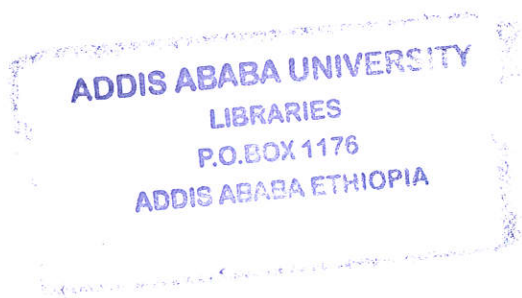


**Managerial Effectiveness in Selected
Government TVET Colleges of Addis Ababa
Addis Ababa**

**A Thesis Presented to the School of Graduate Studies
Addis Ababa University in Partial Fulfilment of the
Requirements for Master of Arts Degree in
Educational Leadership and Management**



By

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ADDIS ABABA

JUNE 2010

ACKNOWLEDGEMENTS

First of all, my greatest and heartfelt thanks go to my advisor Dr. Yekunoamlak Alemu, for his scholarly comments and unreserved guidance on critical issues of this study. His kindness and affectionate attitude towards assisting me is not only his astonishing characters, but also the way he was trying to help me while I was under pressure. I am sure this thesis would not be practical and submitted without his unreserved help.

I would like to thank also my wife Hibist Alemu; my friends Abrham Robele and Tesfaye Nigussie for encouraging me being on my side. My thanks go also to W/ro Tsigereda Afework who helped me in typing part of this thesis.

I would also like to express my appreciation of the full cooperation I have been offered by the deans, department heads, trainers of the sampled TVET Colleges and Addis Ababa TVET Agency officials. Without their positive cooperation, the gathering of relevant and genuine information would have been in doubt.

ACRONYMS AND ABBREVIATIONS

AAEB	Addis Ababa Education Bureau
BA	Bachelor of Arts
BSc	Bachelor of Science
EdAd	Educational Administration
EdPM	Educational Planning and Management
ILO	International Labour Organization
MA	Master of Arts
MoE	Ministry of Education
MSc	Master of Science
SPSS	Statistical Product and Service Solutions
TVET	Technical and Vocational Education and Training
UNESCO	United Nation Education, Scientific and Cultural Organization

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Abstract

The main purpose of the study was to assess the managerial effectiveness in selected government TVET Colleges of Addis Ababa. Based on this, the study tried to identify whether the deans were assigned to their deanship position merit wise or not, assess the deans training and educational qualification, assess the deans managerial effectiveness according to the perception of the respondents and, identify the major factors that influence the managerial effectiveness. The study employed descriptive survey method and was conducted in three selected government TVET Colleges of Addis Ababa. The respondents of the study were 118 trainers, 29 department heads and 8 deans. With regard to sampling technique, simple random sampling was used to select trainer respondents while availability and purposive sampling techniques were employed for the rest of the groups. In order to examine the managerial effectiveness in the colleges, four major TVET managerial domains were selected as managerial effectiveness criteria to examine the effectiveness of the deans. These were ability of the deans in formulating vision and goal setting, risk taking and decision making, instructional leadership, and business and people management. Based on these domains, information was obtained from the sample respondents through likert-type questionnaires and interviews. The data obtained were computed in SPSS and analyzed using mean values and independent t-test. The findings revealed that the deans themselves and the department heads rated high and above in all of the four managerial domains, while the trainers rated them low in most of the four managerial domains. Accordingly, high significant perception difference was observed between the trainers and the deans as well as the department heads. The interviews result also showed that the deans' performances in executing most of the managerial domains were unsatisfactory. Hence as perceived by the majority of the respondents, the management is not effective in these TVET Colleges. Among many, the major problems for the low performance of the deans were subjective political assignment of the deans to the deanship position and lack of adequate and continuous management and leadership training. Therefore, it is recommended that concerned government bodies have to establish a competence based selection criteria for the TVET deanship position. Furthermore, continuous and programmed TVET management training should be arranged for the deans.

CHAPTER ONE

1. THE PROBLEM AND ITS SETTING

This chapter consists of background of the study, statement of the problem, objectives, significance of the study, delimitations of the study, limitations of the study, definition of key terms, and organization of the study.

1.1 Background of the Study

Management process involves the coordination of resources towards the accomplishment of objectives that requires synchronization of people's talent, skill and other efforts. The process of management is an art of carrying out organizational functions and tasks through people that involve the application of skills and techniques in human relations, organizing, structuring, communicating and managing change (Ayalew, 1991).

Management is also a science, because it seeks to systematically understand why and how men work together to accomplish objectives and to make these cooperative systems more useful to mankind. The traditional hit-or-miss, trial and error methods are replaced by systematic methods based on principles (Rao and Narayana, 1990).

Educational managers need combinations of managerial skills to manage the organization successfully and it is highly a demanding task in the management of TVET because of its diversification in training areas, the complexity of physical resources and the information needed to determine the type of training areas demanded by the market at different levels. It is strongly believed that all managers must possess technical, interpersonal and conceptual skills (DuBrin and Ireland, 1993).

Mainly, this is true for the technical and vocational education and training (TVET) sector where by technical and professional skills in broad and specific occupational fields are highly required to meet the economic policy and strategy of a country (MoE, 2005). TVET is underway in diversified manner in Ethiopia to satisfy middle level manpower in governmental and

non-governmental organizations. From this, it is possible to realize that the demands for the leadership job have changed and the job requirements far exceed the reasonable capacities of any person (Peterson, 2002).

Education and training has been strongly considered as one of the best means of country's economic development. There is an acceptable claim that high human capital investment and carefully designed education and training systems are of paramount importance for improved economic performance (MoE, 2003). TVET colleges are particularly viewed as a major instrument to achieve the desired development through strong linkage with the needs of the labour market and the requirement of the nation's economy.

The intension of providing TVET is to produce skilful workforce at the middle level and to enable them to contribute in the transformation of the economy both in the government civil service and in private organizations. Moreover, the TVET graduates are expected to be self-employed. However many African countries, including Ethiopia, are not quite successful in their educational programs. The programs are inefficient and there is mismatch between what students learn and what the world outside the school expects (Wanna, 1998).

These requires well trained, experienced, motivated and professionally committed managers. The TVET management is responsible to plan the overall activities of the TVET system scientifically and systematically. From the view point of educational planners wastage occurs when an investment does produce less than its desired or anticipated results (Segun, 1990). The major professional obligation of all educational administrators and other educators is to obtain and use the knowledge and skill required to maximize the outcomes for students (MoE, 2002).

As a result, TVET leadership nowadays needs more effective managers with a vision and with leadership and organizational knowledge and skills, including knowledge of change and innovation, the ability to initiate, invent and adapt a sense of direction, as well as the skills to motivate and provide

appropriate leadership styles to meet the challenges and demands of the changing educational environment of the TVET sector.

To ensure the high quality of technical and vocational education priority should be given to the recruitment and initial preparation of adequate members of well qualified trainers, administrators and guidance staff, and to the provision of continuous professional upgrading throughout their career, and other facilities to enable them to function effectively (UNESCO and ILO, 2002).

These days, in Ethiopia, the TVET sector gets higher attention by the government for its contribution to alleviate poverty and contribute to social and economic development particularly, through building the capacity of middle level human power to different sectors of the economy. Being concerned of this issue, the country set a TVET strategy in August 2006 to create a competent, motivated, adaptable and innovative workforce in the country through facilitating demand driven high quality technical and vocational education and training, relevant to all sectors of the economy at all levels and to all people in the need of skills development (MoE, 2006).

