters are below the expected average value (i.e. 3), which justified all these students' characters towards TVET is low.
8. Of different suggested students' problems that faced teachers during training, 3(10%) for not having interest, 1(3.3%) for no awareness, 6(20%) for no base knowledge and 20(66.7%) for trainees who neither have interest, nor awareness and base knowledge.
9. Pre-TVET and TVET courses' relationship data analyses pointed out of the total 280 respondents, 243(86.8%) confirmed that there is no relationship between pre-TVET and TVET courses for there was no course offered. However, 230(82.1%) respondents claimed the use of Pre-TVET and TVET courses relationship for present lessons. The sequential linkages of Pre-TVET and TVET lessons do have influences on both relations of pre-TVET and TVET lessons.
10. Data analyses of guidance and counseling help at pre-TVET classes' result indicated that 205(82%) students did not get any guidance and counselors' help/information in different issues about TVET.
11. In data analysis of society's value and prestige for TVET, 242(96.8%) students and 29(96.7%) teacher respondents declared that there are no society's equal values for academic and TVET streams. Of the total 280

(student and teacher respondents) 261(93.2%) gave their response showing that the society gives more status and prestige for academic streams.

12. The data analysis on ways to maximize TVET's use in the society suggested different means. Giving TVET courses at early stages and increasing TVET's awareness at lower grades accounted 199(71%) of total respondents. Two hundred and fifty two (90%) respondents confirmed that TVET policy plays a significant role to build the country.
13. Students assured their level of orientations in TVET with 146 (58.4%), as low and very low. Teachers shared this finding where 24(80%) said that they had no orientation.

5.2 Conclusions

Based on the research findings, the following conclusions are drawn.

1. The data finding confirmed that trainees who are currently joining and attending TVET, before they join the program, are with less policy and strategy awareness.
2. Even though Pre-TVET taken courses could help students in learning TVET, not taking pre-TVET courses do have great influences on students' attending the current training. The data results declared that majority of students did not get the opportunity to take the pre-TVET courses and have no any base knowledge of TVET before they join the program.
3. The findings displayed trainees' low willingness, low aspiration, low prerequisite knowledge and aptitude skills, low conceptions of job creation, and low future hope in TVET training. Totally, the data confirmed the low students' interest and motivation to join and to attend TVET. However, except low participation in project work, they have good participations in practical, theory and field work.
4. The data analysis pointed out that there is no contextual relationship between pre-TVET and existing TVET courses.
5. The data result indicated that students did not get any guidance and counseling services on different issues about TVET at pre-TVET levels.

6. There are no society's equal values for academic and TVET streams thereby society gives more status and prestige for academic streams.
7. The data result indicated that TVET policy plays a significant role to build the country; and giving TVET courses at early stages and increasing TVET's awareness at lower grades maximizes TVET's use in the society.
8. The results of the data showed that students' intensity of orientations in TVET at pre-TVET classes is low.

5.3 Recommendations

Based on the conclusions the following recommendations are forwarded.

1. In view of the fact that information is a key instrument to technological development, it would be very important to make students be aware of the TVET program using different mechanisms beginning at lower grades, at least at secondary schools.
2. Even if it is impossible to give TVET at all primary and secondary grades economically, it would be possible to give at least a course integrally to all grades, specifically to secondary schools.
3. It would be advisable to use different systems to initiate students to raise their interest and motivations towards TVET such as giving guidance and counseling information and advice, and teachers' orientations about diversified fields and job creating opportunity in TVET beginning at lower grades. In addition, at all grade levels, providing educational tour and making students to visit TVET institutes and their general activities will make students to have insight about TVET.
4. The activities of guidance and counselor are not a grade level limited service. It is generally important at all grades. Especially, at lower grades guidance and counseling service is crucial, for mental and psychological development is wide and deep at this phase. So, offering the service at all grades without any distinction would help students to have orientations about career development and career choices in TVET particularly.

5. **Students undermine and down look the status and prestige of TVET. It is the extension of society's low status and prestige outlook of TVET. So, to alleviate this problem, there is a need to orient the people about the use and role of TVET in building the country by using various communication systems like mass media, conferences and exhibitions. There is a need to disseminate the essence of TVET in the society. Otherwise, these observed problems will be steadily continued.**

In general, giving base knowledge and pre-TVET courses at lower classes; providing guidance and counseling services for all students for academic streams with their various fields and access to job opportunity; aspiring students' interest and motives to TVET; giving equal values for academic streams, and raising the prestige and status of TVET in the society are perceived to raise students' level of orientations at pre-TVET levels about TVET.

