

**Addis Ababa University
School of Graduate Studies**

**The Practices and Problems of Career Guidance and
Counseling Services in Selected Private Technical
and Vocational Education and Training
Institutions in Addis Ababa**

**By
Tadious Assefa**

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**June 2011
Addis Ababa**

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and Vocational Education and Training
Institutions in Addis Ababa**

A Thesis Submitted to the School of Graduate Studies

Addis Ababa University

College of Education and Behavioral Studies

Department of Business Education

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Master of Arts in Management of Vocational Education**

By

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May, 2011

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Acronyms and Abbreviations

AA	Addis Ababa
AAU	Addis Ababa University
GVGC	Guidelines for vocational guidance and counseling
IER	Institute of Educational Research
IIEP	International Institutes of Educational Planning
ILO	International Labour Organization
MoE	Ministry of Education
NCDA	National Career Development Association
NGO	Non-Governmental Organization
SCCT	Social Cognition Career Theory
UNDP	United Nations Development Project
UNESCO	United Nation Educational, Scientific and Cultural Organization
TVET	Technical and Vocational Education

Abstract

The main purpose of this study was to investigate the practices and problems of career guidance and counseling services in the private TVET institutions. There are 64 accredited and pre-accredited private institutions operating in Addis Ababa city Administration. Out of these, the researcher took 12 institutions from these four institutions which have five or more years of experience were selected as a sample size which has been providing level 4 programmes. The subjects of the study were students, vocational teachers, and individuals acting as career guidance and counselors and Deans. The student respondents were selected using stratified sampling techniques based on the number of trainees in each field of study, and simple random sampling for large class size, while the rest were selected through available and purposive sampling techniques for small class size. The information is obtained through questionnaire, interviews, document analysis and observation. The result indicates that: absence of organized career guidance and counseling offices and skilled manpower, absence of job placement and follow-up center for graduates of TVET institutes and finally inadequate facilities for career guidance and counseling services. Based on these and other facts it is recommended : there should be professionally organized career guidance and counseling services in the institutions, job placement and follow up activities for graduate students should be considered and the concerned body should give due attention to fulfill facilities for career guidance and counseling services.

Chapter One

Introduction

1.1 Background of the Study

Establishing effective career guidance and counseling service is important in any well functioning TVET system. Career guidance and counselors assist learner in planning their education and training and in enhancing the training to produce more employable skilled labor by helping the trainee to understand and appreciate their talents, communicate effectively with others, explore career alternative, develop appropriate educational and vocational training plan, and integrate successfully with the society and the labor market. Guidance and counseling is important to education and training institution because it helps to ensure that students make the best use of learning opportunities. According to Amare (2004), the goal of career guidance and counseling is to effect change in the behavior which will enable the student to live a more productive, satisfying life as he/she define it within society's limitations. However, to be effective career guidance and counselor, one has to have adequately collected reliable and valid information of the students and the real world of work. ✓

Although the National TVET Strategy (2006) states a qualified vocational counselor has to be assigned in each TVET institutions most of those who were assigned are found to be unqualified and inefficient for the following major reason: the assigned counselors did not know what duties and responsibilities were expected from them, and most of TVET staff members have linked vocational counselor with apprenticeship training program coordinator. This indicates that there is lack of awareness in the area of vocational guidance and counseling. The so called career guidance and counselor have never got any training since their assignment and no personal career development was exhibited in TVET training system. In line of this, there is no any career guidance and counseling service in junior and lower secondary school in Ethiopia.

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

Proper identification of talents and provision of conducive environment for the learner's development are two vital service urgently needed for the reduction of social, educational, and vocational problems of the individual learner through guidance and counseling service.

Moreover, the absence of adequate and organized career guidance program in school, lack of appropriate and well informed sensitive career guidance service in TVET institutions contribute very much for the poor quality and unmarketable out put of training institutions. The advice offered to trainees about career choice often bear little relationship to the realities of the changing needs of trainees and demand of the labor market. In view of this, most private vocational school are inefficient and there is mismatch between the trainees learn and what the world outside school expects Wanna, (1998).

Thus, to establish the match between what trainee learn in the TVET institutions of and what the labor market expect, effective career guidance service is needed.

1.2 Statement of the Problem

The effectiveness of vocational guidance and counseling services depends not only in the personnel involved but also on the condition, duties and responsibilities under which they are expected to perform it. The practice of career guidance and counseling service is a recent phenomenon in Ethiopia.

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

second to the quality of career guidance and counseling service. But according to Bell (in Amare, 2004:3) the delivery of quality service may depend on the available resource.

In order to make the career guidance and counseling service effective, the institution need to be organized in manpower and physical facilities. Qualified professionals with adequate number should be assigned and office has to be furnished (organized) with the necessary facilities.

Taking this idea into consideration, the problem of this study is based on the premises, even though career guidance and counseling service have been given in TVET institution, they don't seem to be properly staffed and also strengthened by professionals/practitioner career guidance and counselors.

Basic Research Questions

1. What is the current status of vocational guidance and counseling service in selected private TVET institutes?
2. What are the duties and responsibilities of vocational/career guidance and counselor in TVET institutes?
3. What are the major problems that impede career guidance and counseling practices in TVET institutes?

1.3 Objectives of the Study

The general objective of this study is to identify the practices and problems of career guidance and counseling service in selected TVET institutes of Addis Ababa city administration and propose some possible solutions with proper delineation.

The specific objectives of this study are to:

- a. Investigate the stakeholders (counselors, deans, trainers, and trainees) career guidance awareness, knowledge, practice, etc. related to TVET (Technical and Vocational Education and Training)

- b. Examine the existing facilities and resources in the TVET institutes in order to implement effective career guidance and counseling service.
- c. Identify major constraints in the implementation of career guidance program and recommend some feasible solution for the problem and
- d. Explore whether the career counselors, deans and trainers in the college offer required assistance for their trainees.

1.4 Significance of the Study

Career guidance and counseling services are given in some TVET institutes of Addis Ababa city administration. However, there is no uniform procedure of carrying out career guidance and counseling service. This could be the result of lack of clearly stated policy or mismatch of the practice on the basis of eclectically combined directives extracted from different sources. Therefore, this study is considered to be significant for the following reasons.

1. The career guidance and counselor should be able to share their better practice with other institutes and also gain better experiences from other institutes.
2. The proper identification of the problems in providing the service by career guidance and counselor will help the career guidance and counselors as well as the concerned bodies to provide better solutions for the problems.
3. The results of this study may be used as an input in the efforts that will be made to resolve the existing problem.
4. It may also serve for other researchers in the area as stepping stone for further investigation.
5. It helps to remind the institutes management, counselors and teaching staffs as well as concerned bodies to improve the career guidance services.

1.5 Delimitations of the Study

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

1.6 Limitations of the Study

This paper has faced inadequacy of recent and directly related research outputs regarding the existing career guidance and counseling practice of TVET institutions in Ethiopia. In addition to this, lack of relevant information due to absence of organized career guidance and counseling professional staff members in the institutions assessed by the study was also another major limitation, in spite of this limitations the student researcher has tried his best to overcome the problems.

1.7 Research Design and Methodology

1.7.1 Method Employed

A descriptive survey research method was employed in this study because it could help to describe the widely covering present condition of career guidance and counseling in TVET institutions. Moreover, it is the researcher belief that such a method is very appropriate for this particular study as it is intended to make detail description and analysis on the practices and problems of career guidance and counseling

1.7.2 Data Source

The data for the study were obtained from primary and secondary source. Concerning primary source, relevant data are collected from respondents (trainees, trainers, career guidance and counselors and deans/assistant deans. Regarding secondary data source relevant books, journals and legal document will be used.

1.7.3 Instrument for Data Collection

Questionnaires consisting of closed and open ended items, unstructured interview and document analysis were used to gather information for the study. The questionnaire were administered to collect data from trainees and trainers of each institute. In addition, interview were used to obtain additional information from deans and so called career guidance and counselor of each institute.

1.7.4 Sampling Techniques and Sample Size

According to the data obtained from Addis Ababa City Administration TVET Agency, in Addis Ababa there are sixty four, accredited and pre-accredited TVET private institutions currently offering training. Out of these, only twelve is selected as sample size for having more than five years training provision experience in the region. Out of these institutions four which have been providing level 4 programs were selected purposively. The main reasons for selecting these four institutions are: firstly, majority of the TVET students in the private institution belongs to the selected TVET institutions and they are also, organizationally speaking, the well established and properly organized institutions in the city; secondly, the diversity of training fields given in these institutions are higher than that of other private institutions . In addition to that all these sample private TVET institutions are located in different sub city of the region. Consequently, St. Marry University College; Adams University College, Royal College and Microlink Information Technology College are selected for the purpose of the study

The first group of respondents constitutes 1594 private TVET trainees of 2010/11 academic year. According to Newman (2000), the sample size of population is determined by taking 30% of the total population. Hence, the sample size for this research is 478 which is 30% of the total population of 1594. Out of 478 respondents, 406 completed and returned the questionnaires

Based on the number of trainees in each field of study proportional stratified sampling technique will be employed in determining the number of subjects with an attempt to incorporate idea of trainees from all area training in the study. Then, in order to ensure fair representation of each group, random sampling technique will be used to draw sample respondent from each field of study. The second group of respondents will constitute 130 trainers from the sample TVET institutions that were employed by applying availability sampling technique to gather the required information through the questionnaire.

Finally four deans/assistant deans of each institutions, 8 individual (two from each institutions) who were acting as and career guidance and counselor were selected through purposive sampling techniques on the basis of the required information requires.

1.7.5 Procedure of Data Collection

It has stated from the out set that the questionnaire and interview is the tools that were used in collecting data. The questionnaire for trainee were prepared in Amharic due to the students in adequate proficiency in communicating the English language. The rest questionnaire and interview were prepared and conducted in English. The questionnaire were pilot tested to see the validity of each item in terms of appropriateness and language clarity. The pilot test were conducted in one private college, i.e Africa Beza Collage then some of the item of the questionnaire was revised depending upon suggestion and recommendation collected during the try out and comment that was obtained from the professionals in the area.

Finally, the questionnaire was refined and got ready for administration. In administrating the questionnaire the research assistant were involved.

1.7.6 Data Analysis

The data collected through different instruments were analyzed based on the nature of the question. Appropriate methods of data analysis were employed. First the responses were categorized and frequencies tallied. Then, data obtained from documents were analyzed in juxtaposition to those obtained by questionnaires and interview whenever necessary. For this reason the statistical tools used to analyze the data were percentage and frequency counts. In addition to that, weighted mean and ranking techniques are also used for analyzing the data whenever necessary.

1.8 Operational Definition of Terms

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

Career: is a life style concept that involves a sequence of work or leisure activities in which one engages throughout a life time (Her and Cramer, 1984)

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

Career Counseling Service: Professional assistance given to trainees with educational and vocational issue (Own). In this study, career is synonym to vocational..

Career Development: is a lifelong process of developing beliefs and values, skills and aptitudes, interests, personality characteristics and knowledge of the world of work.

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

Career Guidance and Counseling: refers to service and activities intended to assist individuals of any age and at any point through their lives, to

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

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

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

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

1.9 Organization of the Study

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

Chapter Two

2. Review of Related Literature

2.1 Definition and Concept of Counseling

Counseling is an interaction process that facilitate meaningful understanding of self and environment and results in the establishment and for clarification of goals and values for future behavior (stone and Shertzer, 1980). Counseling is a defined as assisting and individual to make an optimum use of his/her potential so that he/she able to develop philosophical outlook and cultivate his/her talents and potentialities to optimize his/her human and material resources Haregwain and Yusuf (1994) Yusuf (1998).