As it is indicated in the strategy document, it is difficult to implement the strategy without effective management. The TVET reform envisaged the necessity of competent and dedicated leadership and a strong management at all levels.

In addition, major operational responsibilities should be given to TVET institutions or colleges in order to become self governing with respect to management including charging of training fees, designing and planning of TVET programs, adjustment of curricula, selection of trainees, recruitment of the staff and the overall human resource management, and generation and use of external funds. These increased responsibilities require effective, strong, competent and powerful managerial skill in all TVET institutions. Especially, in the TVET colleges this helps to avoid misuse of public funds and institutional planning in line with local, social and labour market

conditions and most importantly improves instructional practice and student achievement in the institutions (MoE, 2007).

A good quality TVET system should be flexible, adaptable and innovative, take advantage of local, regional and global opportunities and concern to address the implications of changing labour market train and re-train the employed, unemployed and the marginalized with the objective of achieving equality of opportunity for all in both the formal and informal sectors of the economy. In addition, the TVET management is a prime role actor to maintain good quality education and training (MoE, 2007).

These requires well trained, experienced, motivated, devoted and professionally committed managers and a lot must be done to assign the right people for the right place by the higher TVET executives.

Expansion of TVET in Ethiopia has been considered as important human capital investment. It has been justified that the bottlenecks for timely completion of capital projects, for example school construction, the availability of sufficient number of skilled man power managerially and technically are highly attached to the expansion of TVETs. Accordingly, TVET has been established and supposed to carry out the responsibility of producing middle level technical personnel (MoE, 2002).

In Addis Ababa City Administration, the purpose of expanding TVETs has been derived from the national education policy and strategy of technical and vocational education. In 2000/2001, there were only three technical schools in the city administration; those technical schools were Addis Ababa Tegbareid Technical school, Entoto Technical School and General Wingate Technical School. In the three technical schools the numbers of trainees were 1241 (MoE, 2001). Immediately after a year in 2001/2002 the number of TVETs increased to ten, namely Tegbareid TVET, Entoto TVET, General Wingate TVET, Misrak TVET, Nefas silk TVET, Akaki TVET, Higher 20 TVET, Higher 4 TVET, Higher 7 TVET and Higher 12 TVET.

Of which the first three TVETs were famous technical schools not only in Addis Ababa city Administration but also in the nation before 2001/2002. All the ten TVETs have been tried to be shaped as per the education and training policy guidelines regarding TVETs. In 2003/2004, the three famous TVETs have been upgraded to TVET Colleges. Recently, however, the number of TVET Colleges increased to five and the last five continues to provide middle level training programs.

In the policy it is clearly stated that educational management has been decentralized and the structure of TVET unlike the previous one has been parallel to the academic stream. The policy added that educational management should be professionally led. Conversely, however, neither the institutes have been separately managed from the academic streams nor professional managers have been assigned in TVETs of Addis Ababa City Administration. In the city Administration fields of training are provided without fulfilling the necessary precondition (MoE, 2005).

1.2 Statement of the Problem

As already discussed in the background above, TVET managers in general and the TVET colleges deans in particular need to be highly competent and skilful enough to lead the current highly changing situations in the TVET sector.

TVET managers should keep up-to-date with new administrative techniques and trends, especially through lifelong learning programs. They should receive special training in the methods and problems, associated with specific features of technical and vocational education programs and includes management methods appropriate to educational administration, financial planning methods that facilitate the allocation of the available resources and contemporary human resources management and development methods (UNESCO and ILO, 2002).

Although little is known due to limited research in the area, the current TVET managerial practice in Ethiopia, especially in the sampled TVET

colleges does not seem effective to address the overall objectives of the sector inline to the recent rapid technological changes (MoE, 2006).

It seems that TVET college deans do not have sufficient and relevant training in the area of educational management. Most of the deans do not have managerial skills and adequate leadership experience to manage the TVET colleges. Furthermore, as some TVET colleges' staff members discuss informally, a number of deans lack confidence to take risks and to make appropriate decisions.

Hence, the research study aims to study and examine the present managerial practices and its effectiveness in the sampled government TVET colleges of Addis Ababa by attempting to address the following basic questions.

1. What standards/criteria are used to select and assign college deans and vice deans?
2. What are the major factors that influence the managerial effectiveness of these TVET colleges?
3. What is the existing practice and level of communicating, directing and decision making in the TVET colleges?
4. What is the perception of the trainers, department heads and the colleges' deans themselves toward the managerial effectiveness?

1.3 Objectives

1.3.1 General Objective

The general objective of this research is to assess the managerial effectiveness of government TVET colleges in Addis Ababa.

1.3.2 Specific Objectives

1. To identify critical problems that hinder managerial effectiveness of Addis Ababa TVET colleges in planning and translating the designed plan in to practice.
2. To pinpoint the managerial effectiveness in relation to resource synchronization.
3. To assess managerial skills of the deans and vice deans of the colleges.
4. To propose alternative strategies to be used and measures to be taken to improve managerial effectiveness of the TVET colleges of Addis Ababa.

1.4 Significance of the Study

TVET colleges need to have well informed managers to carry out managerial functions. Appropriate planning based on needs assessment, synchronization of resources, managerial talents and experiences to foresee future uncertainty require competent managers (deans) to make quality decisions. The study is expected to give important benefits to the following bodies:

- Create awareness in the minds of higher TVET officials, that TVET objectives cannot be attained without professionals and experienced managers.
- Deans in the TVET colleges can at least be informed that knowledge and experience of management is very crucial for them to carry out their tasks effectively and efficiently.

- Help the planners to consider the risk of providing this expensive sub-sector without appropriate individuals to manage the program.
- Can be used as a reference or background for interested researchers who will have intentions to conduct further researches.

1.5 Delimitations of the Study

To conduct a research work in all TVET institutions, which are available in the country, will be impractical. In order to accomplish such a research successfully in terms of magnitude, geographical area to be covered, time, financial and human resources required in doing the research, delimitation is compulsory. Therefore, the research study is delimited to the managerial effectiveness of three selected government TVET colleges of Addis Ababa.

The study delimited to four current managerial practices mainly required of effective TVET managers. These are: vision and goal setting; risk taking and decision making; instructional leadership, and business and people management.

1.6 Limitations of the Study

This study did not come to an end without drawbacks. The major problem that the researcher faced in undertaking this study was shortage of domestic reference books in Ethiopian contexts. The researcher feels that, had it been possible to access these literatures, it would have been possible to substantiate more and come up with better work. Hence, the researcher believes that this problem contributed to the limitation of the study. Attempts were made to overcome these limitations by making use of some unpublished materials from Addis Ababa university teaching materials, and journals and literatures with world wide experience.

1.7 Definition of Key Terms

Technical and Vocational Education and Training Colleges: all government colleges under Addis Ababa TVET Agency.

Training: any technical and vocational education and training provided through formal program leading to certificate or a college diploma (AAEB, 2006).

Trainee: a person who participates in technical and vocational education and training program provided by a training institution with a view to acquiring or upgrading his/her technical and vocational skills (AAEB, 2006).

Trainer: a person permanently employed by the college to conduct Training (AAEB, 2006).

Department Head: a person assigned as a head of the respective department.

Dean: is the person in or manager who is in charge of managing government TVET College.

Effectiveness: commonly used to mean the ability to produce a desired outcome. But in this study it refers to a college dean whose college achieves better results in attaining technical and vocational goals through his/her management.