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Appendix A

Addis Ababa University
School of Graduate Studies
College of Education
Department of Business Education

I. Questionnaires to be filled by Students

Introduction

The purpose of this Questionnaire is to know the Addis Ababa city government TVET (10+1) students' level of orientation of TVET in pre-TVET classes and its impact on training. So, you are kindly requested to provide the required information. I want to assure you that it will be used only for the research purpose.

Note

1. Do not write your name
2. Give answers by marking "✓or X" on letter of the selected choices
3. Write briefly your opinion for objective types.

Personal information

Age _____ Sex_____ department_____
Academic year_____ program_____

The main Questions

1. Do you have awareness about the TVET policy, strategy and goal?
   a. Yes b. No
2. How much is helpful TVET policy in building the country?
   a. very helpful b. helpful c. undecided d. low e. very low
3. Have you taken TVET courses before joining the TVET programs?
   a. Yes b. No
4. If you were taking TVET courses, at what grade levels you took them?
   a. grade 5-8 c. short training
   b. grade 9-10 d. not any
5. If you were taking TVET courses, which TVET courses were you taking?
   a. Business c. Industrial Technology
   b. Home economics d. Agriculture
   e. not any
6. If you were taking either of TVET courses before, how much it/they help you in learning TVET courses now?
   a. Very helpful b. helpful c. undecided d. low e. very low
7. Do you think that not taking TVET courses influence attending the courses negatively now?
   a. Yes b. No

8. How much is the negative influence of not taking the prerequisite TVET courses?
   a. very high b. high c. undecided d. low c. very low
9. Were you having interest and motivation in joining TVET?
   a. Yes b. No
10. If you were having interest in TVET, what make/s you to develop interest in?
    a. the prerequisite/base knowledge that I have
    b. information that I got from counselor and teachers about TVET
    c. information from partner's
    d. all
    e. not any
11. What make/s you join the TVET program?
    a. Interest b. academic/grade ten results
    c. all d. any others_____
12. If you do not have interest in TVET, what is/are the reason/s that make/s you not having interest in joining TVET?
    a. I do not have base and prerequisite knowledge in TVET
    b. I do not know the TVET program
    c. Low prestige of TVET in the society
    d. All
13. Do you think that having fundamental knowledge is important for attending TVET?
    a. Yes b. No
14. How much you were having a base knowledge in TVET to join TVET?
    a. very high b. high c. undecided d. low e. very low
15. How significant pre-TVET courses to lay down base knowledge for TVET if they were given?
    a. very high b. high c. undecided d. low e. Very low
16. Are the lessons you are learning now have sequential linkage with the previous grades?
    a. Yes b. No
17. If the previous and the present lessons have contextual relations, how much it helps you in attending the TVET lessons?
    a. very high b. high c. neutral d. low e. very low
18. If it has no relations, how could you attend the lesson now?
    a. very difficult to attend, for all is strange
    b. even though it is new, it is not difficult to attend
    c. the practice makes simple to attend the lessons
    d. any others_____
19. Were you getting guidance and counseling help about the importance of and use of TVET?
    a. Yes b. No

20. If you were getting guidance and counseling services from the previous classes, what kind of information you got?
    a. TVET and its access to job creating and self employment opportunity
    b. Career development and career choice
    c. diversified fields of opportunity in TVET
    d. all
    e. not any
21. Do you think that both academic and TVET streams have equal value in the society?
    a. Yes b. No
22. If your answer to question no 21 is 'No', for which streams society gives more prestige and value?
    a. for TVET b. for academic
23. What should be done to maximize the use of TVET in the society?
    a. give TVET courses to students at early stages.
    b. increase students' awareness about TVET at lower grades
    c. all
    d .others_____
24. How much is the intensity of orientation of students before joining TVET?
    a. very high b. high c. undecided d. low e. very low
25. What has/have to be done to develop students' awareness about TVET?

    _____

    _____
26. What do you suggest in order to enrich students' interest and choice in TVET?

    _____

    _____

Thank you!

Addis Ababa University
School of Graduate Studies
College of Education
Department of Business Education

II. Questionnaires to be filled by Teachers

Introduction

The purpose of this Questionnaire is to know the Addis Ababa city government TVET (10+1) students' level of orientation of TVET in pre-TVET classes and its impact on training. So, you are kindly requested to provide the required information. I want to assure you that it will be used only for the research purpose.

Note

1. Do not write your name
2. Give answers by marking " ✓ or X" on letter of choices you chose.
3. Write your opinion briefly for open-ended questions.