According to (Downing, 1968) stated that counseling is a process by which concerned attention is given by both the counselor and the counselee to the problems and concerns of students in setting of privacy, warmth, mutual acceptance and confidentiality. As a process it vitalizes appropriate tools and procedures which contribute to the fruitfulness of the experience. Counseling is also a relationship characterized by trust, confidence, and intimacy in which the student gain intellectual and emotional stability from which he/she can resolve difficulties, make plans, and realize greater self-fulfillment.

2.2 Definition and Concept of Vocational Guidance

In the skill training through vocational guidance and career counseling trainees adjust themselves to the world of work which was one of the core activities of interaction between the trainees, instructors, the administrators, instructional materials etc.

Vocational guidance is the assistance given by institutions to match one's abilities or skills, knowledge and interest to the demand of market and the economy. Vocational counseling should help trainees to play their training and careers as well as to prepare to become more employable. Vocational

counseling is an analytical and cognitive examination of one's professional abilities, job market opportunities and personal desire. In its simplest definition, vocational counseling matches an individual to an employment area for the purpose of producing a satisfying career and happier human being. It helps trainees to integrate vocation with the rest of their life.

Guidance is more than giving information. It is a combination of self-development, of learning and assimilation of career, providing educational and labor market information. The development of self-confidence is often a prerequisite for taking action for ones career. The goal of guidance may be achieved by individual counseling, self career development courses, computer assisted guidance and internet based guidance systems.

Venn (1964), stated that, vocational guidance is a process of helping an individual to understand accurately both himself and the world of work in particular, the specific educational and job requirements of occupations in which he may be introduced and for which he will be qualified. Finally, help is given at the point of entrance in to further training or actual placement in the vocational field most appropriate for him. This dynamic and on going process of vocational guidance is based on the assumption that an individual actually reaches his ultimate vocational choice, but, not at series of experiences and resultant decision over a period of years.

As it is stated above the selection, streaming, and placement of trainees to the different field of occupation is necessary.

2.3 The Roles and Functions of Career Counselors

The effectiveness of vocational guidance and counseling programme (VGC) is dependent on the extent to which the personnel concerned know each other's duties and responsibilities and are able to work together harmoniously. The kind of officials needed to perform the duties and responsibilities of the unit necessitates adequately trained personnel who understand the role and limits of his/her responsibility. The guidance and counseling service is not the

exclusive preserve of the counselor. Most of in school and out of school personnel have a role in it. These are principals, administration staff, teachers, parents, employers, community worker etc.

Moreover, as sated by Nayka and Roa in Dejene (2007), the following are function of college career counselors

- Arrange orientation programmes of the teachers to enlist their cooperation
- Prepare an up to date list of the resources informational, referral and energy-available to him
- Organize the guidance committee
- Set up an educational and occupational information center
- Display the information collected in an attractive way
- Disseminate the information through educational and career talk, group discussions and film shows, and so on
- Arrange talks by experts from different fields
- Organize career days, career weeks career conferences, parents' day, and so on
- Arrange individual discussions with students and their parents for giving them educational and occupational information
- Arrange visits to places of work like industries, business establishments, offices, higher educational institutions and so on
- Maintain an active relationship with schools, colleges, university and other regional, national and social agencies
- Maintain complete secrecy about the discussion between him/her and the client.
- Take up research projects relating to the field of educational, vocational and personal-social guidance findings to important and relevant agencies and
- Prepare guidance leaflets, brochures and monographs and get them printed for distribution to the students.

Like career counselors advisors do have a special place in students career guidance and counseling basically because they are specially trained to do the same. They are the professionals in the area and they do have all the tools in hand to support the students.

According to Slater in Dejene (2007), the role of advisor is to assist the individual to understand more about him/her self and the world of work and the relationships between the two and facilitate the development of the decision making skills and competencies that will be used through out life.

In general, the counselor attempt to encourage children and adolescent to develop their own skill and potential and gradually to accept increasing responsibility for their behavior. In such a way that counselor has a role of providing vocational and educational help, assist students with personal social and emotional problems.

Thus from the very concept of guidance and counseling function stated, effective execution of educational and vocational programme and smooth relation among concerning stakeholders is a matter of success of the guidance and counseling unit.

2.4 Physical Facilitates and Budgetary Consideration of Vocational Guidance and Counseling Unit

The role and functions of counselor as prime tasks to perform requests conducive physical environment and well equipped and better facilitated setting. Effectiveness in maintaining guidance and counseling duties is more of the function of the physical surrounding and equipments made available. Too many schools counselors are less functioning as a result of lack of adequate facilities. They are expected to operate effectively in the absence of suitable space, equipment, computer with internet access etc. they are expected to operate effectively in the absence of suitable space, equipment, and other physical facilities.

According to Crow and Crow (1965), attempts should be made to consider the physical facilities with regard to the location, space, amount and kind of furniture, adequacy of files, office supplies needed for guidance and counseling services. In addition to that it is useless to plan for guidance and counseling programme unless money can be allocated to implement.

2.5 Counseling Practice

According to Haregewoin and Yusuf, (1994) most school counselors do a lot , even though they are faced with so many administrative, personal, psychological and occupational problems of the variety of contributions some are as follow.

- Help students improve their learning skills such as not taking, preparations for test and examinations, use of library and study habit.
- Organize regular orientation programs for the school community to develop their knowledge on the concept of guidance and counseling and the role of teacher in the program.
- Organize clubs to help students develop a sense of responsibility, develop hobbies.
- Assist students to plan their own individual program and relate to different goals and careers.

Deans are the top management of the school or the college should actual be the sponsor of any work in particular school or college. Without the support and active involvement of the deans and directors, no venture can be successful. In this regard any counseling practices in the colleges can not achieve without the help of deans/directors. According to Nayak and Roa in Degene (2007) deans can contribute to the guidance program listed as follow

- Establish raport with students through personal contracts, publish address system, group meetings, written communication, and so on.

- Organize and administer services such as orientation for new students, counseling services, financial aid to the needy, remedial services, and so on.
- Coordinate the various students activities so that every activity get adequate time and finance.
- Play the role of a liaison officer between students and faculty and students and management.
- Completely informed about everything taking place in the campus (college)
- Guide the students about their plan
- Keep adequate and up to date records of trainees to create the effectiveness of career guidance
- Create confidence in the students so that they confide in him/her, they should feel free to express their grievances and misunderstandings openly. The dean should be able to come down from his/her ivory tower to the level of the students and consider him/her as an equal human being. He should listen to them, encourage their ideas, suggest new idea.
- Ensure optimum utilization of recourses, human and material, and create congenial atmosphere in the college and
- Keep his/her doors open to all stakeholders of the college.

2.6 Counseling Problem

Yusuf (1983, 1995), Haregwoin and Yusuf (1994) stated that the problems of counseling service in Ethiopia as follow

- **Training problem:** the counselors were trained to be general psychologists, who have taken only three courses of guidance and counseling.
- **Large number of students:** the number of students is excessive each years. For effective service the counselor has to work only with 600 students.

- **Administrative level:** the concept of guidance and counseling is not well known by school principals, and the school community as a whole. Due to this fact counselor suffer from lack of office, budget, to conduct research, stationery and other materials.
- **Structural channel:** the service does not have vertical or horizontal relationship with the head office and other organization.
- **Lack of in-service training:** the ministry of education (MoE) did not offer in-service training, organized workshop and conference to enhance the counseling service.

2.7 Vocational Guidance and Job Placement System

Vocational guidance is assistance given by institutions to match one abilities or skills, knowledge and interest to the demand of the market community. Vocational guidance should help people whether they are learners/trainees to plan their education, training and careers. Job placement, which is part of vocational guidance, is assistance given by institution to find employment or self employment.

The most basic role of vocational counselor is to assist trainee of formal vocational training to find on-the-job training places in order to fulfill the requirement given by the curriculum. When the students are placed to have actual work experience such opportunities enable them to develop specific attitudes, occupational and skill training on the job.

According to Microsoft Encarta Encyclopedia (2004) in Mulugeta Taye,(2007), the basic principles of career counseling and guidance is that a person better equipped to make occupational plan after determining his/her own characteristics, examining the requirement of various occupation, and matching the two sets of fact with the aid of the skilled counselor. Career placement center provide help in making career decisions and finding jobs after completing college. Placement services are offered to help job seekers

find employment and to help employees fill their vacancies under specific individual conditions prevalent. In order to fulfill this function, registration and matching procedures are undertaken.

2.8 Vocational Guidance and Counseling in Choosing Career

With regard to TVET trainees, guidance enable them to make their best choice of career, to participate in the training process freely and to the best of their ability and directs decision making where to use their training skills. Due to this, guidance is a core service in the implementation of TVET education and training program.

In Ethiopia education system, guidance and counseling system is a recent strategy. The development of society is the cause for its establishment. This is because, the current generation requires up to date information and professional assistance to adjust their career. It gives direction to understand self and the situation around. In other word, guidance will help potential students to establish career direction recognize their attitude, and review what they have learnt form previous experiences. In this regard, to maintain proper streaming and placement of students in to different occupation, their interest and potential should be taken in to consideration.

According to Strong, (1957), the initial orientation given in nay time any where would help students to appreciate technical and vocational knowledge practiced in the world of work. In connection to this, the favorable atmosphere created through the vocational guidance leads them to be placed to their respective fields according to their preference. Since students are at the center of any educational program, their attitude, abilities and choice must be the basis of placement. In addition to, to their interests, abilities, their fiscal maturity and fitness for the vocations they are to placed are also essential.

In addition to the above, teachers or instructors in any educational program have an additional task to help students as career guidance in choosing careers and other relevant matters by considering students abilities, interest and other relevant factors.

According to Brolin in Dejene (2007) the instructors can help in the career guidance program by

- Playing a primary role in advising and orientation, in making known to the trainees the requirements and future job possibilities connected with their particular courses.
- Providing vocational motivation to courses taught by making field trip part of the presentation.
- Enabling the students to explore and develop interest by integrating the curricular and co-curricular activities and orienting them towards worthy goals.
- Sponsoring a club or other extracurricular activities in such manner that it yields rich exploratory values to its participants.
- Instruct the trainees in appropriate methods of applying for jobs, and
- Co-operate with placement organization in their task of making specific suggestions and finding suitable opening.

2.9 Areas of Vocational/ Career Guidance and Counseling Service

As it is implied in its definition, guidance should function in such a way to assist individuals to meet any of their problem that can be solved with the help of well trained counselors. As result, in order to function adequately in meeting trainee's guidance need, the guidance program should be organized in a way that overlapping of responsibilities is eliminated or minimized. Therefore, the various services to be made available as indicated by Nayak and Roa (2004) in the vocational/ career guidance and counseling unit.

2.9.1 Pupil Inventory or Appraisal Service

The more that is known about the individual, the better able are the guidance worker to help them with their problems. Hence basic information about each trainee is important to be available. The success of the guidance service depends largely on the collection and recording of data which will have a paramount effect both on pre and post technical and vocational education and training. Source of data for individual inventory service can be varied, interviewees with trainees, parents and Community agency may provide something basic about the trainee and his/ her profile.

2.9.2 Information Services

Information, to be made available for trainees, need to be appropriate to the need and interest of the trainee of all level. It should have direct or indirect benefit to the trainee which varies through the age and interest accordingly. The vocational Counselor is therefore, responsible individual to collect organize and deliver it to the trainee on frequent basis, so as to help the learner to make decision of him/her self by him/ herself. Information could be gathered for a number of reasons, depending on the past experience, present situation and future demand. They are required for self, educational and vocational understanding.