1.8 Organization of the Study

The study has got five chapters. Chapter one deals with the problem and its approach and two with review of related literature. Chapter three, deals with the research design and methodology. Then in chapter four, the data gathered is statistically manipulated and analyzed so as to make it palatable for objective judgments. Finally, chapter five summarizes the investigation upon bringing forth the findings obtained, the conclusions drawn and then the recommendations made.

strategy and the objective of self employed graduates can not be achieved and traditional supply driven approach continues to exist.

2.2. Management of TVET

2.2.1. Definition and Concept of Management

Management is one of the most important human activities in any social organization. Management is defined differently by different individuals. According to Follett in Steers and his associates (1985), management is the art of getting things done through people. Differently speaking, the manager coordinates the work of others to accomplish aims that might not be achievable by an individual; management can be also defined as a process of planning, organizing, directing, and controlling the activities of employees in combination with other organizational resources to accomplish stated organizational goals. The nature of management varies, but all organizations have a managerial structure (Steers and others, 1985).

Management is the process of effectively and efficiently using organizations resources to achieve objectives through the function of planning, organizing, leading and controlling (DuBrin and Ireland, 1993). Effectiveness and efficiency are especially crucial aspect of management. Effectiveness and efficiency mean the right things are done to provide a product of value and the indication that resources are wisely utilized and are not wasted.

Brown and Moberg (1980) on their part define management as the course of action of marshalling necessary human and material resources towards common organizational objectives. Achieving organizational objectives including education is helped greatly by coordinating various work activities and the focal points of attention are needed to ensure that parts of the organization work together.

Steers and others (1985) have further explained that management is always goal oriented and goals must specify the outputs to be achieved by the system with in a certain period of time. In order to set objectives, the kind of outputs to be produced, priorities regarding outputs need to be answered. To be effective, managers must be able to set and meet goals. Otherwise,

managers are unable to decide/ determine priorities for resource allocation and justify expenditures, to distinguish more important activities from less important, to evaluate progress.

Lewis and others (2001) define management as the process of administering and coordinating resources effectively, efficiently, and in an effort to achieve the goals of the organization. Effectiveness is achieved when the organization pursues appropriate goals. Efficiency is achieved by using the fewest inputs (such as people and money) to generate a given output. In other words, effectiveness means “doing the right things” and efficiency means “Doing things right”. The end result of effective and efficient management will be organizational success.

According to DuBrin (2003), the term management refers to the process of using organizational resources to achieve organizational objectives through the functions of planning, organizing and staffing, leading, and controlling.

A manager is a person responsible for the work performance of group members (DuBrin, 2003). Management decisions are channelled through management and organizational structures. Management structure reflects the division of power between levels and individuals who are assigned management and supervisory duties, the organizational structures reflect the division of technical tasks between parts of the system on one hand, and between individuals on the other hand. Management and organizational structures also establish patterns of coordination between the actors and the patterns are fixed in an organizational rules and procedures that employee and beneficiaries are to expect (Ivancevich and others, 1989).

Routine management activities consist of decisions regarding programming and planning, budgeting and financing, staffing, and monitoring the performance of units and individuals. Consequently, effective management requires policies on planning, human resources, resource allocation, wage and other matters. Effectiveness and efficiency are especially crucial aspects of management. Effectiveness means that the right things are done to

provide a product of value. Efficiency indicates the resources are used wisely and are not wasted (DuBrin and Ireland, 1993).

In the process of management, managers must comprehend the individual components of human's activities in order to complete their tasks properly. Managers are people who carry out the managerial functions such as planning, organizing, staffing, leading and controlling in a way it can make a difference in the effectiveness of an organization (Koontz and Wehrich, 1988).

The effective manager makes certain that the employees work on the jobs for which they are well trained and competent. Managers' success is determined principally by the degree to which they coordinate organizational resources such as human resources, financial resources, physical resources and informational resources to achieve the desired outcome (DuBrin and Ireland, 1993).

2.2.2. Management of TVET Institutions

TVETs are mainly concerned with human skill development needs for employment in the labor market. Human resource development which meets the current labor market demand is a complex activity and difficult to manage effectively and efficiently because TVETs are highly affected by labor market forces and demands, rapid technological changes, social and economic factors. The program is responsible to provide valuable services for different group of individuals (Wanna, 1998).

According to Finch and Crunkilton in (Wanna, 1998) the environment in which TVET programs operate could include school, community, business, industry and government. TVET institutions occur in large variety of structures and under various responsibilities, both in public and in the private sector. As far as its management is concerned factors related to the social, economic and political situations prevailing in respective countries, have to be taken in to account (UNESCO, 1996).

TVET institutions management faces a multiplicity of challenges, society demand and TVETs system supply has not balanced. These include organizations demand for new labor and the existing employees, young people, disadvantaged groups need TVET training. However, in many countries including our country specially government TVET systems fail to utilize their capacity efficiently because of inadequate organization and management skills, such as skill to determine priorities adequately, to apply strategic management concepts to national education and training systems and to use modern planning, budgeting and funding techniques, lack of necessary institutional capacity, infrastructure and training legislations (Gasskov, 2000).

Inputs to vocational training include the trainees' and trainers' time, instructional materials, equipment and physical facilities. The direct and indirect resources devoted to these inputs constitute the costs of vocational training. The outputs of vocational training include its effects on the trainee, to the provider of training and to scale of operation. In general, vocational/technical education is more costly than academic programs and pre-employment vocational training is more expensive than in-service training (Tsang, 1999).

The quality of TVET program has been affected by the quality of institutional management. Successful employment and self employment of TVET graduates indicate good management of the institutions. TVET administrations increasingly need professional management skills as well as a technical understanding of their field and teaching experience in the field of TVETs. Although they are sometimes trained in general management, they may be unable to apply this knowledge fully. Therefore TVET administrators should receive in the methods and problems associated with the specific features of technical and vocational educational programs (Gasskov, 2002).

The concept of professional public administration assumes that the administrative or managerial issue should not be replaced by other

irrelevant motives. Managers at operational levels (in the TVET) should, therefore, be distinguished from government top executives who formulate and supervise the implementation of TVET policies in to practical terms, selection of staff, including school (TVET) leaders, should be based on competence rather than on seniority or political affiliation alone (Gasskov, 2002).

Management of TVET can be best conducted in close association with local communities. This implies that TVET management has to be decentralized to the operational levels and further down to the level of each institution (Aggarwal, 2004).

Aitchison (2006) states that, effective decentralization of educational management requires: Involvement of all the education stakeholders, groups held accountable for outcomes, changes in roles, responsibilities and administrative behaviour at all levels, resulting in an institutional framework based on empowering the participation of communities and officials at all levels.

The restructuring of TVET systems world wide shows the following trends as suggested by Maintz (2004).

1. Generally a policy shift from input-based to out put based activities is favoured.
2. Exclusively government-controlled TVET systems are opening up to a linkage with private TVET institutions and skills development providers (including company based).
3. Entrepreneurship in TVET and skills development is encouraged through micro financing.
4. Greater autonomy is being granted to TVET institutions.
5. The involvement of all partners in the field in political decision making is favoured.
6. New financing as well as certification mechanisms are envisaged at national, regional and international levels to assure quality.

There are no universally accepted clearly stated functions of management. The major basic functions of management are stated differently by different authors. For example, DuBrin and Ireland (1993) states the functional view of managerial work is grounded through planning, organizing, coordinating, commanding and controlling functions. The principal managerial functions stated by Rue and Irwin (1992) and Koontz and Wehrich (1988) are planning, organizing, staffing, leading and controlling.

