

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**THE STATE OF CAREER GUIDANCE  
IN SELECTED GOVERNMENT TECHNICAL  
AND VOCATIONAL EDUCATION AND  
TRAINING COLLEGES OF  
ADDIS ABABA**

**BY  
DEJENE DANA**



**MARCH 2007  
ADDIS ABABA**

**THE STATE OF CAREER GUIDANCE  
IN SELECTED GOVERNMENT TECHNICAL  
AND VOCATIONAL EDUCATION AND  
TRAINING COLLEGES OF ADDIS ABABA**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE  
STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL  
FULFILMENT FOR THE REQUIREMENTS OF THE  
DEGREE OF MASTERS OF ARTS IN MANAGEMENT OF  
VOCATIONAL EDUCATION**

**BY  
DEJENE DANA**

**MARCH 2007  
ADDIS ABABA**

## **A C K N O W L E D G E M E N T S**

Above all, I submit the glory and honor to the almighty God whose grace sustained me and made this study to become a reality.

I would like to express my genuine heart-felt gratitude to my advisor, Dr. Wanna Leka, for his unreserved professional and technical assistance throughout the work of my thesis. Had it not been for his meticulous follow-up and observation, the successful completion of this thesis could have been in doubt.

Words cannot express my deepest thanks and appreciation to my family particularly my wife Wro. Kassech Bekele, my son Alelign Dejene[student of Medical Science] and my daughter Bezawit Dejene who had been a source of encouragement and moral support during my research work. I can also not forget to appreciate and thank my little child Fanuel Dejene who at least did not disturb me during the organization of the thesis at home.

I am indebted to all deans, deputy deans, career guidance officers, instructors and trainees of the selected government TVET colleges for spending their invaluable time in filling questionnaires and for being interviewed. I equally wish to put on record, my indebtedness to Dr. Zerihun Kebede who first inspired me to begin the postgraduate program and Ato Luelseged Abraha who had always given me moral support.

Finally, all in all, my friends who gave me moral and material support in my study one way or the other will take an important position in my heart.

# TABLE OF CONTENTS

Topics	Page
Acknowledgement .....	i
Table of Contents .....	ii
List of Tables .....	v
List of Acronyms.....	vii
Abstract.....	viii
<b>CHAPTER ONE</b>	
1. THE PROBLEM AND ITS APPROACH.....	1
1.1. Background of the Problem .....	1
1.2. Objective of the Study .....	6
1.3. Statement of the Problem .....	7
1.4. Significance of the Study.....	9
1.5. Delimitation of the Study.....	9
1.6. Limitation of the Study.....	10
1.7. Operational Definition of Terms.....	10
1.8. Organization of the Study.....	12
<b>CHAPTER TWO</b>	
2. REVIEW OF RELATED LITERATURE.....	13
2.1. Objective of (TVET) and Career Guidance the Global Economy.....	13
2.2. Conceptual Framework of Career Guidance.....	16
2.3. The Principles and Contents of Career Guidance.....	21
2.4. The Need/Importance/for Organized Career Guidance in TVET Program.....	24
2.5. The Quality of Career Guidance Personnel .....	27
2.5.1. Career Counsellor.....	28

2.5.2. Instructor.....	31
2.5.3. Deans, Advisors and Librarians.....	34
2.5.3.1. College Deans.....	34
2.5.3.2. Advisors.....	36
2.5.3.4. Librarian.....	37
2.6. Planning and Organizing Efficient Career Guidance Services for TVET Programmes.....	38
2.6.1. Career Informational Services .....	38
2.6.2. Imparting Job Search Success Skills to Trainees.....	41
2.6.3. School-to-Work Transition Service.....	42
2.7. Major Constraints in Conducting Career Guidance Programme.....	44

### **CHAPTER THREE**

3. RESEARCH DESIGN AND METHODOLOGY.....	48
3.1. Method of the Study.....	48
3.2. Sample Population and Sampling Techniques.....	48
3.3. Source of the Data.....	52
3.4. Data Collection Instruments.....	52
3.5. Pilot Study.....	52
3.6. Procedures of Data Collection.....	53
3.7. Data Analysis.....	53

### **CHAPTER FOUR**

4. PRESENTATION, ANALYSIS AND INTERPRETAION OF DATA.....	54
--	----

### **CHAPTER FIVE**

5. SUMMARY, CONCLUSION AND RECOMMENDATION.....	86
5.1. Summary of the Findings.....	86
5.2. Conclusion.....	93
5.3. Recommendation.....	96

**References**.....96

**Appendices**

- Appendix 1 Questionnaire of Career Counselors
- Appendix 2 Questionnaire of Deans and Assistant Deans
- Appendix 3 Questionnaire of Instructors
- Appendix 4 Questionnaire of Trainees
- Appendix 5 Unstructured interview item of College Deans and Career Counselors

## L I S T   O F   T A B L E S

<b>Topics</b>	<b>Page</b>
<b>Table 1:</b> The composition of sample respondent by qualification and program .....	52
<b>Table 2:</b> Distribution of Respondents by College, Sex and Age.....	55
<b>Table 3:</b> Respondents' category by Qualification, area of Specialization, Years of Service and Experience.....	57
<b>Table 4:</b> Distribution of Trainees in Program Enrolled, Class year and Area/Field of Study.....	59
<b>Table 5:</b> Trainees' Assignment in to Different Fields.....	60
<b>Table 6:</b> Counselors and Deans Response about their present Qualification and Specialization.....	61
<b>Table 7:</b> The state of Awareness Creation Programs to Promote Career Guidance Program.....	62
<b>Table 8:</b> Counselors, Deans, Instructors and Trainees Ranking of Activities.....	65
<b>Table 9:</b> Respondents' Opinion about the Awareness of Career Guidance Objectives and Functions.....	67
<b>Table 10:</b> The Opinion of Respondents Regarding the Training in the College is Labour Market Oriented or Not .....	69
<b>Table 11:</b> The Responses Regarding Objectives of TVET and Organization of Career Guidance Program.....	70
<b>Table 12:</b> Deans and Career Counselors Opinion about Career Guidance Objectives, Laws to Implement the Program and Resource Allocated in the form of Budget.....	73
<b>Table 13:</b> Respondents' Opinion about the Existing Facilities and Services to Make the Training Labour Market Oriented.....	75
<b>Table 14:</b> Career Counselors' Response about Professional Commitment and Participation in Career Guidance	

Workshops, Seminars and Training. ....	78
<b>Table 15:</b> Counselors Rating of Career Guidance Service and Activities in the College.....	80
<b>Table 16:</b> Deans Rating of Career Guidance Services and Activities in the College .....	82
<b>Table 17:</b> Instructors Response by Rating Career Guidance Activities Prevailing in their College .....	83
<b>Table 18:</b> Trainees Opinion towards Questions Related to Career Guidance Services Carried in the College.....	84

## **L I S T   O F   A C R O N Y M S**

1. **A.A.** -----Addis Ababa
2. **ASS**-----Accounting and Secretarial Services
3. **BUS.**-----Business
4. **Cons. Tech.** --Construction Technology
5. **EMPDE** ----- Educational Material Production and Distribution  
Enterprise
6. **ESDP**-----Education Sector Development Program
7. **HSB**-----Hotel Service and Beautifications
8. **Inds. Tech.** -----Industrial Technology
9. **ILO** .....International Labour Organization
9. **MOE**-----Ministry of Education
10. **MSSE**-----Micro Small Scale Enterprise
11. **NGO**-----Non Government Organizations
12. **OECD**-----Organization for Economic Cooperation and Development
13. **OSSREA**----Organization for Social Science Research in Eastern Africa
14. **TGT**-----Textile and Garment Technology
15. **TVET**-----Technical and Vocational Education and Training
16. **UNESCO**----United Nations Educational, Scientific and Cultural  
Organization.

## **A B S T R A C T**

*The purpose of this study was to investigate the state of career guidance in selected government Technical and Vocational, Education and Training (TVET) colleges of Addis Ababa. The study is intended to assess whether the basic principles and functions of career guidance programs are implemented or not to achieve TVET objectives in relation to career guidance and to identify related problems encountered in the process of implementation.*

*To this end, out of the five government TVET colleges; three TVET colleges were selected using purposive sampling technique. By using a descriptive survey method through questionnaire supplemented by unstructured interview relevant data, gathered from four groups of respondents (career guidance officers, deans, instructors and trainees), who were principal stakeholders in the TVET program implementations.*

*A sample of 425 respondents included in the study. The career counselors 6 (4 male and 2 female) and deans 8 (6 male and 2 female) included in the sample by using availability sampling techniques, where as 99(75 male and 24 female) instructors and 312[150 male and 162 female] trainees were selected by using stratified random sampling techniques. The instructors were drawn from main and entrepreneurship courses, where as the trainees were selected only from second and third year 10+2 and 10+3 trainees. The data collected analyzed and interpreted by using percentage with additional sources from related literature on national and international level.*

*The findings of the study revealed that the practice of career guidance principles and functions had been extremely low. Majority of the respondents have lack of awareness about the objectives and functions of career guidance program. Besides, career guidance program promotion activities had been almost non-existent. The trainees were not informed adequately about labour market information in relation to their field of study and future career developments. Most of the training programs were not demand-driven and there is mismatch between supply of out put and demand of trained workforce. There is no refresher training on career guidance and the career guidance office is not represented at different levels of decision making. Moreover, instructors with BA/BS fulfill the qualification requirement of MOE for TVET college program, however, instructors with MA/MSc were below the requirement and most of the college management bodies lack knowledge about the close relationship between TVET and career guidance program.*

*To alleviate the above problems qualified, competent and experienced bodies should be assigned, that is the right person on the right place. Above all good human relation, training, research and developing policies, guidelines and legislation for implementation of career guidance programs should be undertaken by Ministry of Education, regional bureaus and colleges.*

## **CHAPTER ONE**

### **1. THE PROBLEM AND ITS APPROACH**

#### **1.1. Background of the Problem**

Vocation is what a person does to make a living. Early people practiced vocation when they hunted in the forest, caught fish in the streams or dug the ground for roots. The elders were trainers; where as the youth were trainees. As time progressed, the tremendous expansion of production accompanied by industrial revolution and the rapid technological development, together with the forces of globalization, are likely to lead to radical changes in the world of work (Daniel, 2002:5). These developments require more rapid and effective training of a large number of people. In this context, authorities in the field of career guidance indicated that rapid industrialization implies a higher work force requirement (Nayak and Rao, 2004:38). Thus, technical and vocational education and training (TVET) become an important means to fulfill this requirement of trained workforce for the world of work.

Technical and vocational education and training is increasingly recognized as an effective means of empowering young people to engage in productive and sustainable livelihood. Technical and vocational education and training programmes that respond to the demands of labor market, both local and global, are viewed as central in order to equip the young with the work skills that will enable them to escape the trap of poverty and contribute to their community's economic wellbeing (Perera, 2005:3).

Vocational/ career guidance is an essential ingredient/factor in the promotion of TVET. Vocational guidance, closely linked to the labor market system is essential for the success of TVET initiatives. Guidance workers

will need to use labor market information to advise trainees about types of jobs available, skills needed, career paths, salary scales and trends and opportunities for professional growth (OECD, 2004:40).

The expansion of TVET, increased enrollment in vocational training, expansion of the curriculum, rapid change in science and technology presents TVET trainees with complicated problems of making choices and adjustment. According to (Grubb, 2002:4) in the wise choice of a vocation, there are three broad factors. These are:

- (1) a clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations, and their causes;*
- (2) a knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work and*
- (3) true reasoning on the relations of these two groups of facts.*

Career guidance should take into account the needs of industry, the individual and the family while preparing trainees and adults for the real possibility of frequent career changes, which could include periods of unemployment and employment in the informal and formal sector. While emphasizing the needs of individuals, career guidance should be accompanied by information that gives them a realistic view of the opportunities available, including trends in the labour market and employment structures, the environmental impact of various occupations and what may be expected in terms of remuneration, career advancement and occupational mobility.

Therefore, today life is becoming very complex and people need experts' assistance in each aspect. This is because of diversified curricula offered, large number of vocations penetrating colleges, globalization, technological developments and competitive examinations for entry into colleges (Zunker, 1998:8-12). The trainees in making wise choices, transition from school-to-

work, adjustment and general life of the college require expert help. Moreover, career guidance programmes help trainees to orient in problems of career planning, educational programming and decisions towards long-term personal aim and values.

Ethiopia needs skilled labour for rapid development. It is clear fact that the presence of properly trained and skilled work force is one of the most important assets and prerequisites of social development and economic growth. Technical and vocational education and training programmes are critical in the development of a sustainable manpower resource, to supply the skilled work force for the production and services section of the economy as well as an expansion of opportunity for self-employment.

With regard to Ethiopia, during the second half of the nineteenth century and the early decades of the twentieth century the demand for new knowledge was focused strongly on the need for practical skills in a variety of basic trades. Hence, an attempt to meet this demand was initially made by foreigners and little connection was seen between education and the kinds of skill and abilities that were required in the first step towards modernization (Masresha, 2004:1).

Though the introduction of modern technical and vocational training into the Ethiopian education system dated back to more than 60 years with the establishment of Addis Ababa Technical school in 1942, the development of this sub sector in the past was slow and not up to the desired level and quality. This necessitated reform of education sector, which involves relevancy, access and maintaining a desired quality. Thus, to maintain the desired level and quality, the Ethiopian government introduced education and training policy in 1994. In line with this, the education and training policy of Ethiopia (MOE, 1994:16-17) states that parallel to general

education diversified technical and vocational training will be provided for those who leave school from any level of education.

Meanwhile in 2001 diversified training program was launched for those who completed grade ten in order to produce middle level work force requirement of the economy through out the country. The programmes were introduced at 10+1, 10+2 and 10+3 levels in twenty-four non-agricultural trades. Along side, this restructuring and expansion efforts that are under way in TVET starting from 2001/2002 considerable expansion and diversification of the TVET have taken place (ESDP II, 2002:15). Hence, by the year 2006 there were about 108 government and 139 non-government technical and vocational education and training institutes' offering training all over the country. From this it is possible to understand that the rate of TVET expansion is amazing, because before policy implementation there were only 13 government and 4 non-government TVET schools in the country (ESDP III 2005/2006).

Nevertheless, the quality of training remain poor due to limited funding; lack of appropriate equipment, facilities and services; insufficient number of qualified trainers; unsuitable and outdated occupational standards; lack of adequate functional relationship between training centers and real world of work; lack of stakeholders' participation in the curriculum design and implementation; and inefficient management (ESDP II, 2002:15). According to Ferej (2005:116) the major reason for being poor quality of TVET training outputs "in Africa is mismatch between what schools teach and what the reality of work place". Therefore, this study is aimed to investigate whether the above conditions currently improving or not.

Moreover, the absence of adequate and organized career guidance programmes in schools; lack of appropriate and well informed sensitive career guidance services in the TVET colleges contributed very much for the

poor quality and unmarketable outputs of training institutions. The advice offered to trainees about career choices often bears little relationships to the realities of the changing needs of trainees and demands of the labor market. In view of this, most government vocational schools are inefficient and there is a mismatch between what trainees learn and what the world outside school expects (Wanna, 1998:62). Thus, to establish the match between what trainees learn in the TVET colleges and what the labor market expect, effective career guidance service is needed.

Guidance appeared in Ethiopian literature for the first time in the 1960's, in the junior secondary school curriculum [Yusuf, 1987:20-21]. However, it did not materialize much in the educational system of the country in general and TVET program in particular. Moreover, most of the principles of career guidance are not implemented in the TVET colleges of Ethiopia in general and Addis Ababa in particular. According to MOE, (2005) TVET draft document on vocational guidance guidelines for TVET institutes and National Technical and Vocational Education and Training (TVET) strategy draft (2006) for the past few years vocational counselors were assigned in each TVET institution; however, practically the assigned counselors' were inefficient to undertake the duty. This unpublished document of the MOE, (2005:3) further lists the following major reasons for inadequacy of career guidance services in the TVET institutes and colleges:

- a) there was no any vocational counselor guideline so that assigned counselors did not know what duties and tasks were expected from them;*
- b) many TVET staff are attaching vocational counseling with apprenticeship program only;*
- c) a person assigned as a counselor was not professional or did not get any career guidance training and*
- d) there was no any career and personal development courses offered in TVET training system.*

However, the document does not indicate any role played by other stakeholder in the provision of career guidance services.

Even though some research, activities have been and are still being done by Ethiopian psychologists, educational scholars and others in the field of guidance and counseling, but in the area of career guidance it does not seem that it got its right direction. This is mainly because of lack of professionals, lack of knowledge about the function, principles and methods of career guidance service. However, educational guidance services in their crude form had been offered in comprehensive secondary schools, vocational and technical institutes [Yusuf, 1987:20-21].

It is within this context that the investigation of state of career guidance services, which should be given to all trainees as essential component of the total educational and training experience in TVET colleges, becomes significant. However, the present state of career guidance program to offer efficient services at TVET colleges does not seem up-to-date and adequate. Because of the all rounded nature of the career guidance program and the complex problems associated to it, more in depth studies and up-to-date information is a matter of necessity for further improvement of career guidance services in the TVET colleges. Therefore, this study focuses on the state of career guidance services in the government TVET colleges of Addis Ababa.

## **1.2. Objectives of the Study**

The general objective of this study is to investigate the state of career guidance services in selected government TVET colleges of Addis Ababa.

The specific objectives of the study were to:

- a) investigate the stakeholders(counselors, deans, instructors and trainees) career guidance awareness, knowledge, practice, etc.

- related to TVET;
- b) examine the existing facilities and resources in the TVET colleges in order to implement effective career guidance services;
  - c) assess the training in the TVET colleges whether or not it is demand-driven and labour market oriented;
  - d) explore whether the career counselors, deans and instructors in the college offer required assistance for their trainees and
  - e) identify major constraints in the implementation of career guidance program and recommend some feasible solutions for the problem.

### **1.3. Statement of the Problem**

Career guidance/career planning/ is a developmental and decision making process [Slater, 1996:24]. Career planning is present whenever at any stage help is needed in making choices or adjustments or solving problems or making decisions in the world of work [Brolin, 1995:349]. However, the environmental circumstances such as economic, social and technological stage of development determine its application. Moreover, to apply improved career guidance services in the TVET College the counselors, instructors, deans and trainees all are expected to have some knowledge of career guidance objectives and functions, which is not prevailing at present.

The state of career guidance services at TVET colleges is assumed to be characterized with the following major problems:

- a) inadequate knowledge of career guidance services among the TVET college staff or stakeholders of the training program such as counselors, trainees, college deans and instructors;
- b) lack of qualified and competent career guidance personnel to offer efficient career guidance services for trainees in TVET colleges;
- c) the structure of TVET does not clearly indicate career guidance service position in the organization structure at each level starting from

Ministry of Education down to institutional or college level and no clearly stated guidelines for career counselors;

- d) the trainees in the TVET colleges lack awareness of the self with regard to confidence, perception of reality, self-esteem, interest, abilities and skills in terms of related qualifications and competencies required to take up the identified occupation;
- e) the training is not market oriented and trainees in the TVET colleges lack occupational information and entrepreneurship qualities for taking up self employment

Taking the above points in to account then, "what is the state of career guidance service in selected government Technical and Vocational Education and Training colleges of Addis Ababa?" is the focus of this study.

In order to meet the stated objectives above, the study attempted to address the following basic questions:

1. Do counselors, deans and instructors have the necessary qualification, specialization, training and experience to offer adequate career guidance to trainees?
2. Are TVET college counselors, deans, instructors and trainees aware of the objectives, importance, functions, principles and contents of career guidance?
3. Do the TVET college trainees have adequate information about career prospect, employment and self-employment opportunity of their study?
4. Do counselors, instructors and deans offer required assistance for trainees based on necessary technical skills and guidelines to implement improved career guidance services in TVET colleges?
5. What services of career guidance are not present to implement the quality career guidance in the TVET colleges?

6. What are the outstanding administrative, financial and legal problems encountered in implementing career guidance in Addis Ababa TVET colleges?

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

In developing countries like Ethiopia, guidance service had not been organized and if at all it exists in some institutions like schools, it is mainly emphasized to screen individuals who have some difficulties of learning (Chauhan, 1982:50). The idea of modern career guidance, which involves adjustment to new surroundings, placement/school-to-work transition program, tracer studies, facilitate apprenticeship program, assisting pupils to arrive at informed wise, realistic and responsible decisions, offering information about self-concept and labour market information [Heppel, 1973:61] are inefficient in TVET institutes of the country in general, and Addis Ababa in particular. Hence, this study has the following importance:

1. it helps to remind the college management, counselors and teaching staffs, as well as concerned bodies to improve the career guidance services;
2. the study may provide some factual information about the present state of career guidance services in TVET colleges;
3. as career guidance program is the emerging service, the study will enrich the existing literature in the field of career guidance;
4. it may also help others who intend to carry out in-depth study on the problem and
5. it may also provide an alternative approaches or solutions to the problem under discussion.

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

The result of the research would have been more comprehensive if it covered the TVET colleges and institutes across the city or even the country. In view of this, the result cannot be generalized to all TVET colleges in the country.

There are five government TVET colleges in the city. On the other hand, the study dealt only with three selected government TVET colleges in Addis Ababa the regular programme. The selected colleges are located in three different “Sub Cities” in to which Addis Ababa City Government Education Bureau, is organized. In terms of content the study is delimited to occupational planning and decision making aspects of TVET trainees.

### **1.6. Limitation of the Study**

The researcher had encountered some problems related to current reference materials and absence of major studies at postgraduate level concerning the problem. Regarding this, there is high shortage of written document on career guidance services in TVET colleges. Besides this, lack of latest edited reference on guidance in general and career guidance in particular. Moreover, some of the respondent in the selected colleges were negligent to respond to the questionnaire and to give the necessary information.

### **1.7. Operational Definition of Terms**

**Adjustment** is adaptation to a particular condition, position, or purpose [Random House Webster Dictionary].

**Apprenticeship**-job training undertaken by a trainee in an organization pursuant to an agreement concluded among a training institution, an organization and trainee to put to practice the technical and vocational education and training he/she acquired in a training institution and to be acquired in a training institution and to be acquainted with work [Federal Negarit Gazeta Proclamation No.391/2004:2554]

**Career conference** is a conference of a few persons from industries, instructors and trainees for the purpose of discussing the identified themes for vocational guidance [Nayak and Rao, 2004:47]

**Career corner** is a display place for imparting vocational information  
[Nayak and Rao, 2004:42]

**Career Development**-is the lifelong process of managing learning, work and transitions in order to move towards a personally determined and evolving preferred future [Hiebert and Borgen, 2002:13]

**Career Education**-is an integral part of all basic educational programs which involves career awareness, career exploration and career preparation [Girma Zewdie, 1998:32]

**Career Information**-information related to the world of work that can be useful in the process of career development, including educational, occupational, and psychological information related to working, e.g., availability of training, the nature of work, and status of workers in different occupations [Nayak and Rao, 2004:2]

**Career guidance** refers to assistance given to individuals, or groups of individuals, in addressing problems related to occupational and life choices, offering full opportunities for personal development and work satisfaction [Hiebert and Borgen, 2002:18].

**Career Planning**-is the process by which one selects career goals and the paths to those goals (Mathis, 1997:332)

**Counseling**-is a heart of guidance aimed to help individuals learn how to take risks, solve problems, select from alternatives and explore their potentials in relation to the career possibilities available in the real world [Brolin, 1995:348]

**Career talk** is a talk by a professional on various aspects of an occupation or a group of related occupations [Nayak and Rao, 2004:42]

**Counselor** – is one who assists trainee/s to make adjustment and choices especially with regard to career, educational and personal matters [Severnson, 1973:146].

**Deans** - used for both deans and deputy-deans in this study.

**Guidance** – is a range of processes designed to enable individuals to make informed choices and transitions related to their educational, vocational and personal development, including activities such as informing, advising, counselling and assessing, enabling, advocating and giving feedback (Watts & Kidd 2000, 489).