Personal information

Age _____ Sex_____ academic level_____
Service year_____ department_____

The main Questions

1. Do your students have awareness about the TVET policy, strategy and aim?
   a. Yes b. No
2. How much helpful is the current TVET policy in building the country's skilled manpower?
   a. very high b. high c. undecided d. low e. very low
3. Did your students take TVET courses before joining TVET?
   a. Yes b. No
4. If your students were taking TVET courses before, how much it is helping them in learning TVET courses now?
   a. Very helpful b. helpful c. undecided d. low e. very low
5. If you think that your students did not take TVET courses, does it influence them in attending the courses negatively now?
   a. Yes b. No
6. How much is the degree of influence of not taking the prerequisite TVET courses on students?
   a. Very high b. high c. undecided d. low e. very low

7. How are students who have taken no pre requisite TVET courses attending the lesson now?
   a. very difficult to attend, for all is strange
   b. even though it is new, it is not difficult to attend
   c. the practice makes simple to attend the lessons
   d. all
   e. others_____
8. What makes your students join the TVET?
   a. Interest b. academic/grade ten result c. all
9. Do your students have interest and motivation in joining TVET?
   a. Yes b. No
10. If your answer to question no 9 is 'No', what is/are the reason/s those make/s students having no interest in joining TVET?
   a. they do not have base and prerequisite knowledge
   b. they do not know the TVET program
   c. society's lower out look of TVET
   d. All
   e. others_____
11. Do you agree with the idea that having fundamental knowledge is important for students to attend TVET now?
   a. Yes b. No
12. How much important is a base knowledge for students to attend TVET?
   a. much important b. important c. Neutral d. unimportant
   e. least important
13. How much do you agree that pre TVET courses will lay down base knowledge at early stages on students for TVET?
   a. much agree b. agree c. Neutral d. disagree
   e. very disagree
14. Do pre-TVET and TVET courses have contextual relationship?
   a. Yes b. No
15. Do you agree if TVET lessons have to have linkage with the previous grades?
   a. Strongly agree b. agree c. Neutral d. disagree
   e. strongly disagree
16.

How actively your students participate in	Very well	good	Neutral	low	Very low
▪ Practical work?					
▪ Theoretical work?					
▪ Project/group work?					
▪ Tour/field work?					

17.

How could you measure your students' capacity with the following variables?	Very high	high	unde cided	Low	Very low
▪ interest, moral and willingness for training					
▪ dedication, eagerness and aspiration to training					
▪ the prerequisite knowledge					
▪ the skill, ability and aptitude for training					
▪ the awareness about job creation and opportunity					
▪ the satisfaction and future hope in their fields					

18. What problems do you face while teaching in TVET?
    a. Students' absence of interest and willingness to training
    b. Students' low awareness about TVET
    c. Students' low base knowledge skill and ability
    d. All e. No problems
19. Do you think that both academic and TVET streams have equal value in the society?
    a. Yes b. No
20. If your answer to question no 19 is 'No', for which streams society gives more prestige and value?
    a. for TVET stream b. for academic stream
21. What should be done to maximize the use of TVET in the society?
    a. give TVET courses to students at early stages.
    b. increase students' awareness of TVET at lower grades
    c. all d. others_____
20. How much is your students' orientation levels in TVET?
    very high b. high c. undecided d. low e. very low
21. What has/have to be done to maximize students' awareness about TVET?

    _____

    _____

22. What do you suggest to enrich students' interest and choices in TVET?

_____

_____

Thank you!

Addis Ababa University
School of Graduate Studies
College of Education
Department of Business Education

III. Interview for Counselors

Introduction

The purpose of this Interview is to investigate the Addis Ababa city government TVET (10+1) students' level of orientations of TVET in pre-TVET classes and its impact on training. So, you are kindly requested to provide the required information. I want to assure you that it will be used only for the research purpose.

Personal information

Age _____ Sex_____ academic level_____
Service year_____

Interview Guid

1. Do your TVET students have interest and moral in TVET?
2. What do you do in enriching students' attitudes towards TVET?
3. What methods do you use to build students' moral and interest to aspire them in TVET?
4 What effort do you use to maintain students' sense of failure as they join TVET?
5. How do you disseminate awareness in career development/choice, diversified job creation/opportunity, self-reliance/-efficacy in your students?
6. How do you prevent students' who abandon TVET program for other better choices?
7. What do you suggest to increase students' orientation level in pre TVET levels?

Thank you!