To accomplish the above stated functions, which are the bases for the effectiveness of the education and training program, the principal should have sufficient skill of these managerial functions. For the purpose of this paper and for convenience, some of the basic managerial functions are treated here under.

2.2.3.1. Planning

Planning involves setting goals and defining the actions necessary to achieve those goals. While top-level managers establish overall goals and strategy, managers throughout the hierarchy must develop operational plans for their work groups that contribute to the efforts of the organization as a whole (Lewis and others, 2001).

Planning is the primary managerial function, which establishes a framework to perform other management functions. It is a process which identifies objectives and commitments, resources and actions required for the achievement of the desired goal (DuBrin and Ireland, 1993). Planning helps to make the best possible use of an organization's scarce resources, managers must engage in the variety of planning activities.

Planning means formulation of a course of action for the future (the future may be short term or long term). Planning is the selection of objectives, policies, procedures, and programs from various alternatives to be carried out by different departments and workers in the organization (Steinmetz and Todd, 1986). The ability to plan effectively is the underpinning among the essentials of effective leadership and managerial practice. Planning can be

and often is done effectively by experienced managers and is often poorly done by new or inexperienced managers.

Just as important as planning is the need to communicate the plans of the organization or plans of the manager to people responsible for implementing them and anyone else affected by the plan. Steinmetz and Todd (1986) state that, for the managers to be effective in planning they must understand what requirements planning places up on them to communicate their plans to others. It is vital for the supervisors to be able to see the work situations as a whole, breakdown the whole situation in to workable parts, use imagination and be creative with ideas, be objectively analytical, measure the effectiveness of their units and their people at implementing plans, avoid being bog down by details.

These undoubtedly require expertise and experience in the field of management and the peculiar nature of TVET organization, which highly necessitates capable managers who possess vital managerial skills.

Effective managers realize that a substantial portion of their time should be devoted to planning. There are usually two levels of planning: Strategic, which focuses on long term plans for dealing with the environment, and internal, which deals with activities within the organization such as production scheduling (Steers and others, 1985). Effective planning involves a range of activities, including understanding the organizations present capabilities and the opportunities available to it (DuBrin and Ireland, 1993).

The purpose of planning is to promote the accomplishment of organizational objectives. Objectives should be clearly stated, attainable and verifiable in order to be meaningful. An institution plan should be realistic and practical rather than ambitious and utopian. The efficiency of the plan is measured by its contribution for the goal of the organization. Therefore the body that is responsible for plan needs management skill in order to plan effectively & efficiently and to influence the application of the remaining functions of management (Koontz and Wehrich, 1988).

Need assessment is a fundamental step in the planning process of TVET management that requires a review of existing data and may require some surveying of clients and other appropriate reference groups. Fundamentals to good planning are priority setting and focus. Thus, not all needs can be met immediately. Three reference groups are especially important to the needs assessment and planning process of educational institutions, these are students and parents, professional staff, and educational policy makers (Ubben and Hughes, 1997).

Planning as major responsibility of managers needs to be participatory and comprise the major stakeholders. Incorporation of vital groups who have stakes in education helps the institution to mobilize additional resources both human and materials. More importantly, participatory planning enables educational planners to share experiences and cooperatively evaluate their achievements (Ubben and Hughes, 1997). Planning consists of five necessary steps. These are: establishing objectives, analyzing environmental factors, developing strategies, developing budgets and establishing policies (Ivancevich and others, 1989).

Planning can be affected by a number of factors: such as size of the organization, degree of decentralization or centralized organization, and the nature of the product (Bonne Kurtz, 1981). The main advantage of institutional planning lies in the fact that planned work is always more economical than unplanned one that planned work ensure improvement and development. It gives the right direction to educational planning in the country wide and operational level management (Talersa and others, 2002).

Management of TVET institutions and its provision is very expensive because of scarce resources (human, financial and material) and dynamically ever changing world (Yekunoamlak, 2000). Therefore, TVET institution planners would have appropriate planning skills to allocate wisely scarce and expensive material resources as well as human resources in order to provide the necessary skilled personnel as per the labor market demand and for the economic development of the country at large.

The planning process revolves around eight key questions. These are: where are we, where do we want to go, what resources will we commit to get there, how do we get there, when it will be done, who will be responsible, what will be the impact on human resources and what data will be needed to measure progress (Cunningham, 1982).

According to Aggarwal (2004), planning and implementation of TVETs should be decentralized to every level of TVET, there by involving actively, the heads of institutions in decision making, along with representative of local enterprises for both the industry and agriculture as well as those of official development agencies and voluntary organizations.

Centralized TVET planning systems incur high administrative costs, lack flexibility and unresponsiveness to labor force requirements, where as, decentralization planning saves wasteful expenditures, which often arise from rigidity of administrative and technical procedure (Aggarwal, 2004).

Generally, the current education and training policy of Ethiopia as the whole and technical and vocational education strategies specifically have focused on the manpower needs of the nation and the future implications in the economic transformation of the country and the regions. Indeed the policy as well as the strategies has provided due considerations for both manpower needs and the economic returns that will be gained as a result of education in general and technical education and training in particular.

TVET planning should respond to national and regional economic and social trends. The planning should also be synchronized with current and projected training action, particular attention should be given to TVET planning by: giving higher priority to TVET programs, evaluating short term and long term needs, providing appropriate current and future allocations of financial resources and establishing a responsible body for coordinating planning (UNESCO, 2002).

By and large, well done planning with clear objectives, programs, implantation strategies and overall consideration in the planning process are

decisive preconditions for other managerial functions to be successful and to enable them serve the purposes they are expected to serve.

2.2.3.2. Organizing

Organizing is the process of making sure the necessary human and physical resources are available to carry out a plan and achieve organizational goals, organizing also involves assigning activities, dividing work in to specific jobs and tasks, and specifying who has the authority to accomplish certain tasks. Another major aspect of organizing is grouping activities into departments or some other logical subdivisions (DuBrin, 2003). Managers must bring together individuals and tasks to make effective use of people and resources, organizing involves designing and monitoring appropriate organizational structures to know when change and development are needed (Steers and others, 1985).

Organizing is the second basic function of the managers and is the ability to systematically arrange one's personnel, material, equipment, machinery and work area or office in to viable, effective work unit that can accomplish the plans established for the unit by the manager. Thus, in attempting to organize a group of employees well, managers have the primary task of assigning the right person to the right job so that most effective and efficient work situation is realized (Steinmetz and Todd, 1986).

Organizations including TVET Colleges should pay due attention for the appropriate organization of their respective systems. A poorly designed institutional structure creates a hurdle work environment. Responsibility may be duplicated, leading to high management costs. People in the organization and tasks may be mismatched, lack of coordination between units may cause conflict and wasteful flaccid which has necessitate costly investment in training programs (Steers and others, 1985).

DuBrin and Ireland (1993) on the issue explain that carefully organized and structured institutions are essential to run the tasks successfully even a small one. Organizations need to vigilantly consider the financial resources, the type of job and the specialization it requires, the task dimension like skill

variety, task significance, the task identity and feedback which are major ingredients of meaningful job accomplishment. This implies that educational management including TVET should not be left to laymen or should not left to chance.

In technical and vocational education, where departmentalization is highly compulsory, marshalling resources for desired goal is unceasing task of managers. Emphasizing the dynamic nature of organizational goals of most institutions, Steers and others, (1985) explain that managers have eternal responsibility to recognize environmental changes, to structure available resources, to use and modify technologies, and to reach employees to utilize for continual alteration of objectives.