**Trainee/student** means a person who participates in technical and vocational education and training program provided by a training institute with a view to acquiring or upgrading his/her technical and vocational skills [Federal Negarit Gazeta Proclamation No.391/2004:2554].

**Vocational Education** is education designed to develop skills, abilities, understandings, attitudes, work habits and appreciations encompassing knowledge, and information needed by trainees or workers to enter and make progress in employment as a useful and productive basis (loc.cit).

### **1.8. Organization of the Study**

The study is divided into five chapters. The first chapter deals with the introduction, which includes statement of the problem, significance of the problem, delimitation, limitations, and definitions of terms. The second chapter is concerned with the review of the related literature. The third chapter deals with research design and methodology. The fourth chapter presents the analysis and interpretation of the data collected from the sample colleges. The last chapter presents the summary, conclusions and recommendations for further investigation.

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

#### **2.1. Objective of Technical and Vocational Education and Training (TVET) and Career Guidance in the Global Economy**

Technical and vocational education and training is combined process of education and training recognizes the common objective of employment as its immediate goal. The primary objective of technical and vocational education is to train a skilled labour force that adapt to the requirement of the labour market in the era of globalization (David and Delloc, 2002:37). It is widely accepted fact that the main objective of TVET is to train a skilled workforce that can challenge the stress of globalization. In light of this Zunker (1998:17) points, the major thrust of current program of TVET is centered around the goals of teaching students employable skills needed in the changing technological workplace.

Technical and vocational education and training programme believed to attain employability objectives with special attention to access for youth and disadvantaged to the world of work (World Bank, 1990). The idea vocational skills increase the employment options of economically and academically disadvantaged youth is modern approach supported by authorities in the field of TVET. It is also hoped that TVET aimed to improve attitudes towards skilled blue-collar work diverting youth from the white-collar jobs that are in increasingly short (Masresha, 2004:19).

As the branch of education most concerned with preparing young people and adults for the labour market, it is imperative that technical and vocational education and training (TVET) keeps abreast of the changes taking place in the world of work. Technical and Vocational Education and

Training aimed to develop talents, interests, and skills leading to an occupation in various sectors or to further education (ESDP II, 2002:29). Technical and vocational education and training is a means of preparing human resource for occupational fields and for effective participation in the economic and social development.

With regard to TVET objectives UNESCO, (in Berhanu and others, 1992:2) identified the following points:

1. *Contributes to the achievement of society's goals of greater democratization, social, cultural and economic development, and at the same time developing the potential of individuals for active participation in the establishment and implementation of these goals.*
2. *Leads to understanding of the scientific and technological aspects of contemporary civilization in such a way that men comprehend their environment and capable of acting upon it, while taking a critical view of the social, political, and environmental implications of scientific and technological changes.*
3. *Abolishes barriers between levels of education, education and employment, and school and society.*
4. *Improve the quality of life by permitting individuals to expand their intellectual horizons and to acquire and to constantly improve professional skills and knowledge while allowing society to utilize the fruits of economic and technological changes for the general welfare.*
5. *It is a method of facilitating poverty alleviation.*

Technical and vocational education and training is the “Master Key” for alleviation of poverty, promotion of peace, and conservation of the environment, in order to improve the quality of human life and promote sustainable development[UNESCO:1999]. Therefore, technical and vocational education and training is mainly designed to lead participants to acquire the practical skills, expertise and understanding necessary for

employment in a particular occupation, trade or group of occupations. An important objective in vocational programming should be to prepare students to apply for a job (Brolin, 1995:81). With increasing technological development and globalize world market, a country's TVET system will increasingly become decisive in determining the comparative strength and level of development of its economy by producing skilled labour power.

As mentioned, the objective of technical, vocational, education and training program is to prepare people for work role, where as career guidance is aimed towards assisting young people to make conscious and positive educational and occupational choices and decisions. Nayak and Rao, (2004:37-38) lists the following objectives of career guidance:

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

Career guidance encompasses all components of services and activities in educational institutions, agencies, and other organizations that offer counseling and career related educational program. The major objective of career guidance as stated by (Ibid: 349) are:

*to help individuals learn about the world of work; identify appropriate experiences, courses, and persons who can assist in occupational awareness and exploration activities; choose more specific vocational aptitudes, interests, and needs; determine occupational training areas; and obtain job seeking and securing skills.*

Thus, the goal of career guidance and counseling is helping students make informed educational and career choices and carry out plans by providing them with the necessary knowledge and skills. The program of career guidance and counseling addresses the three broad competency areas involved in the career development process: (1) self-knowledge and self-awareness, (2) educational and occupational exploration, and (3) decision making and career planning (Cunanan and Maddy-Bernstein, 1996:7). Moreover, the objective of career guidance and counseling program is to assist an individual to choose an occupation, prepare for it, enter upon and progress in it.

## **2.2. Conceptual Framework of Career Guidance**

In TVET programmes career guidance service play a pivotal role. Career guidance refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. Such services may be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sectors and in the private sectors (OECD, 2004:11).

The career guidance activities may take place on an individual or group basis, and may be face-to-face or at a distance (including help lines and web-based services). It includes career information provision, assessment and self-assessment tools, counseling interviews, career education programmes, work search programmes, and transition services. Career guidance is provided by means of work-study program, visit, inviting speaker from business, career/college days, apprenticeship etc.

According to OECD (2004:12), career guidance might help to increase access to learning and educational completion rates by:

- *assessing people's learning needs, so that they enroll in programmes that are appropriate to these needs;*
- *telling potential learners about learning programmes that are available, and putting them in contact with learning providers; and*
- *supporting learners when they are having problems: for example, helping those who are thinking of dropping out to find alternative and more satisfying programmes of study.*

Career guidance activities could help to improve the match between community's demand for learning, and its supply. It could increase the transparency of learning systems, and their flexibility in response to consumer demand (Cunanan and Maddy-Bernstein, 1996:8). Consumer-driven learning systems require attention to the information and advisory systems needed to make decisions efficient. This increases the importance of career guidance in helping to manage the transitions between education and working life, and transitions from one level of education to another.

Labour economists and policy-makers have long recognized that career guidance can help to improve labour market efficiency. This largely rests upon the value of information in improving labour market transparency and flexibility. It also indicates efficiency as the result of a better match between individual talents and qualifications on the one hand and the skills and

qualifications demanded by employers on the other hand (OECD, 2004:2). Career guidance closely linked to the labor market information system is essential for the success of TVET initiatives. Guidance workers will need to use labor market information to advise about types of jobs available, skills needed, career paths, salary scales and trends and opportunities for professional growth.

Career guidance could help to improve the match between supply and demand by helping people to search for a better fit between their talents and qualifications and available work opportunities. Unemployment rate reduced if such interventions helped to reduce employment terminations or periods of job search and contributing to the development of employability (World Bank, 1990:17).

There are also strong conceptual arguments in support of the contribution that career guidance can make to social equity. Many career guidance activities attempt to maximize that the people make use of their talents, regardless of their gender, social background or ethnic origin (OECD, 2004:2). Disadvantaged groups are likely to be less familiar with educational and labour market information than more advantaged groups.

Career guidance also has the potential to contribute to the development of human capital. Human capital has been defined largely in terms of people's productive capacity and characteristics: in other words in terms of "skills"(Grubb, 2002). According to Schultz (in Wanna 1998:42) "the human capital... is decisive in improving the welfare of poor people through out the world" if it is supported by proper career guidance. The characteristics that are important in the development of human capital include the ability to acquire skills: in other words, to learn, to identify ones learning needs, and to manage one's learning (OECD, 2004:3). Included in this category are career planning, job search and career-management skills.

The potential effects of career guidance can be at the individual, organizational and societal levels. At the individual level, potential benefits could result from people being better able to manage their choices of learning and work, and to maximize their decision making power (OECD, 2004:5). At the organizational level, potential benefits could flow to education and training providers if learners were assisted to identify and enter learning programmes, which meet their needs and aspirations. In addition, they could flow to employers if career guidance resulted in a supply of job applicants whose talents and motivations were matched to employer's requirements.

If career guidance leads to greater efficiency in the allocation of human resources, benefits could result at the societal level. Such benefits include enhancing the motivation of learners and workers, reducing dropouts from education and training, reducing mismatches between labour supply and demand, reducing the incidence of floundering between job transitions and improving the ways that learning and labour markets operate (OECD, 2004:6).

These potential effects can be operating at three stages: immediate attitudinal changes and increased knowledge; intermediate behavioural changes for example through improved job search efficiency and persistence, or through entering a particular career path, course or job as a result of career guidance; and longer-term outcomes such as success and satisfaction(Nayak and Rao, 2004:38).

Thus, historically, Frank Parson (1909) father of career guidance developed first comprehensive conceptual framework "Choosing a Vocation". Nevertheless, there were some vocational guidance concepts in the writings of Plato, which stressed the importance of fitting the citizen to his/ her future task (Mortensen, 1962:24). Nayak and Rao (2004:181) from the

works of Brewer identified four social cues that led to the development of vocational guidance including the (a) division of labour, (b) the growth of technology, (c) the extension of vocational education, and (d) the spread of democracy. Many authorities in the field of guidance agree that the concept of vocational guidance services have their origin in the United States accompanied with the beginning of child centered school of education and democratization of public school system in the 19<sup>th</sup> century.

According to Zunker (1998:8) the career guidance movement includes the following events: (i)the industrial revolution; (ii)the study of individual differences; (iii)World War I; (iv)the National Conference on Vocational Guidance; (v)the measurement (testing) movements; and (vi)government acts. Because of the industrial revolution, varied jobs become available and specialization has been undertaken. It posed varied choices, which require wise decision from individuals. This necessitated the need for organized career and educational guidance movement in the 20<sup>th</sup> c.

Moreover, scholars assert that the final form of modern career guidance services took shape in 1909 with the works of Frank Parson, who developed approaches to career guidance that allowed a person to study self, aptitudes and occupations and to make wise decisions based on this study (Zunker, 1998:8). One of Parson's important contributions to the career guidance movement was his conceptual framework for helping an individual select a career.

It is evident that wars, natural disasters and the like, would aggravate existing social problems, strong and drastic measures would have to be introduced, which would in turn open up new ways and means of tackling individual situations and social issues. In light of this the World War I and World War II indirectly made significant contribution to the development of the career guidance movement.

### **2.3. The Principles and Contents of Career Guidance**

It is essential to understand the basic principles of a discipline first, in order to acquire the skill and to apply that skill in practice of any discipline. For that reason let us, examine the basic principles of career guidance programme. Above all the principles of guidance are based on assumptions, which take into account differences between individuals in ability and interest aimed at self-guidance. Taking all the facts into consideration Severinsen (2000:45-47) identified the following seven principles of career guidance:

- ❖ *The process of vocational development is essentially that of developing and implementing a self-concept;*
- ❖ *Planning and organizing vocationally relevant experiences;*
- ❖ *Beginning vocational guidance in elementary school, and continue throughout high school and college into employment;*
- ❖ *The school develops ways of helping adolescents gain career-relevant experiences and provide the individual with adequate opportunity for appraisal of these experiences;*
- ❖ *The guidance staff will make sincere efforts to provide career related information to its students and*
- ❖ *The focus of the career guidance program should be on the development of accurate self-appraisal skills.*

Therefore, from the above discussion it is possible to understand that career guidance is a procedure, method, organization and planning which is based on self knowledge and career information.

In addition, career guidance strategies based on the following principles according to Nayak and Rao (2004:41):

- *Occupation is to be looked at as a source of income to people and major source of satisfying needs and optimizing aptitude, competencies and interests.*
- *The individual needs to understand the total perspective of a vocation for which he or she has decided to prepare him or her self.*
- *The selection of a particular vocation is not confined to a single, fixed decision but a time extending process, involving a series of social and personal factors.*
- *Vocational guidance service should be based on the principle of individual differences.*
- *Different strategies need to be used to centre to the individual vocational needs of students.*
- *Vocational guidance service must fulfill the vocational needs of every student.*

Thus, career guidance can be provided on individual or group bases depending up on the situation.

Moreover, the following principles underlie the provision of career guidance according to OCED (2004:69-70) with respect to three areas centrality of beneficiary, enabling the citizens and improving access:

***Independence*** – *the guidance provided respects the freedom of the career choice and personal development of the citizen /user;*

***Impartiality*** – *the guidance provided is in accordance with the citizen's interests only, is not influenced by provider, institutional and funding interests, and does not discriminate on the basis of gender, age, ethnicity, social class, qualifications, ability etc;*

**Confidentiality** – citizens have a right to the privacy of personal information they provide in the guidance process;

**Equal opportunities** – the guidance provided promotes equal opportunities in learning and work for all citizens;

**Holistic approach** – the personal, social, cultural and economic context of a citizen's decision-making is valued in the guidance provided.

**Active involvement** – guidance is a collaborative activity between the citizen and the provider and other significant actors (e.g. learning providers, enterprises, family members, community interests) and builds on the active involvement of the citizen;

**Empowerment** – the guidance provided assists citizens to become competent at planning and managing their learning and career paths and the transitions therein.

**Transparency** – the nature of the guidance service(s) provided is immediately apparent to the citizen;

**Friendliness and empathy** – guidance staff provide a welcoming atmosphere for the citizens;

**Continuity** – the guidance provided supports citizens through the range of learning, work, societal and personal transitions they undertake and/or encounter;

**Availability** – all citizens have a right to access guidance services at any point in their lives; and

**Accessibility** – the guidance provided is accessible in a flexible and user-friendly way such as face to face, telephone, e-mail, outreach, and is available at times and in places that suit citizens' needs

The content of career guidance must be relevant to the need of individual and activities should be as concrete as possible. According to Severinsen (1973:49), the content of career guidance includes the following facts about career developments:

- systematic attention be given to learning about self and the world of work;

- *provision of planned exploratory behavior;*
- *awareness of the role of values in decision making and*
- *career guidance should include the dissemination of career and occupational information as well as change in the nature of occupation.*

To sum up, the content of career guidance emphasizes the development of accurate self-knowledge and self-understanding in relation to the occupation he/she is going to make decisions. This includes the awareness of one's present capabilities, interests, and values, as well as the nature of change in the occupation. By its nature, the content of career guidance is perceived as relevant by the recipients. Concrete activities, which might have real meaning, include individual visit to colleges, business, industries or other work sites, collecting data about previous students with some aspirations, filling out sample application forms and role-playing job interview.

#### **2.4. The Need/Importance/for Organized Career Guidance in TVET Program**

At one time, career guidance focused mainly on helping young people make the transition from school to work. Career guidance is now viewed as an all-encompassing program that assists individuals of all ages and circumstances be more effective learners, citizens, and workers. Career guidance has moved from a way to assess the aptitude and interests of individuals and to assist them in occupational choice making to one that assists all individuals to develop competencies in self-understanding, interpersonal relations, decision-making, goal setting, and planning [Gysbers, 1999:2]. As a result, youth and adults are able to make informed life and career choices.

The improvement of any educational and training process first requires understanding and recognizing best practices. Then educators must apply this knowledge to their unique training situations. The need of establishing a quality career guidance programme is particularly important if today's trainees are successfully adapt, and continue to adapt, to future labour market challenges. Good career guidance services may well lead to a drastic reduction of the wastage that occurs at many levels of the educational and vocational ladder and thus avert a major expense to the taxpayer [Hoxter, 2002:10]. All developments that could affect links between education and employment, or the unemployed and the labour market, should affect national policy.

In developing countries, including Ethiopia large-scale provision of pre-employment TVET has been the policy choice. These policies have faced a significance contradiction. On the one hand, TVET efficiency requires close tie to labour market demand in modern sector, on the other hand, youth searching for any form of wage employment, need skills relevant to all sector to increase their flexibility in tight labour market (World Bank, 1990:4). This resulted in the problem of too many youth looking for jobs and too many going unfilled. While there is a growing number of the unemployed among the educated, there is a persistent shortage of human resources with the technical skills required in various sectors of the economy (UNESCO, 1998:28). The problem has been particularly acute in low-economies, like Ethiopia, with high rate of population growth and constrained expansion of modern sector employment (World Bank, 1990:19).

Therefore, one can easily observe from the above discussion that there is a mismatch between available technical and human resources and the type of employment opportunities available in the world of work. To narrow the gap effective labour market information is needed through career guidance programmes in the TVET system. Improved career guidance represents an

important preventive strategy in relation to the mismatch problem. A globally competent and competitive workforce can only be developed, if the youth are deliberately and actively assisted. However, the mismatch situation has not been correctly addressed by the educational system general and TVET program of Ethiopia in particular.

Career guidance services is needed in TVET colleges to students in making informed wise occupational choices, to facilitate smooth transition of trainees from school to work and to offer facts about job opportunities and characteristic feature. Four major reasons noted by Sharp and Cattell (1980:229-230) wise choice of an occupation and facts about jobs are: "[1] the choice of an occupation may determine whether a person will be employed or unemployed; [2] success or failure; [3] whether a person will enjoy or dislike his or her work and [4] almost every other aspects of life". Moreover, wise choice of an occupation requires accurate information about job requirements, labour market, changing work environment and self-knowledge. Hence, career guidance and counseling is a means in order to obtain such vital information.

Technical and vocational education and training college trainees encounter many problems in the choice of proper career due to inadequate information about career growth and development opportunities, suitability of the job to match their interest, aptitude and vocational preparation. The lack of readily available knowledge and advice from the concerned is known to result in frustration of students. Therefore, to save students from such frustrations, competent career counselors should provide effective guidance service in TVET colleges.

Career guidance can contribute to the successful development, implementation and maintenance of effective TVET programmes. Guidance is essential for the goals of TVET to be fully realized and integrated with all

technical and vocational education and training programming (Hiebert and Borgen, 2002:131). Furthermore, effective guidance and advisory services can often help to maximize the return on investment of money spent on TVET programmes (Hiebert and Borgen, 2002: 138).

Career guidance is needed to give assistance for youth in the development of their ability, attitude and skill, which help to make wise choice and informed decision; there become self-confident as well as entrepreneur. Career guidance and TVET may be an influence in the development of work habits and attitudes in young people at both an individual level and at a broader systems level. In many countries these programmes focus on fitting young people into the existing labour market rather than on the more holistic concept of lifespan career development, which prepares them for life/career management.

Therefore, effective career guidance and advisory services can often help to maximize the return on investment of money spent on TVET programmes. Career guidance closely linked to the labor market Information system is essential for the success of TVET initiatives. Hence, improved career guidance programme is particularly important, if today's learners are to successfully adapt, and continue to adapt, to future labour market challenges. A major emphasis in guidance is on helping all individuals identify the competencies they already have plus assisting them to develop new competencies to be effective learners, workers, and citizens.

## **2.5. The Quality of Career Guidance Personnel**

Guidance is an all-inclusive programme; involve every body who meets the trainees in the college community. Hence, guidance should be a cooperative responsibility of the stakeholders of the training institution such as counsellors, instructors, deans, advisors and librarians. That is all those

who meet the trainees in some form or the other contribute for the success of career guidance programme by participating in the process.

### **2.5.1. Career Counsellor**

The career counselor should be guidance-minded person. The college counselor is a facilitator of human development and a professional program manager. It is believed that to be effective facilitator of human development, counselors must have a broad academic background that includes an understanding of guidance philosophy, human growth and development, counseling theory and practice, counseling interventions (Gysbers & Henderson, 1994:1). To be a professional program manager, the college counselor needs skills in assessing, developing, improving and managing a counseling program.

Professional career counselors obtain either a masters or a doctorate degree of psychology or related vocational fields to human resource management with a teaching and non-teaching work experience (Nayak and Rao 2004:102). Effective counselors, regardless of specialty, keep their knowledge and skill up-to-date by participating in life long education, research and training.

The role of college counselors in the transition of students from school to work and lifelong learning cannot be overlooked. They may serve as the crucial link between students and their chances for rewarding careers. The counsellor offers the intellectual and emotional support that assists trainees in developing the necessary skills to become productive citizens. He/she complements and unifies the efforts of the family, the community, and the school departments and administration on the trainee's behalf.

Nayak and Rao (2004:85-86) enumerated the following functions of college career counselors:

1. *arrange orientation programmes for the teachers to enlist their cooperation;*
2. *prepare an up-to-date list of the resources – informational, referral and energy-available to him/her;*
3. *organize the guidance committee;*
4. *set up an educational and occupational information centre;*
5. *display the information collected in an attractive way;*
6. *disseminate the information through educational and career talks, group discussions and film shows, and so on;*
7. *arrange talks by experts from different fields;*
8. *organize career days, career weeks, career conferences, parents' days, and so on;*
9. *arrange individual discussions with students and their parents for giving them educational and occupational information;*
10. *arrange visits to places of work like industries, business establishments, offices, higher educational institutions and so on;*
11. *maintain an active relationship with schools, colleges, university and other regional, national and social agencies;*
12. *maintain complete secrecy about the discussion between him/her and the client;*
13. *take up research projects relating to the field of educational, vocational and personal-social guidance findings to important and relevant agencies and*
14. *prepare guidance leaflets, brochures and monographs and get them printed for distribution to the students.*

The vocational guidance and counseling guideline for TVET institutes (MOE, 2005:8-10) states the following duties of career counselor:

1. *provide orientation for secondary schools and parents concerning vocational offering in the institutions;*
2. *provides placement program for trainees completing vocational programs, if possible;*
3. *prepares follow up studies of former students in vocational programmes for the purpose of improving services and evaluating the effectiveness of vocational training;*
4. *interpretation of vocational education to the community;*
5. *provision of trainees information to potential employers and make recommendations;*
6. *collection and dissemination of occupational information to trainees;*
7. *identify appropriate companies/industries for apprenticeship programs;*
8. *conduct activities to promote TVET trainees job search skills and;*
9. *liaise with all relevant institutions to promote graduates chances for employment;*

The apprenticeship training is currently coordinated by career guidance office in Ethiopia. The role of career counselor in the implementation of apprenticeship program (**Proclamation No.391 / 2004:2554**) summed-up as follows:

*Create awareness to the public on the advantages of apprenticeship. Select appropriate areas and organization for apprenticeship programme. Create linkage with manufacturing and service giving organizations. Plan and design programme for apprenticeship. Follow and support trainees during apprenticeship training. Monitor and evaluate*

*apprenticeship and prepare report. Follow the competency of trainees when they go to the actual work. Conduct study and research on apprenticeship.*

In addition to the points mentioned above the vocational counselor is expected to arrange a visit programme for the organizations. The main objective of the visit is to create mutual understanding in order to facilitate the apprenticeship training for improvement of curriculum. Thus, the discussion will be an entry point in order to give procedure or leaflets that can give information about the training institutes.

Career counselors in the TVET sector require competencies in communication skills, group facilitation skills, individual and group assessment skills, labour market knowledge, knowledge of education and training opportunities, knowledge of career development theory, knowledge of career counseling theory and counseling interventions and knowledge of administrative skills.

Therefore, to execute these duties the counselor should possess skill of problem solving, communication, and basic computer usage in data base management and internet usage and entrepreneurial spirit. Career counselors should be interested in people, empathy and understanding, take care of others need and put themselves in another person's place. In addition, distinguishing feature of effective counselors includes intellectual competences, energy, flexibility, support, good will, self-awareness and awareness of cultural experience.

### **2.5.2. Instructor**

The instructor can play an important role in making the guidance services more effecting in spite of his/her position in close touch with the students. No doubt, instructors consciously or unconsciously undertake guidance function when they give a piece of advice in the class about the selection of

career, study techniques, decision making skills, developing good reading habits, and suggesting remedies for personal problems. In this connection, Johnston (1989:6) has stated, "guidance is an important and inevitable part of the instructors responsibility directly related to the creation of conditions necessary for effective learning". From this explanation it is possible to deduct that the teacher is always near his/her students and he/she could easily identify his/her students problems, needs, interests, aptitude and often a source of most referrals.

In fact, the instructor's first duty is of course, instructional, however; in doing this, he/she has exceptional opportunities to perform some career guidance services. Along side instructional duty, the instructor help his/her pupils by means of the course he/she instructors to discover their abilities and limitations. Another is to observe and report to the career counselor aptitudes, special interests and out standing personality traits of his/her pupils. Moreover, he/she assist his/her pupils in obtaining important occupational information regarding opportunities and requirements of occupations closely related to his/her course.