According to Crow and Crow (1965), the collecting and organizing of educational, vocational and personal information need to be done carefully, so as to address the pre-planned target, by making it accessible to all learner, trainers, and counselors. The information service provide, a plan to collect, evaluate and consolidate the material for the use of students, parents and other school personnel

The increased number of students needs to attend TVET program and the difficulty of getting admission to employment, necessitated helping students to get information in order to assess interest, strength, and weakness and to make appropriate decisions regarding the type and scope of training. The

continues changes in occupational patterns as well as required up to date information to be provided on occupation and employment opportunities, the chief source of information about technical, vocational education and training could be, film, radio, and TV program, news letter, books, pamphlets, catalogues, directories etc. Ali and Barbara (1996)

In this regard, the college librarians are a source of information by providing up to date occupation vocational information at the right time through different methods and techniques to both teachers and students.

According to Peters and Hansen in Dejene (2007) the contributions of librarians are as follow:

- Circulate the latest information material among teachers and students.
- Providing right type of books on educational, vocational and personal guidance to both teachers and students.
- Helping the counseling and liaison officers in the classification and filing of the occupational information material and
- Displaying the material received from time to time in an attractive manner.

2.9.3 Organization and Implementation of Counseling Services

Counseling is a major task of guidance services require, adequate time, understanding of responsibilities and roles, sufficient space and facilities. Counseling is directed towards the resolving of educational and personal problems and help to change pupil self concept to make it possible for more realistic educational and vocational decisions to be made. The task of such facilities include, among other things, provision of expert care for trainees with special education and vocational needs and provision of assistance in the process of their integration in to the society Sleshi (2000). Counseling as a guidance function is taking place either in a person to person relationship or a group situation, which is either individual or group counseling practice.

Counseling is a learning process where two persons are involved and the relationship between the counselor and the counselee taking place king, (1999). They are the one with special talent to counsel as a result of counseling training and the other is the one who is a client. Thus, guidance and counseling as a fundamental and prominent task that provides substantial contribution to TVET, requires having appropriate counseling time that has to be used properly. The time spent properly in counseling service will have a great significance which guarantee success both on individual and organization development.

2.9.4 Placement Service

Placement service is both school, educational and job placement. It is one aspect of the guidance and counseling program which is concerned with assisting trainee to take successive steps whether it is educational or vocational and is a function of guidance and counseling aimed at assisting individual in getting jobs placement. Placement is concerned with satisfactory adjustment that indicated through success in education, Vocational training and job which depends up on individual abilities, interests, training and limitations.

Educational placement is the responsibility of the school professional, dealing with new entrants as well as those transferred from other school. Educational placement could be, at primary, secondary and post high school level with an objective of linkage between student's present status, and educational opportunities and experience which is a head. It is a complex task since students lack clear self understanding and well defined vocational plan and educational objective. As a result, schools have a responsibility to provide information with regard post educational opportunities such as college, universities, TVET schools, corresponding to individual interest, aptitude and abilities which is affected through long range planning, close co -operation with parents and harmonious relationship and free communication with post secondary school institutions through developing placement criteria.

Consequently, orientation and articulation as part of learning process in educational placement, promotes mutual understanding between student and the new environment. It assists in providing support to the new comers in any form to become well aware of the purpose, facilities, rules and activities of the school. Occupational or job placement as guidance service in concerned with assisting students in getting a job or entering an occupation that is appropriate for him. The trainee's interest and abilities should be compatible with the job requirements to the extent to which the trainers qualification are compatible with job requirements so as to come up with trainee's success on the job. As a result, the counselor is expected to keep abreast of occupational trends and employment opportunities available any where related to the training module and the trainee profile. Therefore, educational and occupational or job placement is the fundamental task and responsibility that vocational guidance and counseling unit or counselor is supposed to execute for the benefit of the institute.

2.9.5 The Follow up Service

The means and methods to look through the impact of the vocational guidance and counseling service is the follow up service that assist trainees with regard personal, social, educational and vocational development. The very purpose of the follow up service as part of vocational and guidance service is the follow up of pupils in school, the follow up of attendance, the follow up of graduate and drop out and conducting studies to discover the worth of guidance and counseling service from the part of view of the students and graduate . For most young people, the next activity is more education or better work. Moreover, the follow up program in vocational guidance and counseling service help to know the where about at the graduate, assess the competence of the graduate at place of work and help to came up with the information on new skills demanded on the labor market collected from employers, graduates and justify the demand level of trades for which training is given. For the sake of effective follow up practices, counselors develop and

use various form on which in school and out of school follow up practices are exercised.

Finally, the benefit of vocational guidance and counseling service can sometimes strengthened by graduate through responding to the suggestions listed in the form that will be given after graduation.

2.10 Guidance and Counseling in TVET Center

Guidance and counseling involves pertinent aspect of educational system in general and that of TVET in particular, so it is essential to facilitate its development in order to make it to play significant role in the system, guidance and counseling enables individuals students/trainees to identify know and appreciate their potential and inclination toward growth, career development and self-actualization UNESCO, (1996).

Further more, career guidance and counseling has paramount advantage for all stakeholders of the education system. Hence the interest of industry, individuals and parents should be considered in guidance and counseling and be sensitive to the need of every trainees and circumstances. It should be include preparing students and adults for the actual opportunity of career change during the period of unemployment as well as employment in the formal and informal sector (UNESCO, 1999).

Generally, career information, guidance, and counseling service are service designed to support individual at any age during their life time, to choose the type of education, training and occupation of their interest, in order to be able to manage their career. It contains substantial activities such as to support students clarify career goals and understand the world of work that could help them in deciding their course of study, vocational training, further education and training, initial job choices, job change and work force, entry. Therefore, the due attention should be given to the activities guidance and counseling in the training institutions as well as outside of the institution, so that its contribution to the quality and relevance of training in indispensable.

2.11 Importance of Vocational/ Career Guidance for TVET Students

Many students usually face a great problem in choosing appropriate fields of study that fit them best. They are uncertain what courses they should study, and there is always the temptation to take courses that are believed to be easy and enjoyable. They do not understand the relationship between the course selection now, and future options based upon these selection. This problem is highly serious in high school and TVET center. Students who are attending high school are not informed about their future education and training and the existence of different fields of study before completing grade ten. Like wise the student in TVET schools are not aware of job opportunity of courses given in the school Befekadu, (1993)

Vocational guidance helps the learners to plan their education, training and careers or prepare to be come more employable, it helps to identify own talents, strength and weaknesses, family expectations and national requirements. Also it helps to understand the available education and training options to select relevant and appropriate field of study. According to UNESCO (1994), vocational guidance provides the following advantage for the students.

- Helps to know and appreciate them selves.
- Helps to relate effectively with others.
- Helps to develop appropriate educational plan.
- Helps to explore career alternatives.

2.12 Career Counseling Competencies

These competencies Statements are for those professionals interested and trained in the field of career counseling .For the purpose of these statements ,career counseling is defined as the process of assisting individuals in the development of life career with focus on the definition of the worker role and how that role interact with other life role . National Career Development

Association's (NCDA'S) Career counseling Competencies are intended to present minimum competencies of the professionals at or above the Master's degree level of education. These competencies are reviewed on an ongoing basis by the NCDA professionals Standard Committee, the NCDA Board , and other relevant association .

2.12.1 Minimum Competencies

In order to work as a professional engaged in career counseling, the individual must demonstrate minimum competencies in eleven designated areas. These are : Career Development theory , individual and group counseling skills , Individual /Group Assessment , Information/Resource , Program Management ,and Implementations ,consultation, Diverse Population , Supervision ,Ethical/Legal issue ,Research and Evaluation ,and Technology .

2.12.2 Career Counseling Competencies and Performance Indicators

❖ Career Development Theory

Theory base and knowledge considered essential for professionals engaging in career counseling and development. Demonstration of knowledge of:

- Counseling theory and associated techniques.
- Theories and models of career development
- Individual difference related to gender, sexual, orientation, race, ethnicity, and physical and mental capacity
- Theoretical models for career development and associated counseling and information-delivery technique and resources.
- Human growth development throughout the life span .
- Role relationships which facilitate life-work planning
- Information, techniques, and models to career planning and placement

❖ Individual and Group Counseling Skills

Individual and group counseling competencies considered essential to effective career counseling. Demonstrations of ability to:

- Establish and maintains productive personal relationships with individuals.
- Establish and maintain productive group climate
- Collaborate with clients in identifying personal goals.
- Identify and select technique appropriate to client or group goals and clients needs, psychological states , and developmental task
- Identify and understand clients' personal characteristics related to career.
- Identify and understand social contextual conditions affecting clients' career
- Identify and understand familial, sub-cultural and cultural structure and functions as they are related to clients' careers.
- Identify and understand clients' career decision making process.

❖ Individual/Group Assessment

Individual/Group assessment skills considered essential for professionals engaging in career counseling. Demonstration ability to:

- Assess personal characteristics such as aptitude, achievement, Interest, value, and personality traits.
- Asses leisure interest, learning style, life roles, self concept, career maturity, vocational identity, career indecision, work environment preference.
- Interpret data from assessment instruments and present the result to clients and to others.
- select assessment technique appropriate for group administration and those appropriate for individuals administration

- Administer, score, and, report finding from career assessment instrument appropriately.
- Use computer-delivered assessment measure effectively and appropriately.
- .Write an accurate report of assessment result

❖ Information/Resource

Information r/resource base and knowledge essentials for professionals engaging in career counseling. Demonstration knowledge of :

- Education, training, and employment trend, labor market information and resources that provide information about job task, functions, salaries, requirements and future out looks related to broad occupational fields and individual occupations
- Community/professionals resource available to assist clients in career planning, including job search
- Methods of good use of computer-based career information delivery system and computer assisted career guidance system to assist with career planning
- Resource and skills that clients utilize in life-work planning and management

❖ Program promotion, Management, and Implementation

Knowledge and skills necessary to develop, plan, implement, and manage comprehensive career development programs in variety of settings.

Demonstration knowledge of :

- Designs that can be used in the organization of career development program
- Need assessment and evaluation techniques and practices.

- Organizational theories, including diagnosis, behavior, planning, organizational communication, and management useful in implementing and administering career development programs
- Method of forecasting, budgeting, planning, costing, policy analysis, resource allocation, and quality control.
- Leadership theories and approaches for evaluation and feedback, organizational change, decision making, and conflict resolution.
- Professional standards and criteria for career development programs

❖ Coaching, Consultation, and Performance Improvement

Knowledge and skills considered essential in relating to individuals and organizations that impact the career counseling and development process.

Demonstration ability to:

- Use consultation theories, strategies, and models.
- Establish and maintain a productive consultative relationship with people who can influence a client's career.
- Analyze future organizational needs and current level of employee and skills and develop performance improvement training.
- Impact public policy as it relate to career development and workforce planning.

❖ Diverse Population

Knowledge Skills considered essential in relating to diverse population that impact career counseling and development process. Demonstration ability to:

- Identify and develop models and multicultural counseling competencies.
- Identify developmental need unique to various diverse populations, including those of different gender, sexual, orientation, ethnic group, race, and physical or mental capacity.
- Define career development program to accommodate needs unique to various diverse population.

- Identify alternative approaches to meet career planning needs for individuals of various diverse populations
- Assist other staff members, professionals, and community members in understanding the unique needs/characteristics of diverse populations with regard to career explorations and economic/social issues.

❖ Supervision

- Ability to utilize supervision on a regular basis to maintain and improve counselor skills
- Ability to consult with supervisors and colleagues regarding clients and counseling issues and issues related to one's own professional development as a career counselor
- Knowledge of supervision models and theories
- Ability to provide effective supervision to career counselors and career development facilitators at different levels of experience.
- Knowledge of their roles, competencies, and ethical standards.
- Monitoring and mentoring their activities in support of the professional career counselor and scheduling regular consultations for the purpose of reviewing their activities
- Determining their competence in each of the areas included in their certification.