Educational institutions, managers ought to recognize unique qualities of their organization in terms of objectives, structures, technologies to be used, the input output relation, the environment and they must respond in a way consistent with their distinctiveness. Organization and departmentalization of institutional effectiveness becomes largely a function of how well skilful managers and devoted as well as professional employees can pool together their talents and efforts and overcome the obstacles that inhibit attainment of goals (Steers and others, 1985).

Accordingly, the entire process of organizing and coordinating the various activities of TVET organization requires an understanding of diversified nature of TVET, human behaviours and group dynamics which are integral parts of the organizational behaviours.

2.2.3.3. Staffing

Staffing is the process of determining human resource needed, recruit potential employees, select from the recruit, train and develop the human, resources, revise and adjust the quantity and quality of human resources in light of control results and changing conditions and communicate through the staffing process (Rue, 1992). Miner and others (1985) define staffing as a managerial function actually deals with recruiting, hiring and the like. Staffing also includes management development, executive compensation,

management appraisal, and some other personnel activities at the managerial level.

Staffing involves filling and keeping filled, the positions in the organizations structure: This is done by identifying work force requirements, inventorying the people available, recruiting, selecting, placing, promoting, planning the career compensation and training or other wise developing both candidates and current job holders to accomplish their tasks effectively and efficiently (Koontz and Weihrich, 1988).

DuBrin (2003) define staffing as a function that ensures the availability of necessary human resources to achieve organizational goals. Hiring people for jobs is a typical staffing activity. Staffing ensures that the organization has qualified human resources to meet its objectives. Staffing consists of human resources planning, awareness of equal employment opportunity, pay and benefits, recruitment, selection, placement and orientation, training and development and performance appraisal. Human resources planning should be linked closely to the organizations plans (DuBrin and Ireland, 1993).

The purpose of staffing is to ensure that organization roles are filled by those qualified personnel who are able and willing to occupy the organization. Human resource planning is the process by which management determines how the organization should move from its current human resource position to its desired position. According to Milkovich and Glueck (1985), there are three phases of staff analysis: forecasting human resource demand, analyzing human resource available, designing and evaluating alternative programs to reconcile demand and supply.

The basic human resource planning built around two fundamental questions: what type of employees does the organization need (quality) and how many of each type are needed (quantity) (Boone and Kurtz, 1981). Similarly, Milkovich and Glueck (1985) identify four questions that are involved in human resource planning such as what are the organizational human resource goals, what are the current human resource positions, what

are the best strategies to reach the desired goal and did the organization accomplish objectives?

Staffing has been affected by external and internal situational factors. External factors include the level of education, the prevailing, attitudes in society (such as the attitude towards work), laws and regulations that directly affect staffing and economic conditions. Internal factors include organizational goals, tasks, technology, organizational structure, the kind of people employed by the institution, the reward system and the various kinds of policies (Koontz and Weihrich, 1988).

To ensure the high quality of Technical and Vocational Education, priority should be given to the recruitment and initial preparation of adequate members of well-qualified instructors/trainers, administrators and guidance staff, and to the provision of continuous professional upgrading through out their career, and other facilities to enable them to function effectively (UNESCO and ILO, 2002).

2.2.3.4. Directing

Directing makes employees want to participate actively in achieving and organizations goals. The manager should understand group processes and the relationship between individual and group behaviour, as well as how employees respond to authority and leadership (Steers and others, 1985).

However, many inexperienced managers fail to understand the importance of being skilled and directing employees. Directing is vital managerial jobs that should be paid due consideration. Good managerial direction helping employees to get the right resources on the right job, so that it can go to the right direction. The working conditions of most managers conversely however, are often not conducive to making easy for the manager to be good director of the work (Steinmetz and Todd, 1986).

Steinmetz and Todd have further argued that directing means more than giving direction like a coach or an instructor, it rather means leading employees effectively to do a job by assigning tasks and using established

policies, procedures and techniques to optimize the efforts of people and to wisely utilize materials, machines and money for which the manager is responsible. Therefore, directing requires that the manager can effectively communicate, counsel, assign train, motivate, and discipline subordinates simply telling people to perform task is not effective in directing people in their job.

The subordinates may sometimes refuse to comply with their manager's instruction. At times they may carry out job instructions, but do so haphazardly. Typically, however, the manager who uses tactful communication will get more work done, because employee will be more willing to work for that manager than one who all the time uses threatening or humiliating approaches.

2.2.3.5. Controlling

As stated by Lewis and others (2001), managers must monitor the performance of the organization, as well as their progress in implementing strategic and operational plans. Controlling requires identifying deviations between planned and actual results. Control systems can be found throughout organizations. They include production, information and financial controls, and budgets. Control systems provide standards for monitoring and evaluating the use of resources (Steers and others, 1985).

Controlling is the measuring and correcting of activities of subordinates, to ensure that events conform to plans. It measures performance against goals and plans, shows where negative deviations exist, and by putting in motion action to correct deviations, helps ensure accomplishment of plans (Koontz and Wehrich, 1988).

Well systematized controlling method in any social organization is highly noteworthy. Basically, the function of control as major component of management is the establishment of feedback system for the manager in terms of work performances and other related issues. Feedback can be in the form of oral reports, written reports, personal observation or any other

form of information designed to carefully watch the system how the job performance is going (Steinmetz and Todd, 1986).

Educational managers who have expertise and experiences in the field usually learn to use feed backs as a basis for taking corrective actions when things are not on the right track. In this paper controlling and evaluation have been interchangeably used and are fundamentals to check whether the desired tasks have been successfully accomplished.

2.2.4. Management Skills

As repeatedly explained through out this paper, managerial skills are highly imperative to successfully carryout basic managerial functions. DuBrin (2003) has stated five managerial skills namely: Technical, interpersonal, conceptual, diagnostic, and political skill. Steers and others (1985); Lewis and others (2001) have stated the following managerial skills:

Technical Skills: - refers to the ability to use the tools or approaches in a specified manner. It implies an understanding of, and proficiency in a specific kinds of activity particularly one involving methods, processes, procedures or techniques. Technical skill involves specified knowledge; analytical ability within that specialty, educational planning and management in our case is the use of the tools and techniques of the specific discipline (Lewis and others, 2001).

Technical skills in education assume an understanding of and proficiency in methods, processes, procedures and techniques of teaching-learning activities. Hence, for educational manager, technical skill is two-fold. First he should have developed some expertise in the work being. Secondly he/she should have skills required for managing the work being done. It involve being able to perform the mechanics of particular job. It is the ability to use the tools, procedures and techniques of special areas of managers (Steers and others, 1985).

2.3. Leadership Capabilities Required of Effective TVET Managers.

According to Yukl (2006), there is continuing controversy about the difference and similarity between leadership and management, but there is a degree of overlap in between. For example, Mintzberg in Yukl (2006), described leadership as one of 10 managerial roles. Leadership includes motivating subordinates and creating favourable conditions for doing the work. The other nine roles (resource locator, negotiator, etc.) involve distinct managing responsibilities, but leadership is viewed as an essential managerial role that pervades the other roles.

Northouse (2003) indicated that effective leadership depends on three basic personal skills namely; technical, human relations, and conceptual. These skills are defined as the ability to use one's knowledge and competencies to accomplish a set of goals or objectives that are quite different from traits or qualities of leaders (Katz in Northouse, 2003).