Along with the official career counselors whose functions have been outlined earlier Adams (1964:538) summarized the functions and the roles of instructors in vocational guidance services as follows:

1. *appraising individual students;*
2. *helping students to discover their aptitudes;*
3. *practicing informal personal guidance in the class room;*
4. *disseminating occupational information relevant to the subject taught, and*
5. *Identifying students who need special assistance and referring to vocational counselor.*

From this discussion, it is possible to understand that the instructor plays important role in career guidance services by making self-inventory, collecting related information and act as an agent of referral in the TVET

College guidance activities. Instructors and counselors should join hands for effective guidance programme.

The college instructor performs career guidance function according to Erickson, (1987:6-7):

1. *makes clear the objective of his/her subject interims of vocational and health and social-civic out comes;*
2. *stimulating new interest and encouraging worth while preferences already possessed;*
3. *orient technique of study, note taking, the use of library and reading;*
4. *should recognize the limitation of their own time and ability;*
5. *should secure information from the guidance service and*
6. *should deliberately plan student activities.*

Thus, the teacher clarify the objective of his/her course in terms of vocations, share experience about study techniques, library usage, living problems, obtaining information and life long career planning. Moreover, as Zunker (1995:353) “the instructor should make field trips part of the curriculum” to perform the career guidance part of his/her duty.

In the final analysis, according to Brolin (1995:358), the instructors can help in the career guidance program by:

1. *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;*
2. *providing vocational motivation to the courses taught by making field trip part of the presentation;*
3. *enabling the students to explore and develop interest by integrating the curricular and co-curricular activities and orienting them towards worthy goals;*

4. *sponsoring a club or other extracurricular activities in such manner that it yields rich exploratory values to its participants:*
5. *instruct the trainees in appropriate methods of applying for jobs, and*
6. *co-operate with placement organization in their task of making specific suggestions and finding suitable openings.*

Therefore, instructors have an important role in assisting the trainees in career planning and decision making by feeding labour market information related to their study and being useful allies of the counselors. Without instructor's cooperation, guidance service can never become an integral part of any training program. Instructors act as career advisors, becoming expert in several occupational areas and making available to students (Norman and Shiraly, 1983:9). Professional instructors are caring, reflective, competent and knowledgeable of the human condition, the world of work, and the course matter they profess to instruct. They must understand the diverse social, cultural, political and physical environments in which human life exists and be able to create instructional opportunities that are adapted to the diverse learner. They should possess communication skills, group facilitation skills, individual and group assessment skills, labor market knowledge, knowledge of career development theory and practice.

### **2.5.3. Deans, Advisors and Librarians**

Guidance is not a job for a specialist alone, but a prime responsibility of the staff. Out of the college staff, the college deans, advisors and librarians are important bodies for success of career guidance program in the colleges.

#### **2.5.3.1. College Deans**

Among the college staff, the college dean is a key person for success or failure of career guidance program. The career counselor cannot achieve any

good result without the help of the college deans. The success of any guidance programme and particularly career guidance service depends largely up on the enthusiasm of the college dean who plans, organizes, coordinates and directs the whole programme. Regarding this Chauhan (1982:223) has stated that the dean can co-ordinate and balance career guidance services by providing space, finance, time, facilities and direction to the organization. Therefore, the role of a college dean in guidance services is leadership and support.

To a large extent, the dean molds the philosophy of the college. In this regard, Moser (1963:8) states the dean to implement a career guidance philosophy, make aware of his/her staff about career guidance and pass on definite understandings and workable policies. The dean occupies a key position in the guidance programme. In fact, the guidance programme can succeed only if it has the support and back of the dean. The ways dean can contribute to the guidance programme, his/her share are listed as follows by Nayak and Roa (2004:82-84):

1. *establish rapport with students through personal contacts, publish address system, group meetings, written communication, and so on;*
2. *organize and administer services such as orientation for new students, counseling services, financial aid to the needy, remedial services, and so on;*
3. *coordinate the various student activities so that every activity get adequate time and finance;*
4. *play the role of a liaison officer between students and faculty and students and management;*
5. *completely informed about everything taking place in the campus;*
6. *guide the students about their plans;*

7. *keep in touch with the various public organizations such as chamber of commerce, choric organization alumina association, etc;*
8. *keep adequate and up to date records of trainees to create the effectiveness of career guidance;*
9. *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 she should listen to them, encourage their ideas, suggest new ideas;*
10. *ensure optimum utilization of resources, human and material, and create congenial atmosphere in the campus and*
11. *keep his/her doors open to all stakeholder of the college.*

Therefore, the dean is a manager of the college who plan, organize, direct and control the performance of each department and consult with different personal matters affecting the objective of the college career guidance program. According to Gasskov, (2000:267), deans have “almost full operational responsibility and are subject to support functional departments in the form of inspection, audit and control”. Hence, in consultation with the counseling officer and other members of the staff, he/she should prepare a yearly plan of career guidance work, take general policy decision regarding phasing of the programme, make provisions of time finance and allocate duties to the members of the staff. An effective professional leader is skilled in leadership, management and policy development regarding over all college activities. He/she evaluate overall career guidance objectives achieved or not.

#### **2.5.3.2. Advisors**

Advisors support and supplement the career guidance and counseling programmes in a college. Students who have just come from first cycle of

secondary school atmosphere of security to some extent of free atmosphere of college do need some security, i.e. a place where they can belong some one they can go to and talk their heart out to advisors.

According to Slater, (1986:25) the role of the career advisor is to assist the individual to understand more about him/herself and the world of work, and of the relationships between the two, and facilitate the development of decision making skills and competencies that will be used through out life. The list of activities performed by advisors or department heads is not exhaustive hence, the advisor should be ready to assist his/her trainees whenever they are feeling worried or uncertain as to plans or available resources and proceeding the occupation perused. The department heads teacher, registrar office act as advisors in course work and related activities.

#### **2.5.3.4. Librarian**

The college librarian occupies a unique position in relation to that part of the program, which deals with supplying information concerning occupations. The librarian brings together for convenient use occupational information material contained in the library, orders new material of this type in accordance with a plan worked out to serve the needs of the college. He/she calls attention to the material in the library in an interesting manner by means of notices on the bulletin board and in the college booklet or magazine or journal and helps individuals to find information concerning particular occupations, which interest them.

The contribution of librarian for success of career guidance listed by Peters and Hansen (1971:254) as follow:

- 1. circulate the latest information material among teachers and students;*

2. *providing right type of books on educational, vocational and personal guidance to both teachers and students ;*
3. *helping the counseling and liaison officers in the classification and filing of the occupational information material and*
4. *displaying the material received from time to time in an attractive manner.*

Thus, the librarian has an important role in the over all guidance programme implementation focusing on provision of up-to-date career information to students as well as all guidance workers such as counselors, teachers, and deans of the college.

## **2.6. Planning and Organizing Efficient Career Guidance Services for TVET Programmes**

From the management point of view planning is the process of deciding in advance what is to be done, who is to do it, how it is done, and when it is to be done. In the process of career planning, the individual uses a variety of skills such as what motivates people, how success can be judged, how self-awareness created, etc. Based on this fact the process of planning and organizing efficient career guidance services for TVET program involves dissemination of career information, imparting job search skills to trainees and facilitating school-to-work transition program in the TVET colleges.

### **2.6.1. Career Informational Services**

Information related to the world of work that can be useful in the process of career development including educational, occupational and psychosocial are categorized as career information. It refers to current, accurate and usable materials related to the world of work. According to Hiebert and Borgen (2002:17) career information include activities in schools to help

students clarify career goals and understand the world of work... assistance with decisions concerning initial courses of study, courses of vocational training, further education and training; initial job choice; job change;.....". Supplying youth with information concerning occupations is a first step in career guidance.

The five kinds of information which, help people, make the most appropriate choice of a career at whatever stage of development are (Santamaria and Watts, 2003:77-78):

1. *information about self;*
2. *information on training and education, what curriculum will provide the knowledge and skills, and where are their locations, tuition and fees;*
3. *career information – a set of tasks describing a career or occupation;*
4. *labor market information, i.e. what occupations/careers are currently in high demand and those for which there is little demand, who are the employers, and what industries are in need of these occupations and at which levels and*
5. *projected manpower requirements for the next 3-5 years: which skills, at which levels (operators, technical and professional) and which industries will require them.*

These five kinds of information are required for an effective delivery of career guidance services by competent guidance staff with professional training in career guidance. It is provided for pupils who are normal and have no emotional problems that would interfere with developing a rational approach to making career choices and decisions.

Information services are needed for TVET college trainees to acquaint them with basic knowledge to plan their present and future to make informed decision, and develop self-awareness interims of interests, needs, abilities

and aptitude. In order to supply career information to the youth career counselors should study the nature of work, working conditions, personal preparations needed, and opportunities for advancement in the work. Work is what people do in order to earn a living (UNESCO, 2002:117). The study of work involves analysis and description of the job. Job analysis can become a power full career awareness and exploration tool for student (Brolin, 1995:350). A detailed job description includes all tasks and requirements that contribute to successful performance.

Trainees generally get information for their vocational planning from different sources. Some important sources according to Chauhan (1982:121) are "counsellors, instructors, parents, close friends, news papers, radio and television". Moreover, the information materials secured from sources such as internet, computer aided programs employment agencies, chamber of commerce, job descriptions, occupational books bulletins, college catalogues, college entrance examinations, financial aid information etc. are tangible and practical as a means of life long learning.

Programs such as career education, career fairs, work experience, work observation, apprenticeship, establishing career guidance committee and career resource centers are means for disseminating career information. In relation to this Nickell (2001:3) explains that "access to high-quality, up-to-date career information has always been an important feature in professional guidance as well as essential support if individuals are to make realistic and informed decision about their future".

Various approaches are followed in organizing career information. Some of these include career corner display, inviting practitioners in a number of fields to explain their jobs, career conferences, organizing career days in the college, field trips, simulated interviews, college/career fairs and exhibitions, and arrangement of discussion forum with professional associations and

former students, vocational counselling and organization of career materials in the college library. Career teachers depend heavily on leaflets from the professional associations to give information to any pupils who express curiosity about a particular field (Slater, 1989:45).

The more information TVET trainees have about the world of work and self, the greater the probability of success in the chosen field. In view of this fact, Feingold and Levin (1983) states people enjoy doing things that they are good at; and people are generally good at the things that they really like. Thus, the effectiveness of career should be based on personal likes and dislikes.

The informational service is an essential part of the college career guidance programme. Youths in the TVET College face a number of problems in educational, vocational and personal life. All these problems need more and more information to enable them to make right decisions regarding selection of courses and planning for future vocation. Informational services help more trainees to increase the chance of managing their present and future by providing meaningful data at strategic points.

The focus of informational service is up on self-study, future trends and change. The informational service provision should be current, fit to the need of the individual, society and international situation. The information service providers qualified to collect, interpret and organize information in clear manner at right time, in right place and from right source.

### **2.6.2. Imparting Job Search Success Skills to Trainees**

One of the major components of career guidance programme is making easier the job search objective of TVET trainees by imparting meaningful advice and help to use appropriate skills that make efficient and effective the process of job search. There are five categories of career search skills;

self-assessment, detective, research, communication and transition skills (Figler, 1971:10). Hence, career counselors work towards this end in order to impart these skills on the TVET trainees, because the objective of TVET is training employable skill. Nevertheless, advice givers who criticize trainees without teaching the necessary skills in the above context are only creating frustration exhibited in most vocational guidance activities of TVET institutes of Ethiopia. The trainees use these skills depending upon the situation to plan an effective job search strategy. Every skill has worked for someone, but some strategies seem to work more often than other does.

Wallach and Arnold (1984:3) list the following eight steps, which help to achieve the most efficient, use of time and energy in successful job search:

1. *a search goal;*
2. *set weekly objectives, follow through on them, and evaluate the process;*
3. *develop and use contacts;*
4. *be prepared*
5. *keep accurate, up-to-date records;*
6. *get help when need it;*
7. *evaluate job options before accepting a new positions and*
8. *after getting a job evaluate the search procedure.*

Hence, effective job search involves setting goals and objectives, creating continuous contacts with different bodies to get current information, writing effective curriculum vitae and application letter, being prepared for job interview, keeping accurate record of information, being ready to get help whenever need arise and evaluating the advantages and disadvantages before accepting or rejecting a job offer.

### **2.6.3. School-to-Work Transition Service**

Broadly, work is any human activity that incorporates, self-paid and non-paid jobs, with or without permanent place of work, and other human efforts aimed to associate with their fellow members to improve themselves

(Yekunoamlak, 2006). Transition is a passage from one state (or role) to another or one stage of development to another (Bingham, 1986:8). Transition identifies the events of moving from the role of student to that of worker, thus, it should be planned effectively. Barabasch and Lakes, (2005:3) state one additional point about the process of transition: "the transition process refers to a period between completion of general education and the beginning of vocational education and the beginning of gainful employment as well as well to training systems, institutions and programs that prepare young for career."

Identifying the problems encountered in the transition from school to work is basic to plan efficient career guidance services. Some of the common problem faces guidance workers in the period of transition according to Bingham (1986:8) are:

*leaving school before completing secondary education or obtaining some sort of employment credential; inadequate preparation in the basic competencies required in working life; inadequate knowledge of the structure and organization of the working world; and insufficient or overspecialized vocational training.*

School-to-work systems must provide all students with the opportunity to participate in program that:

- **integrate** school-based learning and work-based learning;
- **effectively link** secondary and postsecondary education;
- **meet the same academic standards** set by the state for all students, prepare students for postsecondary education, and award skill certificates;
- **provide students with strong experience in** understanding of all aspects of the industry students are preparing to enter and
- **give students flexibility to develop new career goals** over time.

Moreover, according to Zunker (1998:6) "school to work program focus on preparing students for work through experiential activities in communities."

There are four general dimensions for school to work transitions (Hannan 1996:2) are:

*conceptual framework; the nature of the education or training system and its interconnection with the labour market as well as state policies; the structure of the school to work transition process itself and the outcomes of the transition process success and failure in transitions; and variations among groups of young people in the outcomes achieved.*

Today the concept of transition is seen as more than providing service routes in the individual's movement from school to employment, but it is seen as a comprehensive approach to educational program development consisting of an assignment of student goals with educational experiences and services. It is a process of developing academic and occupational competencies, career development education, creating strong link with employers and meaning full work place experience. Thus, Cooperative efforts of the school, home and community are needed to help young people successfully make the transition from college to the world of work.

## **2.7. Major Constraints in Conducting Career Guidance Programme**

The career guidance profession is faced with major challenges of a changing workforce and changing workplace created a number of relevant needs for the society. One of the most fundamental challenges for career guidance and counseling in a global economy is actually to secure a place in the systems of influence of all individuals (OECD, 2004:7). Without a place in this system of influences, career guidance will not be able to contribute to the building of positive work habits and attitudes. Indirectly, career guidance may have had an influence on government policy development, but

such indirect influence is generally invisible to individuals (McMahon and Patton, 2002:127-128).

There is no legislation, which steers career information, guidance services in most countries including Ethiopia. It is left to the initiative of the institutions concerned to decide whether and how to provide such services. The government is concerned with providing access to jobs, not careers. It is evident that policy-makers do not fully recognize the value of guidance services to students and graduates in the TVET programs and tertiary institutions. Such problem is crucial in developing countries like Ethiopia. There is no indication about career guidance programs in the education and training policy of the country. Accreditation bodies responsible for accrediting colleges not tend to pay more attention to career guidance service facilities availabilities. The career guidance professionals were not involving in the development of policies at different levels.

The quality of career guidance services given to trainees in the TVET colleges largely depends on the guidance counselor's knowledge and skills in career guidance and counseling, and his/her resourcefulness, creativity and initiative; and financial and moral support of the college administration, in providing a budget for these services. However, the prevailing condition does not have policies, procedures and guidelines for these career guidance facilities.

Many TVET college trainees do not get the benefit of career guidance and counseling, for several reasons as Miller (2002:6)

*(1) guidance counselors have little time for guidance and counseling, due to the many and varied other tasks given to them;*

*(2) the ratio of students to each guidance counselor is high;*

*(3) Some counselors have had no training in career guidance and counseling, or in testing and measurement;*

*(4) there is a lack of career and labor market information and*

*(5) the budget for career guidance is often inadequate.*

Furthermore, authorities in the field of career guidance listed the following points, which affect the implementation of career guidance and counseling program in the TVET program. Shortage of facilities that is necessary to conduct career guidance services and programs that cope-up with technological development, lack of statistical data and information and labor market-related studies, weak participation of women in the vocational labor market, lack of appropriate training of the designated counselors and lack of enforcement of the provisions of law regulating occupational work. It has been a challenge for counselors to bring experiences from the world of work to students without having some some career guidance training.

Moreover, according to OECD, (2004), there is no co-ordination among the various areas of career guidance, lack of clarity in task description and demarcation between instructors, deans and counselors, little or no discussion of the career education and guidance objective. The absence of policy, organization and communication as a sticking point and shortage of experienced, professionally trained career guidance personnel across the country. Too often, career guidance positions at different level left unfilled. Sometimes, career guidance duties assigned to a staff person. Career guidance objectives are weakly reflected in policies for education. The demand for career guidance services exceeds its supply.

As it is stressed by OECD (2004:13-14) primary constraints with regard to implementation of career guidance services among others:

*Those who provide career education and guidance in colleges often lack specialized training. And often not career guidance specialists. They very often combine career guidance with other roles: teaching other college subjects, providing counseling and guidance for personal problems and study difficulties. The number of people employed to provide career education and guidance in colleges is often not enough to meet student need and demand. Often services continue to be provided largely on an individual, face-to-face model. This reduces the capacity of the service to respond to the needs of all trainees. Often career guidance staffs do not have the resources that they need to do the job properly: a private space where students can be interviewed; a library of up-to-date career information; a computer; access to a telephone; secretarial assistance. Many college career guidance services have tenuous links with the world of work.*

The training staffs who offers career guidance work knows little about the labour market and what is involved in different types of jobs. Little contact exists with the public employment service. Trainees have very few opportunities to take part in work experience. Few employers are invited in to the colleges to talk to students. Parents have little involvement in the TVET college's careers programme; and careers fairs in which groups of employers come to one location to provide information to trainees do not take place.

Finally, career education and guidance are often considered as the sole responsibility of the specialist career guidance staff, rather than the joint responsibility of all members of the teaching staff. Few career guidance services have structured approaches aimed at helping trainees to develop an entrepreneurial spirit and skills.

## CHAPTER THREE

### 3. RESEARCH DESIGN AND METHODOLOGY

As indicated earlier, this study aimed at investigating the state of career guidance services in selected TVET colleges of Addis Ababa. In this chapter an attempt is made to provide adequate information about research method, sample population and sampling techniques, sources of data, data gathering instruments, procedures of data collection and pilot study process. Besides, the instruments that were selected and tryout procedures were elaborated briefly.

#### 3.1. Method of the Study

Using a descriptive survey method through questionnaire and interview relevant data for the study was collected. This method was chosen for its appropriateness to reveal the current state of career guidance services and to describe the extent how much the service is undertaken in the TVET colleges of Addis Ababa. Blaxter and Tight (2002:77) elaborated the relevance of descriptive survey method for such a study states that "survey research in education involves the collection of information from members of a group of students, or other persons associated with the educational process, and the analysis of this information..." helps to find out facts about the issue under investigation.

#### 3.2. Sample Population and Sampling Techniques

There are five-government Technical and Vocational Education and Training (TVET) colleges currently under Addis Ababa City Government Education Bureau offer training at three levels 10+1; 10+2 and 10+3. Ten plus one program takes one year training, 10+2, two years training and 10+3, three

years (diploma) training after general secondary school education. Out of the five government TVET colleges, three TVET colleges that are located in three different sub-cities promoted to college diploma [10+3] program were chosen using purposive sampling techniques as source of pertinent, adequate and reliable information for the study. The selected colleges are:

1. Addis Ababa Tegnabareid Technical and Vocational Education and Training College.
2. Entoto Technical and Vocational Education and Training College.
3. General Winget Technical and Vocational Education and Training College.

In addition to their differences in location, the selected colleges differ in their priorities of training fields that is Tegnabareid-**Industrial Technology**, Entoto-**Business**, and General Winget-**Construction Technology** for TVET college diploma or 10 +3 Programme at the beginning. The Colleges admit trainees from all over the city after general secondary school completion. Addis Ababa City Government Education Bureau assigns the trainees to the colleges.

The rationale behind using purposive sampling technique in determining the sample TVET colleges was, in the first place, that they offer both certificate (10+1 and 10+2) and diploma (10+3) programs and the diversity of training areas in these institutions are more than that of others. The second intention for so doing was that this technique is appropriate to avoid the probable focus in certain geographic area and field of training so that the conditions in different areas will be reflected and the study becomes representative. Therefore, while selecting sample TVET colleges, the number of trainees, organizational setup and diversity of training programs were considered.

The subjects of this study were vocational counselors, instructors, deans and trainees/ students found in sample TVET colleges. Regarding respondents' deans and career counselors included in the sample by using availability of their number in the college 8 deans and 6 counsellors that is 100% of the population. The other group of the respondents constitutes trainees currently enrolled in three TVET colleges for **10+2** and **10+3** programs in different occupations of **second** and **third year**. Based on the proportionate number of trainees, out of the total trainee population of 2080, 312(15%) are considered in the sample. Stratified sampling technique was employed in determining the number of trainees from each field of study and then random sampling technique employed to draw a sample respondent from each field of study. The last groups of respondents included in the study were instructors, out of 391 total instructor population 99(25.3%) are considered in the sample by using stratified random sampling technique based on their proportion in each main field and by including the entrepreneurship instructors purposely.

The composition of respondents in the sample colleges presented in the following tabular form.

**Table1. The composition of sample respondent with their qualification and program**

Colleges	Qualifications										TL		
	Diploma & 12+3		B.A/B.sc. Degree		M.A./M.sc. Degree		Others						
<b>AAT-TVET</b>	M	F	M	F	M	F	M	F	M	F			
Dean	-	-	-	-	1	-	-	-	-	-	<b>1</b>		
Deputy Deans	-	-	1	-	1	-	-	-	-	-	<b>2</b>		
Career Counselors	-	-	1	1	-	-	-	-	-	-	<b>2</b>		
Instructors	1	2	13	8	1	-	-	-	-	-	<b>25</b>		
Program	<b>Trainee Respondents In Field of Specialization</b>											TL	
	A.S.S		BUS.		CON.T		IND.T		H.S.B		T.G.T		
	M	F	M	F	M	F	M	F	M	F	M		F
10+2	2	3	1	3	8	3	13	5	-	-	1	1	<b>40</b>
10+3	-	-	-	-	-	-	27	14	-	-	-	-	<b>41</b>
<b>ENTOTO-TVET</b>	Diploma & 12+3		B.A/B.sc. Degree		M.A./M.sc. Degree		Others				TL		
	M	F	M	F	M	F	M	F	M	F			
Dean	-	-	-	-	1	-	-	-	-	-	<b>1</b>		
Deputy Deans	-	-	1	-	1	-	-	-	-	-	<b>2</b>		
Career Counselors	-	-	2	-	-	1	-	-	-	-	<b>3</b>		
Instructors	1	3	24	11	1	1	-	-	-	-	<b>41</b>		
Program	<b>Trainee Respondents In Field of Specialization</b>											TL	
	A.S.S		BUS.		CON.T		IND.T		H.S.B		T.G.T		
	M	F	M	F	M	F	M	F	M	F	M		F
10+2	2	3	1	2	2	1	3	-	1	2	1	2	<b>20</b>
10+3	20	38	12	30	-	-	-	-	-	-	-	-	<b>100</b>
<b>G.W. TVET</b>	Diploma & 12+3		B.A/B.sc. Degree		M.A./M.sc. Degree		Others				TL		
	M	F	M	F	M	F	M	F	M	F			
Dean	-	-	-	-	-	-	-	-	-	-	<b>-</b>		
Deputy Deans	-	-	-	1	1	-	-	-	-	-	<b>2</b>		
Career Counselors	-	-	1	-	-	-	-	-	-	-	<b>1</b>		
Instructors	1	2	25	5	-	-	-	-	-	-	<b>33</b>		
Program	<b>Trainee Respondents In Field of Specialization</b>											TL	
	A.S.S		BUS.		CON.T		IND.T		H.S.B		T.G.T		
	M	F	M	F	M	F	M	F	M	F	M		F
10+2	9	11	6	7	7	5	4	5	5	7	5	10	<b>81</b>
10+3	-	-	-	-	20	10	-	-	-	-	-	-	<b>30</b>
<b>Total Respondents of the study</b>											<b>425</b>		

Note - AAT-TVET-Addis Ababa Tegbaried TVET College; ENTOTO TVET College; G.W. TVET- General Winget TVET College; A.S.S.-Accounting & Secretarial Service; BUS.- Business; CON.T.- Construction Technology; IND.T.-Industrial Technology; H.S.B.- Hotel Service and Beatifications; T.G.T.-Textile and Garment Technology.