Appendix B

አዲስ አባባ ዩኒቨርሲቲ
የድህረ-ምረቃ ትምህርት ክፍል
የቢዝነስ ትምህርት ዲፓርትመንት

I. ለተማሪዎች የተዘጋጀ መጠይቅ

መግቢያ

የዚህ ጥናት ዋና ዓላማ የ2000 ዓ.ም የአዲስ አባባ ከተማ አስተዳደር **የ10+1** ቴ/መ· ተማሪዎችን **የቅድመ ቴ/ሙ የግንዛቤ መጠን መለካት** ነው

ስለዚህ መጠይቁ ከጥናት ውጭ ለሌላ ነገር እንዳይውል እያረጋገጥኩ የዚህ ተቋም ተማሪዎች በዘህ ርዕስ ላይ ለቀረቡት መጠይቆች ትክክለኛ መረጃ እንድትሰጠኝ በትህትና እጠይቃለሁ።

አቅጣጫ

1. ስም መጻፍ አያስፈልግም
2. መልስ ፊደሉ ላይ "✓ ወይም X" በማድረግ ይመልሱ
3. አስተያየትዎን በባዶ ቦታው ላይ በአጭሩ ይጻፉ

የተማሪዎች መረጃ

ዕድሜ ፆታ የሚአጠኑት የት/ትክፍል
የሚአጠኑት የት/ት ፕሮግራም

1. ከዚህ በፊት ስለ ቴ/መ· ሪ.ሲ. ስትራቴጅ ና ዕቅድ ግንዛቤ ነበረህ/ሽ?
   ሀ. አወ ነበረኝ ለ. አልነበረኝም
2. የቴ/መ· ስትራቲጅ **ለሀገር ግንባታ** ምን ያክል ይጠቅማል?
   ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. አይታወቅም መ. ዝቅተኛ ሠ. በጣም ዝቅተኛ
3. ይህን የቴ/መ· ሥልጠና ከመጀመርህ/ሽ በፊት የቴ/መ· ት/ት መስደህ/ሽ ነበር?
   ሀ. መስሻለሁ ለ. አልመሰድኩም
4. ከዚህ በፊት የቴ/መ· ት/ት መሰድህ/ሽ ከነበረ በየትኛው የክፍል ደረጃ ነው?
   ሀ. 5-8 ለ. 9-10 ሐ. በአጫጭር ሥልጠና መ. ምንም አልመሰድኩ
5. የትኛውን የቴ/መ· ት/ት ዘርፍ ነበር በቀደመ·ት· ክፍሎች የመሰድክ/ሽው?
   ሀ. ቢዝነስ ለ. ሖሚ. ኢኮኖሚክስ ሐ. አግሪካልቸር
   መ. እንዳስትርያል ቲክኖሎጅ ሠ. ምንም አልመሰድኩ
6. ከዚህ በፊት የቴ/መ· ሥልጠና ብትመስድ/ጅ ለአሁኑ ምን ያክል ያግዛል?
   ሀ. በጣም ያግዛል ለ. ያግዛል ሐ. አይታወቅም መ. አያግዝም ሠ. በጣም አያግዝም
7. የቴ/መ· ት/ት በቀደመ·ት· ክ/ፍ ካልመሰድክ/ሽ የአሁኑን ለመማር ተዕፅኖ አለው?
   ሀ. አወ አለው ለ. የለውም
8. የቴ/መ· ት/ት ካልመሰድክ/ሽ የአሁኑን ለመከታተል ተዕፅኖው ምን ያክል ነው?
   ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. አይታወቅም መ. ዝቅተኛ ሠ. በጣም ዝቅተኛ
9. የቴ/መ· ት/ትን ለመከታተል ፍላጎትና ምኞት ነበረህ/ሽ?
   ሀ. አወ ነበረኝ ለ. አልነበረኝም
10. የቴ/መ· ት/ት ፍላጎትና ምኞት እንዲኖርህ/ሽ ያገዙ ምክንያቶች የትኞቹ ናቸው?
    ሀ. በቀደመ·ት· ክፍሎች የወሰድኩአቸው የቴ/መ· ትምህርቶች
    ለ. ከመመህራንና ጋይዳንስ ካውንስለር ያገኘሁት ምክር ና ግንዛቤ
    ሐ. ቀድመህው ቴ/መ· ከገቡ ጓደኞች ያገኘሁት ምክር
    መ. ሁሉም ሠ. ምንም ፍላጎት የለኝ
11. የቴ/መ· ት/ት ሥልጠና ፕሮግራምን እንድትቀጥል/ይ ያስቻለህ/ሽ ምንድን ነው?
    ሀ. የግል ፍላጎት ስላለኝ ለ. የአሥራኛ ክፍል ውጤቴ ሐ. ሁለቱም . በሌላ