On his part, Yukl (1989) asserted that leaders can not be effective without considerable skills or capabilities. He simply classified the skills required of the leaders in to three as technical, interpersonal and conceptual. According to him technical skills are primarily concerned with things, while interpersonal skills and conceptual skills are primarily concerned with people, and ideas/concepts respectively.

For this study, rather than generalizing and grouping the leadership capabilities into these three skill taxonomies, the researcher preferred to discuss some specific major contemporary leadership capabilities required of TVET managers to show what really managerial effectiveness mean.

The primary function of leadership is to produce change and movement in the organization; that is about seeking adaptive and constructive changes (Northouse, 2005). To implement these functions the managers have to be capable in various aspects.

For example, according to Calan (2005:15), TVET leadership capabilities involve:

Corporate vision and directions (communicates a clear vision for the organization; builds a successful corporate team, inspires people to commit); strategic thinking and planning (undertakes effective strategic analysis, advocates strategic initiatives that keep the organization ahead of its competitors), change leadership (inspires alignment of vision, values and behaviours, fosters and supports individual change agents); communication that influences (negotiates persuasively, encourage debate); business and entrepreneurial skills (manages risk, knows how to close a deal); and advancement of the interest of TVET (able to position the institution to respond successfully to changes, policy issues and funding).

As one can easily understand from the lists, leadership capabilities emphasize change and improvement in all direction. The activities are mostly not routines.

Falk and Smith (2003) on their part, emphasize that individual TVET leaders must be able to respond to internal and external change through their character attributes (i.e consistency, ethics, integrity and control); networking, partnership and alliance building skills; through risk taking, initiative and innovation; and capabilities around visioning (i.e vision, future trends, proactively). Similarly, Kotter in Northouse (2005) mentioned the following three main leadership capabilities required of managers. These are; establishing direction (example, create a vision, clarify big picture, set strategies), aligning people (example, communicate goals, seek commitment, build teams and coalitions); motivating and inspiring (example, inspire and energize, empower subordinates, satisfy unmet needs).

Based on the points discussed above and the current TVET managerial roles and responsibilities, the following managerial domains are found to be the major components of effective management.

2.3.1. Vision and Goal Setting

Vision is important and provides direction and purpose to encourage trainers to pursue innovative and professional teaching practices (Norris, 1990). Moreover educational managers at all levels must recognize that vision has the potential to assist in the attainment of goals and at the same time, the potential to displace goals (Barnett and others, 2000).

According to Sergiovanni (1987), vision is the capacity to create and communicate a view of the desired state of affairs that induces commitment among those working in the organization. The key ingredient among executives of highly successful organizations was compelling vision.

On the other hand, the glue that holds the myriad actions and decisions of highly effective educational managers is the goals that they and their staff have developed for the college and a sense of what their college need to look like and to do in order to accomplish those goals (Leithwood, 1990). Many studies indicate that high performing educational institutions including TVET colleges are mainly characterized by committed and energetic managers who sit down together with their staff, examine problems confronting their organization, and figure out ways to overcome these problems.

Therefore, effective educational managers should engage staff, trainees, and community in goal setting and problem solving for the fact that all are stakeholders and each, to one degree or another, has a contribution to make and responsibilities to assume (Ubben and Hughes, 1997).

2.3.2. Risk Taking and Decision Making

Effective managers (leaders) know how to get things done; they know how to work in the system and how to work the system even in an irregular manner (Ubben and Hughes, 1997). That means, good managers seem to know when it is more important to take a risk having to “beg forgiveness” than to ask permission. Some have called this discretionary disobedience; it is labelled as creative insubordination. Whatever it is called, the risk taking behaviours

does seem to be common among effective managers. Innovation and risk taking is highly connected with TVET organizations to their survival.

The following is what a dean of one TVET institution in Australia speaks of its positive outcome

--- we did change, direction and we did step outside the guidelines to get it done and I guess that is getting back to that risk-taking and just taking the initiative on some things that were not written in agreement. ----- and I think that touches on some of the qualities of management. I guess that, we would all agree are really important and that's the ability to take a risk occasionally, like a responsible risk (Falk and Smith, 2003:49).

It is true that making a rational and timely decision is another quality of effective educational managers. From this it is possible to conclude that taking a risk and making an appropriate decision are among the major qualities of effective managers, particularly in TVET colleges.

2.3.3. Instructional Leadership

The skill in instructional leadership is the major characteristics of effective and successful educational managers. Therefore, to be effective, in all their leadership performances, TVET managers should also be effective instructional leaders.

According to Cotton (2003), effective instructional leaders exhibit the following characteristics: -

- a) Create a safe environment for trainers to take risks, experiment and continue learning. This means they build more supportive relationship with trainers and foster an environment that valued the exploration and improvement of the craft of training.
- b) Emphasize collaboration and communication. This means, effective instructional leaders focused on strengthening relationships, engaging staff members in joint projects, and developing expertise.
- c) Develop a consistent set of expectations and incentives for trainers that keep the entire staff to focus on meeting college wide goals. That means effective instructional leaders have to clear with trainers about their

expectations, and publicly acknowledge trainers efforts to implement new strategies.

- d) Participate frequently and meaningfully in classrooms and workshops. Effective and strong instructional leaders visit workshops and classrooms on a daily or almost daily basis.

Generally, effective instructional leaders allocate regular blocks of time for instructional, managerial and political matters. Moreover, they should facilitate development programs for trainers and they involve in all research and teaching learning activities of the college (Brewster and Klump, 2005). This is true for all educational institutions including TVET colleges where by their major objective are imparting knowledge, skill and values. Therefore, a skill in instructional leadership is one of the major aspects that are required of TVET College deans.

2.3.4. Business and People Management

TVET managers at all levels need business skills concerning planning and budgeting, resource management (for example, allocating resource to achieve outcomes). Marketing and business development, and enterprise and entrepreneurship looking for break through staff (Mulcahy, 2003). Moreover, TVET managers are considered as business managers who involve in monitoring processes and procedures, targets and goals, ensuring other people to do what they need to do to keep the organization performing most effectively (Viljoen and Dann, 2000). Therefore, achieving good business outcomes is the lifeblood of TVET organizations, whereas the outcome of the performance is the existence of the organization.

People management skill is also another critical issue required of TVET managers. Since people are more important, these days more investment is needed in them and their management (Mulcahy, 2003). In TVET institutions, this is mostly revealed by interpersonal communication skills, motivation, inspiring and participative decision making (Mulcahy, 2003). That means TVET managers must be good at providing feedback to their staff, letting them know when they are doing the right thing as well as motivate and inspire them.

degree or diploma in educational administration. However, after 2001/2002, the new process involves teachers electing principals and deans from among the teachers at the school or the institutions. Initially, this was for two years and a re-election prepared by performance evaluation. Colleagues, students, parents and the district office assessed the educational managers biannually to determine re-election for the second term. Then the district office or education bureau approves the election.

Tekleselassie (2002) concluded that “elected educational managers are the ones who are either outstanding in their teaching assignments, or those who are popular among Colleagues or their superiors”. The process appears to include bureaucratic, democratic and political aspects, leading to unpredictable outcomes.

More recently, the TVET Colleges establishment regulation states the deans and vice deans of the TVET colleges shall be appointed by the mayor of the city administration upon the recommendation of TVET Agency based on their competence; and they shall be accountable to the TVET Agency. However, nothing is mentioned regarding the criteria of competencies to be considered. As it was discussed earlier this process too seems highly subjective and lacks reliability since political connections may dominate their appointment (Oplatka, 2004). Ironically enough, this trend suggests that most likely a position for deanship require little or no training.