### **3.3. Source of the Data**

Data for the study was obtained from both primary and secondary sources. The primary data were collected from 425 sample population through questionnaire (both close ended and open ended) and unstructured interview. For the secondary data relevant books, journals, websites, universal declarations, proclamations and legal documents that reflect the experience of career guidance services in different economies were consulted to supplement and to serve as the bases for the instruments and findings of the study.

### **3.4. Data Collection Instruments**

The data gathering instruments used in the study, were based on the review of related literature and the intended data to be collected. In order to gather first hand information pertaining to the subjects of the study, four types of questionnaires were used. These are 1) questionnaire for career guidance counselors, 2) questionnaire for instructors, 3) questionnaire for deans and assistant deans, and 4) questionnaire for trainees (translated into Amharic). Questionnaire was used for its appropriateness to secure data from many people at a time and for its natural characteristics that it allow informants express their ideas and opinions freely and confidentially. Thus, questionnaires composed of both close and open-ended items, addressing the basic questions were set and administered. The interview guide is conducted with only with one dean and one career counselor from each college in order to get additional information and supplement the response of questionnaire. It focused mainly on the resources, chain of command and the support provided for the career guidance office to implement the program.

### **3.5. Pilot Study**

Before the actual study was done to test the suitability of the data collection instruments a pilot study was conducted. Entoto TVET College was selected

for the field trial. All in all 12 trainees, two previous TVET deans' and four instructors participated. These groups were not involved in the actual data collection process.

The purpose of testing the questionnaires was to examine the clarity of items and direction. Accordingly, in the process when trainees manifested confusions, some modifications were made on the questionnaires and it is translated into Amharic. All instructors and ex-deans responded well only slight improvements were made on the instruction and items of questionnaire. After the completion of the task of the pilot study, the questionnaire were retyped, duplicated and administered on all the respondents.

### **3.6. Procedures of Data Collection**

To maximize the quality of the responses and the rate of return, the time convenient for the respondents was arranged. The researcher did make the objectives of the study clear to all the sample respondents at the beginning of questionnaire administration in order to avoid confusion and facilitate ease of administration. A close follow-up was also made to immediate return of the questionnaires.

### **3.7. Data Analysis**

The data collected was analyzed and interpreted. Percentages were used to describe characteristics of the sample population such as sex, age, education, and qualification, work experience and to analyze the response of career counselors, deans, instructors and trainees. The data findings obtained in this way were analyzed and interpreted with additional sources, such as related literature on international and national level on career guidance. The findings obtained through these instruments were arranged in tables inline with the basic research question. Thus, summary, conclusions and recommendations were made based on the findings.

## CHAPTER FOUR

### 4. PRESENTATION, ANALYSIS AND INTERPRETAION OF DATA

This part of the study deals with presenting and analyzing the data collected through questionnaires supported by interview. A total of 446 questionnaires were distributed to four groups of respondents. The questions were both close and open-ended. All questionnaires of career guidance counselors (6) and deans (8) were collected. On the other hand, 99(91.7%) out of 108 questionnaires that were distributed to instructors and 312(96.3%) out of 324 questionnaires distributed to trainees were collected. Therefore, the analysis was made on the data obtained from 425(95.3%) of the sample respondents and unstructured interview response integrated. Thus, 9 instructors and 12 trainees did not return the questionnaire for unknown reasons.

**Table 2 Distribution of respondents by College, Sex and Age**

No.	Items	Counselors		Deans		Instructors		Trainees	
		No	%	No	%	No	%	No	%
1	<b>Colleges</b>								
	a) Entoto	3	50	3	37.5	41	41.4	120	38.5
	b) A.A. Tegbareid	2	33.3	3	37.5	25	25.3	81	26
	c) G/Winget	1	16.7	2	25	33	33.3	111	35.5
	<b>Total</b>	6	100	8	100	99	100	312	100
2	<b>Sex</b>								
	Male	4	66.7	6	75	75	75.8	150	48.1
	Female	2	33.3	2	25	24	24.2	162	51.9
	<b>Total</b>	6	100	8	100	99	100	312	100
3	<b>Age</b>								
	a) 15-20	—	—	—	—	—	—	298	95.5
	a) 21-25	1	16.7	—	—	16	16.1	14	4.5
	b) 26-30	—	—	—	—	14	14.1	—	—
	c) 31-40	1	16.7	—	—	8	8.1	—	—
	d) 41-50	3	50	4	50	57	57.6	—	—
	e) 51 and above	1	16.7	4	50	4	4	—	—
<b>Total</b>	6	100	8	100	99	100	312	100	

Table 2 shows the general distribution of the respondents in the three sample TVET colleges and the composition of respondents by sex and age. As it is revealed on Table 2 item one 3(50%) of the career counselors,

3(37.5%) of the deans, 41(41.4%) of the instructors and 120(38.5%) of the trainees belong to Entoto TVET college. In the same item 2(33.3%) of the counselors, 3(37.5%) of the deans, 25(25.3%) of the instructors and 81(26%) of the students were from Addis Ababa Tegbaried TVET college, while 1(16.7%) of the counselors, 2 (25%) of the deans, 33(33.3%) of the instructors and 111(35.6%) of the trainees were from General Winget TVET college.

As shown in item 2, 4(66%) of the career counselors, 6(75%) of deans, 75(75.8%) of the instructors and 150(48.1%) of the trainees were males where as the rest were females. Regarding age group the highest 298(95.5%) of the trainees belong to the age group 15 to 20 years and majority of counselors, deans and instructors belong to age category of 41 to 50.

The data in Table 2 indicates that there were only two female career counselors in two colleges. From this data, it is possible to see that the numbers of female trainees in the colleges understudy were more than male trainees, however, the number of female career counselors were only two that is one in Entoto and one in Tegbareid. The finding reveals that in the TVET colleges number of female career counselors and female trainees ratio does not match hence this makes difficult to offer effective career guidance. Moreover, this problem is crucial in General Winget TVET College where only one male career guidance officer, offer career guidance service for more than 3000 trainees. The standard ration is 1:500, for every 500 trainee's one career counselor [World Bank, 2003:28]. Therefore, in such situation to implement effective career guidance service, according to accepted principles becomes difficult.

**Table 3 Respondents category by qualification, area of specialization, years of Service and Experience.**

No.	Items	Respondents					
		Counselors		Deans		Instructors	
		No	%	No	%	No	%
1	<b>Qualification</b>						
	Diploma and 12+3	-	-	-	-	10.	10.1
	B.A/B.sc. Degree	5	83.3	2	25	86	86.9
	M.A./M.sc. Degree	1	16.7	5	62.5	3	3.3
	Others	-	-	1	12.5	-	-
	<b>Total</b>	6	100	8	100	99	100
2	<b>Area of specialization</b>						
	a) Academic	-	-	3	37.5	6	6.1
	b) Technical and Vocational	-	-	2	25	82	82.8
	c) Educational Management	-	-	2	25	-	-
	d) Psychology	4	66.7	1	12.5	-	-
	e) Social Works/Special Education	2	33.3	-	-	-	-
	f) Management and others	-	-	-	-	11	11.1
	<b>Total</b>	6	100	8	100	99	100
3	<b>Total years of service</b>						
	a) 0- 5 years	1	16.7	-	-	6	6.1
	b) 6-10 years	-	-	-	-	7	7.1
	c) 11-20 years	1	16.7	2	25	54	54.5
	d) 21 and above years	4	66.6	6	75	32	32.3
	<b>Total</b>	6	100	8	100	99	100
4	Work experience in industry/non-educational sector						
	a) 0-5 years	-	-	1	12.5	10	10.1
	b) 6 and above years	6	100	7	87.5	89	89.9
	<b>Total</b>	6	100	8	100	99	100

In Table 3, four questions were forwarded to counselors, deans and instructors. The findings regarding qualification indicates that 5(83.3%) of counselor, 86(86.9%) of instructor and 2(25%) of dean respondents were B.A/B.sc degree holders, where as 5(62.5%) of deans, 1(16.7%) of counselors and 3(3%) of instructors had M.A/M.sc degree. The remaining 1(12.5%) of the deans respondent had advanced diploma in principal ship.

With regard to area of specialization 3(37.5%) of deans and 6(6.1%) of instructors specialized in academic areas, but 2(25%) of deans and

82(82.8%) of instructor respondents specialized in technical and vocational fields. Two (25%) of the dean respondents specialized in educational administration, where as 4(66.7%) of career counselor respondents and 1(12.5%) of dean respondents specialized in psychology. From the remaining, 2(33.3%) of career counselors were specialized in social works and special education, where as 11(11.1%) of instructor respondents were specialized in different non-educational fields like management, economics, accounting, engineering, etc. Hence, the findings show that majority of deans specialized in non-technical and vocational areas managing TVET colleges with great majority of instructors specialized in technical and vocational fields. The highest numbers of career counselors were specialized in psychology and hold B.A/B.Sc. Degree which is below required level of qualification at college.

The highest number of career counselors (66%) and deans (75%) having service year of 21 and above, majority of instructors (54.5%) have 11 to 20 years of service. Regarding years of experience in industry/company only 2(25%) of deans and 10(10.1%) instructors had 1 to 5 years of experience in industry/company. The finding reveals only small number of instructors had work experience in industry/company, which is below required standard. As far as this is concerned, MOE (2004:42) unpublished document states that instructors work at TVET institutions/colleges required to have at least one year experience in productive and service delivering organizations. Moreover, the suggestion based on UNESCO's recommendation for the training staff of TVET program (cited in Mekonnen Lemma, 2004:75) states that "the teachers for the education of technicians should possess either a degree or a higher qualification in appropriate field and should have industrial or comparable experience in their particular discipline". The implication of this is if TVET teacher have had company work experience, better opportunity to equip their trainees with required skills and competency by sharing their experience.

**Table 4 Distribution of trainees in Program Enrolled, Class year and Area/Field of study.**

No	Item	No.		%	
1	The training program you enrolled in				
	a) 10+2	141		45.2	
	b) 10+3	171		54.8	
	<b>Total</b>	<b>312</b>		<b>100</b>	
2	Class year you are attending now				
	a) 2 <sup>nd</sup> year	205		65.7	
	b) 3 <sup>rd</sup> year	107		34.3	
	<b>Total</b>	<b>312</b>		<b>100</b>	
3	Area or field of training	10+2		10+3	
		No.	%	No.	%
	a) Accounting and secretarial service	30	21.3	58	33.9
	b) Business	20	14.2	42	24.6
	c) Construction Technology	26	18.4	30	17.5
	d) Industrial Technology	30	21.3	41	24.0
	e) Hotel Service and Beautification	15	10.6	-	-
	f) Textile Garment Technology	20	14.2	-	-
	<b>Total</b>	<b>141</b>	<b>100</b>	<b>171</b>	<b>100</b>

In Table 4 regarding trainees out of the total 312 trainees who filled and returned the questionnaire 141 (45.2%) and 171 (54.8%) were enrolled for 10+2 and 10+3 program respectively. In terms of class years 205 (65.7%) and 107 (34.3%) were second and third year respectively.

The trainees' response of question number three in terms of area/field of training 10+2, 30 (21.3%) Accounting and Secretarial Service, 20(14.2%) Business, 26(18.45%) construction technology, 36(21.3%) industrial technology, 15(10.6%) Hotel Service and Beautification and 20(14.2%) Textile garment Technology. The remaining majority of the trainees 58 (33.9%), 42(24.6%), 30(17.5%) and 41(24%) enrolled in 10+3 program of Accounting and Secretarial Service, Business, Construction Technology and industrial technology consecutively. Hence, the data shows that relatively

highest percentages of trainees in the sample are from accounting and secretarial service.

**Table 5. Trainees' Assignment in to different fields.**

1	Are you assigned to study the area of your interest and choice?		
	a) yes	156	50
	b) no	144	46.2
	c) No response	12	3.8
	<b>Total</b>	<b>312</b>	<b>100</b>
2	If your answer is 'no' for the above question, how were you assigned?		
	a) Entrance exam	6	4.2
	b) Grade Ten National exam result	112	77.8
	c) Luck	-	-
	d) Randomly	20	13.9
	e) I don't know	6	4.2
	<b>Total</b>	<b>144</b>	<b>100</b>

A question was presented to all trainee respondents in item 1 of Table 5 above to find out whether or not the trainees were assigned in the area of study as per their interest on their choices. To this end, 156 (50%) of the students responded in such a way that they were assigned as per their interest on choice, while 144 (46.2%) of them were studying the field without their interest, where as the remaining 12 (3.8%) did not respond.

The findings reveal that half of the trainee respondents' were placed in the field of their interest. However, still there are large number of trainees (46.2%) who were assigned in different fields without their interest of choice and some 3.8% didn't respond to the question. The assignment of trainees without interest violates the basic principles of career guidance.

Referring to item 2 of Table 5, if your answer is "no" for the question number 1, how were you assigned, out of 144 trainees answered 'no' 6 (4.2%) responded by entrance exam, 112 (77.8%) responded that they were assigned on the basis of "grade 10 result", 20 (13.9) were responded randomly", and 6 (4.2%) of the trainees I don't know. Hence, the finding

reveals that majority (77.8%) of the trainees responded the item based on grade 10 national exam result. The trainee's response for the item is supported by interview response of deans and career counselors.

**Table 6. Counselors and deans response about their present Qualification and Specialization.**

No.	Item	Counselors		Deans	
		No	%	No	%
1	Do you believe the present qualification and specialization enables you to execute the objective of TVET in terms of career guidance?				
	a) yes	1	16.7	8	100
	b) no	5	83.3	-	-
	c) No response	-	-	-	-
	<b>Total</b>	<b>6</b>	<b>100</b>	<b>8</b>	<b>100</b>

A question was presented (Table 6) to have the view of counselors and deans whether the present qualification and specialization enable to implement TVET objectives in relation to career guidance. Accordingly, 1 (16.7%) of counselors indicated 'yes' but 5 (83.3%) of the counselors responded 'no'. However, all 8 (100%) of deans responded that the present qualification and specialization enables them to execute TVET objective in terms of career guidance. Thus, the two groups disagreed in the response of the item.

Though the findings of deans reveals that the present qualification and specialization enabling them to execute TVET objectives in terms of career guidance, but the major responsible bodies, career guidance counselors, were indifferent position, that is 83.3% responded that the present qualification and specialization do not enable them to implement TVET objective in terms of career guidance service. Hence, they requested further

training and upgrading of the existing qualification and specialization in the career guidance activities under open-ended items.

**Table 7. The state of awareness creation programs to promote career guidance program.**

No.	Item	Respondents							
		Counselors		Deans		Instructors		Trainees	
		No.	%	No.	%	No.	%	No.	%
<b>1</b>	<b>Is there orientation program for trainees?</b>								
	a) yes	6	100	6	75	46	46.5	188	60.3
	b) no	-	-	1	12.5	36	36.4	124	39.7
	c) No response	-	-	1	12.5	17	17.1	-	-
	<b>Total</b>	<b>6</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>99</b>	<b>100</b>	<b>312</b>	<b>100</b>
<b>2</b>	<b>Who give the orientation? (more than one answer is possible)</b>								
	a) guidance office	4	66.7	4	50	70	70.5	150	48.1
	b) Deans	5	83.3	4	50	35	35.4	140	44.9
	c) Instructors	-	-	-	-	16	16.2		
	d) Employers	-	-	-	-	-	-	6	1.9
	e) Community representatives	-	-	1	12.5	-	-	-	-
	f) Graduates representatives	-	-	-	-	-	-	-	-
	g) Trainees representatives	1	16.3	2	25	2	2	-	-
	h) NGO representatives	-	-	-	-	-	-	-	-
	i) Micro Small Scale Enterprises	-	-	1	12.5	-	-	-	-
	j) Chamber of commerce	-	-	-	-	-	-	-	-
	k) No answer	-	-	2	25	5	5.1	276	88.5
<b>3</b>	<b>If your answer is, 'yes' in item no. 1 what is its content/message? (More than one answer is possible)</b>								
	a) Objectives of career guidance	-	-	2	25	-	-	12	3.8
	b) Services in the college	3	50	4	50	40	40.4	36	11.5
	c) Clubs in the college	2	33.7	-	-	22	22.	144	46.2
	d) Rules and regulation	4	66.7	-	-	70	70.7	158	50.6
	e) Study techniques	5	83.3	4	50	25	25.3	30	9.6
	f) Labor market information	-	-	-	-	5	5.1	-	-
	g) Future career planning	2	33.7	2	25	10	10.1	-	-
	h) Available community resource	-	-	2	25	8	8.1	50	16
	i) Adjustment with new environment	3	50	-	-	5	5.1	49	15.7
	j) No responses	-	-	-	-	2	2	28	9
<b>4</b>	<b>Is there instructor's orientation program about career guidance?</b>								
	a) yes	2	33.7	1	12.5	15	15.2	-	-
	b) no	3	50	6	75	80	80.8	-	-
	c) No response	1	16.3	1	12.5	4	4.0	-	-
	<b>Total</b>	<b>6</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>99</b>	<b>100</b>	<b>-</b>	<b>-</b>

In Table 7, item number one has been forwarded to four categories of respondents where 6(100%) of counselors, 6(75%) of deans, 46(46.5%) of instructors and 188(60.3%) of trainees responded yes. In other side only 1(12.5%) of deans, 36(36.4%) of instructors and 124(39.7%) of trainees responded no, where as 1(12.5%) of deans and 17(17.1%) of instructors not responded the item. The finding reveals that the majority of respondents responded there was orientation program for trainees at the beginning of New Year for newly admitted trainees. In the contrary the response by some trainees is negative because there was no orientation for trainees in career related topics and when they pass from one level to other.

Table 7 item 2, 4(66.7%) of counselors, 4(50%) of deans, 70(70.7%) of instructors and 150(48.1%) of the trainees responded that orientation was offered by career guidance, where as 5(83.3%) of counselors, 4(50%) of deans, 35(35.4%) instructors, and 150(48.1%) of the trainees responded that deans offer orientation. Sixteen (16.2%) of the instructors responded that orientation was offered by instructors. Only 6(1.9%) trainees responded that employers' representatives gave orientation.

With regard to trainees representative 1(16.3%) counselors, 2(25%) of deans, 2(2%) of instructors responded trainee's representatives provide the orientation. Only 1(12.5%) of the deans responded that micro small scale enterprises and community representatives gave orientation for trainees respectively. Two (25%) of deans, 5(5.1%) of instructors and 16(5.1%) of the trainees not responded the item.

The finding reveals that majority of the respondents indicated that career guidance office and deans gave orientation. However, as the data observed in Table 7 previous graduates' representative, NGO representatives' and chamber of commerce that are important sources of information about labour market in the discussion of conceptual framework were not participating in the orientation program.

Referring to item 3, in Table 7, 2(25%) of deans and 12(3.8%) of trainees responded that the content of orientation was on objective of career guidance. Three (50%) of counselors, 4(50%) of deans, 40(40.4%) instructors and 36(11.5%) of the trainees responded that the content of orientation deals on available services in the college. Two (33.7%) of the career counselors, 22(22.2%) of instructors and 144(46.2%) of the trainees responded that the content of orientation is about clubs in the college.

Majority of trainees 158(50.6%) of the trainees, 4(66.7%) counselors and 70(70.7%) of the instructors responded that the content of orientation was about rules and regulation of the college. Five (83.3%) of career counselors, 4(50%) of the deans, 25(25.3%) of the instructors and 35(9.6%) of the trainees identified study technique as the content of orientation. Only 5(5.1%) of the instructors responded the content of orientation was labour market information.

Future career planning is seen as content of orientation by 2(33.7%) of counselors, 2(25%) of deans, and 10(10.1%) instructors. Two (25%) of the deans, 8(8.1%) instructors and 50(16%) of trainees responded available community resource as a content of orientation, where as 3(50%) counselors, 5(5.1%) of instructors and 49(15.7%) of trainees responded that how to adjust with new environment was part of the content in the orientation. Lastly 2(2%) instructors and 28(9%) of the trainees not answered the items. Generally, from the finding it is possible to say that the content of orientation lacks labour market information, which is the core of career guidance in the TVET program implementation.

With regard to item four in Table 7, it is presented to three groups. Two(33.7%) of counselors, 1(12.5%) of deans and 15(15.2%) of the instructors responded yes. In opposite majority 3(50%) of counselors, 6(75%) of deans and 80(80.8%) of the instructors responded no. The remaining 1(16.3%) of counselors, 1(12.5%) of deans and 4(4%) of instructors not responded the item. The finding reveals that there is no

efficient orientation for instructors regarding objective and function of career guidance.

**Table 8. Counselors', Deans', Instructors' and Trainees' ranking of activities organized by TVET College to implement career guidance program.**

No.	Activity	Respondents	Rank			
			1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
1	Orientation talk	Counselors	6(100)	-	-	-
		Deans	8(100)	-	-	-
		Instructors	80(80.8)	8(8.1)	4(4.1)	7(7.1)
		Trainees	90(92.9)	22(7.1)	-	-
2	Career talk of experienced person in actual job	Counselors	-	-	6(100)	-
		Deans	-	-	2(25)	6(75)
		Instructors	2(2)	12(12.1)	50(50.5)	35(35.4)
		Trainees	-	-	5(1.6)	307(98.4)
3	Career conference of different bodies	Counselors	-	-	-	6(100)
		Deans	-	3(3.7.5)	4(50)	1(12.5)
		Instructors	4(4)	10(10.1)	66(66.7)	19(19.2)
		Trainees	-	-	299(95.3)	13(4.2)
4	Company visit	Counselors	-	6(100)	-	-
		Deans	-	6(75)	-	2(25)
		Instructors	5(5.1)	70(70.7)	-	24(24.2)
		Trainees	80(25.6)	232(74.4)	-	-

**N.B. Figures in parenthesis show percentage.**

In Table 8 all, four groups of respondents asked to rank most frequently organized activity first and next carried activity second, an activity carried sometimes third and an activity, which is not frequently, organized activity ranked fourth. Accordingly orientation talk is most commonly organized activity ranked first by all counselors and deans as well as by majority of instructors and trainees, 80(80.8%) and 290(92.9%) respectively. The rest of instructors 8(8.1%), 4(4.1%) and 7(7.1%) ranked orientation talk 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> consecutively. The remaining 22(7.1%) of trainees ranked orientation talk second in their college.

As far as career talk of experienced person in actual job 100% of counselor respondents, 2(25%) of dean respondents, 50(50.5%) of instructor

respondents and 5(1.6%) trainee respondents ranked it third. However, only 2(2%) of instructor respondents ranked the same activity first and second respectively. Furthermore, 6(75%) of dean respondents, 35(35.4%) of instructor respondents and 307(98.4) of trainee respondents declared that career talk of experienced person in actual job least undertaken in the college and ranked fourth.

Regarding career conference of persons from industry, counselor, dean, instructor and trainee respondents 6(100%), 1(12.5%), 19(19.2%) and 13(4.2%) ranked fourth consecutively. The same item was ranked third by majority of trainees 299(95.3%), instructors 66(66.7%) and deans 4(50%). Referring to the same item 3(37.5%) of dean respondents and 10(10.1%) of instructor respondents ranked career conference second in the TVET colleges. In the contrary only 4(4%) of instructors ranked it first which is very difficult to believe.