❖ Ethical/Legal issue

Information and knowledge essential for the ethical and legal practice of career counseling, demonstration of knowledge:

- Adherence to ethical code and standards relevant to the profession of career counseling.
- Current ethical and legal issues which affect the practice of career counseling
- Current ethical issues with regard to the use of computer-assisted career guidance systems.
- Ethical standards relating to consultation issues.

❖ Research/Evaluation

Knowledge and skills considered essential in understanding and conducting research and evaluation in career counseling and development.

Demonstration ability to:

- Write research proposal
- Convey research finding related to effectiveness of career counseling program.
- Design, conduct, and use the result of evaluation programs
- Apply appropriate statistical procedure to career development research

❖ Technology

Knowledge and skills considered essential in using technology to assist individuals with career planning. Demonstration Knowledge of:

- Various computer based guidance and information systems well as services available on the internet
- Ways in which to use computer based system and internet service to assist individuals with career planning are consistent with ethical standards.
- Characteristics of clients which make them profit more or less from use of technology-driven system. (<http://www.wewbcache.google>)

2.13 Roles, Duties and Responsibilities of Vocational Guidance and Counselor

The Federal TVET strategy states that a vocational counselor has to be assigned in each institution. So, one focus area of the current TVET reform is establishing a rigorous strategy of vocational guidance and counseling service in TVET institute to ensure that it would have competent, competitive and even entrepreneurial work force work force. According to (MOE: GVGC: 2006) the Role, Duties and Responsibilities vocational guidance and counselors and uses of program are as follow.

Vocational Guidance and Counseling Program help

- Appropriate occupation training to be offered in the institute
- The institute / college provide quality training
- The institute /college to have a well organized information system and documentation.
- Trainee to identify own talents, strengths and weakness family expectation and national requirement to sort out the personal relevance of the education option available.
- The institute / college provide quality training
- Trainees to learn effective job search procedures.
- Trainee to develop career adaptability to be able to take advantage of opportunities as they occur.
- Trainees to cope with the reaction to job loose of anger , depression , frustration and a path , and learn to take continuing positive action to become employed again.
- Trainees to identify alternative occupations, when current employment is in jeopardy

Duties and responsibilities of Vocational counselor

- Provide orientation for high school students and parents concerning TVET offering in the institutions in the collaboration with TVET instructors.
- Provide placement program for trainees f completing TVET programs, if possible
- Assist in the individual vocational counseling of trainee.
- Prepare follow up studies of former students in TVET program for the purpose of improving service and evaluating the effectiveness, of vocational education
- Promote TVET to the community
- Remain up- to-date on changing job entry skills requirements and changing technologies in business industries

- Orient new trainees to institutions procedures and the institutions varied opportunities for training
- Maintain trainees in selections' records and protect their confidentiality.
- Work to resolve trainees from dropping out of institute.
- Provide trainees information to college and potential employers according to provision of the boards policy on trainees records
- Guide trainees in their participation in institution and community activities
- Obtain and dissemination occupational information to trainee and classes studying occupation.
- Work with students on individual basis in the solution of personal problems
- Confer with parents whenever necessary.
- Advise administrators and department on the matter of trainees' discipline
- Assist trainee to plan monitor and manage their academic, personal and career development
- Assist with effort to place trainees in jobs
- Coordinate group consulting sessions. Perform administrative duties connected with performance evaluation procedure
- Maintain records on every statistical data/information relevant to the training institutions related concern.
- Facilitate parents, trainees, and/or trainers conference when appropriate.
- Participate in and out necessary campus supervision.
- Conduct need assessment
- Build partnership with in the training institutions and community of educators, characteristics of trainees and how they can reached and served administrators and business and industry representative to work as team of effectively assist the trainees in realizing their future job aspirations.

- Developing and disseminate brochures describing institutions information for business community other relevant stakeholders.
- Identify appropriate companies/industries for internship program.
- Arrange place of internship program
- provide information about the modules they accomplished to companies which offer internship program in collaboration with the department head of the institutions.
- Prepare annual action plan and yearly budget proposal including internship program.
- Involve all institute personnel in every face of the program .
- Conduct research on internship program.
- Asses the student's interest and motive before entering TVET .
- Facilitate in-company training
- Teacher career development related course when necessary.
- Participate in Total Quality Management (TQM) implementation process to continuously improved the quality for training of the institution.

2.14 Exemplary Vocational Guidance Practices in the World

2.14.1 Australia

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

The practice applied in Australia regarding vocational guidance was summarized as follow

- At 98% of academic secondary schools and 56% of general secondary schools "vocational guidance" has been offered in an integrative way, i.e

it is taught in all suitable subjects, as well as in connection with projects, days of vocational practice.

- At 20% of general secondary schools "vocational guidance" is a separate subject with at least 1 lesson per week over entire school year.
- At 10% of general secondary school "vocational guidance" is a separate subject with at least 1 lesson per week in block form for one semester.
- At 14% of general secondary schools "vocational guidance" is a separate subject with 0.5 lesson per week plus vocational guidance in various subjects, in connection with projects and days of vocational practice.

2.14.2 South Africa

According to Miler and Vetter (1996:35), vocational guidance is delivered in South Africa by guidance and counselors, secondary school teachers and departments of labour staff. Universities provide maters-level training for counselors. Pre-service training of counselors is also provided technicians who provide special in-house session for private organization. In-service training focuses on exposure to change in educational practices includes continuing education classes at adult education center. Teachers colleges provide additional three years training in guidance and vocational skills. Seminars and courses are provided fro teachers through state and private organization.

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

2.14.3 Zambia

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

The experiences of Austria, South Africa and Zambia in the field of vocational guidance and practices have profound importance to the Ethiopia context. To begin with, in Austria vocational guidance is given at secondary school level both as a separate subject and in an integrated manner, by mixing them with other subjects. The South African experience demonstrated that there is a master's level education of vocational guidance and practices for counselor. In addition to this, vocational guidance skill education is also given at teachers college level with the aim of equipping teachers with the necessary skill of vocational guidance and practices. The Zambian experience showed the importance of preparing national guideline for uniformity of the vocational guidance and practice. Having in mind all the three countries experiences and contextualizing all the good practices to our case will have the capacity to improve the vocational guidance and practices in Ethiopia.

2.14.4 Career Guidance and Counseling Practices in Ethiopia

According to the current education and training policy of Ethiopia, career guidance and counseling services are being offered in TVET institutes in the form of integrative as well as separate subjects for trainee within the training institution. Some of the courses or topics which are included in Ethiopia education system are courses like: entrepreneurship, small business management, business growth strategy, and business communication. In addition to this, apprenticeship program is introduced for TVET students in

the current education and training system of the country. The apprenticeship program helps trainee for making themselves aware of the real word of work.

Most of the counselors in our educational institutes are graduates of Ethiopian higher education institutions. For example, graduate of Addis Ababa University had limited chance to get courses on vocational or career counseling. According to the response given by the head of psychology department, currently two courses on career counseling are offered in the department of psychology. The names of the course with allocated respective credit hour are: career counseling course for undergraduate students and advanced career counseling course for post-graduate program students for two and three credit hours respectively. Besides that, a two credit hour course on career guidance and counseling is also being offered for post-graduate students in the department of business education who are attending their studies in the field of vocational education management.

Chapter Three

Presentation and Interpretation of Data

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

The data secured through questionnaires and interviews and their results are included in the analysis and interpretation of the data.

3.1 Characteristics of the Respondents

3.1.1 General Characteristics of Student Respondents

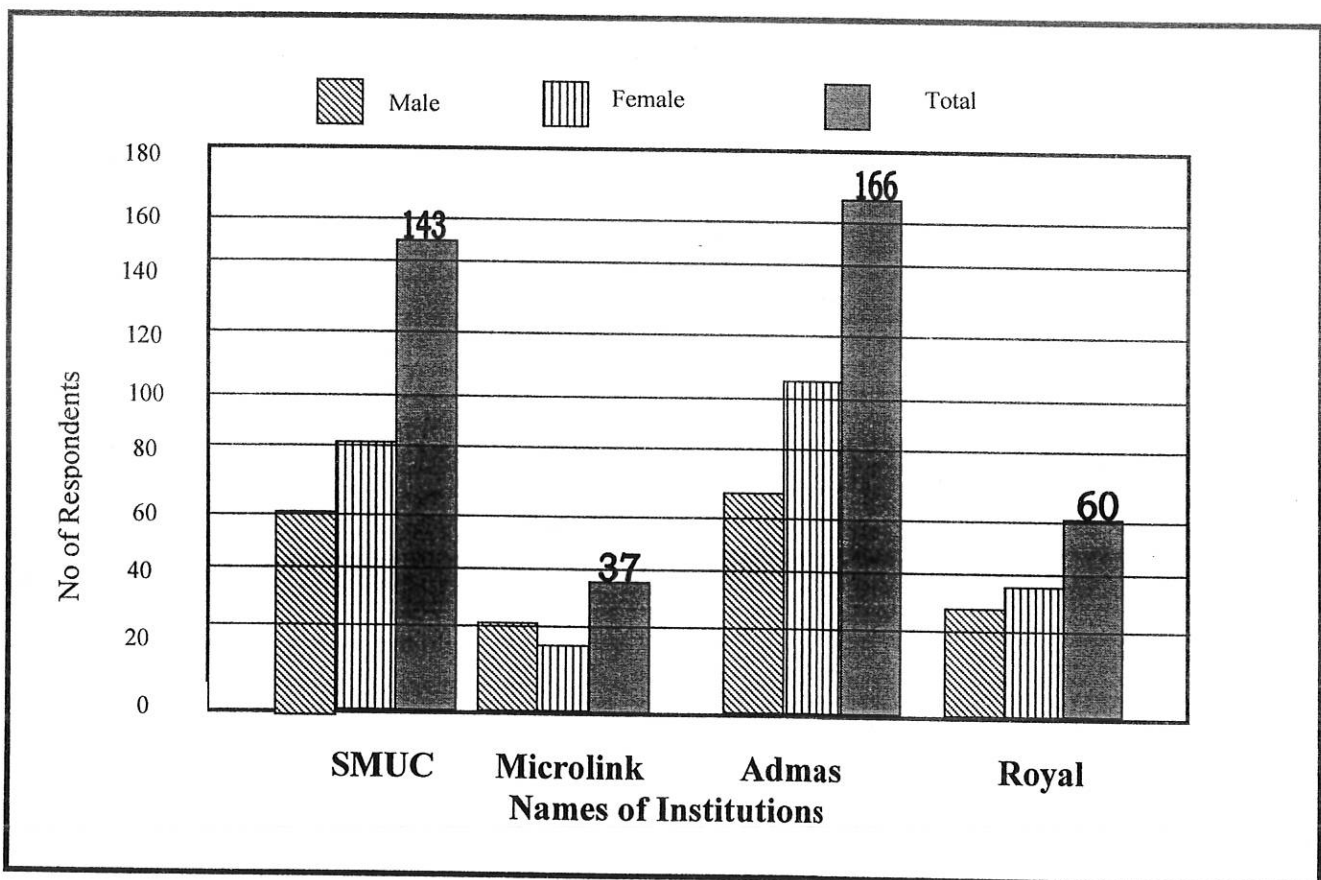


Fig I: No of student Respondents with respect to their institution

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

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

Table I
Description of Trainees

<i>Item</i>	<i>Responses</i>	
	<i>f</i>	<i>%</i>
Age Range:		
a. Below 21 years	292	71.92
b. 21-25 years	65	16.00
c. 26 – 30 years	49	12.08
Total	406	100

Concerning the age of trainee 12.07% range between 26 and 30 years, while 16% of them between 21 and 25 years old. The majority respondents, i.e. almost 72% are below 21 years old. According to the current education and training policy, the majority of students are found in their proper school age i.e. 17-19 years attending their higher education level 4 program after completion of ten years general education program.