Generally, Bush and Heystek (2000) conclude that training should take place before appointment. Otherwise, the leadership training quality offered to the deans and the way the deans are assigned to their deanship position can highly affect the managerial effectiveness in the TVET colleges.

2.6. Factors that Influence Managerial Effectiveness

As discussed earlier, the TVET colleges’ deans have their own duties and responsibilities to carry out their college activities, which are given in the written form. However, due to various reasons, they may fail to discharge their responsibilities as expected. Most often, even, effective deans’ show limited progress in their leading roles, because of various situational factors

or influences. Some of the factors that may affect the TVET college deans managing role are briefly discussed below.

2.6.1. Educational Background

TVET college deans certainly are expected to possess a masters degree or equivalent in educational management. It is believed that this formal education gives the TVET deans various skills and understanding of leadership roles (Rosenback, 2003). Of course, as many scholars suggest, due to continuous changes in the speed of the economy and technology, as well as the speed of change, managers and leaders who lead modern establishments need to be engaged in a constant learning and education process once they have their formal education process (Elmuti and others, 2005). Otherwise, the once acquired knowledge can be worn out and resulted in poor managerial performance. Hence, educational background can be considered as a major influencing factor on the managerial effectiveness of TVET deans and vice deans.

2.6.2. Lack of Adequate Training and Experience

According to Fiedler and Chemers (1983), without adequate training and experience, managers' task structuring ability will be lower. Moreover, relevant training and adequate experience enable the managers to practice how to handle various situations, in training to accomplish their duties effectively. According to these authors, training shows the managers' alternative ways of doing their job or preparing them to handle specific complications of the new job they are going to resume in the future. Generally, training and experience help the managers in understanding what are to be accomplished.

Otherwise, lack of proper training in educational management and insufficient work experience in the areas of management can hinder and negatively affect the effectiveness of educational managers in general and TVET deans in particular.

2.6.3. Situational Factors

The situational factors that influence managerial effectiveness of the deans include; the nature of the community, the teaching staff, the non-instructional staff and the trainees. Similarly, the size, location, topography, climate of the college, the legal structure of education and the financial resources are all non-human situational factors that influence the effectiveness of leadership (Corbally, 1961).

Tripahi and Reddy (1992) pointed out the following factors in deans managerial role.

- The character of the dean/principal himself/Herself.
 - His/Her relative assumption about the administrating of the College activities, the staff and the output of the College.
 - His/Her styles of leadership (Democratic, Autocratic, Laissez-faire)
- The character of subordinates
 - Subordinates readiness to assume responsibility (maturity levels, educational qualification, work experience, etc...)
 - Subordinates need to participate in what concerns them
 - Awareness of informal group dynamism
- Forces in the organization
 - Availability of adequate resources (manpower, money, materials).
 - The complexity of the institution (size, staff number, trainees' population, etc...).

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1 Research Method

As mentioned in the first chapter, the study was targeted in assessing the managerial effectiveness in three selected government TVET colleges of Addis Ababa City Administration and to suggest possible solutions. It was designed to obtain pertinent and precise information on the current managerial practices of the TVET Colleges. The study used descriptive survey method of research because descriptive survey is appropriate when the aim of the study is to get an exact description of current status (Seyoum and Ayalew, 1989).

In addition according to Keeves (1990), descriptive method of research is a fact finding study with adequate and accurate interpretation of the findings. It describes with emphasizes what actually exists such as current conditions, practices, situations or any phenomena. Particularly, descriptive survey research method is one which is commonly used in educational research. Besides, the qualitative approach was employed so as to obtain detailed descriptions of the phenomenon being studied through an interview. McLaughlin and others (2001) believe that for information that cannot be obtained through quantitative method (which relies mainly on close-ended questionnaire) the qualitative method can be effective in obtaining such information.

3.2 Data Source

Primary as well as secondary sources of data were used in the study so as to get factual information in terms of figures or just statements of facts. The primary sources were: deans, vice deans and department heads, trainers, Addis Ababa TVET Agency officials.

The reason behind for selecting these as sources of data were to get first hand information about the research problem; since the respondents have a direct relation and experience about managerial issues in the sampled TVET Colleges. In addition to this, secondary sources such as written duties of the college deans and legislation of the colleges were used as data sources in order to substantiate the data that were obtained through questionnaire.

3.3 Sample Population and Sampling Technique

Currently there are five government TVET colleges in Addis Ababa. Among these, three TVET colleges were addressed by the research study, which were selected randomly from a total of five TVET colleges using lottery method of simple random selection technique. The sampled TVET colleges were Entoto, General Wingate and Tegbare-id TVET colleges which are located in Gulele, Kolfe Keranyo and Lideta sub-city respectively. After the selection of sample colleges the subjects of the study were chosen from three role groups: deans and vice deans, department heads and trainers. In addition, three officials of Addis Ababa TVET Agency were part of the study.

Table 3.1: Sample distribution of the respondents

No	TVET College Name	Population			Distribution		
		Trainers	Dept head	Deans/vice deans	Trainers	Dept head	Deans/vice deans
1	Entoto	179	11	3	54	11	3
2	Tegbare-id	117	13	3	35	13	3
3	General Wingate	136	9	3	41	9	3
	Total	432	33	9	130	33	9

(Source: Data gathered from the respective TVET colleges)

The data gathered from these colleges show that there were 9 deans and vice deans, 33 department heads and 432 trainers. All the 9 deans and vice deans, and 33 department heads were taken by availability sampling technique; whereas the selection of trainers were done using random and availability sampling technique. This method was preferred to secure data from such a large group by giving equal chance to the respondents.

3.4 Data Gathering Tools

Three data gathering tools namely questionnaire, interview guide and document analysis were employed in order to gather necessary data for the study. For this study the data were collected from the data sources using the following data collection instruments.

3.4.1 Questionnaire

In order to make a better and relevant data the questionnaires are composed of both close and open ended items. The questionnaires were mainly concerned on the current TVET colleges' managerial practice and effectiveness.

Close ended. Closed questions are quicker to complete and easier to code. Responses can be presented as simple choices; multiple tick boxes or alternatively, subjects were invited to rank choices by order of preference or to complete a likert scale. In a likert scale the subject is asked the extent to which they agree or disagree about an issue. The responses were given in the form of a (usually 5-point) scale. For example: In this study there are likert scale items which are relevant to managerial practices and effectiveness, and the respondents indicate their degree of agreement or disagreement on five point scale.

Open ended. Open-ended questions are those questions that will solicit additional information from the inquirer, and provide the respondents a freedom to express his or her feeling about the research problem.

3.4.2 Interview

Interview questions were prepared for the interview sessions held with the deans and three heads of Addis Ababa TVET Agency.

3.4.3 Document Review

Necessary documents and college legislation of the selected TVET Colleges were reviewed in order to get the necessary information with regard to managerial effectiveness. In addition to this, relevant documents and reports of ministry of education, Addis Ababa Education Bureau was analyzed to get reliable data.

3.5 Pilot Test

Once the questionnaires were prepared, pilot testing of the instruments was made in Misrak Atekalay TVET College, to test the questionnaires before they were administered in to the final participants of the study. The pilot test was conducted on 18 respondents (One dean, two vice deans and 15 trainers). That is a pre-test is done with the objective of checking whether or not the items contained in the instruments could enable the researcher to gather relevant information. Based on the feedbacks from the deans and trainers, valuable improvements were made and irrelevant items were rejected. In general, the pilot test has helped the researcher to avoid errors related to clarity of language, ideas and contents, and to include some left out ideas. After the necessary amendments were made, the final copies were distributed to be filled by the respondents.