Item four in Table 8, ranked first by 5(5.1%) of instructor respondents and 80(25.6%) of trainee respondents. However, 100% of counselor respondents, majority of dean, instructor and trainee respondents, that is 6(75%), 70(70.7%) and 232 (74.4%) consecutively ranked second. Finally, 2(25%) of dean respondents and 24(24.2%) of instructor respondents ranked the same activity fourth in the TVET colleges. The finding of Table seven reveals that orientation talk and company visits were commonly organized career guidance information dissemination program ranked first and second. This is contrary to the findings of literature review, which put career talk of experienced person in the field and career conference in the first and second rank. The implication of this finding is that relevant career guidance activities carried least in the colleges understudy, but irrelevant activities of career guidance activities are carried frequently.

**Table 9. Respondents' opinion about the awareness of career guidance objectives and functions.**

No.	Item	Respondents							
		Counselor		Dean		Instructor		Trainees	
		No.	%	No.	%	No.	%	No.	%
1	<b>Do you think the college management aware of the objectives and functions of career guidance program?</b>								
	a) yes	1	16.7	3	37.5	20	20.2	102	32.7
	b) no	3	50	4	50	56	56.6	156	50
	c) I am not sure	2	33.3	1	12.5	23	23.2	54	17.3
	<b>Total</b>	6	100	8	100	99	100	312	100
2	<b>Do you think the college instructors are aware of the objectives and functions of career guidance program?</b>								
	a) yes	1	16.7	2	25	23	23.2	72	23.1
	b) no	2	50	4	50	61	61.6	210	67.3
	c) I am not sure	3	33.3	2	25	15	15.2	30	9.6
	<b>Total</b>	6	100	8	100	99	100	312	100
3	<b>Do you think the college trainees are aware of the objectives and functions of career guidance program?</b>								
	a) yes	1	16.7	1	12.5	21	21.2	123	39.4
	b) no	5	83.3	5	62.5	68	68.7	128	41
	c) I am not sure	-	-	2	25	10	10.1	61	19.6
	<b>Total</b>	6	100	8	100	99	100	312	100

Three questions were forwarded in Table 9 with an effort to find out whether or not the college management, instructors and trainees were aware of the objectives and functions of career guidance in the TVET College. One (16.7%) of the counselors, 3(37.5%) of the deans, 20 (20.2%) of instructors and 102(32.7%) of trainees responded 'yes' that the college management is aware of the objectives and functions of career guidance program. However, majority 3(50%) of the counselors, 4(50%) of the instructors and 156(50%) of trainees responded negatively, that is, the college management were not aware of the objectives and functions of career guidance activities. The

remaining 2(33.3%) of counselors, 1 (12.5%) of deans, 23(23.2%) of instructors and 54(17.3%) of trainees not responded the item.

As recorded in item 2 of Table 9, the whole groups presented with a question to give their answer regarding the instructors in the college are aware of the objectives and functions of career guidance service. One (16.7%) of the counselors, 2(25%) of the deans, 23(23.2%) of the instructors and 72(23.1%) of the trainees indicated 'yes' that is, the instructors were aware of the objectives and functions of career guidance program. In the contrary 2(33.3%) of counselors, 4(50%) of deans, 61(61.6%) of instructors, and 210(67.3%) of the trainees responded that the college instructors were not aware of the objectives and functions of career guidance program. The remaining 3(50%) of counselors, 2(25%) of deans, 15(15.2%) of instructors and 30(9.6%) of trainees responded 'I am not sure' whether the instructors were aware of the objectives and functions of career guidance program.

As far as item 3 is concerned the great majority of career guidance counselors 5(83.3%), deans 5(62.5%) and instructors 68(68.7%) as well as many of the trainees 128(47%) responded that the trainees were not aware of the objectives and functions of career guidance program. Nevertheless, 1(16.76%) of the counselors, 1(12.5%) of the deans, 21(21.2%) of the instructors and 123(39.4%) of the trainees indicated that the trainees were aware of the objectives and functions of career guidance program. The remaining 2(25%) of the deans, 10(10.1%) of the instructors and 61(61.9%) of the trainees responded the item "I am not sure". The findings of Table 9 show that the degree of awareness of the objectives and functions of career guidance among college management, instructors and trainees is low. Nevertheless, the deans claimed in the data of Table 5 that their present qualification and specialization enable them to execute career guidance objectives. However, lack awareness of career guidance objectives and functions came to be one of the finding, which contradicts the former

responses. Other stakeholders of career guidance such as instructors, counselors and trainees approved it. Moreover, it is very difficult for major actors of the career guidance program to undertake the activities listed in the literature review section of quality of career guidance personnel with out adequate awareness of the program.

**Table 10. The opinion of respondents regarding whether the training in the college is labour market oriented or not.**

No.	Item	Respondents							
		Counselors		Deans		Instructors		Trainees	
		No.	%	No.	%	No.	%	No.	%
<b>1</b>	<b>Do you believe that training in your college is labour market oriented?</b>								
	a) yes	2	33.3	3	37.5	20	20.2	128	41
	b) no	1	16.7	3	37.5	62	60.6	138	44.3
	c) I am not sure	2	33.3	2	25	17	17.2	46	14.7
	<b>Total</b>	6	100	8	100	99	100	312	100
<b>2</b>	<b>Do you believe that the skills and knowledge that trainees had acquired in the college enable them to work in the job market?</b>								
	a) yes	6	100	6	75	62	62.	98	31.4
	b) no	-	-	-	-	25	25.3	120	38.5
	c) I am not sure	-	-	2	258	12	12.1	94	30.1
	<b>Total</b>	6	100	8	100	99	100	312	100
<b>3</b>	<b>If your answer for the above question is 'yes' how did you know it? (More than one answer is possible)</b>								
	a) Asking previous gradates	2	33.3	6	75	42	42.4	58	18.6
	b) Feedback from employers	3	50	4	50	50	50.5	40	12.8
	c) Based on research	-	-	-	-	8	8.1	-	-
	d) Through other means	3	50	4	50	19	19.2	214	68.6

As seen in Table 10, counselors, deans, instructors and trainees were asked to indicate whether the training program in the college is labour market oriented. Accordingly, in item 1 of Table 9, 2(33.3%) of counselors, 3

(37.5%) of deans, 20(20.2%) of the instructors and 128(41%) of trainees declared that the training in the college is labour market oriented. Nevertheless, 1(16.7%) of counselor respondents, 3(37.5%) of dean respondent, 62(60.6%) instructor respondents and 138(44.3%) trainee respondents indicated that the training in the college is not labour market oriented. Moreover, 2(33.4%) of counselors, 2(25%) of deans, 17(17.2%) of instructors and 46 (14.7%) of trainees said "I am not sure" that the training programs in the college are labour market oriented. Hence, the findings reveal that some of the trainings in TVET colleges were not labour market oriented.

With regard to item 2, in Table 10, (100%) of counselors, 6 (75%) of deans, 62 (62.6%) of instructors and 98 (31.4%) of trainees believed that the skill and knowledge trainees acquired in the college enable them to work in the job market. Regarding this 25 (25.3%) of instructors and 120 (38.5%) of trainees do not believe that the skill and knowledge the trainees acquired in the college was sufficient to be employed in the competitive job market. However, 2 (25%) of the deans, 12 (12.1%) of the instructors and 94(30.1%) of the trainees said that not sure whether the skill and knowledge acquired by trainees enable them to work in the job market.

When the respondents were asked how would they know the skill and knowledge acquired is enabling trainees to fit in the labour market; item 3(Table 10), 2(33.3%) of counselor respondents, 6 (75%) of dean respondents and 42 (42.4%) of instructor respondents indicated that they know by asking previous graduates. On the other, 3(50%) of counselors, 4(50%) deans and 50 (50.5%) of instructor respondents claimed that, they knew based on the feedback from employers, but 3 (50%) of counselor respondents, 4(50%) of dean respondents and 19 (19.2%) of instructor respondents did not respond to the question. The findings in Table 8 show that majority of the respondents indicated that the training programs in the

colleges are not labour market oriented. This shows us that the objective of TVET producing employable skill has not been achieved by the colleges understudy. This is because of the 'mismatch' problem became very familiar for the TVET college graduates to find jobs after graduation (World Bank, 2003:15). However, most the respondents believe that the skill and knowledge acquired in the college enable them to be employed in the existing labour market based on information from previous graduates and employers.

**Table 11. Responses regarding the objectives of TVET and organization of career guidance program.**

No.	Items	Respondents							
		Counselor		Dean		Instructor		Trainees	
		No.	%	No.	%	No.	%	No.	%
<b>1</b>	<b>Is the objective of TVET to train employable skill?</b>								
	a) Yes	4	66.7	6	75	70	70.7	240	76.9
	b) No	2	33.3	2	25	20	20.2	48	15.4
	c) I don't know	-	-	-	-	9	3.1	24	7.7
	<b>Total</b>	6	100	8	100	99	100	312	100
<b>2</b>	<b>Is there career guidance committee in your college?</b>								
	a) Yes	-	-	-	-	-	-	-	-
	b) No	6	100	8	100	69	69.7	195	62.5
	c) I am not sure	-	-	-	-	30	30.3	117	37.5
	<b>Total</b>	6	100	8	100	99	100	312	100
<b>3</b>	<b>Is there firm relationship between guidance office and trainees to exchange information?</b>								
	a) Yes	6	100	4	50	42	42.4	108	34.6
	b) No	-	-	2	25	52	52.5	183	58.7
	c) I am not sure	-	-	2	25	5	5.1	21	6.7
	<b>Total</b>	6	100	8	100	99	100	312	100
<b>4</b>	<b>When do career guidance service providers consulted? ( More than one answer is possible)</b>								
	a) In connection with problem	2	33.3	4	50	36	36.4	51	16.3
	b) During critical decision	3	50	2	25	14	14.1	18	5.8
	c) Period of mismatch b/n talent and qualification	-	-	6	75	10	10.1	21	6.7
	e) Emergency	-	-	4	50	34	34.4	171	54.8
	f) Any time help is needed	4	66.7	8	100	40	40.4	51	16.3

Series of questions forwarded to four categories of respondents (Table 11) to respond their opinion about the objective of career guidance, organizational setup, and a state of relationship between guidance office and trainees and when the career guidance providers consulted. In item 1 of Table 10, 4(66.7%) of counselor respondents, 6(75%) of dean respondents, 70(70.7%) of instructor respondents and 240(76.9%) of trainee respondents confirmed that the objective of TVET is to train employable skill. In the contrary, 33.3% of counselors, 25% of deans, 20.2% of instructors and 15.4% of the trainees responded the item negatively, that is TVET objective is not to train employable skills, whereas 9.1% of instructor and 7.7% of trainee respondents said 'I don't know'.

Concerning item 2 the organization of career guidance committee in the college, 100% counselor and dean respondents and 30.3% of instructor respondents and 62.5% of trainee respondents indicated absence of career guidance committee in the TVET College. Thirty (30.3%) of instructor respondents and 117(37.5%) of trainee respondents said "I don't know whether there is career guidance committee or not". The finding shows there is no career guidance committee in the TVET Colleges. In this context it is contrary to the finding of literature review, which stated organizing career guidance committee is one of the duties of career guidance officer.

In item 3 of Table 11, all groups were presented with a question whether there is firm relationship with career guidance office and trainees with regard to information exchange, counselor respondents 100%, dean respondents 50%, instructor respondents 42.4% and trainee respondents 34.6% said 'yes'. That is, there is close relationship between guidance office and trainees in terms of information exchange. Against this 25% of dean respondents, 52.5% of instructor respondents and majority of trainee respondents (58.7%) responded that there is no close relation between the career guidance office and trainees in a form of information exchange.

Some of them 25% of dean respondents, 5.1% of instructor respondents and 6.7% of trainee respondents offered the answer "I do not know". The finding reveals that though the majority of career counselors and deans said that there is close relation between career guidance office and trainees, it is not confirmed by most of trainees' response; hence, there is weak relation between guidance office and trainees with regard to information exchange.

Item 4 (Table 11) forwarded to all groups to know their opinion concerning when career guidance workers be consulted. Two (33.3%) of counselors, 4(50%) of the deans, 36(36.4%) of instructors and 51(16.3%) of trainees claimed that career guidance providers were consulted in connection with major problems. Three (50%) of counselors, 2(25%) of the deans, 14(14.1%) of the instructors and 18(5.8%) of trainees said that career guidance providers consulted during critical decision. Only three groups, that is, 75% of the deans, 10.1% of the instructors and 6.7% of the trainees indicated that career guidance providers consulted in the period of mismatch between talent and qualification.

However, 4(50%) of deans, 34(34.4%) of instructors and 171(54.8%) trainees indicated that career guidance provider consulted during emergency. Moreover, majority (66.7%) of counselors, 100% of deans, 40(40.4%) of instructors and 51(16.3%) of trainees said that career guidance service providers consulted at any time assistance is needed. The finding shows that career guidance service providers consulted at any time help is needed on the basis of three groups of respondents (counselors, deans and instructors), but due to lack of understanding, trainees response inclined towards consultation of career guidance during emergency situation. Particularly the findings of trainees violates the idea that career guidance refers to services and activities intended to assist individuals of any age and at any point throughout life.

**Table 12. Deans and career counselors' opinion about career guidance objectives, laws to implement the program and resource allocated in the form of budget.**

No.	Items	Respondents					
		Deans		Counselors		Total	
		No.	%	No.	%	No.	%
<b>1</b>	<b>Do you think the objectives of career guidance achieved in your college?</b>						
	a) Yes	2	25	1	16.7	3	21.4
	b) No	5	62.5	4	66.6	9	64.3
	c) I am not sure	1	12.5	1	16.7	2	14.3
	<b>Total</b>	8	100	6	100	14	100
<b>2</b>	<b>Were there laws backing the implementation of career guidance program in the college?</b>						
	a) Yes	3	37.5	1	16.7	4	28.6
	b) No	4	50	4	66.6	8	57.2
	c) I am not sure	1	12.5	1	16.7	2	14.2
	<b>Total</b>	8	100	6	100	14	100
<b>3</b>	<b>Do you assume the resource allocated to career guidance office in the form of budget is sufficient to achieve the objective?</b>						
	a) Yes	2	25	1	16.7	3	21.5
	b) No	6	75	4	66.6	10	71.4
	c) No answer	-	-	1	16.7	1	7.1
	<b>Total</b>	8	100	6	100	14	100
<b>4</b>	<b>Do you facilitate school-to-work transition by developing extensive link with employers?</b>						
	a) Yes	4	50	3	50	7	50
	b) No	2	25	2	33.3	4	28.6
	c) I am not sure	2	25	1	16.7	3	21.4
	<b>Total</b>	8	100	6	100	14	100
<b>5</b>	<b>Do your college management and career guidance office work co-operatively?</b>						
	a) Yes	6	75	2	33.3	8	57.2
	b) No	1	12.5	3	50	4	28.5
	c) No response	1	12.5	1	16.7	2	14.3
	<b>Total</b>	8	100	6	100	14	100

It can be seen from item 1 (Table 12), the question was positively answered by 2(25%) of dean respondent and 1(16.7%) of counselor respondent that the objectives of career guidance achieved according to their expectations. On the contrary, majority 5(62.5%) of the deans and 4(66.6) of the counselors indicated that the objective of career guidance was not achieved as they expected it and the remaining 1(12.5%) of dean respondents and 1(16.7%) career counselor respondents were claimed that they were not sure whether the objective of career guidance were achieved or not. The finding shows that the objectives of career guidance not properly achieved according to accepted principles explained under literature review section page 16 assisting trainees to make conscious and positive educational and occupational choices and decisions.

In Table 12, item number 2, 5(28.6%) of the sample in discussion agreed that there were laws backing the implementation of career guidance services in the college. Against this majority 8(57.2%) of the sample population disagreed that there were no laws backing the implementation of career guidance service in the college and 2(14.2%) indicated "I do not know". The finding shows that there were no clearly stated laws to implement career guidance service effectively. In item 3 (Table 12), 10(71.4%) raised issues related to the resources allocated to career guidance department in the form of budget is not sufficient to achieve the objectives. In this regard, 3(21.5%) of the total sample population declared that the resource allocated in the form of budget is sufficient to achieve career guidance objectives, where as 1(7.1%) of the sample population did not offer in the answer. As the findings reveal it that there is shortage of resources and budget allocated to it.

In item 4, 7(50%) of the respondents said 'yes' that they facilitate school-to-work transition of trainees by creating smooth relationship with employers. However, 4(28.6%) of the total respondents on the item, indicated 'no', that they didn't facilitate school-to-work transition of trainees and there is no

extensive link between the college and employers. The remaining 3(21.4%) not responded the item. The finding reveals that relatively speaking school-to-work transition of trainees facilitated by creating smooth relationship between the college and employers.

As far as concerning item 5, 8(57.2%) of the respondents agreed that the college management and career guidance office work cooperatively, but 4(28.5%) the respondents disagreed that they did not work cooperatively. The remaining 2(14.3%) reserved form responding to the item. Hence, the finding reveals that the college management and career guidance work co-operatively.

**Table 13. Respondents' opinion about the existing facilities and services to make the training labour market oriented**

No.	Items	Respondents							
		Counselor		Dean		Instructor		Trainees	
		No.	%	No.	%	No.	%	No.	%
<b>1</b>	<b>Is there career corner/place to display occupational and educational information in the college library or other location?</b>								
	a) Yes	1	16.7	2	25	9	9.1	40	12.8
	b) No	4	66.6	5	62.5	74	74.7	250	80.1
	c) No answer	1	16.7	1	12.5	16	16.2	22	7.1
	<b>Total</b>	6	100	8	100	99	100	312	100
<b>2</b>	<b>If your answer for item 1 is 'yes' which of the following materials displayed in the corner? (more than one answer is possible)</b>								
	a) Booklets about job	1	16.7	1	12.5	5	5.1	33	10.6
	b) Pamphlets about job	-	-	1	12.5	-	-	-	-
	c) Work charts	-	-	-	-	4	4	-	-
	d) Photographs of industry	-	-	-	-	-	-	11	3.5
	e) Advertisement of job	-	-	-	-	-	-	-	-
	f) No answer	5	83.3	6	75	90	90.9	268	85.9
	<b>Total</b>	6	100	8	100	99	100	312	100
<b>3</b>	<b>Is there a close link between your college and employers/companies?</b>								
	a) Yes	1	16.7	2	25	21	21.23	30	9.6
	b) No	3	50	6	75	56	56.6	270	86.5
	c) No answer	2	33.3	-	-	22	22.2	12	3.9
	<b>Total</b>	6	100	8	100	99	100	312	100
<b>4</b>	<b>How far the trainees joining different programs in your college informed?</b>								
	a) adequately informed	1	16.7	1	12.5	6	6.1	18	5.8
	b) less informed	1	16.7	3	37.5	38	38.4	102	32.7
	c) not informed	2	33.3	3	37.5	40	40.4	102	32.7
	d) I am not sure	2	33.3	1	12.5	6	6.1	69	22.1
	e) No response	-	-	-	-	9	9.1	21	6.7
	<b>Total</b>	6	100	8	100	99	100	312	100

In an attempt to know the availability of facilities and service, which make the training market oriented questions presented to all groups of respondents as shown in Table 13. Hence, with regard to item 1, 1(16.7%) of counselor respondents, 2 (25%) of dean respondents, 9(9.15) of instructor respondents and 40 (12.8 %) of trainee respondents indicated 'Yes' there is career corner to display occupational information. On the other hand, 4(66.6%) of the counselor respondents, 5(62.5%) of the dean respondents, 74(74.7%) of the instructor respondents and 250(80.1%) of the trainee respondents indicated 'no'. The remaining 1(16.7%) of counselor, 1(12.5%) of deans, 16(16.2%) of instructors and 22(7.1%) of trainees did not respond the question. Therefore, it was found that the sample TVET Colleges have no career corner/place to display occupational information, which is one of the most important approaches to disseminate career information for trainee to market their skill as Nickell (2001:3) explains that "access to high-quality, up-to- date career information has always been an important feature in professional career guidance as well as essential support to make realistic and informed decision about their future".

Regarding items 2, 1(16.7%) of the career counselors, 1(12.5%) of deans, 5(5.1%) of instructors and 33(10.6%) trainees responded the item as booklets displayed in the career corner. Only 1(12.5%) of deans indicated that pamphlets displayed in the career corner and 4 (4%) of instructors said that charts were displayed in the career corner/place for occupational information. The great majority of respondents from all groups did not respond to the item. The finding reveals absence of important occupational and educational information even in the career corner where few of the respondents indicated.

As it has been observed from item 3, (Table 13) all four groups asked to give their responses if there is close link established between their colleges and employing companies. Accordingly, 1(16.7%) of counselor respondents,

2(25%) of dean respondents, 21(21.2%) of instructor respondents and 30(9.6%) of trainee respondents agreed that there is a close link between the college and the companies in the area. On the contrary, the majority, that is 3(50%) of career counselor respondents, 6(75%) of dean respondents, 56(56.6%) of instructor respondents indicated that there is loose link between the companies and TVET colleges. The reminding respondents did not respond to the item. Hence, the finding reveals that there is no close link between the companies and TVET colleges understudy. This shows the concept of career guidance discussed in the review of literature that is making close link between companies and TVET colleges in form information occupational information exchange had not been practice in the TVET colleges.

In question four [Table 13] attempt was made to find how trainees were informed when admitted to the college. One (16.7) of the career counselor respondents, and 18(5.8%) of trainee respondents said that trainees were adequately informed while joining the college. On the other hand 1(16.7%) of counselors, 3(37.5%) deans, 38(38.4%) of the instructors and 102 (32.7%) of the trainees agreed that trainees were less informed when joining the college. Two (33.3%) counselors, 1(12.5%) of the deans, 6(6.1%) of the instructors and 69(22.1%) of the trainees responded that they were not sure and the remaining 9(9.1) of instructors and 21(6.7%) of trainees were not gave their responses. Thus, the finding of item four reveals that the trainees were not properly informed about future job creation and opportunity in relation to the occupation they pursue while joining the college. This shows that the career guidance service in the TVET colleges is in different track rather than informing training adequately as indicated in the review of related literature.

**Table 14. Career counselors' response about professional commitment and participation in career guidance workshops, seminars and training.**

No.	Item	No	%
<b>1</b>	<b>Do you have professional commitment?</b>		
	a) yes	4	66.7
	b) no	2	33.3
	c) No response		
	<b>Total</b>	6	100
<b>2</b>	<b>If your answer for item 1 is 'Yes' what is the reason?(more than one response)</b>		
	a) It created employment opportunities	2	33.3
	b) It attained economic benefits	-	-
	c) It gave social prestige	-	-
	d) Access to further education	-	-
	e) Satisfaction of trainees	2	33.3
	f) Moral and material support of the college	-	-
	g) No response	-	-
<b>3</b>	<b>If your answer for item 1 is 'No' what is the reason? (more than one response)</b>		
	a) Low status	-	-
	b) Nature of the work	-	-
	c) Due to limited opportunity for higher education	-	-
	d) Lack of cooperation from stakeholders	-	-
	e) Lack of law backing the work	-	-
	f) Lack of incentives	1	16.7
	g) Lack of clearly stated job description	1	16.7
	h) No response	4	66.6
<b>4</b>	<b>Did you participate in workshops, seminars or any other training related to career guidance?</b>		
	a) yes	2	33.3
	b) no	4	66.7
	c) No response	-	-
	Total	6	100
<b>5</b>	<b>If your answer for item 4 is 'Yes', how many times?</b>		
	a) Once	-	-
	b) Twice	1	16.7
	c) Three times	-	-
	d) More than three times	1	16.7
	Total	2	23.4

As show in Table 14, five questions were presented to career counselor respondents about professional commitment and participation in training

related to guidance. Accordingly, in item 1, 4(66.7%) of the counselor respondents said 'yes' show that they had professional commitment. In the contrary, 2(33.3) of the counselor respondents indicated that they do not have professional commitment. The finding shows that majority of career counselors have professional commitment and resulted in efficiency.