12. የቱ/መ· ት/ት· ፍላጎት እንዳይኖርህ/ሽ የሚአደረጉ· ምክንያቶች የትኞቹ ናቸው?
ሀ. የቱ/መ· መሠረታዊ ዕውቀት ባለፉት ክፍሎች ስላላገኘሁ·
ለ. ምንም ዓይነት የቱ/መ· ግንዛቤ ና ኢንፎርሜሽን ስለሌለኝ
ሐ. የቱ/መ· ት/ት በህ/ሰቡ ዘንድ ያለው ዝቅተኛ አመለካከት
መ. ሁሉም
13. የቱ/መ· ዕውቀት ባለፉት ክፍሎች መኖር ያሁኑን ት/ት ለመከታተል ይጠቅማል?
ሀ. አዎ ይጠቅማል ለ. አይጠቅምም
14. ወደ ቱ/መ· ለመግባት ምን ያክል የቱ/መ· መሠረታዊ ዕውቀት ያስፈልጋል?
ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. አይታወቅም መ. ዝቀተኛ ሠ. በጣም ዝቀተኛ
15. በቀደመት ክፍሎች የቱ/መ· ትምህርቶች ቢሰጠ ለቱ/መ· መሠረታዊ ዕውቀት ለመጣል ምን ያክል ይጠቅማሉ?
ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. አይታወቅም መ. ዝቀተኛ ሠ. በጣም ዝቀተኛ
16. አሁን የምትማረ/ሪው ት/ት ከቀደመት ክፍሎች ት/ት ጋር ዝምድና አለው?
ሀ. አዎ አለው ለ. የለውም
17. ያሁኑ ና የቀደመት ክፍሎች ት/ት ዝምድና ቢኖራቸው ለአሁኑ ምን ያክል ይጠቅማል?
ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. አይታወቅም መ. ዝቀተኛ ሠ. በጣም ዝቀተኛ
18. ያሁኑ ና የቀደመት ክፍሎች ት/ት ዝምድና ከሌላቸው ያሁኑን ለመከታተል አያስቸግርም?
ሀ. ሁሉም ት/ት አዲስ ስለሆነ በጣም ያስቸግራል
ለ. ት/ቱ አዲስ ቢሆንም ብዙም አያስቸግርም
ሐ. የመጀ ት/ት በመሆኑ ለመከታተል ቀላል ነው መ.ሌላ
19. በቀደመት ክፍሎች ስለ ቱ/መ· ጠቀሜታ የነውንስለንግ አገዛ ግኝተህ/ሽ ነበር?
ሀ. አዎ ነበረኝ ለ. አላገኘሁም
20. በምን ጉዳይ ላይ ነበር የጋይዳንስና ካውንስለንግ አገልግሎት ያገኘህ/ሽ?
ሀ. የቱ/መ· የሥራ ፈጠራና እራስን የመቻል ዐቅም እነዳለው·
ለ. የቱ/መ· ስራ ና የሥራ አማራጮች የተሻለ ስለመሆኑ·
ሐ. በቱ/መ· በርከታ የሥራ መስኮች ስለመኖራቸው·
መ. ሁሉም ሠ. እገዛ አላገኘሁም
21. የቀለም ና የቱ/መ· የት/ት መስኮች በህብረተሰቡ ዘንድ እኩል ዋጋ አላቸው?
ሀ. አዎ አላቸው ለ. የላቸውም
22. ህብረተሰቡ ለየትኛው የት/ት መስክ የበለጠ ክብር ና ዋጋ ይሰጣል?
ሀ. ለቀለም ት/ት ለ. ለቱ/መ· ት/ት
23. የቱ/መ·ን ጠቀሜታ በህብረተሰቡ ዘንድ ለማሳደግ ምን ቢሰራ የተሻለ ይሆናል?
ሀ. የቱ/መ· ት/ትን ከገቢት ክፍል ጀምሮ መስጠት
ለ. ከገቢተኛ ክፍል ጀምሮ ስለ ቱ/መ· የተማሪዎችን ግንዛቤ ማሳደግ
ሐ. ሁሉም መ.ሌላ
24. ባጠቃላይ ስለ ቱ/መ· ያለህ/ሽ የግንዛቤ መጠን ምን ያክል ነው?
ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. አይታወቅም መ. ዝቀተኛ ሠ. በጣም ዝቀተኛ
25. የተማሪዎችን የቱ/መ· ት/ት ግንዛቤ ለማሳደግ ምን ቢሠራ ጥሩ ነው?

26. የተማሪዎችን የቱ/መ· ት/ት ፍላጎት ና ምርጫ ከፍ ለማድረግ የሚአግዝ ገንቢ ሃሳብ ብትጠቁሚ/ም

አዲስ አበባ ዩኒቨርሲቲ
የድህረ-ምረቃ ትምህርት ክፍል
የቢዝነስ ትምህርት ዲፓርትመንት

II. ለመምህራን የተዘጋጀ መጠይቅ

መግቢያ

የዚህ ጥናት ዋና ዓላማ የ2000 ዓ.ም የአዲስ አበባ ከተማ አስተዳደር የ10+1 ቴ/መ ተማሪዎችን **የቅድመ ዩ/ሙ የማንዛቤ መጠን መለካት ነው**
ስለዚህ መጠይቁ ከጥናት ውጭ ለሌላ ነገር እንዳይውል እያረጋገጥኩ የዚህ ተቋም መምህራን በዚህ ርዕስ ላይ ለቀረቡት መጠይቆች ትክክለኛ መረጃ እንድትሰጡኝ በትህተና አጠይቃለሁ።