3.1.2 General Characteristics of Respondents (Teachers, Counselors and Deans)

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

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

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

Table II
Description of vocational instructors, vocational counselors and
deans/assistant deans

No	Item	Vocational Teachers		Vocational counselors		Deans/assistant deans	
		f	%	f	%	F	%
1	Age						
	a) Below 25 yrs	18	13.85	-	-	-	-
	b) 26-30yrs	49	37.69	2	25.0	-	-
	c) 31-35yrs	33	25.38	3	37.5	-	-
	d) 36-40yrs	22	16.92	2	25.0	-	-
	e) Above 40 yrs	8	6.15	1	12.5	4	100%
	Total	130	100	8	100	4	100
2	Sex						
	a) Male	89	68.46	6	75	4	100
	b) Female	41	31.54	2	25	-	-
	Total	130	100	8	100	4	100
3	Qualification						
	a) Diploma	29	22.30	-	-	-	-
	b) BSc/BA	83	63.85	6	75	1	25
	c) MSc/MA	18	13.85	2	25	3	75
	Total	130	100	8	100	4	100
4	Field of specialization						
	a) TVET field	78	60.00	1	12.5	-	-
	b) Non-TVET field	52	40.00	7	87.5	4	100
	Total	130	100	8	100	4	100
5	Total yrs of service						
	a) Up to 3yrs	80	61.54	4	50		
	b) 4-6 yrs	30	23.10	2	25		
	c) 7-9 yrs	15	11.54	1	12.5	1	25
	d) Above 9 yrs	5	3.85	1	12.5	3	75
	Total	130	100	8	100	4	100

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

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

3.2 Attitude of Students for Attending Vocational Training

Table III

Trainees' responses to the interest of vocational training

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

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

Table IV
Trainees' responses to promoting interest in vocational training

No	Reasons	Responses	
		Weighted mean	Rank
1	Employment opportunity	4.5616	1
2	Access to further education	2.3934	6
3	Social prestige	2.1231	7
4	Source of livelihood of friends	4.0060	4
5	Source of livelihood of parents	4.2162	3
6	Teachers influence	2.7387	5
7	Nearness to their residence	4.2763	2

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

Table V
Vocational Guidance and Counseling Needed for Admission of Students

Item	Responses	
	Weighted Mean	Rank
Who did advise you to join your chosen field of study?		
a) Parents	4.3719	1
b) School friends	4.2931	3
c) Teachers	2.7660	5
d) Your own interest	4.3522	2
e) Vocational counselors	1.5443	6
d) Mass-media advertisement	3.0049	4

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

3.3 About Existence of Vocational Guidance and Counseling Office

Item number 1 in Table VI indicates the existence or absence of career guidance and counseling center in the institution. From the majority of student respondents (98%) replied by saying there was no career guidance and counseling center in the institution. This response is also supported by the interview made with deans/assistant deans. Only 8(2%) of trainee responded by saying there is career guidance and counseling office. This can be due to lack of awareness in differentiating the activities of career guidance and counseling office with other offices, such as apprenticeship office.

Table VI**Trainees' responses to the existence of career guidance counseling service center in the institutions**

No	Item	Responses	
		f	%
1	Is there career guidance and counseling center in your institution?		
	a) Yes	8	2
	b) No	398	98
	Total	406	100
2	If there is no career guidance and counseling center, who is/are responsible for offering vocational counseling services for trainees		
	a) Guidance and Counseling unit	34	9
	b) Students' Affair Unit	26	6
	c) Apprenticeship Office	312	78
	d) Public Relation Unit	26	7
	Total	398	100

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

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

Concerning the frequency of the service rendered to the trainees, the majority of students 208(78.78%) responded by saying the activity is conducted once in a while. While 50(18.94%) of respondents, replied by saying the service is offered frequently the rest 6(2.27%) of trainee responded by saying the service is offered very frequently. While interview conducted on this issue with sample respondents, it was assured that there is no one who is responsible for taking care of this service as his/her major task.

Table VII
Trainees' responses to the vocational guidance and counseling service offered

No	Reasons	Responses	
		f	%
1	Is there career guidance and counseling service offered for trainees?		
	a) Yes	264	65
	b) No	142	35
	Total	406	100
2	If your answer for the above question (item number 1) is "yes". How frequently is it conducted?		
	a) very frequently	6	2.27
	b) frequently	50	18.9
	c) once in a while	208	78.7
	Total	264	100

3.4 Practices of Vocational Guidance and Counseling Service

Table VIII

Trainees' responses to the practices of vocational guidance and counseling services

No	Item	Response Trainee					
		Agree		Undecided		Disagree	
		f	%	f	%	f	%
1	The career guidance and counseling services are rendered in our institution	256	63.05	57	14.04	93	22.91
2	I observed that the career guidance and counselor of our institution helps students on career related issue	180	57.51	65	20.77	68	21.73
3	When I face a problem, I consult career guidance and counselor of the institute	201	64.22	58	18.53	54	17.25
4	Our institution career guidance and counselor gives orientation to students on academic and vocational issue	250	61.58	63	15.52	93	22.91
5	The career guidance and counselor of our institution participate in different club and to use their potentialities	115	28.33	95	23.4	206	50.74
6	The career guidance and counselor of our institution always accepts students warmly	104	25.62	128	31.53	174	42.88
7	The career guidance and counselor encourages me to do my best in the institution	210	51.72	94	23.15	102	25.12
8	My parents are satisfied with the professional support I get from the school career guidance and counselor	134	33	204	50.25	68	16.75
9	The career guidance and counselor of the institution helps me to learn according to my own interests and ability	170	53.03	66	21.09	77	24.60
10	I am already assigned in the institution in the field of study based on my attitude and interest	278	68.47	90	2.71	38	9.36

As shown in Table VIII, the agreement of students on item 1, 2, 3,4,7,9 and 10 are relatively high. 63.05% agreed that they know that vocational guidance and counseling services are rendered in their institution. 57.51% agreed that they consulted the vocational counselor when they need discussion in career related issues. 64.22% stated that the vocational counselors helped the students who faced academic problem. 61.58% agreed that the vocational counselors gave orientation to students. 51.72% agreed that the vocational counselors encouraged the students to do their best in the institution. 54.31% agreed that vocational counselors helps the students to learn according to their interest and abilities during orientation given to the trainees while admission of students took place. And finally 68.47% agreed that students were admitted to learn in the institution based on their interest and ability. This can be due to the reason that students are paying relatively higher amount of money for their training compared to governmental higher learning institution.

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

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

As shown on Table IX, in all items, more than 80% of students responded by saying poor and fair, while almost 19% of respondents responded by saying good. This shows the accessibility and use of career guidance related skills were less than it should be. From analysis of documents, it is assured that career related skills are mainly offered to students as a sub-topic with the main subjects.

Table IX
Trainees' responses to the Qualities and Deliveries of Career Guidance and Counseling Related Skills

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

As shown on Table X, in both item, more than 85% of students responded by saying poor and fair, while almost 10% of respondents responded by saying good. This shows the availability of career guidance and counseling facilities are very limited or insignificant, from observation made one each institution, it was assured that one had an office for rendering career guidance and counseling services.

Table X
Trainees' responses to the availability of facilities

No	Item	Excellent		V. Good		Good		Fair		Poor	
		F	%	F	%	F	%	F	%	F	%
1	Physical aspects (office, bulletin board, computer)	7	1.72	13	3.20	40	7.39	152	37.44	194	17.78
2	Availability of information (through internet, radio, TV, newspaper..)	5	1.23	10	2.46	45	11.08	145	35.71	201	49.51

As shown on Table XI, in item No. 1, it shows about 90% of respondents replied by saying poor and fair. This indicates, in the sample institutions career guidance and counseling services for trainees before admission is not as such practical. In contrary the services of career guidance and counseling during training period is a bit better.

Table XI
Trainees' responses to the service offered by career guidance and counselor in terms of timing

No	Item	Excellent		V. Good		Good		Fair		Poor	
		F	%	F	%	F	%	F	%	F	%
1	Pre-admission guidance (before joining this institution)	5	123	13	3.20	40	9.85	159	39.16	189	46.55
2	Post admission guidance (while students are within the institution)	9	2.22	49	12.07	95	23.4	108	26.6	145	35.71

3.5 Problems Regarding Vocational Guidance and Counseling Services

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

64.04% of respondents agreed that there were no enough facilities like office, bulletin board and computers with internet access for facilitating career guidance and counseling service in the institution. Through observation made in sample institution, the availabilities of necessary facilities were also proved to be insufficient with respect to the total numbers of trainees found in their respective institution.

54.43% said that there were differences between the advice given by the parents and professional help given by the vocational counselors. 95.57% agreed that the practices of counseling services have to be improved. And also, 77.59% stated by saying that vocational teachers and deans or assistant deans of the institutes support each other to facilitate the career guidance and counseling services. This suggestion tries to assure its correctness by the interview made with deans or assistant deans. To this fact, it is observed that theoretically it is seen by the administrators, but practically it looks like ideal. Therefore, students' response given to item 4, 6, 8 and 9 indicate relatively high performance, but in the other items, relatively lower performances were indicated.

Table XII

Student attitude towards the problem of vocational guidance and counseling service

No	Item	Response Trainees					
		Agree		Undecided		Disagree	
		F	%	F	%	F	%
1	Students who visit the career counselor are not happy	153	37.68	78	19.21	175	43.10
2	Trainees who are seeking consulting vocational counselor of the institution are not happy	141	34.73	99	24.38	166	40.88
3	I do not believe that the career guidance and counselor of our institution has no interest and motivation in his/her duty	157	38.69	56	13.79	193	47.54
4	The career guidance and counselor of our institution does not have good relationship with students, directors, or deans and teacher	56	13.78	101	24.88	249	61.33
5	I did not get the opportunity to discuss on personal and educational problems with a career guidance and counselor of our institution	120	29.56	105	25.86	181	44.58
6	There are no adequate facilities for giving career guidance and counselor service like office, bulletin board, computer, etc	260	64.04	75	18.47	71	17.49
7	There are no difference between the advice given by my parents & the professional help given to me by the career & counselor of the institution	130	32.02	55	13.55	221	54.43
8	I believe that the practices of the institution in career counseling service have to be improved	388	95.57	18	4.43	0	0
9	I observed that the deans, department heads & teachers do not support the career guidance counselor of the institution	19	4.68	72	17.73	315	77.59

3.6 Vocational Teachers' Involvement in Career Guidance and Counseling Services

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

Table XIII

Vocational Teachers' Responses to the Practices of Vocational Guidance and Counseling Service

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

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

In general, by observing the response given for almost every item in table XIII one can assure that teachers were involved in directly in vocational guidance and counseling activities

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

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

3.7 The results of interview response

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

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

- Giving orientation about the field of study offered in the institution with collaboration of department head's during admission of students.
- Orienting students about the world of work at the end of their training schedule, i-e. before graduation
- Collecting/gathering vacancy related announcements, mainly through newspaper and posting them on the bulletin board which are prepared for this purpose

Giving job- related skills such as how to prepare resume, how to write application letter, and how to prepare for interview in the class for graduating students in collaborating with language instructors

By working in partnership with certain employer organization, though their number are limited compared to the total number of graduates, the office assign gradates to be employed.

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

- Career counselors and department head give orientation to students during admission of students about the nature of each field of study and at the end of their study (while graduation approaches) about the world of as well as how to contact the employer organization
- Career related topics are included in different subjects and also given as a separate special subject like entrepreneurship during their training.