Regarding reasons promoting professional commitment in item 2, 2(33.3%) of the counselors pointed out that the profession created employment opportunities, 2(33.3%) of them said that because of satisfaction of trainees on the service of career guidance and 2(33.3%) did not respond to the item. Consequently, the finding reveals the creation of employment opportunity and satisfaction of trainees is found to be two reasons which contributed to professional commitments. However, those who responded that they do not have professional commitment indicated the reasons in item three as 1(6.7%) counselor responded that lack of incentives and 1(16.7%) stated lack of clearly stated job description. The finding shows that the reason for no professional commitment found to be lack of incentives and lack of clearly stated job description.

An attempt made to find out whether or not career counselors participated in workshops, seminar or any other training related to career guidance. As it can be observed from item 4, response, 2(33.3%) of the counselor response indicated that they participated in workshops related with career guidance, while 4(66.7%) of them did not participate in any form of training. The finding reveals that the majority of career guidance counselors did not participate in any form of training.

In item five, [Table14] counselors were asked to indicate how many times they participated. Among the counselors who participated; 1(16.7%) participated twice and 1(16.7%) did more than three times. Thus, the findings indicate that career counselors lack up-to-date training in a form of workshop.

In an effort to evaluate, the extent to which career guidance activities were undergoing in the colleges, series of statements were presented to all groups (career counselors, deans, instructors and trainees) in the sample as shown on Tables 15 to 18 separately. They responded by putting a circle on a five point likert scale rating which denotes values that vary from strongly disagree to strongly agree. The value of **4** is given for strongly agree where as **1** is given for strongly disagree and **0** is offered for undecided.

**Table 15. Counselors' rating of career guidance service and activities in the colleges**

No	Items	Rating				
		1	2	3	4	0
1	Career guidance service in the college is sufficiently promoted	2(33.3)	3(50)	1(16.7)	-	-
2	Career guidance got the right position in organization structure from Ministry of Education down to the college	3(50)	2(33.3)	-	-	1(16.7)
3	There is a tracer study of former graduates to improve & evaluate the effectiveness of TVET program	1(16.7)	3(50)	1(16.7)	1(16.7)	-
4	The trainees in the college are made to know their abilities and talents on relation to available work opportunities	1(16.7)	3(50)	1(16.7)	1(16.7)	-
5	There is close relationship b/n the field of training and micro small scale enterprises (MSSE) in the area	1(16.7)	4(66.7)	1(16.7)	-	-
6	The college organizes career days, career weeks, career conferences, parents' day & exhibitions.	1(16.7)	3(50)	2(33.3)	-	-
7	Career guidance office identify appropriate companies and industries for apprenticeship training program	1(16.7)	2(33.3)	1(16.7)	2(33.3)	-
8	Career guidance office usually undertake research and development activities	2(33.37)	3(50)	-	-	1(16.7)
9	Career guidance is offered for trainees who have emotional problem in training	4(66.7)	-	2(33.3)	-	-
10	The instructors made company visit part of their training process	-	4(66.3)	1(16.7)	1(16.7)	-

**N.B. Figures in parenthesis show percentage.**

The data in Table 15 revealed the highest number of respondents rated lowest values for most items of statements of career guidance practice in the TVET colleges. This indicates even the career guidance office does not properly understand the concept of career guidance objectives and functions as discussed in the review of literature. This is confirmed by the opinion responded in item 9, that is 2(33.3%) of career counselor respondents agree that career guidance is offered for trainees who have emotional problem in training. However, career guidance is offered for "people who are pretty normal and have no emotional problem that would interfere with developing a rational approach to making a vocational or career choice" (Zunker, 1998:18).

**Table 16. Deans rating of career guidance services and activities in the colleges**

No	Items	Rating				
		1	2	3	4	0
1	The instructors explain about the job opportunities in relation to their courses to trainees	-	-	4(5%)	4(50%)	-
2	The instructors make company visit part of their training	2(25%)	2(25%)	2(25%)	-	2(25%)
3	There is a tracer study of former graduates to improve & evaluate the effectiveness of the college program	4(50%)	4(50%)	-	-	-
4	The trainees in the college are made to know their abilities and talents in relation to available work opportunities	2(25%)	2(25%)	2(25%)	2(25%)	-
5	There is close relationship between the fields of training in the college and micro small scale enterprises in the area	2(25%)	2(25%)	2(25%)	1(12.5%)	-
6	Career guidance got the right position in organization structure from Ministry of Education down to the College	3(37.5%)	2(25%)	1(12.5%)	-	
7	The college organizes career days, career weeks, career conference, parents day & exhibitions	4(50%)	2(25%)	2(25%)	-	-
8	The career guidance office identify appropriate companies and industries for apprenticeship training	1(12.5%)	-	2(25%)	3(37.5%)	-
9	Career guidance services in the college contribute towards the development of positive work habit on the trainees	3(37.5%)	2(25%)	-	2(25%)	1(12.5%)
10	Career guidance office usually undertake research and development activities	2(25%)	4(50%)	1(12.5%)	-	
11	Career guidance offered for trainees with emotional problem in training.	2(25%)	-	2(25%)	3(37.5%)	1(12.5%)
12	The instructors orient trainees in appropriate job search procedures	2(25%)	-	2(25%)	4(50%)	-

On Table 16, series of questions were forward to the deans. The responses show that deans generally valued the statement of career guidance activities negatively. The great majority of deans gave the lowest values almost for the entire questions, which is an indication of poor career guidance services and lack of understanding about the function and objectives of career guidance.

**Table 17. Instructors' response by rating career guidance activities Prevailing in their colleges**

No	Item	Rating				
		1	2	3	4	0
1	Career guidance program in the college is sufficiently promoted	16(16.2)	38(38.4)	32(32.3)	4(4)	9(9.1)
2	There is a tracer study of former graduates to improve the program	32(32.3)	48(48.5)	20(20.2)	2(2)	9(9.1)
3	There is close relationship between the fields of training in the college and micro small scale enterprises (MSSE) in the	10(10.1)	61(61.6)	15(15.2)	2(2)	9(9.1)
4	The college organizes career days, career weeks, career conferences parents' day & exhibition to promote career guidance activities.	32(32.3)	54(54.5)	10(10.1)	2(2)	1(1)
5	The career guidance office identify appropriate companies or industries for apprenticeship program of the college	6(6.1)	18(18.2)	32(32.3)	40(40.4)	2(2)
6	Career guidance program in the college contribute towards the development of positive work habits on the trainees	14(14.1)	35(35.4)	38(38.4)	5(5.1%)	7(7.1)
7	Career guidance office usually undertake research and development activities	38(38.4)	45(45.5)	9(9.1)	4(4)	3(3)
8	Career guidance is offered for trainees who have emotional problem in training	14(14.1)	42(42.4)	22(22.2)	18(18.2)	3(3)
9	The instructors acquaint the trainees with job search procedures	14(14.1)	30(30.3)	44(44.4)	6(6.1)	5(5.1)

**N.B Figures in parenthesis show percentage**

In Table 17, items were prepared for instructors to rate the present state of career guidance activities with reference to the content of career guidance program in their colleges. Almost all the items valued negatively by more than 50% of the respondents except item five and eleven rated relatively

positive. The finding reveals some positive contribution when seen regarding the role of career guidance for apprenticeship program implementation and acquainting trainees with job search techniques.

**Table 18. Trainees' rating career guidance services carried out in the their college**

No.	Item	Rating				
		1	2	3	4	0
1	Deans work cooperatively with the trainees	24(7.7)	156(50)	90(28.86)	12(3.8)	18(5.8)
2	Instructors explain about the job opportunities with their course.	30(9.6)	72(23.1)	165(52.9)	45(14.4)	-
3	Instructors make industry visit part of their course activity	102(32.7)	71(22.8)	78(25)	36(11.56)	18(5.8)
4	Entrepreneurship instructors inform job opportunities in relation to your field of training	30(9.6)	115(36.9)	114(36.5)	48(15.4)	15(4.8)
5	Your training has close relationship with Micro Small Scale Enterprises	78((25)	66(21.2)	96(30.8)	51(16.3)	21(6.7)
6	The college organize career days, career weeks, career conferences, parents day & exhibition	117(37.5)	108 (34.6)	51(16.36)	12(3.8)	24(7.7)
7	Career guidance office identify companies for apprenticeship training	60(19.2)	171(54.8)	48(15.4)	18(5.8)	21(6.7)
8	Career guidance is offered for trainees with emotional problem in training	18(5.8)	27(8.76)	135(43.3)	132(42.3)	-

**N.B. Figure in parenthesis show percentage**

In Table 18, there were eight items presented to TVET college trainees with regard to career guidance activities carried out by counselors, instructors

and deans in the college. The trainees rated negatively the entire item except for instructors' career guidance activity, which they valued positively.

One important point in relation to Table 18 is the trainees valued item number seven which indicates career guidance office facilitate apprenticeship program negatively, that is 60(19.2%) rated **1**, 171(54.8%) rated **2**, 48(15.4%) rated **3**, 18(5.8%) rated **4** and 21(6.7%) did not respond. Thus, the majority of the deans and instructors in Table 16 and 17 respectively responded the same to the same item positively where as in Table 15, 50% of career counselors valued the item negatively and 50% of them valued positively. The finding shows that trainees did not approve the other stakeholders' response in relation to this particular item. Hence, it seems difficult to take the opinions of deans, instructors and career counselors' unless it is supported by beneficiaries'(trainees) confirmation.

However, in unpublished documents of MOE vocational guidance and counseling guideline for TVET institutes (2005) and National Technical and Vocational Education and Training Strategy (2006:26) the vocational guidance staff at TVET institutions are instrumental in facilitating apprenticeship and preparing youth for apprenticeship training. Nevertheless, the finding of the study shows that the career guidance staff did not become instrumental to facilitate appropriate apprenticeship training program for trainees as trainees' value it.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSION AND RECOMMENDATION

So far, in this study, the state of career guidance programme in government TVET colleges of Addis Ababa has been examined from the perspective of the available literature, field research and questionnaires supported by unstructured interview. In this, the theoretical aspects of career guidance program as well as the practical problems facing those engaged in the profession, the facilitators and the beneficiaries face had been dealt in the previous chapter. This chapter concentrated on the findings, conclusions drawn and recommendations made based on the reviewed literature and data analysis and interpretation in the study.

#### 5.1. Summary of the Findings

The purpose of the study was to investigate the state of career guidance services through collecting information from concerned bodies in selected TVET colleges of Addis Ababa. To this end, the study aimed at answering the following research questions.

1. Do counselors, deans and instructors have the necessary qualification, specialization, training and experience to offer adequate career guidance to trainees?
2. Are TVET college counselors, deans, instructors and trainees aware of the objectives, importance, functions, principles and contents of career guidance?
3. Do the TVET college trainees have adequate information about career prospect, employment and self-employment opportunity of their study?
4. Do counselors, instructors and deans offer required assistance for trainees based on necessary technical skills and guidelines

to implement improved career guidance services in TVET colleges?

5. What services of career guidance are not present to implement the quality career guidance in the TVET colleges?
6. What are the outstanding administrative, financial and legal problems encountered in implementing career guidance in Addis Ababa TVET colleges?

Thus, in order to find reasonable answers for the above basic questions appropriate data collection procedures were employed by using descriptive survey method. Questionnaire and unstructured interview items were prepared and administered to collect data from 6 career counselors, 8 deans and deputy deans, 99 instructors and 312 trainees. The collected data was analyzed through percentage.

### **The following findings were observed**

**5.1.1.** As shown in the profile of the respondents relatively the respondents from Entoto were greater in relation to other colleges based on its total population. The findings indicate that the participation of females in the TVET colleges was encouraging as 51.9% of the trainees were females. The participation of females at counselor, dean and instructor position was 33.3% 25% and 24.2% consecutively. This disproves the conception of society regarding TVET as a profession devoted to males.

**5.1.2.** As far as age is concerned, 95.5% of the trainees belong to the age group 15 to 20. Majority (56.6%) of the counselors, deans and instructors belong to age group of 41 to 50 year.

**5.1.3.** Regarding qualification the majority of the respondents (counselors, and instructors) were BA /BSc. degree holders. Only 16.7% of counselor

respondents and 5% of dean respondents were MA /M. Sc. holders, while 10 (19.1%) of instructor, respondents were college diploma holders. However, MOE (2004:43) document stipulates that the qualification of instructors required at 10+3 (diploma) program level is minimum of 50% BA/BSc. and 50% M.A/M. Sc. degree holders which is not fulfilled by the colleges.

**5.1.4.** With regard to area of specialization majority of instructors (82.8%) and 2% of deans were specialized in technical and vocational field. The remaining respondents were specialized in non-technical and vocational fields. The finding shows that majority of dean respondents specialized in non-technical and vocational fields but manage TVET colleges with majority of instructors specialized in technical and vocational fields. Most of counselors specialized in psychology and offer career guidance for TVET trainees.

**5.1.5.** Most of career counselors (66.6%) and deans (75%) have 21 and above years of experience, which is ideal to offer matured advice to their trainees. Moreover, majority of instructors (54.5%) served for 11 to 20 years, but they lack work experience of company and college. However, as it is revealed in the findings of trainees' response, except for instructors the other groups were not properly discharging their responsibilities or not offering the required assistance for their trainees.

**5.1.6.** Large number of trainees are enrolled in the area/field of accounting and secretarial service. The findings revealed that half of the trainees (50%) were placed in the field they have interest in but 46.2% of the trainees without their interest.

**5.1.7.** The dean and career counselor respondents disagreed about the present qualification and specialization enabling them to execute TVET objectives in terms of career guidance in such a way that, 100% of dean

respondent were in favors of the item that is the present qualification and specialization enable them to execute TVET objectives in terms of career guidance, while 83.3% of career counselor respondents disagreed with the deans opinion.

**5.1.8.** There was orientation program for newly admitted trainees at the beginning of the year, but there was no orientation when trainees pass from one level to other and the content of orientation is not relevant to career development and labour market information. Thus, the majority of the respondents responded that career guidance counselors and deans gave orientation, but most important bodies to orient TVET trainees such as employers, alumina associations, MSSE, important persons from the community didn't involve in the orientation program. The content of orientation was more of about rules and regulation as it indicated by more than 50% of respondent though it lacks occupational information. However, there was no orientation for instructors as declared by 75% of deans, half of counselors, and 80.8% instructors.

**5.1.9.** Orientation talk and company visits ranked first and second by most respondents as being most frequently carried activity in the TVET colleges. Regarding career talk of experienced person in actual job all of career counselors, majority of instructors (50%) and some of deans (25%) ranked it third, however, (98.4%) of the trainees ranked it fourth as not frequently carried activity in their colleges.

**5.1.10.** Majority of the respondents have lack of awareness about the objectives and functions of career guidance program in the TVET colleges.

**5.1.11.** Majority 62(60.6%) instructor and 138(44.3%) trainee respondents indicated that the training in the college is not labour market oriented. However, all of the career counselors (100%), six (75%) of deans, sixty-two

(62.6%) of instructors and ninety-eight (31.4%) of trainees indicated that the skills and knowledge acquired in the college enable to work in the actual world of work. This finding shows mismatch between labour supply and demand. The mismatch situation has not been addressed by TVET college.

**5.1.12.** There is no career guidance committee in the TVET colleges. The career counselors and trainees disagreed on the existing relationship between guidance office and trainees, in such a way that all of career counselors indicated that there is firm relationship between career guidance and trainees.

**5.1.13.** Most of the respondents 320 (75.3%) agreed that the objective of TVET is training employable skill, but they do not have clear vision about career guidance objectives.

**5.1.14.** Majority of career counselors, deans and instructors claimed that career guidance service providers consulted at any time help is needed; where as many of trainees 126 (40.4%) indicated that it is consulted during emergency period. This shows the trainees lack knowledge of career guidance.

**5.1.15.** The objective of career guidance is not properly achieved. This is because of the absence of laws, guidelines and rules to implement the program, shortage of budget allocated and the office is not represented at different levels, the location of career guidance office is not appropriate, the office is not equipped with required materials and the stake holders such as deans, instructors and trainees lack awareness.

**5.1.16.** Half of the deans and counselor respondents (7) agreed that school-to-work transition of trainees is facilitated by making close collaboration

between college management and employers. However, the beneficiaries do not approve this opinion.

**5.1.17.** A great number of the respondents declared that there is no career corner to display career information materials and loose relation ship between TVET colleges and industry. Most of the trainees 102 (32.7% ) indicated that they join the college program less informed and the same number of trainees said that they are not informed at all when they join a program.

**5.1.18.** The majority 4(66.7%) of career counselors have professional commitment because it created employment opportunity and satisfaction of trainees. However, 4 (66.77) of the career counselor did not participate in any training related to career guidance program.

**5.1.19.** A large proportion of all groups of respondents rated the existing career guidance services and activities in the TVET colleges negatively except for the activity of entrepreneur instructors and career guidance office coordination of apprenticeship program responded positively by most respondents.

**5.1.20.** According to responses given to open ended questions and interview, the main problems that impede practicality of career guidance program and related activities as declared by most respondents are the following.

- Shortage of trained and qualified career guidance workers and budget.
- There is no close relationship between manufacturing or service offering organization & the colleges.

- The college management does not give adequate attention to plan, organize, direct and coordinate effective career guidance program, because they are not aware of the importance of career guidance for TVET initiatives and do not properly understand the objective of career guidance.
- Lack of clear-cut job description for career guidance office and it is not included in the college legislation.
- The attitude of trainers towards career guidance is positive.
- Career guidance offices in the college are associated just only for co-coordinating apprenticeships program.
- There is inefficient communication among all stakeholders [counselors, deans, instructors and trainees] in the training program implementation.
- There is absence of law to implement career guidance program
- There is lack of research and development that promote career guidance services. There was no workshop, seminar and training related with career guidance in the colleges understudy.
- No strategy is developed for implementation of career guidance program.
- The colleges arrange only company visit and orientation programme to impart labour market information to trainees.
- Rigidity, inflexibility and dogmatisms reflected in most management bodies to implement cooperatively the objective of TVET in general and career guidance in particular.
- The career guidance office is not appropriate to perform the duty accordingly and not equipped with required resource.
- The idea of team work is not effectively implemented in college career guidance office.
- The career guidance office is not represented in the academic council.

## 5.2. Conclusion

In light of the discussion carried in chapter four and the preceding summery of findings the following conclusions are drawn.

- The study shows that the degree of awareness of trainees, instructors, and the college community as a whole, about the objectives and functions of career guidance program for TVET college trainees is very much limited. This is because appropriate career guidance service, orientations and awareness programs are not organized, and the career counselors were engaged in other routine administrative activities rather than making research on the problem. Majority of respondent tend to look career guidance services only from the viewpoint of apprenticeship program coordination and assisting in emergency occasion.
- Career guidance service is important for trainees of TVET college level in order to acquaint them with labour market information, and enables to challenge the problems facing as a result of globalization. In addition, it helps trainees to solve problems related to personal, educational and vocational adjustment for their future life by providing organized career guidance services. However, the majority of the trainees are less informed or not informed at all, when they join a field of study in the TVET Colleges, about job opportunity and job creation as well as future career development. Therefore, career guidance program in all the TVET colleges under study were insignificant in relation to the above-mentioned features and activities.

- The success of TVET program implementation depends upon the cooperative work of all stakeholders in the training activity. Government and non-government bodies, instructors, deans, counselors, company representatives and community representatives work together to achieve intended objective of TVET that is producing employable skills and to assist trainees to adjust themselves with their immediate environment. Thus, career guidance is a team work of all the stakeholders. This had not been done according to the accepted principles.
- The objective of TVET and career guidance in particular can be fruitful, if those who involve directly or indirectly had good experience, the necessary qualification in the profession, competent, committed to their profession and work together for the common end. However, the existing condition in the TVET colleges is different from the above fact at present in the TVET colleges.
- Career guidance program is successful to the extent that the program is identified as important component of the organization structure from Ministry of Education down to colleges, backed by laws and clearly stated job description. As it had been seen from the findings these things were not done.
- Its implementation requires sufficient budget and resources. On the top of this, the interest of career counselors in their professions, on-job-training, refresher courses on career guidance in the form of workshops or seminar is very important. Nevertheless, the concerned bodies from top to bottom, that is, from policy formulation level to policy implementation level do not give adequate attention, moral, financial and material support to career guidance program.

- One of the major factors in the success of TVET program is assigning the right personnel on the right position and place, who are technically capable to plan, organize, and coordinate over all college activity and career guidance program particularly. However, the TVET colleges lack this important feature as reflected in the finding of open-ended question responses.
- The present career guidance program in TVET colleges lacks basic tools of career guidance services such as creation of career corner, conducting career conferences, arrangement of career talk, tracer study, close link with micro small-scale enterprises, occupational and educational information centers.
- The research finding indicated that the objective of TVET is to train employable skill since majority of respondents answered the question positively. Nevertheless, the objective of career guidance program such as making informed and conscious occupational choices and decisions are responded negatively. Thus, some of the basic principles of career guidance are not practiced in the TVET Colleges under study. The mismatch situation has not been addressed by the educational system. Improved career guidance represents an important preventive strategy in relation to the mismatch problem. A globally competent and competitive workforce can only be developed if the trainees are deliberately and actively assisted in identifying career options and choosing the most appropriate career and the relevant training and educational programs in line with this chosen career.

### **5.3. Recommendation**

Based on the findings and conclusions drawn the following possible recommendations are made in order to maintain effective career guidance program in TVET colleges.

**5.3.1.** The TVET college, career guidance personnel(counselors, deans and instructors) should receive special preparation for their tasks. They should be equipped with the knowledge and skills to make objective assessments of aptitude, interest and motivation, and have up-to-date information concerning training and work opportunities. They should acquire a direct knowledge of the economy and the world of work through systematically organized visits to enterprises and training periods in enterprises. Guidance staff should be provided with facilities-including the opportunity for practical experience-to keeps up with new information and methods of guidance. Most importantly, they should bear in mind the concept that technical and vocational education must be available to all as part of the lifelong learning process. It must contribute to personal and economic development and responsible citizenship.

**5.3.2.** Human relation is the main aspect in the college to attain the intended objectives of career guidance in the college. This can be done through effective communication and discussion among all the stakeholders of the training. Therefore, deans should be able to maintain healthy relationship among the college community and with employment organizations by creating conducive environment for career guidance program implementation. This is because career guidance is essential for the goals of TVET to be fully realized and integrated with socio-economic development by initiating the potential of individuals for active participation in the activity. Thus, leaders of the TVET colleges should be professional competent to manage TVET program, which is dynamic and flexible in

nature and plan career guidance program fits to the over all goals of the institution.

**5.3.3.** A short time explanation and orientation about the career guidance objectives and functions is not sufficient for the college community to aware its importance and make use of it. Therefore, the college career guidance office should make continued effort to aware all the stakeholders about the importance of career guidance program objectives, functions and responsibility in various occasions. As a high priority, work should be started on developing comprehensive information system for TVET college trainees on training and education opportunities, on occupations and on projected future labour market demand.

**5.3.4.** Since the career guidance deals with trainees' adjustment problem and decision-making of life long process, those who come across directly or indirectly up-date themselves with current technology in career guidance. Thus, concerned bodies like Ministry of Education and Addis Ababa Education Bureau as well as the colleges should arrange program of short term training, refresher courses, workshops and seminars on career guidance. A career guidance advisory committee should be established at TVET college level composed of the representatives from career counselors, instructors, trainees, employers, community representatives, representative of MSSE and NGOs.

**5.3.5.** To alleviate the existing problem special attention and additional focus should be given by Ministry of Education to introduce specialized field of career guidance training in higher institutes at postgraduate program and integration of career education at elementary level continued through high schools, colleges and employment places.

**5.3.6.** The country's education and training policy stipulates that one of the objectives of TVET training program is to train youngsters who can be employed in various government and non-government organizations (NGOs) and create their own micro small-scale enterprise. On the other hand, career guidance work towards matching demand and supply of human capital based on labour market information. Hence, the researcher recommend that, the Ministry of Education, Regional Education Bureau and the Colleges should develop policy, law, rules and guidelines, representation of the career guidance department at different levels backed with clearly stated job descriptions and allocate the budget sufficient to achieve the goals.