አቅጣጫ

1.ስም መጻፍ አያስፈልግም
2.መልስ "✓ ወይም X" በማለት ይስጡ
3.አስተያየትዎን በባዶ ቦታው ላይ በአጭሩ ይጻፉ

የመምህራን መረጃ

ዕድሜ ፆታ የት/ደረጃ
የት/ት ክፍል የአገልግሎት ዘመን

1. ስለ ቴ/መ ፖሊሲ ስትራቴጅ ና ዕቅድ ተማሪዎች ግንዛቤ አላቸው?
   ሀ. አዎ አላቸው ለ. የላቸውም
2. የቴ/መ ስትራቴጅ ለሀገር ግንባታ ምን ያክል ይጠቅማል?
   ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. አይታወቅም መ. ዝቅተኛ ሠ. አያግዝም
3. ተማሪዎች ከቴ/መ ሥልጠና በፊት የቴ/መ ት/ት ነበራቸው?
   ሀ. አዎ ነበራቸው ለ. አልነበራቸውም
4. ተማሪዎች ከዚህ በፊት የቴ/መ ት/ት ከወሰዱ ለአሁኑ ት/ት ምን ያክል ያግዛቸዋል?
   ሀ. በጣም ያግዛል ለ. ያግዛል ሐ. አይታወቅም መ. አያግዝም ሠ. በጣም አያግዝም
5. ተማሪዎች የቴ/መ ት/ት በቀደመት ክፍለ-ጊዜ ካልወሰዱ የአሁኑን ት/ት ለመከታተል አለታዊ ተዕዕኖ አለው?
   ሀ. አዎ አለው ለ. የለውም
6. ከዚህ በፊት ተማሪዎች የቴ/መ ት/ት ካልወሰዱ የአሁኑን ት/ት ለመከታተል ተዕዕኖው ምን ያክል ነው?
   ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. አይታወቅም መ. ዝቅተኛ ሠ. ተዕዕኖ የለውም
7. በቀደመት ክፍለ-ጊዜ የቴ/መ ት/ት ያልወሰዱ ተማሪዎች የአሁኑን እንዴት ይከታተላሉ?
   ሀ. ሁሉም ት/ት አዲስ በመሆኑ በጣም ያስቸጋራቸዋል
   ለ. አዲስ ቢሆንም ብዙም አያስቸግርም
   ሐ. የመጀ ት/ት ስለሆነ ለመከታተል አያስቸግራቸውም
8. የቴ/መ ሥልጠና ለመከታተል ተማሪዎችን የሚአስችላቸው ነጥብ ምንድን ነው?
   ሀ. የግል ፍላጎታቸው ለ. የአሥረኛ ክፍል ውጤታቸው ሐ. ሁሉም
9. ተማሪዎች የቴ/መ ት/ት ለመከታተል ፍላጎት ና ምኞት አላቸው?
   ሀ. አዎ አላቸው ለ. የላቸውም
10. ለጥያቄ ቁ.9 መልስህ/ሽ የላቸውም ከሆነ የቴ መ ፍላጎት እንዳይኖራቸው የሚአደርጉ ምክንያቶች የትኞቹ ናቸው?
    ሀ. የቴ/መ መሠረታዊ ዕውቀት ባለፉት ክፍሎች ስላላገኙ
    ለ. የቴ/መ ግንዛቤአቸው ዝቅተኛ ስለሆነ
    ሐ. የቴ/መ ት/ት በህ/ሰቡ ዘንድ ያለው ዝቅተኛ አመለካከት
    መ. ሁሉም
11. ባለፉት ክፍሎች ተማሪዎች የቴ/መ መሠረታዊ ዕውቀት ቢኖራቸው ለአሁኑ ይጠቅማል?
    ሀ. አዎ ይጠቅማል ለ. አይጠቅምም

12. ወደ ቁ/መ ለመግባት የቁ/መ መሠረታዊ ዕውቀት ለተማሪዎች ምን ያክል ያስፈልጋል?
ሀ. በጣም ያስፈልጋል ለ. ያስፈልጋል ሐ. አይታወቅም መ. ዝቅተኛ ሠ. በጣም ዝቀተኛ
13. ቅድመ ቁ/መ ት/ት ለቁ/መ መሠረታዊ ዕውቀት ለመጣል ምን ያክል ይጠቅማል?
ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. አይታወቅም መ. ዝቅተኛ ሠ. በጣም ዝቀተኛ
14. በቁ/መ ት/ት የቅድመ-ት ክፍሎች ና የአሁኑ ት/ት ዝምድና አላቸው?
ሀ. አወ አላቸው ለ. የላቸውም
15. በቁ/መ ት/ት የቀደመ-ት ክፍሎች ና ያሁኑ ት/ት ዝምድና ቢኖራቸው ተገቢ ነው?
ሀ. በጣም ተገቢ ነው ለ.ተገቢ ነው ሐ. አይታወቅም መ. ዝቅተኛ ሠ. በጣም ዝቀተኛ
16.