Apprenticeship program is also being practiced for 312 hour after the completion of 1080 hours in school training every year

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

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

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

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

- Creating favorable conditions for co-operation among different offices that rendered such service
- Giving due attention for creating awareness about the service of career guidance and counseling for students, teachers, and the administrative staff of the institutions
- Short and long term training on career guidance and counseling should be arranged to render the appropriate service and in order to cope-up with the modern technologies
- Requesting a guideline about career guidance and counseling from Addis Ababa educational bureou as well as form MOE

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

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

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

For the question stated for deans/ assistant deans as, who is the major role player in your institution regaling the services of career guidance and counseling? 91.67% of them stated by saying different units of the institution such as apprenticeship office, guidance and counseling unit, student's affairs unit and public relation office of the institution are playing a vital role in facilitating career guidance and counseling service in the institution

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

Chapter Four

Summary, Finding Conclusions and Recommendations

4.1 Summary

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

The study involves 406 students level 4 regular program, 130 vocational teachers, 8 vocational counselors and 4 deans/ assistant deans from selected private TVET colleges in 2010/11 academic year.

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

The sample TVET colleges were from those privately owned institutions training service have been provided with greater than five years. Normally: St. Mary's University college, micro link information technology collage, Admass college and Royal college

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

1. what is the current status of vocational guidance and counseling service in TVET institution/
2. What are the duties and responsibilities of vocational / career guidance and counselor in TVET institutes?
3. What are the major problems that impede career guidance and counseling practices in TVET institutes?

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

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

1. The enrollments of female students in the training program are high. To the contrary the numbers of female vocational teachers are low. In addition to these, the involvement of females as vocational counselors as well in administrative tasks is limited compared to males
2. Regarding the age of respondents: the majority of trainees are in their proper school age as stated in the National Educational and Training strategy of 2002 i.e.17-19 years. With respect to the age of most vocational instructors, they are found within the age of 26 and 30. This age range of vocational teachers shows as they are with minimum practical teaching experience in the training institution after they had graduated from higher institution
3. With regard to qualification of vocational teachers and counselors as well as administrators, majority of them have their first degree, though most of vocational counselors and deans are specialized in non-vocational areas
4. Majority of trainees were found to be admitted on their area of interest. This may be because they are paying tuition for their training.
5. Employment opportunities, source of livelihood of parent's and proximity of the institutes of their locality found to be the most important reasons that promote their interest.
6. On the contrary, according to the remaining few respondents limited social prestige due to social and cultural influence was ranked as the major reasons for respondents lack of interest in vocational training

7. From the observation taken in vocational training institutions as well as interviews and questionnaires conducted with respondents, it is confirmed that there is no organized career guidance and counseling unit or staff that perform its task efficiently. Instead, the task of career counseling was handled by apprenticeship office, guidance and counseling unit, students affairs unit or sometimes public relation office of the institution as their additional task to their original duty
8. Vocational counselors, department heads, and student affairs of each institution on important issue have given orientation in all sample institute during admission of students for the new entrants. Based on the information gained during orientation, trainees can make certain adjustment in the choice of their field of study
9. In relation to career guidance and counseling, the three courses offered in higher education institutions are:
 - Career counseling
 - Advanced career counseling
 - Career guidance and counseling
10. According to the respondent response obtained through different means of data collection method used, the major problems that hinder the implementation of career guidance and counseling services are presented as follow
 - a) Shortage of facilities such as office, computer with internet access, etc
 - b) Lack of up-to-date career related information
 - c) Lack of skilled manpower in the area of career guidance and counseling
 - d) Absence of career guidance and counseling services in junior and lower level secondary education of the country

- e) High emphasis has been given for theoretical aspect rather than giving due emphasis for practical method of teaching, which is contradictory to what it is stated in current education and training strategy applied for TVET program.
- f) Absence of job- placement and follow- up centers for graduate in TVET institute
- g) Absence of vocational guidance and counseling throughout the country especially in TVET institution

4.2 Conclusions

TVET has to respond to the skills needs of the labor market and create a competent, motivated and adaptable work force capable of driving economic growth and development

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

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

Based on such fair, private TVET institution should react to give efficient and effective vocational guidance and counseling service for their trainee in all three phase that are demanding vocational guidance and counseling for trainees are pre- admission, during training and after graduation

Based on the findings of the study, the following conditions are drawn

- The necessary career guidance and counseling services are not given for trainees in sample private TVET institutions

to act as career guidance and counselors are those who work in other professional areas

- No organized physical facilities for deliberating career guidance and counseling services exist
- The courses offered in undergraduate and postgraduate studies are limited number
- There is a plan to organize one unit in each institute that facilitates career guidance and counseling activities to strengthen the job placement efforts and other career counseling task

4.3 Recommendations

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

1. Had there been a management and administrative body of TVET institutions that strengthen the vocational guidance and counseling service with professional counselors and other necessary facilities like offices, computer with internet access, and allocating sufficient budget.
2. The institutions who run TVET programs should arrange panel discussions, seminars, workshops to impart career counseling for the trainees.
3. In order to facilitate a job search process for graduate job seekers, there ought to be a co-operative team approach to job-placement operation between the representatives of the training institutes and employing institution. Moreover, the systems of higher education and the labour market should operate intimately for decreasing the delay of unemployment and for producing market oriented labour force.

institution. Moreover, the systems of higher education and the labour market should operate intimately for decreasing the delay of unemployment and for producing market oriented labour force.

4. The career guidance and counseling office of the vocational training institutions should prepare follow-up studies of former students in vocational programs, for the purpose of improving services and evaluating the effectiveness of vocational training. And also remains up-to-date on changing job-entry skill requirements and changing technologies in business and industry.
5. Vocational guidance and counseling program should be organized in the vocational training institutes and make link with alumni of the institutions, employers, trade unions, job-placement centers and parents.
6. For fulfillment of the required skilled manpower those who are facilitating career guidance and counseling services, higher institutions especially college of education should offer practical and intensive courses to their students, because career guidance and counselors could be assigned to TVET institutes among the graduates of such groups.
7. The education of vocational guidance and counseling staff should be strengthened with better know-how in their field by offering.
 - Pre-service vocational guidance and counseling training program through universities, teacher training institutions, technology institutes, and private organizations.
 - Continuing education for vocational guidance and counselors through seminars and workshops, in-service training courses, professional association for counselors, adult education centers and local authorities.

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<http://www.wewbcache.google>

Appendices

Addis Ababa University
School of Graduate Studies
Department of Business Education
Questionnaire to be filled by students in TVET Colleges

Objective

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

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

Thank you for taking time to complete this questionnaire

Please Note that: No need of writing your name.

Part I: Personal Data

Put an "x" in the square to indicate your answer.

1. Level: a) level 1 b) level 2 c) level 3
2. Sex: Male Female
3. Age: Below 20 years 20-25 years 26-30 years
 31-35 years 36-40 years Above 40 years

4. Name of the institution _____

Part II

Instruction: Put a tick mark or rank order appropriately in the space provided or in the column that best describes the given statement. Giving more than one option is possible where necessary.

A. Practices

1. Do you have an interest in vocational training?
a) Yes b) No
2. If your answer to Question No 1 is "Yes" give rank for the following factors which prompted you to choose this field of training. (Indicate the rank of each using 1st, 2nd, 3rd, etc.; 1st being the most relevant.)
 - a) The training promised employment opportunities
 - b) Access to further education
 - c) The training gives social prestige
 - d) means of livelihood of my friends
 - e) means of livelihood of my parent
 - f) Teacher's encouragement
 - g) Nearness to their residence
3. If your answer to question No. 1 is "No", indicate your reasons by ranking each statement using 1st, 2nd, 3rd ...; 1st being the most relevant.
 - a) Limited job opportunities
 - b) Limited opportunity for higher education
 - c) Low social prestige
 - d) negative attitude at parent toward the training
 - e) negative attitude of friend toward TVET
 - f) negative attitude of teaches toward TVET
 - g) Impact of trainees result in GCSEC
4. Who encouraged you to choose your present field of study?
 - a) Parents'
 - d) Your own personal interest

- b) School friends
- c) Teachers' influence
- g) Less result
- e) school vocational counselor
- f) Media advertisement

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

- a) Yes
- b) No

6. If there is no career guidance and counseling center who is/are responsible for offering vocational counseling services for trainees?

- a) Guidance and counseling unit
- b) Students' affairs unit
- c) Apprenticeship office
- d) Public relation unit

7. Is there any follow-up activity conducted by the career counselor of your institution after you are assigned to your field of study?

- a) Yes
- b) No

8. If your answer to question No, 7 is "yes" how frequently is it conducted?

- a) very frequently
- b) frequently
- c) Once in a while

A/ Practices

Instruction: Please put a mark (x) for your response in the box

No	Statements	Response categories		
		Agree	Undecided	Disagree
9	The career guidance and counseling services are rendered in our institution			
10	I observed that the career guidance and counselor of our institution helps students on career related issues.			
11	When I face a problem, I consult school career guidance and counselor.			
12	Our institution career guidance and counselor gives orientation to students on academic and vocational issues.			
13	The career guidance and counselor of our institution participate in different clubs and to use their potentialities.			
14	The career guidance and counselor of our institution always accepts students warmly.			
15	The career guidance and counselor encourages me to do my best in the institution.			
16	My parents are satisfied with the professional support I get from the school career guidance and counselor.			
17	The career guidance and counselor of the institution helps me to learn according to my own interests and ability.			
18	I am already assigned in the institution in the field of study based on my attitude and interest.			

B/ Questions

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

Instruction: Please put a mark (x) for your response in the box

No	Items	Excellent	V.good	Good	Fair	Poor
1	Preparation of curriculum vitae					
2	Job application skill					
3	Skills to face interview and perform effectively in group discussion					
4	Information about entrance examination					

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

Instruction: please put a mark (x) for your response in the box

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

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

Instruction: Please put a mark (x) for your response in the box

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

C. Problems

No	Statements	Response categories		
		Agree	Undecided	Disagree
22	I'm dissatisfied with the career guidance and counselor's activities of the institution.			
23	I observed that students who visit the career guidance and counselor are not happy.			
24	I do not believe that the career guidance and counselor of our institution has interest and motivation in his/her duty.			
25	The career and counselor of our institution does not have good relationship with students, directors or deans and teachers.			
26	I did not get the opportunity to discuss on personal and educational problems			

	with a career guidance and counselor of our institution.			
27	There are no adequate facilities for giving career guidance and counselor service like office, bulletin-board, computer, etc.			
28	There are no differences between the advice given by my parents and the professional help given to me by the career and counselor of the institution.			
29	I believe that the practices of the institution in career counseling service have to be improved.			
30	I observed that the deans, department heads and teachers do not support the career guidance and counselor of the institution.			