**5.3.7.** The college management, instructors and employers work cooperatively to impart marketable skills and technological know-how that respond to contemporary labour market demands. They should also stimulate and promote a culture for technological innovation, entrepreneurship and industrial growth. They should work cooperatively to offer improved career guidance which is a preventive strategy in relation to the mismatch problem.

**5.3.8.** The study is limited to come up with all the critical problems in relation to career guidance programs. Hence, it is the researcher's wish and belief that further and more in-depth study has to be carried out in order to provide more plausible answer to basic problems untouched by this study and to investigate similar issues in another setting.

## References

- Adams, James F. [1969], Counseling and Guidance- a summary view.  
New York: Macmillan
- Ali L. [1996]. The Counseling Approach to Careers Guidance, New York:  
Routledge
- Arbuckle, Dugeld, S. [1962]. Pupil Personnel Services in American  
Schools, U.S.A. Allyn and Bacon, Inc.
- Bailey, Larry J. and Start Ronald W. [1973], Career Education New  
Approaches To Human Development, New York: Knight Publishing  
Company.
- Barabasch A. and Lake Richard D., [2005]. School to Work Transition  
In East Germany: Challenges of a Market society, Germany:Georgia  
State University.
- Bell, G. [1996]. Counseling in Future and Higher Education  
Buckingham: Open University press.
- Berhanu Dibaba and others, [1992]. Evaluative Study of Technical and  
Vocational Schools in Ethiopia. Institute of Curriculum Development  
and Research (Unpublished Material)
- Bingham, William C., [1986]. A Cross-Cultural Analysis of Transition  
from School to Work, Paris: UNESCO.
- Blaxter L., Hughes C. and Tight M. [2002]. How to Research, (2nd edition)  
NewDelhi: Viva books Pvt.
- Brolin, Donn E., (1995). Career Education, A Functional Life Skills  
Approach Third edition New York: Colombia University
- Chauhan, S. S. [1982]. Principles and Techniques of Guidance. New  
Delhi: Vikas Publishing House Pvt. Ltd.
- Chisholm, Leslie L. [1975]. Guiding Youth in the Secondary Schools,  
New York: American Book Co.
- Crow, Lester D. and Crow, A. [1963]. An introduction to Guidance,  
New York: American Book Co.
- Cunanan, Esmeralda S. and Maddy-Bernstein C. (1996). 1995

Exemplary Career Guidance Programs: Opening Career Paths for All Students U.S. Department of Education

- Daniel J. [2002]. Technical and Vocational Education and Training in the Twenty-first Century, New Roles and Challenges for Guidance and Counseling, Paris: UNESCO.
- David A. and Delloc [2002]. Technical and Vocational Education in Sub-Saharan Africa Paris: UNESCO.
- Dessalegn Lemessa [1996]. Student Selection, Streaming and Training in Technical and Vocational Schools of Ethiopia. Unpublished Thesis A.A.U.
- Dudley, G. A. [1977]. Career Development Exploration and Commitment, Muncie: Accelerated Development Inc.
- Erickson, Clifford E. [1978]. A Basic Text for Guidance Workers: U.S.A. Prentice-Hall, Inc.
- Federal Negarit Gazeta [No. 391/204]. Technical and Vocational Education Training Proclamation. Addis Ababa: Berhanan Selam printing press
- Figler, H. [1971]. Complete Job-search Handbook. All the skills you Need to Get Any Job and Have a Good Time Doing it, New York: McMillan
- Feingold, S. N. and Levin S.[1983]. What to Do Until the Counselor Comes, A handbook for Educational, Vocational and Career Planning New York
- Gasskov, V. [2000]. Managing Vocational Training Systems. Handbook for Senior Administrators Geneva: ILO
- Girma Zewdie and et-al, [1990]. The training and Placement of Vocational Secondary School Teachers in Ethiopia. IDRC Project Ethiopia: Addis Ababa University.
- Grubb, W.N., Ryken, A., and Legters, N. [2002]. Reforming the monolithic high school: The potential effects of "Education through Occupations". Paper prepared for the National Research Council committee for Increasing High School Students' Engagement and Motivation to Learn 2002 Unpublished
- Gupta, S. K. [1985]. Guidance and Counseling in Indian Education, New Delhi: Ashu Priters

- Gysbers, Noman E., Driver Harry N. and Moore Eart J. [1973], Career Guidance American: A. Jones Publilshing Co.
- Hannan, D.F. and S. Shortall, [1991]. The Quality of Their Education. Dublin: ESRI. <http://www.cleweb.org/factdisabstw.htm>
- Harris, Norman C. and Grede John F. [1979]. Career Education in Colleges New York: American Book Co.
- Heppell, R. P. [1973]. A Practical Handbook of Careers Education and Guidance, Great Britain: Elsevier Ltd
- Hiebert, Bryan and Borgen, William [2002]. Understanding the Context of Technical and Vocational Education and Training Paris: UNESCO.
- \_\_\_\_\_ [2002]. Where To From Here? Guidance and Counselling Connecting with TVET Paris: UNESCO
- Hoxter, H. Z., [2002]. Counselling and Guidance: International Perspectives Paris: UNESCO
- Isaacson, Lee E., and Brown, D. [2000]. Career Information, Career counseling and Career Development (7th ed.). Boston: Allyn & Bacon.
- Johnston, Edgar Grant [1989]. The Role of Teachers in Guidance, New Jersey: Prentice-Hall Inc.
- Jones, Arthur J. [1963]. Principles of Guidance, New York: McGraw-Hill
- Kinyanjui, Mary Njeri and Khayesi Meleckidzendeck, [2005]. Social Capital, Micro and Small Enterprises and Poverty-Alleviation- in East Africa Addis Ababa, Ethiopia: OSSEREA
- Kleiman, C. (1994) Career Coach, Inside Tips to Getting and Keeping the Job you want, New Delhi: Ashu Priters
- Lee, Deighton, [1971]. The Encyclopedica of Education Vol. 4. New York: The McMillan Company and Free Press.
- McMahon and Patton, [2002]. Building Positive Work Habits and Attitudes, Paris: UNESCO.
- Masresha Geleta, [2004]. The Implementation of Apprenticeship Training Program in Some Selected Government TVET Institutions in Oromia,

Unpublished Thesis, A.A.U.

Mathis, Robert N. [1997]. Human Resource Management, (8<sup>th</sup> edition) New York: McMillan Company and Free Press.

Miller, Carroll H. [1985]. Guidance Services: An Introduction, U.S.A. Harper and Row

MOE [1994]. Education and Training Policy. Addis Ababa: St. George Printing Press.

\_\_\_\_\_ (1999). Education Sector Development Program(ESDP I)  
Berhanan Selam printing press

\_\_\_\_\_ (2002). Education Sector Development Program(ESDP II)  
Berhanan Selam printing press

\_\_\_\_\_ (2006). Education Sector Development Program(ESDP III)  
Berhanan Selam printing press

\_\_\_\_\_ (2005). Vocational Guidance and Counselling Guidelines for TVET Institutes. First Draft (Unpublished).

\_\_\_\_\_ (2006). Education Sector Development Program(ESDP III)  
Berhanan Selam printing press

\_\_\_\_\_ (2006). National Technical & Vocational Education and Training Strategy (Draft for Discussion), EMPDE

Mortensen, Donald G. [1962]. Guidance in Today's Schools New York: Hahn Wiley and Sons, Inc.

Nayak A. K. and Rao V.K. [2004]. Guidance and Career Counselling, New Delhi: A P H Publishing Corporation.

Nickell H., [2001]. Surfing your Career management. A comprehensive guide to career opportunities, Job hunting, Education and Training. New York: How to Books Ltd

OECD, (2004). Career Guidance: A Handbook for Policy Makers Acrobat Reader-[[Career guidance handbook.pdf](#)]

\_\_\_\_\_ (2004). Career Guidance and Public Policy-Bridging the Gap

Perera, M. (2005). Chief Section Head for Technical and Vocational Education FOREWORD -A sub-regional seminar for

TVET policy-makers Nairobi, Kenya: UNESCO

- Peters, Herman J. and Hansen James C.[1971]. Vocational Guidance and Career Development, New York: Macmillan Company.
- Shingleton, Bao R. [1977]. Career to College, U.S.A. McGraw-hill Inc.
- Severinsen, K. N. [1973]. Career Guidance an Individual Development Approach U. S. A. Bell Howell Co.
- Sharp, Shirly I and Chattel, Nancy G. [1980]. College and Career: Adjusting to College and Selecting an Occupation New York: McGraw-hill Inc.
- Singh R. (2005). Educational and Vocational Guidance, New Delhi: Global Education Series, A Jay Verma
- Slater, M. (1986). Careers Guidance and Library/Information Work. Britain The British Library Board.
- Tichaher Hailu [1971]. "The Idea of providing Guidance and Counseling Services for Ethiopian School students" The Ethiopian Journal of Education Vol. 4 No. 2 Addis Ababa University.
- UNESCO, [1992]. Technical and Vocational Education Information Bulletin, Paris: UNESCO
- \_\_\_\_\_ [2005]. Skills for sustainable livelihoods Implementing the normative instruments concerning technical and vocational education and training. A sub-regional seminar for TVET policy-makers and UNEVOC Centre Coordinators Nairobi, Kenya. Proceedings Paris: UNESCO.
- \_\_\_\_\_ [1999] Technical and Vocational Education Training : A Vision for twenty-first Century Paris: UNESCO
- Wallace, Ellen J. and Arnold P. [1984]. The Job Companion, the Harbar Common Press, Boston.
- Wanna Leka, [1992]. "Assessing Vocational Education Outcomes" The Ethiopian Journal of Education Vol. XIII No. 1 Institute of Educational Research: A.A.U.
- \_\_\_\_\_ [1998]. "The Current status of Vocational and Technical Education In Ethiopia: Vision for 21st Century" Awassa College of Teachers Education July 12-18, IER: Addis Ababa University
- Watts, A. G. & Kidd, J. M. [2000]. "Guidance in the United Kingdom: Past,

present and future". British Journal of Guidance & Counselling

World Bank, [1990]. Vocational Education and Training in Developing Countries Policies for Flexibility, Efficiency and Quality: Executive Summary, Washington, D.C.: The World Bank.

\_\_\_\_\_ (2003). Public Policies and Career Development: A Framework for the Design of Career Information, Guidance and Counseling Services in Developing and Transition Countries by Santamaria J. and Watts A.G. (philippines.pdf)

Yekunoamlak Alemu[2006]. A handout Material Extracted from Unpublished Dissertation, A.A. Department of Business Education.

Yusuf Omer Abdi [1987]. Introduction to Guidance and Counseling, A Handbook for Ethiopian Counselors Addis Ababa University (Unpublished)

Zunker, V. G. [1998]. Career Counseling Applied Concepts of Life Planning (New York) Allyn and Bacon, Inc.

ትምህርት ሚኒስትር(1995 ዓ.ም). የኢትዮጵያ የቴክኒክና ሙያ ትምህርትና ሥልጠና ስትራቴጂ ስዲስ ስበብ በብራሃንና ሰላም ማተሚያ ድርጅት የታተመ.

ትምህርት ሚኒስትር(1996 ዓ.ም). የቴክኒክና ሙያ ትምህርትና ሥልጠና የተቋማት የደረጃ ብቃት ማረጋገጫ የቅድመ ዕውቅና እና የእውቅና ስራ ማመሪያ በብራሃንና ሰላም ማተሚያ ድርጅት የታተመ.

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

A Questionnaire to be filled by career counselors

The purpose of this questionnaire is to collect information about the state of career/vocational guidance. I selected government TVET colleges of Addis Ababa with particular emphasis on career planning of the trainees. The information to be collected through the questionnaire will be used only for academic research purposes and kept confidential. Therefore, you are kindly requested to provide genuine information because it highly determines the success of the study.

It is hoped that the findings of the study will be of assistance to policy makers, curriculum developers, researchers, employers and training institutions who involve in the education and training process.

It is not required to write your name in any part of the questionnaire. For each of the questions, you are requested to indicate your responses according to the direction given in each part.

Thank you in advance

**Part I. Direction: Please circle the letter of your response and fill the appropriate response if the question require written responses.**

1. Name of the college: a) Entoto TVET college b) A.A. Tegbareid TVET college  
c) G/Winget TVET college
2. Sex: a) Male b) Female
3. Age: a) 15-20 b) 21-25 c) 26-30 d) 31-40 e) 41-50 f) 51 and above
4. Qualification: a) B.A./ B.Sc. Degree b) M.A./ M.Sc. Degree c) Other specify\_\_\_\_\_
5. Your area of specialization a) Academic b) Technical and Vocational  
c) Educational Management d) Psychology e) Social Works/Special Education f) others

6. Total years of experience: a) 0-5 years b) 6-10 years c) 11-20 years d) 21 and above years
7. Work experience in industry/non-educational sector. a) 0-5 years b) 6 and above years
8. Do you believe that the present qualification and specialization you had is enabling to execute the objective of TVET in terms of career guidance?  
a) Yes b) no c) No response
9. Do you have professional commitment? a) Yes b) no c) No response
10. If the answer for question no. 9 is 'yes' what is the reason (possible to give more than one answer)  
a) It created employment opportunities b) It attained economic benefits  
c) It gave social prestige d) Access to further education  
e) Satisfaction of trainees f) Moral and material support of the college  
g) No response
11. If your answer for question no. 9 is 'no' what is your reasons ( you can give more than one answer ).  
a) Low status b) Nature of the work c) Due to limited opportunity for higher education d) Lack of cooperation from stakeholders e) Lack of law backing the work f) Lack of incentives g) Lack of clearly stated job description  
h) No response
12. Have you participated in workshops, seminars or in any other training related to career guidance program? a) Yes b) no
13. If your answer for question number 12 is 'yes' how many times?  
a) Once, b) twice, c) three times, d) more than three times
14. Is the objective of TVET to train employable skill? a) Yes b) No c) I do not know
15. Is there orientation program for trainers? a) Yes b) no c) No response
16. Is there orientation program for trainees? a) Yes b) no c) No response
17. If your answer is, 'yes' in item no.16 what is its content/message?  
a) Objectives of career guidance b) Services in the college c) Clubs in the college  
d) Rules and regulation e) Study techniques f) Labor market information  
g) Future career planning h) Available community resource

- i) Adjustment with new environment j) No responses
18. If your answer is 'yes' for item no. 15 and 16 who give the orientation? [You may choose more than one] a) Guidance office b) Deans c) Instructors d) Employers e) Community representatives f) Graduates representatives g) Trainees representatives h) NGO representatives i) Micro Small Scale Enterprises j) Chamber of commerce k) No response
19. Which of the following activities arranged/organized by your office/college for trainees (indicate the rank of each using 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup>; 1<sup>st</sup> being the frequently arrange activity in the college and 4<sup>th</sup> being not commonly take place in the college)
- a) Orientation talk  
b) Career talk by experienced person/s actual in the job  
c) Career conference of persons from industries, teachers and students  
d) Industrial tours/visits
20. When do career guidance service providers consulted? (You may choose more than one)
- a) In connection with major problems  
b) Period of mismatch between talent and qualification  
c) Crisis situation d) Emergency e) At any time help is needed
21. Is there career corner/place to display occupational and educational information in the college library or other location? a) Yes b) No c) No answer
22. If your answer for item 21 is 'yes' which of the following materials displayed in the corner? (More than one answer is possible)
- a) Booklets about job b) Pamphlets about job c) Work charts  
d) Photographs of industry e) Advertisement of job f) No answer
23. Do you think the objectives of career guidance achieved in your college?  
a) Yes b) No c) I am not sure
24. Were there laws backing implementation of career guidance service in the college? a) Yes b) no c) I am not sure
25. Do you assume the resource allocated to career guidance office in the form of budget is sufficient to achieve the objectives? a) Yes b) No c) No answer

26. Is there firm relationship between guidance office and trainees in relation to information exchange? a) Yes b) no
27. Do you believe that the training in your college is labour market oriented? a) Yes b) no c) Majority
28. Do you facilitate school-to-work activities by developing extensive link between college and employers? a) Yes b) no
29. Do you believe that the skills and knowledge that trainees had acquired in the college enable them to work in the job market? a) yes b) no c) I am not sure
30. Your response for question number 29 is 'yes' how did you know? (You can give more than one answer)
- a) Asking graduates who are working in different firms b) Through the feedback from employers c) Based on research findings
- b) Through other means specify\_\_\_\_\_
31. Is there career guidance committee in your college? a) Yes b) no c)I am not sure
32. The answer for question number 26 is 'yes' who were the members of the committee? (It is possible to give more than are answer)
- a) Dean b) Deputy Deans c) Trainers d) Vocational counselor
- e) Department heads f] Trainees representative
- g] Employers representative h) If any other specify other\_\_\_\_\_
33. Do you think the college management aware of the objectives and functions of Career guidance? a) yes b] no c) I am not sure
34. Do you think the college instructors aware of the objectives and functions of career guidance? a) yes b] no c) I am not sure
35. Do you think the college students aware of the objectives and functions of career guidance? a) yes b] no c) I am not sure
36. Is there a close link between your college and employers/companies? a) Yes b) No c) I am not sure
37. Do you think the trainees joining different programs to your college were a) adequately informed b) less informed c) not informed d) I am not sure e) No response

38. Do your college management and career guidance office work co-operatively?

- a) Yes b) No c) No response

**Part II-** Please, indicate the extent to which you agree or disagree with the statements in relation to current state of career guidance services in your college by encircling the numerical value given against each statement. The numerical values provided **strongly agree= 4; agree= 3; disagree= 2; strongly disagree= 1 and "0 "is offered for undecided.**

<u>No</u>	<u>Items</u>	<u>Strongly agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly disagree</u>	<u>Undecided</u>
39.	The objective of Career guidance is to assist trainees to make conscious and positive occupational choices and decisions	4	3	2	1	0
40.	Career guidance got the right position in organization structure from ministry of education down to the college	4	3	2	1	0
41.	There is a tracer study of former graduates to improve & evaluate the effectiveness of TVET program	4	3	2	1	0
42.	The trainees in the college are made to know their abilities and talents in relation to available work opportunities.	4	3	2	1	0
43.	There is close relationship b/n the field of training in the college and micro small					

	scale enterprises (MSSE) in the area.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
44.	The college organizes career days, career weeks, career conferences, parents day & exhibitions.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
45.	Career guidance offices identify appropriate companies and industries for apprenticeship training program.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
46.	Career guidance office usually undertake research and development activities	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
47.	Career guidance is offered for trainees who have emotional problem in training.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
48.	The instructors made company visit part of their training process.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
49.	In your college what are the major problems that hindered the implementation of career guidance services? _____ _____					
50.	What are the major strategies used in your college to overcome these problems? _____ _____					
51.	What you suggest to improve the career guidance services in you college? _____ _____ _____					

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

**A Questionnaire to be filled by college Deans and Deputy Deans**

The purpose of this questionnaire is to collect information about the state of career/vocational guidance. I selected government TVET colleges of Addis Ababa with particular emphasis on career planning of the trainees. The information to be collected through the questionnaire will be used only for academic research purposes and kept confidential. Therefore, you are kindly requested to provide genuine information because it highly determines the success of the study.

It is hoped that the findings of the study will be of assistance to policy makers, curriculum developers, researchers, employers and training institutions that involve in the education and training program.

It is not required to write your name in any part of the questionnaire. For each of the questions, you are requested to indicate your responses according to the direction given in each part.

Thank you in advance

**Part I. Direction: Please circle the letter of your response and fill the appropriate response if the question require written responses.**

1. Name of the college: a) Entoto TVET college b) A.A. Tegbareid TVET college  
c) G/Winget TVET college
2. Sex: a) Male b) Female
3. Age: a) 15-20 b) 21-25 c) 26-30 d) 31-40 e) 41-50 f) 51 and above
4. Qualification: a) B.A./ B.Sc. Degree b) M.A./ M.Sc. Degree c) Other \_\_\_\_\_
5. Your area of specialization a) Academic b) Technical and Vocational

- c) Educational Management d) Psychology e) Social Works/Special Education f) others
6. Total years of experience: a) 0-5 years b) 6-10 years c) 11-20 years d) 21 and above years
7. Work experience in industry/non-educational sector. a) 0-5 years b) 6 and above years.
8. Do you believe that the present qualification and specialization you had is enabling to execute the objective of TVET in terms of career guidance a) yes? b) no c) No response
9. Do you believe that the training in your college is labour market oriented? a) Yes b) no c) Majority
10. Is there orientation program for trainers? a) Yes b) no c) No response
11. Is there orientation program for trainees? a) Yes b) no c) No response
12. If your answer is, 'yes' in item no.11 what is the content of orientation?  
a) Objectives of career guidance b) Services in the college c) Clubs in the college  
d) Rules and regulation e) Study techniques f) Labor market information  
g) Future career planning h) Available community resource  
i) Adjustment with new environment j) No responses
13. Who give the orientation? [You may choose more than one]  
a) Guidance office b) Deans c) Instructors d) Employers e) Community representatives  
f) Graduates representatives g) Trainees representatives  
h) NGO representatives i) Micro Small Scale Enterprises j) Chamber of commerce  
k) No response
14. Do you think the objectives of career guidance achieved in your college?  
a) Yes b) No c) I am not sure
15. Which of the following activities arranged/organized by your office/college for trainees (indicate the rank of each using 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup>; 1<sup>st</sup> being the frequently arrange activity in the college and 4<sup>th</sup> being not commonly take place in the college)  
a) Orientation talk  
b) Career talk by experienced person/s actual in the job  
c) Career conference of persons from industries, instructors and students

- d) Industrial tours/visits
16. When do career guidance service providers consulted? (You may choose more than one) a) In connection with major problems  
b) Period of mismatch between talent and qualification  
c) Crisis situation d) Emergency e) At any time help is needed
17. Is there career corner/place to display occupational and educational? information in the college library or other location? a) Yes b) No c) No answer
18. If your answer for item 17 is 'yes' which of the following materials displayed in the corner? (More than one answer is possible)  
a) Booklets about job b) Pamphlets about job c) Work charts  
d) Photographs of industry e) Advertisement of job f) No answer
19. Do you think the objectives of career guidance achieved in your college?  
a) Yes b) No c) I am not sure
20. Were there laws backing implementation of career guidance service in the college? a) Yes b) no c) I am not sure
21. Do you assume the resource allocated to career guidance office in the form of budget is sufficient to achieve the objectives? a) Yes b) No c) No answer
22. Is the objective of TVET to train employable skills? a)Yes b) No c) I do not know
23. Is there firm relationship between guidance office and trainees in relation to information exchange? a) Yes b) no
24. Do you facilitate school-to-work activities by developing extensive link between college and employers? a) Yes b) no
25. Do you believe that the skills and knowledge that trainees had acquired in the college enable them to work in the job market? a) yes b) no c) I am not sure
26. Your response for question number 25 is 'yes' how did you know? (You can give more than one answer)  
a) Asking graduates who are working in different firms b) Through the feedback from employers c) Based on research findings  
b) Through other means specify\_\_\_\_\_
27. Is there career guidance committee in your college? a) Yes b) no  
c) I am not sure

28. The answer for question number 27 is 'yes' who were the members of the committee? (It is possible to give more than one answer)
- a) Dean b) Deputy Deans c) Trainers d) Vocational counselor  
 e) Department heads f) Trainees representative  
 g) Employers representative h) If any other specify other\_\_\_\_\_
29. Do you think the college management aware of the objectives and functions of career guidance? a) yes b) no c) I am not sure
30. Do you think the college instructors aware of the objectives and functions of career guidance? a) yes b) no c) I am not sure
31. Do you think the college trainees aware of the objectives and functions of career guidance? a) yes b) no c) I am not sure
32. Is there a close link between your college and employers/companies? a) Yes b) No c) I am not sure
33. Do you think the trainees joining different programs to your college were  
 a) adequately informed b) less informed c) not informed d) I am not sure  
 e) No response
34. Do your college management and career guidance office work co-operatively?  
 a) Yes b) No c) No response

Part II- Please, indicate the extent to which you agree or disagree with the statements in relation to current state of career guidance services in your college by encircling the numerical value given against each statement. The numerical values provided **strongly agree= 4; agree= 3; disagree= 2; strongly disagree= 1 and "0" is offered for undecided.**

35. The objective of Career guidance is to assist trainees to make conscious and positive occupational choices and decisions
- 4            3            2            1            0

36.	The instructors explain job opportunities in relation to their courses to trainees.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
37.	The instructors make company visit part of their training.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
38.	There is a tracer study of former graduates to improve & evaluate the effectiveness of the college program.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
39.	The trainees in the college are made to know their abilities and talents in relation to available work opportunities.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
40.	There is close relation-ship between the fields of training in the college and micro small-scale enterprises in the area.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
41.	Career guidance got right position in the organization chart form ministry of education down to the college.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
42.	The college organizes career days, career weeks, career conference, parents day & exhibitions.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
43.	The career guidance office identify appropriate companies and industries for apprenticeship training	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

44.	Career guidance services in the college contribute towards the development of positive work habit on the trainees	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
45.	Career guidance office usually under take research and development activities	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
46.	Career guidance offered for trainees with emotional problem in training.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
47.	The instructors orient trainees in appropriate job search procedures	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

48. In your college what are the major problems that hindered the implementation of career guidance services?

---



---



---

49. What are the major strategies used in your college to overcome these problems?

---



---



---

50. What you suggest to improve the career guidance services in you college?

---



---



---

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

A Questionnaire to be filled by Instructors

The purpose of this questionnaire is to collect information about the state of career/vocational guidance. I selected government TVET colleges of Addis Ababa with particular emphasis on career planning of the trainees. The information to be collected through the questionnaire will be used only for academic research purposes and kept confidential. Therefore, you are kindly requested to provide genuine information because it highly determines the success of the study.