በሚከተሉት ሥራዎች ላይ የተማሪዎች ተሳትፎ ምን ያክል ነው?	በጣም ጥሩ	ጥሩ	አይታወቅም	ዝቅተኛ	በጣም ዝቅተኛ
▪ የተግባር ሥራ					
▪ የፕሮጀክት/የሜፍፕ ሥራ					
▪ የገበኝት/የመስክ ሥራ					
▪ የቲሥሪ ትበላ					

17.

የተማሪዎች ጥንካሬ በሚከተሉት ነጥቦች ላይ ምን ያክል ነው?	በጣም ከፍተኛ	ከፍተኛ	አይታወቅም	ዝቅተኛ	በጣም ዝቀተኛ
ለት/ቱ ፍላጎት ሞራል ና ፈቃደኝነት					
ለት/ቱ ቁርጠኝነት ጉጉት ና ተነሳሽነት					
ቅድመ የቁ/መ መሠረታዊ ዕውቀት					
ለት/ቱ ችሎታ ልምድ ና ተሰጥዎ					
ስለ ሥራ ፈጠራ ና ሥራ ዕድል ግንዛቤ					
በሚሰለጥኑበት መዓ እርከን ና ተስፋ					

18. በማስተማር ሂደት የሚአጋጥመ የተማሪዎች ችግር የትኞቹ ናቸው?
ሀ. የተማሪዎች ለት/ቱ ፍላጎት ሞራል ና ፈቃደኝነት ዝቅተኛነት
ለ. የተማሪዎች ስለ ቁ/መ ያላቸው ግንዛቤ አናሳ መሆን
ሐ. የተማሪዎች ቅድመ ቁ/መ መሠረታዊ ዕውቀት ዝቅተኛ መመሆን
መ.ሁሉም ሠ. ችግር የለም
19. የቀለም ና የቁ/መ የት/ት መስኮች በህብረተሰቡ ዘንድ እኩል ዋጋ አላቸው
ሀ. አወ አላቸው ለ. የላቸውም
20. ለነጋሪቁ ቁ.19 መልስህ/ሽ የላቸውም ከሆነ ህብረተሰቡ ለየትኛው የት/ት መስክ የበለጠ ክብር ና ዋጋ ይሰጣል?
ሀ. ለቀለም ት/ት ለ. ለቁ/መ ት/ት
21. የቁ/መ ት/ት ጠቀሜታን በህብረተሰቡ ዘንድ ለማሳደግ ምን ቢሰራ የተሻለ ይሆናል?
ሀ. የቁ/መ ት/ትን ከዝቅተኛ ክፍል ጀምሮ መስጠት
ለ. ከዝቅተኛ ክፍል ጀምሮ ስለ ቁ/መ ት/ት የተማሪዎችን ግንዛቤ ማሳደግ
ሐ. ሁለቱም መ.ሌላ
22. ባጠቃላይ የተማሪዎችህ/ሽ የቁ/መ የግንዛቤ መጠን ምን ያክል ነው?
ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. አይታወቅም መ. ዝቀተኛ መ. ግንዛቤ የላቸውም
23 የተማሪዎችን የቁ/መ ት/ት ግንዛቤ ለማሳደግ ምን ቢሠራ ይሻላል?

24. የተማሪዎችን የቁ/መ ፍላጎት ና ምርጫ ከፍ ለማደረግ የተሻለ መንገድ ቢጠቁሙ?

አዲስ አበባ ዩኒቨርሲቲ
የድህረ-ምረቃ ትምህርት ክፍል
የቢዝነስ ትምህርት ዲፓርትመንት

III. ለካውንስለር የተዘጋጀ ቃለ መጠይቅ

መግቢያ

የዚህ ጥናት ዋና ዓላማ የ2000 ዓ.ም የአዲስ አበባ ከተማ አስተዳደር የ10+1 ቱ/ሙ ተማሪዎችን ***የቅድመ ቱ/ሙ የግንዛቤ መጠን መለካት*** ነው

ስለዚህ ቃለ መጠይቁ ከጥናት ውጭ ለሌላ ነገር እንዳይውል እያረጋገጥኩ የዚህ ተቋም ካውንስለር በዚህ ርዕስ ላይ ለቀረቡት ቃለ መጠይቆች ትክክለኛ መረጃ እንዲሰጡኝ በትህትና አጠይቃለሁ::

የካውንስለር መረጃ

ዕድሜ ፆታ የት/ደረጃ
የአገልግሎት ዘመን

1. ተማሪዎች ለቱ/ሙ ት/ት ፍላጎትና ምጭት አላቸው?