Part III. Open-ended questions

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

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

በአዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት መርሃ ግብር

የንግድ ሥር ትምህርት ክፍል

በቴክኒክና ሙያ ተማሪዎች የሚሞላ መጠይቅ

ዓላማ

የዚህ መጠይቅ ዓላማ በአዲስ አበባ በሚገኙና በግል የቴክኒክና ሙያ ኮሌጆች የኬሪር ካውንስሊንግ አገልግሎት ከንውኖች እና ችግሮች ላይ ጥናትና ምርምር ለማካሄድ ነው። አንተም/ቺም የትምህርት ቤቱ የኬሪር ካውንስሊንግ አገልግሎት ተጠቃሚ በመሆን/ሽ የምትሰጣቸው/ጨያቸው ሃሳቦች ለጥናቱ ጠቃሚ ናቸው። ስለዚህ ይህንን መጠይቅ እንድትሞላ/ይ በትህትና እጠይቃለሁ። የተሰጡ ሃሳቦች በጥንቃቄና በሚስጥር ይጠበቃሉ።

ጊዜህን/ሽን ሰጥተህ/ሽ ለምሰጠው/ጪው የተሟላና ትክክለኛ አስተያየት አመሰግናለሁ።
ክፍል አንድ

ማሳሰቢያ፡- ስምህን/ሽን መጻፍ አያስፈልግም

ክፍል አንድ፡ መጠይቁን የሞላው/ችው ተማሪ የግል ሁኔታ መግለጫ

- 1. የትምህርት ደረጃ፣ ሀ) level 1 ለ) level 2 ሐ) level 3 መ. level 4
- 2. ጾታ፣ ሀ) ወንድ ለ) ሴት
- 3. ዕድሜ፣ ሀ) ከ20 ዓመት በታች ለ) 20-25 ዓመት ሐ) 26-30 ዓመት
መ) 31-35 ዓመት ሠ) 36-40 ዓመት ረ) 40 ዓመት በላይ
- 4. የተቋሙ/ ኮሌጅ ስም _____

ክፍል ሁለት፤

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

ሀ. ክንውኖች

1. አንተ/ቺ የቴክኒክና ሙያ ትምህርት በመከታተልህ/ህ ደስተኛ ነህ/ሽ

ሀ. አዎን ደስተኛ ነኝ

ለ. ደስተኛ አይደለሁም

2. መልስህ/ሽ "አዎን ደስተኛ ነኝ" ከሆነ ከዚህ በታች የተዘረዘሩት ከ1ኛ-7ኛ ደረጃ ስጣቸው/ስጫቸው። በጣም ክፍተኛ የሆነው ምክንያት 1ኛ ሲባል ዝቅተኛው 7ኛ ይሁን። /ከክፍተኛው ምክንያት ወደ ዝቅተኛው ሲኬድ ከ1ኛ-7ኛ ደረጃ ስጪው/ጪው።

ሀ. ሥልጠናው የሥራ ዕድል ስለሚያስገኝልኝ

ለ. ሥልጠናው ለተሻለ የክፍተኛ ትምህርት ዕድል ስለሚያስገኝልኝ

ሐ. ሥልጠናው በጎብረተሰቡ ከበሬታ ስለሚያስገኝልኝ

መ. ለጓደኞቼ የገቢ ምንጭ ምክንያት ስለሆነ

ሠ. ለቤተሰቦቼ የገቢ ምንጭ ምክንያት ስለሆነ

ረ. መምህሮቼ ስለገፋፉኝ/ስላበረታቱኝ

ሰ. ለመኖሪያ ቤቴ ቅርብ በመሆኑ

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

ሀ. ሥልጠናው የሚያስገኘው አነስተኛ የሥራ ዕድል

ለ. ሥልጠናው ወደ ክፍተኛ የትምህርት ተቋም ለመዛወር የትምህርት ደረጃ ለማሻሻል የሚያስገኘው አነስተኛ ዕድል

ሐ. ህብረተሰቡ ለሥልጠናው ያለው አመለካከት ዝቅተኛ አመለካከትና የሚያስገኘው አነስተኛ ጥቅም

መ. ወላጆች ለሥልጠናው ያላቸው አመለካከት ዝቅተኛ መሆን

ሠ. ጓደኞቹ ለሥልጠናው ያላቸው አመለካከት ዝቅተኛ መሆን

ረ. መምህራን ለሥልጠናው ያላቸው አመለካከት ዝቅተኛ መሆን

ሰ. የብሔራዊ ፈተና ውጤት አነስተኛ መሆን

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

ሀ. በወላጆችህ/ሽ

መ. በራስህ/ሽ ፍላጎት

ለ. በት/ቤት ጓደኞችህ/ሽ

ሠ. በተቋሙ ኬሪር ካውንስለር ምክር

ሐ. በመምህራኖች/ሽ

ረ. በመገናኛ ብዙሃን ማስታወቂያ

5. አሁን በምትማሪበት ተቋም የኬሪር ጋይዳንስና የምክር አገልግሎት ተቋቁሞአል

ሀ. አዎን ተቋቁሞአል

ለ. አልተቋቋመም

6. የኬሪር ጋይዳንስና የምክር አገልግሎት በተቋሙ ውስጥ ካልተቋቋመ የኬሪር

ጋይዳንስና የምክር አገልግሎቱን ሥራ የሚሰራው ማነው

ሀ. ጋይዳንስና ካውንስለንግ

ለ. የተማሪዎች ጉዳይ

ሐ. የሥራ ላይ ሥልጣን ወይም አፓርንትሺፕ ክፍል

መ. የተቋሙ የህዝብ ግንኙነት ክፍል

7. አሁን በመከታተል ላይ ወደምትገኘው/ኒው የትምህርት መስክ ትምህርት-ህን/ ሽን

ለመከታተል ከገባህ/ሽ በኋላ አንተ/ቺ ከትምህርት መስኩ ጋር ስላለህ/ሽ ቀረቤታ

በተቋሙ ኬሪር ካውንስለር ክትትል ይደረግልሃል/ሻል

ሀ. አዎን ይደረግልኛል

ለ. አይደረግልኝም

8. ለ5ኛው ጥያቄ መልስ/ሽ "አዎን ይደረግልኛል" ከሆነ የክትትሉ ሁኔታ /ድግግምሽ/

ምን ይመስላል

ሀ. ሁልጊዜ

ለ. አልፎ አልፎ

ሐ. በረዥም ጊዜ አንዴ

ክፍል ሁለት

መመሪያ፡- ከተሰጡት አማራጮች መካከል ለተሰጠው ዐረፍተ ነገር ይስማማል የምትለው/ይውን ሃሳብ በዚህ ምልክት በማድረግ አሳይ/ይ፡፡

ሀ. ክንውኖች፤

ማሳሰቢያ፡ መልስህን/ሽን የጸ ምልክት በማድረግ መልሼ/ስ

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

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

ማሳሰቢያ: መልስህን/ሽን የጸ ምልክት በማድረግ መልሼ/ሰ

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

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

ማሳሰቢያ: መልስህን/ሽን የጸ ምልክት በማድረግ መልሼ/ሰ

ተ.ቁ	የሥራው ዓይነት	እ.በ.ጥሩ	ቢ.ጥሩ	ጥሩ	መልካም	ዝቅተኛ
1	የኬሪር ካውንስሊንግ አገልግሎት መስጫ ሴንተር ውስጥ መሟላት ስለሚገባቸው እንዲበረኩ፣ ማስታወቂያ መለጠፊያ ሰሌዳ፣ ኮምፒዩተርና የመሳሰሉት ወዘተ. ማሟላትን በተመለከተ					
2	ኬሪርን በተመለከተ የሚኖር መረጃ በኮምፒዩተር፣ በጋዜጣና በመሳሰሉት ማግኘትን በተመለከተ					

21. በተቋሙ ውስጥ ለሠልጣኞች /ለተማሪዎች/ የሚሠጠው አገልግሎት እንዴት ትመዝገብህ/ሽ

ማሳሰቢያ፡ መልስህን/ሽን የጸ ምልክት በማድረግ መልሼ/ስ

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

ለ. ችግሮች፡

ማሳሰቢያ፡ መልስህን/ሽን የጸ ምልክት በማድረግ መልሼ/ስ

ተ.ቁ	ዐረፍተ ነገር	የመልሶቹ ገፅታ/ረድፍ/		
		እስማማለሁ	አልተወሰነም	አልሰማማም
22	ተቋማችን የሚሰጠው የኬሪር ካውንስሊንግ ሥራ ወይም አገልግሎት አያረካኝም /አያስደስተኝም/።			
23	ተቋማችን ካውንስለሩን የሚያማክሩ ተማሪዎች ደስተኞች አይደሉም።			
24	በተቋማችን የሚያገለግሉት ኬሪር ካውንስለር ለሥራው ተነሳሽነትና ፍላጎት አላቸው የሚል እምነት የለኝም።			
25	በተቋማችን የሚገኙት ኬሪር ካውንስለር ከተማሪዎች ከመምህራንና ከርዕሰ መምህራን			

	ጋር ጥሩ ግንኙነት የላቸውም።			
26	በኬሪር ካውንስለሩ ጋር በትምህርትና በግል ችግሮች ላይ ለመወያየት ዕድል አላገኘሁም።			
27	በተቋማችን የኬሪር ካውንስሊንግ አገልግሎት ለመስጠት የሚያስችሉ እንደ ቢሮ፣ የማስታወቂያ ሰሌዳ፣ ኮምፒዩተርና የመሳሰሉት በበቂ ሁኔታ ተሟልተው አይገኙም።			
28	ከወላጆች የሚሰጠኝ ምክርና ከካውንስለሩ የሚሰጠኝ የሙያ ድጋፍ ልዩነት የላቸውም።			
29	የትምህርት ቤቱ ኬሪር ካውንስሊንግ አገልግሎት መሻሻል አለበት።			
30	የተቋሙ ዲን፣ ተቀዳሚ መምህራንና መምህራን ለተቋሙ የኬሪር ካውንስሊንግ ድጋፍ እንደማያደርጉ አይቼአለሁ።			

ክፍል ሶስት

ክፍት ጥያቄዎች

መመሪያ፡ የሚከተሉትን ጥያቄዎች ካነበብክ/ስ በኋላ ተገቢ መልስ እንድትሰጠ/ጥ።

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

32. በአንተ/ቺ አስተያየት እነዚህ ችግሮች እንዴት ይፈታሉ?

Addis Ababa University
School of Graduate Studies
Department of Business Education
Questionnaire to be filled by Vocational Teachers

Objectives

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

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

Thank you!

Part I: Personal Data

Note: Writing your name is not necessary.

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

Part II

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

A. Counseling Activities

No	Statements	Agreed	Undecided	Disagree
1	I refer students having personal or academic problems to the career guidance and counselor of the institution			
2	The career guidance and counselor helps students having personal and academic problems.			
3	The existence of career guidance and counseling services in the institution has helped the teaching learning process.			
4	The career guidance and counselor prepares/collects career related information/ documents like job vacancies.			
5	I respect the career guidance and counselor of the institution for his/her efforts in identifying interests and attitudes of students and in resolving students' problems.			
6	The career guidance and counselor of the institution has good relationship with teachers.			
7	I am involved indirectly in career			

	guidance and counseling activities.			
8	I'm trying to relate the subject matter to the real situation in the world of work.			
9	The career guidance and counselor of the institution has negative attitude towards his/ her professional career counseling activities.			
10	There are no adequate facilities which can help to strengthen the career guidance and counseling services like office, bulletin-board computer, etc. in your institution.			
11	The participation of teachers in career guidance and counseling service is essential.			

Part II: Open-ended Question

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

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

Addis Ababa University
School of Graduate Studies
Department of Business Education

Unstructured Interview for Career Guidance and Counselors

Objectives

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

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

Thank you!

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

Addis Ababa University
School of Graduate Studies
Department of Business Education
Unstructured Interview for Ass/Academic Dean's of the College

Objectives

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

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

Thank you!