It is hoped that the findings of the study will be of assistance to policy makers, curriculum developers, researchers, employers and training institutions who involve in the education and training process.

It is not required to write your name in any part of the questionnaire. For each of the questions, you are requested to indicate your responses according to the direction given in each part.

Thank you in advance

**Part I. Direction: Please circle the letter of your response and fill the appropriate response if the question require written responses.**

1. Name of the college: a) Entoto TVET college b) A.A. Tegbareid TVET college  
c) G/Winget TVET college
2. Sex: a) Male b) Female
3. Age: a) 15-20 b) 21-25 c) 26-30 d) 31-40 e) 41-50 f) 51 and above
4. Qualification: a) B.A./ B.Sc. Degree b) M.A./ M.Sc. Degree c) Other specify\_\_\_\_\_
5. Your area of specialization a) Academic b) Technical and Vocational  
c) Educational Management d) Psychology e) Social Works/Special Education  
f) others

6. Total years of experience: a) 0-5 years b) 6-10 years c) 11-20 years d) 21 and above years
7. Work experience in industry/non-educational sector. a) 0-5 years b) 6 and above years
8. Is there orientation program for trainers? a) Yes b) no c) No response
9. Is there orientation program for trainees? a) Yes b) no c) No response
10. If your answer is, 'yes' in item no.9 what is its content of orientation?
  - a) Objectives of career guidance b) Services in the college c) Clubs in the college
  - d) Rules and regulation e) Study techniques f) Labor market information
  - g) Future career planning h) Available community resource
  - i) Adjustment with new environment j) No responses
11. If your answer is 'yes' for item no. 8 and 9 who give the orientation? [You may choose more than one]
  - a) Guidance office b) Deans c) Instructors d) Employers
  - e) Community representatives f) Graduates representatives g) Trainees representatives
  - h) NGO representatives i) Micro Small Scale Enterprises
  - j) Chamber of commerce k) No response
12. Is the objective of TVET to train employable skill? a) yes b)no c) I don't know
13. Do you believe that the training in your college is labour market oriented? a) Yes b) no c) Majority
14. Is there firm relationship b/n guidance office and trainees in the form of information exchange ? a) Yes b) No c) I am not sure
15. Which of the following activities arranged/organized by your office/college for trainees (indicate the rank of each using 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup>; 1<sup>st</sup> being the frequently arrange activity in the college and 4<sup>th</sup> being not commonly take place in the college)
  - a) Orientation talk
  - b) Career talk by experienced person/s actual in the job
  - c) Career conference of persons from industries, teachers and students
  - d) Industrial tours/visits
16. When do career guidance service providers consulted? (You may choose more than one)

- a) In connection with major problems
  - b) Period of mismatch between talent and qualification
  - c) Crisis situation d) Emergency e) At any time help is needed
17. Is there career corner/place to display occupational and educational information in the college library or other location? a) Yes b) No c) No answer
18. If your answer for item 17 is 'yes' which of the following materials displayed in the corner? (More than one answer is possible)
- a) Booklets about job b) Pamphlets about job c) Work charts
  - d) Photographs of industry e) Advertisement of job f) No answer
19. Do you think the objectives of career guidance achieved in your college?
- a) Yes b) No c) I am not sure
20. Do you believe that the skills and knowledge that trainees have learned in this college enable them to get employed in the job market? a) Yes b) no
21. If your response for question number 20 is 'yes' how did you know? (You can give more than one answer)
- a) Asking graduates who are working in different firms b) Through the feedback from employers
  - c) Based on research findings d) other means specify \_\_\_\_\_
22. Is there career guidance committee in the college? a) Yes b) no
23. If your answer for question number 22 is 'yes' who were the members of the committee? (It is possible to give more than answer)
- a) Dean b) Deputy Deans c) Trainers d) Vocational counselor e) Department heads f) Trainees representative g) Employers representative
  - h) Specify others if any \_\_\_\_\_
24. Do you think the college management aware of the objectives and functions of career guidance? a) yes b) no c) I am not sure
25. Do you think the college instructors aware of the objectives and functions of career guidance? a) yes b) no c) I am not sure
26. Do you think the college trainees aware of the objectives and functions of career guidance? a) yes b) no c) I am not sure
27. Is there firm relationship b/n career guidance office and trainees in relation to information exchange? a) Yes b) No c) I am not sure

28. Is there a close link between your college and employers/companies? a) Yes  
b) No c) I am not sure
29. Do you think the trainees joining different programs to your college were  
a) adequately informed b) less informed c) not informed d) I am not sure  
e) No response

Part II- Please, indicate the extent to which you agree or disagree with the statements in relation to current state of career guidance services in your college by encircling the numerical value given against each statement. The numerical values provided **strongly agree= 4; agree= 3; disagree= 2; strongly disagree= 1 and "0" is offered for undecided.**

No	Item	Strongly agree	Agree	Disagree	Strongly disagree	Undecided
30	The objective of Career guidance is to assist trainees to make conscious and positive occupational choices and decisions.	4	3	2	1	0
31	There is a tracer study of former graduates to improve the program.	4	3	2	1	0
32	There is close relationship b/n the fields of training in the college and micro small scale enterprises (MSSE) in the area.	4	3	2	1	0
33	The college organizes career days, career weeks, career conferences parents' day & exhibition to promote career guidance					

	activities.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
34	The career guidance office identify appropriate companies/industries for apprenticeship program.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
35	Career guidance in the college contributes towards the development of positive work habits on the trainees.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
36	Career guidance usually undertakes research and development activities.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
37	Career guidance is offered for trainees who have emotional problem in training.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
38	The instructors acquaint the trainees with job search procedures.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

39. In your college what are the major problems that hindered the implementation of career guidance services?

---



---

40. What are the major strategies used in your college to overcome these problems?

---



---

41. What you suggest to improve the career guidance services in you college? \_\_\_\_\_

---

በአዲስ አበባ ዩኒቨርሲቲ የትምህርት ፋካሊቲ  
የዲግሪ ምርቃ ትምህርት ጥናት  
የንግድ ስራ ትምህርት ክፍል

በቴክኒክ ፣ ሙያ ትምህርትና ስልጠና ኮሌጅ ቲቪኢቲ /TVET/ ኮሌጅ  
የ10 ተ 2 እና 10 ተ 2ኛና 3ኛ ዓመት ሠልጣኞች የሚሞላ መጠይቅ

የዚህ መጠይቅ ዋና አላማ በአዲስ አበባ ከተማ ውስጥ ባሉ የቲቪኢቲ/TVET/ኮሌጆች ከሪፖር/የሽኬሽናል ጋይዳንስ አገልግሎት በተለይም የሰልጣኞች ሥራ ስምሪት በአሁኑ ሰዓት በምን ሁኔታ ላይ እንደሚገኝና አገልግሎቱን ለመስጠት ያጋጠሙትን ችግሮች በመረዳት የመፍትሄ ሀሳቦችን ለፖሊስ ቀራጮች ለስርዓተ ትምህርት አዘጋጆች፣ ለጥናትና ምርምር ሰዎች፣ ለቀጣሪችና እና ለስልጠና ተቋማት ለመጠቀም የሚያስችል ትምህርታዊ ጥናት ለማካሄድ ስሆን ትክክለኛ አመለካከት ላይ የተመረከዘ መልስ/ሽ ለጥናቱ መሳካት ከፍተኛ አስተዋጽኦ እንደሚኖረው ይገመታል።

ማሳሰቢያ

1. ለዚህ መጠይቅ ስምህን/ሽን መጻፍ አያስፈልግም 2. ከአንድ በላይ መልሶችን መመለስ ይቻላል
3. አማራጭ መልስ ላላቸው ጥያቄዎ መልሱን ክበበው/ቢው/ አማራጭ መልስ ላልተሰጣቸው ጥያቄዎች መልሶችን በአጭሩ ጻፉቸው/ጻፊያቸው
4. ጊዜህን/ሽን ሰውተህ/ሽ ይህን መጠይቅ ስለሞላህልኝ/ሽልኝ ከልብ አመሰግናለሁ

ክፍል አንድ

1. የኮሌጁ ስም ሀ/ አዲስ አበባ ተግባረ ቲቪኢቲ/TVET/ ኮሌጅ ለ/ እንጦጦ ቲቪኢቲ/TVET/ኮሌጅ ሐ/ ጄኔራል ዊንጌት ቲቪኢቲ /TVET/ ኮሌጅ
2. ጾታ ሀ/ ወንድ ለ/ ሴት
3. እድሜ ሀ/ ከ15-20 ለ/ ከ21-25 ሐ/ ከ25 አመት በላይ
4. የምትማርበት የትምህርት ፕሮግራም ሀ/ 10 ተ 2 ለ/ 10ተ 3
5. የምትማርበት የክፍል ትምህርት ደረጃ/ዓመት/ ሀ/ 2ኛ ዓመት ለ/ 3ኛ ዓመት
6. የምትሰለጥነው/ንው የስልጠና መስክ ሀ/ ሂሳብና ጽሕፈት አገልግሎት ለ/ ንግድ ሥራ ሐ/ ኮንስትራክሽን ቴክኖሎጂ መ/ ኢንዱስትሪያል ቴክኖሎጂ ሠ/ ሆቴል አገልግሎትና ወ.በት ሥራዎች ረ/ ቴክስታይልና ጋርመንት ቴክኖሎጂ
7. አንተ/ቺ አሁን በምትሰለጥነበት የስልጠና መስክ የተመደብኸው/ሽው በምርጫህ/ሽ ነው? ሀ/ አዎን ለ/ አይደለም ሐ/አላወቀዉም
8. ለዘጠነኛው ጥያቄ መልስ/ሽ “ለ” ከሆነ እንዴት ተመደብህ/ሽ ሀ/ በመግቢያ ፈተና ለ/ በ10ኛ ክፍል ውጤት ሐ/ በእጣ መ/ በዘፈቀደ ሠ/ አላወቀዉም

9. በኮሌጅ የተደረገልህ/ሽ ገለጻ/አረንቴሽ/ ነበር? ሀ/ አዎን ለ/ የለም ሐ/አላወቀውም
10. ለዘጠነኛው ጥያቄ መልስህ/ሽ “ሀ” ከሆነ የተሰጠው ገለጻ-----ነበር:: / ከአንድ በላይ መልስ መመለስ ይቻላል/  
 ሀ/ ስለ ኮሪየር/ቮኬሽናል ጋይዳንስና ቲቪኢቲ ዓላማ ለ/ በኮሌጁ ውስጥ የሚገኙ አገልግሎቶችና ክለቦች ሐ/ ስለ ህግና ደንብ መ/ ስለጥናት ዘዴ ሰ/ በኮሌጁ የሚሰጡ ስልጠናዎች የስራ ስምሪት ሁኔታ ረ/ የወደፊት ኮሪየር ፕላን/አቅድ/ ተ/ በአካባቢው ሚገኙ ስአዊና ቁሳዊ ሀብት በ/ መልስ የለም
11. በኮሌጁ ከአንደኛ አመት ወደ ሁለተኛ አመት እና ከሁለተኛ ወደ ሶስተኛ አመት ስታልፍ/ፊ/ ሚደረግ ገለጻ/ምክር ነበር? ሀ/ አዎን ለ/ የለም ሐ/አላወቀውም
12. ለ11ኛ እና 14ኛ ጥያቄ መልስ “ሀ” ከሆነ ገለጻውን የሚሰጠው / ከአንድ በላይ መልስ መመለስ ይቻላል::  
 ሀ/ ቮኬሽናል ካውንስሎር ለ/ ዲን ሐ/ ኢንስትራክተር መ/ የወደፊት ቀጣሪ ድርጅት ተወካይ ሰ/ የዱሮ ምሩቃን ተወካይ ረ/ የአካባቢ ህብረተሰብ ተጠሪ ስ/ አነስተኛ ጥቃቅን ስራዎች አደራጁ ክፍል ቀ/ ቻምፒዮን ኦፕ ኮመርስ/ንግድ ምክር ቤት/ በ/ መንግስታዊ ያልሆኑ ድርጅቶች ተወካይ ተ/ መልስ የለም
13. ከሚከተሉት የትኛው በኮሌጁ/ሽ ብዙን ጊዜ ይደረጋል? /1ኛ፣2ኛ፣3ኛ እና 4ኛ በማለት ብዙን ጊዜ ለሚደረግ 1ኛ ጀረጃና ብዙን ጊዜ ለማይደረግ 4ኛ ጀረጃ በመስጠት መልስ/ሽ/  
 ሀ/ ገለጻ/አረንቴሽ/ ለ/በሥራው ላይ ካለው ሰው የልምድ ንግግር ሐ/የሥልጠና ባለድርሻ አካላት ማለት የአሰልጣኞች፣ የሠልጣኞች፣ የቀጣሪዎች ወ.ዘ.ተ. ሰብሰባ መ/ ፋብሪካና እንዳስትሪ ስልጠና ጉብኝት
14. ወደ ኮሌጅ ኮሪየር ጋይዳንስ ካውንስሊንግ የምትሄደው/ጅው መቼ ነበር?  
 ሀ/ መሰረታዊ ችግር ስያጋጥም ለ/ ወሳኝ ውሳኔ ለመወሰን ሐ/ ችሎታዬና ትምህርት ደረጃዬ ሳይመጣጠን ሲቀር መ/ የዕቅድ መቃወስ ስገጥም ሰ/ ድንገተኛ ችግር ሲገጥም ስ/ በማንኛውም ሰዓት ዕርዳታና ድጋፍ ስያፈልግ
15. በኮሌጁ ላይ-በረሪ ወይንም ሌላ ቦታ ከስራ ዓለም ጋር የተያያዙ መረጃዎች የሚቀመጥበት ቦታ የተዘጋጀ አለ? ሀ/ አዎን ለ/ የለም
16. ለ15ኛው መልስ ጥያቄ “ሀ” ከሆነ በክፍሉ የሚገኙ ከስራ ጋር ተያዥነት ያላቸው ነገሮች ከሚከተሉት የትኞቹ ናቸው:: ሀ/ የተለያዩ የስራ መጽሔቶች ለ/ የተለያዩ የስራ መስኮችን የሚያሳዩ ፓስተሮች ሐ/ የስራ ቻርት መ/ የኢንዱስትሪ ፎቶግራፎ ሰ/ የተቆራረጡ ክፍት የስራ ቦታ ማስታወቂያዎች ረ/አላወቀውም
17. የቲቪኢቲ ዋና አላማ ለስራ ስምሪት የሚያበቃ ክሂሎት ማስጨበጥ ነው ?  
 ሀ/ አዎን ለ/ የለም ሐ/አላወቀውም
18. በኮሌጁ የቀሰምከው/ሽው ክሂሎትና እውቀት ለስራ ስምሪት ያበቃል ብለህ/ሽ ታምናለህ/ሽ  
 ሀ/ አዎን ለ/ አይደለም ሐ/አላወቀውም

- 19. ሠልጣኞች ወደ ኮሌጅ እያንዳንዱ የሥልጠና መስክ የሚገቡት እንደት ነው? ሀ/ በብቃት አወቁዉ ለ/ በመለስተኛ ዕዉቀት ሐ/ ምንም ሳያዉቁ መ/ በትክክል አላወቀም ሠ/ መልስ አልተሰጠም
- 20. በኮሌጅ ባለጋራ ካለት/ስተክ ሆልደርስ/ ማለት ከሪየሪ ጋይዳንስ ካውንስለሮች ዲኖች፣ መምህራን ተወካይ፣ የቀጣሪ ድርጅት ተወካይ፣ የዱሮ ምሩቃን ተወካይ ፣ የስልጣኞች ተወካይ የአካባቢው ማህበረሰብ ተወካይ ወዘተ የሚገኝበት የኮሪየር ጋይዳንስ ኮሚቴ ነበር? ሀ/ አዎን ለ/ የለም ሐ/አላዉቀዉም
- 21/ የኮሌጅ አመራር ስለ ኬሪየር ጋይዳንስ ዓላማና ተግባር ጠንቅቆ ያዉቃል ብለህ/ሽ ታስባለህ/ሽ ሀ/ አዎን ለ/ የለም ሐ/ ርግጠኛ አይደለሁም
- 22/ የኮሌጅ ተማሪዎች ስለ ኬሪየር ጋይዳንስ ዓላማና ተግባር ጠንቅቆ ያዉቃሉ ብለህ/ሽ ታስባለህ/ሽ ሀ/ አዎን ለ/ ለም ሐ/ ርግጠኛ አይደለሁም
- 23/ የኮሌጅ መምህራን ስለ ኬሪየር ገይዳንስ ዓላማና ተግባር ጠንቅቆዉ ያዉቃሉ ብለህ/ሽ ታስባለህ/ሽ ሀ/ አዎን ለ/ የለም ሐ/ ርግጠኛ አይደለሁም

**ክፍል 2.**

ከዚህ በታች ላሉ ጥያቄዎች ለተሰጡት ጽንሰ ሀሳቦች ያለህ/ሽን የስምምነት ወይንም ያለመስማማት ደረጃ በስሩ ከተሰጡት አማራጮች በመክበብ መልስ/ሽ። ለስምምነት ደረጃ የተሰጠው የቁጥር ዋጋ ሙሉ በሙሉ እስማማለሁ «4» እስማማለሁ «3» አልስማማም «2» እና ሙሉ በሙሉ አልስማማም «1». ርግጠኛ አይደለሁም «0»ናቸው።

- 24. የኮሌጅ ዲኖች ከስልጣኞች ጋር በቅርበት ይሰራሉ። ሀ/ 4 ለ/3 ሐ/ 2 መ/ 1 ሠ/ 0
- 25. የኮሌጅ ኢንስትራክተሮች ከሚሰጡት ኮርስ ጋር በማያያዝ የምትሰለጥንበት የስልጠና መስክ ስለወደፊት ስራ እድል ገለጸ ያደርጋሉ። ሀ/ 4 ለ/3 ሐ/ 2 መ/ 1 ሠ/ 0
- 26. ኢንስትራክተሮች አምራችና አገልግሎት ሰጭ ድርጅቶች ጉብኝት እንደ አንድ የኮርስ አሰጣጥ መንገድ አድርገው ይጠቀማሉ። ሀ/ 4 ለ/3 ሐ/ 2 መ/ 1 ሠ/ 0
- 27. የኮሌጅህ/ሽ የኢንቴርፕራይዜር ኢንስትራክተር የምትሰለጥንበት የስልጠና መስክ የስራ ስምሪት በተመለከተ አስፈላጊውን ማብራሪያ ይሰጣሉ። ሀ/ 4 ለ/3 ሐ/ 2 መ/ 1 ሠ/ 0
- 28. የአንተ/ች ስልጠና መስክ በአካባቢው ካለው አነስተኛ ጥቃቅን ስራዎች/M SSE/ Micro Small Scale Enterprises ጋር የቅርብ ትስስር አለው። ሀ/ 4 ለ/3 ሐ/ 2 መ/ 1 ሠ/ 0
- 29. ኮሌጅ የተለያዩ የስራ ግንዛቤና ፍቅር ልያዳብሩ የሚችሉ ከሪየር ቀንና ሳምንት፣ ከሪየሪ ኮንፕረንስ፣ የወላጆች ቀን ፣ ኢግዝህብሽን ወ.ዘ.ተ. ያዘጋጃል። ሀ/ 4 ለ/3 ሐ/ 2 መ/ 1 ሠ/ 0
- 30. የኮሪየር ጋይዳንስ ክፍል በየደረጃ የተካተተውን የአፕሌቲስስፕ ስልጠና ፕሮግራም ከሚመለከታቸው አካላት ጋር ተባብሮ በብቃት እንድተገበር ያደርጋል/አድርጓል። ሀ/ 4 ለ/3 ሐ/ 2 መ/ 1 ሠ/ 0

31. የኮሌጁ ሰልጣኞች ስለሚሰለጥኑበት የስልጠና መስክ ወደፊት የስራ እድልና የሰው ሀይል ፍላጎት ተገቢውን መረጃ በወቅቱ ያገኛሉ። ሀ/ 4 ለ/3 ሐ/ 2 መ/ 1 ሠ/ 0

32. በኮሌጅህ/ሽ የኮሪየር/ቮኬሽናል ጋይዳንስ አገልግሎት አፈጻጸም በተመለከተ የሚያጋጥሙ ችግሮችን በአጭሩ ጻፍ/ፊ-----  
-----

33. በኮሌጅህ/ሽ ያለው የካሪየር/ ቮኬሽናል ጋይዳንስ አገልግሎት ለማሻሻል መደረግ የሚገቡ ጉዳዮችን አጭር በአጭሩ ጻፍ/ፊ-----  
-----

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

Unstructured Interview for Main Counselors and Deans of the selected TVET colleges.


The purpose of interview is to supplement the data gathered through questionnaire. Hence, I would like to thank you in advance for giving your valuable time to respond the following interview besides the questionnaire you did.

1. Is the career guidance office of your college present at proper location to accomplish its objective?
2. Does the career guidance office properly equipped with up-to-date resources and facilities?
3. Do you think that the trainees are properly utilizing the services of career guidance?
4. Is there career guidance representative in the academic commission?
5. What is the status of career guidance office in the college legislation?
6. What is the accountability and responsibility relationship of the career guidance office?
7. Do the career guidance office your college practice team work?
8. What do you think about a workshop for trainers on career guidance functions and objectives?
9. How do you see the attitude of trainers to wards career guidance activities?

## APPENDIX 5

10. How do you see the attitude of trainees towards career guidance?
11. Would you mention some of the career guidance activities undertaken in your college to achieve its objectives?
12. How do you impart your trainees with labour market information?
13. What strategies should be utilized in your college to realize the goals of TVET by means of career guidance?
14. From your experience what should be done to maintain close cooperation of the business organization to your college?
15. Is there any role played by career guidance office in relation to community participation in the training program of the college?

This Thesis has been submitted for examination with my Approval as  
University Advisor

Name : Wanna Alta (Dr.)  
Signature:   
Date of Approval: 21/ February / 2027

## DECLARATION

I, the undersigned, declare that this thesis is my work and that all sources of materials used for the thesis have been dully acknowledged.

Name : DEJENE DANA

Signature: 

Addis Ababa, March 2007