2. የተማሪዎችን የቱ/ሙ ግንዛቤ ለማሳደግ ምን ሥራዎችን ትሠራላችሁ?

3. የተማሪዎችን የቱ/ሙ ሞራልና ፍላጎት ለመገንባት ምን ዘዴ ትጠቀማላችሁ?

4. ቱ/ሙ የሚገቡት ሲጠናቀቁ ነው የሚለውን የተማሪዎችን ሳጅ ስሜት ለመጠገን ምን ጥረት ታደርጋላችሁ?

5. ተማሪዎችን በሥራ ዕድገት ና አማራጭ ፣ በሥራ ፈጠራ ና ዕድል እንዲሁም በራስ የመተማመን ብቃት እንዲአዳብሩ ምን ያክል ታግዘአቸዋላችሁ? በነዚህ ጉዳዮች ላይ ቅድመ ግንዛቤ ነበራቸው?

6. ሥልጠናውን አቋርጠው የሚወጡ ተማሪዎች አሉ? እነዚህን ተማሪዎች በምን መልኩ ሥልጠናውን እንዲያቋርጡ ታደርጋላችሁ?

7. ቅድመ ቱ/ሙ የተማሪዎችን የቱ/ሙ ግንዛቤ ለማሳደግ ምን ቢሠራ ይሻላል?

Appendix C

Table: Students' Population and sample size taken

No	Currently running departments' Name	Students				Total	Sample taken 20%
		Nifas Silk/Gotera		Lideta/ higher 4			
		Male	Female	Male	Female		
1	Auto mechanics	40	3	21		64	13
2	Electricity	32	12	31	17	92	18
3	Electronics	24	11			35	7
4	Manufacturing	36	8			44	9
5	Machine	24	4			28	6
						263	53
6	Accounting	14	42			56	11
7	Banking &insurance	17	29	16	50	112	22
8	Marketing	19	30			49	10
9	Purchasing	9	28			37	7
10	Secretary		44			44	9
						298	59
11	Bu. concreting		22			22	4
12	Bu. El. Installation	18	16			34	7
13	Bu. Metal work	5	15			20	4
14	Carpentry		17			17	3
15	Plastering	9	14			23	5
16	Road construction	15	10			25	5
17	Wood work	18				18	4
						159	32
18	Dress making	9	33	10	9	61	12
19	Food preparation	9	19			28	6
20	Hair dressing	4	9			13	3
21	House keeping	18	14			32	6
22	Tailoring	4	25	5	19	53	10
23	Textile	18	56			74	15
						261	52
24	Surveying	38	33			71	14
25	Drafting	31	25	20	22	98	20
26	Inf. Technology	33	30	11	25	99	20
27	HRM	15	33			48	10
28	Coaching	8	5			13	2
						329	66
					Total	1310	262

HRM Human resource management

Table: Teachers' Population and sample size taken

No	Currently running departments' Name	Teachers				Total	Sample taken 30%
		Nifas Silk		Lideta/ higher 4			
		Male	Female	Male	Female		
1	Auto mechanics	2	1	2		5	1
2	Electricity	2	1	2	1	6	1
3	Electronics	2				2	1
4	Manufacturing	3				2	1
5	Machine	2				2	1
						17	5
6	Accounting	3	3			6	2
7	Banking &insurance	3	1	2	2	8	2
8	Marketing	1	2			3	1
9	Purchasing	1	3			4	1
10	Secretary		3			3	1
						24	7
11	Bu. concreting	2	1			3	1
12	Bu. El. Installation	3	1			4	1
13	Bu. Metal work	2	1			3	1
14	Carpentry	3	1			4	1
15	Plastering	1	2			3	1
16	Road construction	2				2	1
17	Wood work	2	1			3	1
						22	7
18	Dress making	1	1	2	1	5	1
19	Food preparation		2			2	1
20	Hair dressing		2			2	1
21	House keeping	1	1			2	1
22	Tailoring		2	2	1	5	1
23	Textile	1	2			3	1
						19	6
24	Surveying	1	1			2	1
25	Drafting	2		3		5	1
26	Inf. Technology	1	2	2	3	8	1
27	HRM	1	1			2	1
28	Coaching	1				1	1
						18	5
					Total	100	30

DECLARATION

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

Name Kindalem Gashaw
Signature
Date 17/06/2008

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

Name Lemma Seteyn
Signature
Date 17/06/2008