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

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

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

በ1999 ዓ/ም በአዲስ አበባ ከተማ አስተዳደር ትምህርት ቢሮ
በኮሌጅ (10+3) ደረጃ ቅ/ዕውቅናና ዕውቅና ያገኙ ኮሌጆች ዝርዝር

ተ.ቁ	የተቋሙ ስም	ረቃድ ያገኘበት ጊዜ	የሰልክ ቁጥር	ደረጃ	የሚያሰለጥንበት ሁኔታ		የሚያሰለጥነው ሙያ
					ቅ/ዕውቅና	ዕውቅና	
1	አዲስ አበባ ዲ.ጋ.ታ.ላ. ባይንስ ኮሌጅ	10/1/98	715874	10+3	-	ሙቅና	ዲ.ጋ.ታ.ላ. ተፈጥሮ ዲ.ጋ.ታ.ላ. ማህተም ዲ.ጋ.ታ.ላ. ስነ-ምግባር ዲ.ጋ.ታ.ላ. (በአራዳ ክፍለ ከ/ከተማ)
2	አበት አፍሪካ አገልግሎት ለፍትህና ቴክኖሎጂ ኮሌጅ	30/12/98	718700/711758	10+3	-	ሙቅና	ሬዲዮ ግጥም እና ስራ ስራ ስራ ስራ (በንጉሥ ስራ ላይ ከ/ከተማ)
3	ግራካል የጤና ኮሌጅ	24/12/96	6184370	10+3	በትምህርት ለውጥ	-	ክሊኒካል ማህተም (በአራዳ ከ/ከተማ)
4	ናገራ ኮሌጅ	26/12/96	527696	10+3	-	ሙቅና	አካላዊ ትምህርት ስራ ስራ ስራ ስራ (በንጉሥ ስራ ላይ ከ/ከተማ)
5	ኮኩህ ኮሌጅ	26/12/96	795120/797614	10+3	-	ሙቅና	አገልግሎት ስራ ስራ ስራ ስራ (በአራዳ ከ/ከተማ)
	ኮኩህ ኮሌጅ	30/12/97	798676	10+3	-	ሙቅና	በሥነ ስራ ስራ ስራ ስራ (በአራዳ ከ/ከተማ)
6	አዲስ አበባ የቴክኖሎጂና ገንዘብ ኮሌጅ	18/1/97	787374/781874	10+3	-	ሙቅና	በአካላዊ ትምህርት ስራ ስራ ስራ ስራ (በአራዳ ከ/ከተማ)
	አለም ቴክኖሎጂ እና ገንዘብ ኮሌጅ	25/1/98	707873/74	10+3	-	ሙቅና	በአገልግሎት ቴክኖሎጂ (ኮሌጅ ቀራንቶ ከ/ከተማ)
	አለም ቴክኖሎጂ እና ገንዘብ ኮሌጅ	27/12/97	"	10+3	ትምህርት	-	በአካላዊ ትምህርት ስራ ስራ ስራ ስራ (በአራዳ ከ/ከተማ)
7	ግራሲ ቢሮኖች ኮሌጅ	20/4/98	151025	10+3	-	ሙቅና	በአገልግሎት ቴክኖሎጂ (ቀራንቶ ከ/ከተማ በሚገኘው ካምፓስ)
	ግራሲ ቢሮኖች ኮሌጅ	20/4/98	"	10+3	-	ሙቅና	በአካላዊ ትምህርት ስራ ስራ ስራ ስራ (በአራዳ ከ/ከተማ)
8	ግራሲ ካሊ ኮሌጅ	21/1/97	402537/38	10+3	-	ሙቅና	በአካላዊ ትምህርት ስራ ስራ ስራ ስራ (በአራዳ ከ/ከተማ)
	ግራሲ ካሊ ኮሌጅ	25/4/98	402537	10+3	ትምህርት	-	በአካላዊ ትምህርት ስራ ስራ ስራ ስራ (በአራዳ ከ/ከተማ)
	ግራሲ ካሊ ኮሌጅ	20/7/97	"	10+3	-	ሙቅና	ስነ ስራ ስራ ስራ ስራ (በንጉሥ ስራ ላይ ከ/ከተማ)
9	አገልግሎት ኮሌጅ	24/1/97	774729	10+3	-	ሙቅና	በአገልግሎት ቴክኖሎጂ ስራ ስራ ስራ ስራ (በአራዳ ከ/ከተማ)
10	ሲታራ ማህተም ኮሌጅ	25/1/97	46-46-35/37	10+3	-	ሙቅና	በአካላዊ ትምህርት ስራ ስራ ስራ ስራ (በአራዳ ከ/ከተማ)
	ሲታራ ማህተም ኮሌጅ	25/1/97	"	10+3	-	ሙቅና	በአካላዊ ትምህርት ስራ ስራ ስራ ስራ (በአራዳ ከ/ከተማ)
11	ግራሲ የጤና ኮሌጅ	01/02/97	625322/633395	10+3	-	ሙቅና	በአካላዊ ትምህርት ስራ ስራ ስራ ስራ (በአራዳ ከ/ከተማ)
12	አርቢት ሲታራ ቴክኖሎጂ ኮሌጅ	01/02/97	67-10-30	10+3	ትምህርት	ሙቅና	በአካላዊ ትምህርት ስራ ስራ ስራ ስራ (በአራዳ ከ/ከተማ)
	አርቢት ሲታራ ቴክኖሎጂ ኮሌጅ	01/02/97	"	10+3	-	ሙቅና	በአገልግሎት ቴክኖሎጂ (በቀራንቶ ከ/ከተማ በሚገኘው ካምፓስ)
13	ኑሮ ማህተም ኮሌጅ	8/2/97	72-14-43/72-59-25	10+3	-	ሙቅና	በሥነ ስራ ስራ ስራ ስራ (በንጉሥ ስራ ላይ ከ/ከተማ በሚገኘው ካምፓስ)
	ኑሮ ማህተም ኮሌጅ	12/3/98	"	10+3	-	ሙቅና	በአካላዊ ትምህርት ስራ ስራ ስራ ስራ (በአራዳ ከ/ከተማ)
14	2020 ለገን ኮሌጅ	8/2/97	20-88-55	10+3	-	ሙቅና	በአካላዊ ትምህርት ስራ ስራ ስራ ስራ (በአራዳ ከ/ከተማ)
	2020 ለገን ኮሌጅ	14/11/97	16-40-84	10+3	ትምህርት	ሙቅና	በአካላዊ ትምህርት ስራ ስራ ስራ ስራ (በአራዳ ከ/ከተማ)
15	አልጎን የጤና ኮሌጅ	5/1/97	55-35-42	10+3	ትምህርት	ሙቅና	በሥነ ስራ ስራ ስራ ስራ (በንጉሥ ስራ ላይ ከ/ከተማ በሚገኘው ካምፓስ)
	አልጎን የጤና ኮሌጅ	12/1/97	"	10+3	-	ሙቅና	በአካላዊ ትምህርት ስራ ስራ ስራ ስራ (በአራዳ ከ/ከተማ በሚገኘው ካምፓስ)

ተ.ቁ	የተጽዕኖ ስም	ፈቃድ ያገኘበት ደረጃ	የሰልክ ቁጥር	ደረጃ	የሚያስለገገበት ሁኔታ		የሚያስለገገው ሙያ
					ት/ዕውትና	ዕውትና	
	እድገት ኮሌጅ/መስተረጃ ካምፓስ	6/1/98	.	10+3	-	ሎ-ትና	በአካውንቲንግ፣ በፕሮጀክት፣ በሰልጠናዎች ላይ በሌሎችም ስልጠናዎች ላይ ለገጽ ስራ ላይ ተከፍተው (በቁርጫ ክ/ክተማ)
	እድገት ኮሌጅ	2/9/98	.	10+3	-	ሎ-ትና	በአካውንቲንግ፣ በሂሳብ ስራ ላይ ለገጽ ስራ ላይ ተከፍተው (በቁርጫ ክ/ክተማ) የርቀት ስራ ላይ
52	የወጣት ኮሌጅ	11/1/98	40-18-62	10+3	-	ሎ-ትና	በአካውንቲንግ፣ በሂሳብ ስራ ላይ ለገጽ ስራ ላይ ተከፍተው (በግንባታ ስራ ላይ ከ/ክተማ)
53	አወላኛ ኮሌጅ	25/1/98	78-81-63	10+3	-	ሎ-ትና	በአካውንቲንግ፣ በሂሳብ ስራ ላይ ለገጽ ስራ ላይ ተከፍተው (በግንባታ ስራ ላይ ከ/ክተማ)
54	ሲቪል ሲንጅርጅን ተከፍተው ኮሌጅ	1/2/98	652-54-59/60	10+3	-	ሎ-ትና	በሲቪል ሲንጅርጅን ተከፍተው (በቁርጫ ክ/ክተማ)
55	አድራሻ ቤብ ኮሌጅ	1/2/98	50-59-95/98	10+3	-	ሎ-ትና	በሲንጅርጅን ተከፍተው እና በሌሎች ስራ ላይ (በቁርጫ ክ/ክተማ ማከላከል ካምፓስ)
	አድራሻ ቤብ ኮሌጅ	1/2/98	.	10+3	-	ሎ-ትና	በአካውንቲንግ፣ በሲቪል ሲንጅርጅን፣ በሂሳብ ስራ ላይ ለገጽ ስራ ላይ ተከፍተው (በቁርጫ ክ/ክተማ ያይን ካምፓስ)
56	ርያ ኮሌጅ	1/2/98	466-95-98 86-87-88	10+3	-	ሎ-ትና	በአካውንቲንግ፣ በሲቪል ሲንጅርጅን፣ በሂሳብ ስራ ላይ ለገጽ ስራ ላይ ተከፍተው እና በሌሎች ስራ ላይ (በአራዳ ክ/ክተማ ፒ.ዲ ካምፓስ)
	ርያ ኮሌጅ	1/2/98	.	10+3	-	ሎ-ትና	በአካውንቲንግ፣ በሲቪል ሲንጅርጅን፣ በሂሳብ ስራ ላይ ለገጽ ስራ ላይ ተከፍተው እና በሌሎች ስራ ላይ (በቁርጫ ክ/ክተማ ላይ ካምፓስ)
57	ሮሃ ኮሌጅ	30/1/98	50-85-52 56-86-15	10+3	ትድመ ሎ-ትና	-	በአካውንቲንግ፣ በሲቪል ሲንጅርጅን፣ በሂሳብ ስራ ላይ ለገጽ ስራ ላይ ተከፍተው እና በሌሎች ስራ ላይ (በቁርጫ ክ/ክተማ)
58	አዎ አዎ ሲንጅርጅ ኮሌጅ	24/12/98	646-42-52	10+3	-	ሎ-ትና	በኮሌጅ ስራ ላይ (በሶጫ ክ/ክተማ)
59	ጊድ ሲንጅርጅን ተከፍተው ኮሌጅ	17/6/98	66-15-63	10+3	-	ሎ-ትና	በሲንጅርጅን፣ በሲቪል ሲንጅርጅን ላይ ለገጽ ስራ ላይ ተከፍተው (በቁርጫ ክ/ክተማ ስራ ላይ ካምፓስ)
60	አዲስ አበባ የጤና ኮሌጅ	3/12/98	122-36-37	10+3	ትድመ ሎ-ትና	-	በኮሌጅ ስራ ላይ ተከፍተው እና በሌሎች ስራ ላይ (በጉለሌ ክ/ክተማ)
61	ቲክ ከን ሲንጅርጅን ሲንጅርጅ ኮሌጅ	27/11/98	440-14-63	10+3	ትድመ ሎ-ትና	-	በሲንጅርጅን ተከፍተው በሌሎች ስራ ላይ እና በሌሎች ስራ ላይ (በግንባታ ስራ ላይ ላይ ከ/ክተማ)
62	ናሽና የጤና ኮሌጅ	27/11/98	52-77-82 52-76-95/96	10+3	ትድመ ሎ-ትና	-	በኮሌጅ ስራ ላይ እና በሌሎች ስራ ላይ (በዋካ ክ/ክተማ)
63	አዲስ አበባ ፖሊስ ኮሌጅ	26/11/98	122-81-80 123-45-38	10+3	ትድመ ሎ-ትና	-	በሌሎች ስራ ላይ እና በሌሎች ስራ ላይ (በአራዳ ክ/ክተማ)
64	ግድግዳ ተሳ ተከፍተው ኮሌጅ	10/01/99	551-46-57 552-55-23	10+3	-	ሎ-ትና	በሌሎች ስራ ላይ ለገጽ ስራ ላይ (በሌሎች ክ/ክተማ)

Declaration

I, hereby, declare that this thesis is my original work and has not been presented in any other university. All the materials used in this thesis have been duly acknowledged.

Name: **Tadious Assefa**

Signature _____

Date _____

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

Name: **Girma Zewde (Associate Prof.)**

Signature _____

Date _____