3.6 Data Gathering Procedures

The final questionnaires were distributed to the respondents by the researcher, of course with the help of some colleagues and deans. Respondents were given enough time (six days at least) to complete the questionnaires and return them to the researcher himself or colleagues in each TVET College.

The interview with deans and Addis Ababa TVET Agency officials were carried out in such a manner that the interviewees are visited and briefed on the objective of the study. The interview was thus, conducted accordingly.

3 .7 Method of Data Analysis

First the gathered data were checked and numbered, classified and tallied in the respective TVET Colleges. Following that the data of each group were arranged and organized in tables and problem areas.

The analysis of the data was undertaken bearing in mind the basic research questions designed for the study. This research study employed different data analysis techniques depending on their appropriateness. Consequently data collected from the respondents were analyzed by statistical tools using computer based SPSS program when required.

Items involved in the questionnaire were classified in to two major categories. The first category deals with characteristics of respondents whereas the second part treated specific items of the study. Simple tabulation, percentage and frequency were used to analyze the characteristics of the respondents. Furthermore the specific items of the study were analyzed in the following manner.

In answering the basic questions regarding managerial practices and effectiveness in the sampled TVET College's frequency, mean, weighted mean and t- test were employed to compare and interpret responses from the deans and vice deans, department heads and trainers.

Finally, the qualitative data or information collected through open ended items document reviews and interviews were considered to validate the quantitative data. Based on these instruments comparison of the data was conducted between the responses of trainers on one side and deans and department heads on the other side.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation and analysis of the data gathered from the respondents through questionnaires and structured interview. As it was stated in the methodology, a total of 172 questionnaires were prepared and distributed to 130 trainers, 33 department heads, 9 deans and vice deans of the sampled TVET colleges. Out of this 118 (90.77 %) of the trainers, 29 (87.88%) of the department heads and 8 (88.89%) of the deans and vice deans in the colleges have properly filled in and returned the questionnaires.

The first part therefore, presents the general characteristics of the respondents and describes the study population background by their sex, educational level, work experience and their knowledge on the deans and vice deans assignment to their deanship position. The second part deals with the analysis of the responses extracted from the ratings of the trainers, the department heads, and the deans themselves on the managerial effectiveness.

The factors considered to measure the deans' managerial effectiveness were; the ability of the deans on vision and goal setting, risk taking and decision making, instructional leadership, and business and people management.

Accordingly, the data collected through questionnaires and interviews were organized in tables according to their similarities and appropriateness.

4.1 Characteristics of Respondents

As it is mentioned above, the total respondents of the questionnaire were 118 trainers, 29 department heads and 8 deans and vice deans. Accordingly, their demographic characteristics were collected. The variables included sex, their highest educational level, field of specialization, their work experience and their knowledge on the assignment of the deans. Furthermore, in order

to know the deans previous background on management, the number of the years they had been in the position and management trainings they had taken were asked. The following tables show the results.

Table 4.1: Respondents by sex and educational qualification

No.	Item		Respondents					
			N=8		N=29		N=118	
			Deans & V. deans		Dept. heads		Trainers	
		No.	%	No.	%	No.	%	
1	Sex	Male	8	100	19	65.52	83	70.39
		Female	0	0	10	34.48	35	29.61
		Total	8	100	29	100	118	100
2	Highest educational level	Diploma	0	0	7	24.14	12	10.17
		BA/BSc	2	25	17	58.62	95	80.51
		MA/MSc	6	75	5	17.24	11	9.32
		Other	0	0	0	0	0	0
		Total	8	100	29	100	118	100
3	Major area of study	Educ. Management	3	37.5	4	13.79	7	5.93
		Non-educ. Management	5	62.5	25	86.21	111	94.07
		Total	8	100	29	100	118	100

As it is indicated in Table 4.1, all the deans, 19(65.52%) department heads and 83(70.39%) were males. Where as 10(34.48%) department heads and 35(29.61%) trainers were females. Qualification wise two (25%) of the deans were BA/BSc and 6 (75%) of them were MA/MSc degree holders. Among these, only three (37.5%) were specialized in educational administration, while the rest 5 (62.5%) were from other non-educational administration disciplines. This implies that the assignment of deans and vice deans were not taking in to consideration educational administration as an important criteria.

Regarding the department heads, 7 (24.14%) were diploma, 17 (58.62%) were BA/BSc and 5 (17.24%) were MA/MSc holders. Similarly, 12 (10.17%) of the trainers were diploma, 95 (80.51%) were BA/BSc and 11 (9.32%) were MA/MSc holders.

Table 4.2: Respondents by educational background

No.	Item	N=8 Deans and Vice deans		
		No.	%	
1	If your major area of study is other than EdAd/EdPM, did you attend any short or long term training on educational management?	Yes	3	60
		No	2	40
		Total	5	100
2	If your answer for the above question is yes, for how long?	3 to 4 weeks	2	66.7
		2 summer	1	33.3
		Other	-	-
		Total	3	100

As indicated in Table 4.2 above, from those deans and vice deans who do not have educational administration background, three (60%) of them had short term trainings which lasted only from three weeks to two summer. This implies that the educational management trainings which have been offered to the deans are not adequate enough for the execution of the vast managerial effectiveness demands that the colleges expected of them.

Table 4.3: Work experience of the respondents

No.	Item	Respondents						
		N=8		N=29		N=118		
		Deans & V. deans		Dept. Heads		Trainers		
		No.	%	No.	%	No.	%	
1	For how long you have served in your current position?	1 to 3 years	6	75	17	58.60	-	-
		4 to 6 years	1	12.5	8	27.60	-	-
		7 to 10 years	1	12.5	3	10.30	-	-
		11 years and above	-	-	1	3.50	-	-
		Total	8	100	29	100	-	-
2	Total service	1 to 5 years	1	12.5	8	27.59	46	38.98
		6 to 10 years	3	37.5	9	31.03	22	18.64
		11 to 15 years	2	25	5	17.24	13	11.02
		16 to 20 years	1	12.5	3	10.34	8	6.78
		Above 20 years	1	12.5	4	13.80	29	24.58
		Total	8	100	29	100	118	100
3	Before you come to your current position, do you have any experience of educational administration?	Yes	3	37.5	-	-	-	-
		No	5	62.5	-	-	-	-
		Total	8	100	-	-	-	-
4	If yes, for how long?	1 to 3 years	1	33.3	-	-	-	-
		4 to 6 years	1	33.3	-	-	-	-
		7 to 10 years	-	-	-	-	-	-
		11 years and above	1	33.3	-	-	-	-
		Total	3	100	-	-	-	-

As it is indicated in Table 4.3 above; experience wise 6 (75%) of the deans had served in their current deanship position for about 1-3 years, one (12.5%) had served 4-6 years and one (12.5%) had served 7-10 years. Moreover, one (33.3%) of them had previous experience in educational administration for about 1-3 years, one (33.3%) for about 4-6 years and one (33.3%) for 11 years and above.

Regarding the department heads; 8 (27.59%) were served for a total of 1-5 years, 9 (31.03%) for 6-10 years, 5 (17.24%) for 11-15 years, 3 (10.34%) for 16-20 years and 4 (13.80) for above 20 years. Whereas, 46 (38.98%) of the trainers were served for a total of 1-5 years, 22 (18.64%) of them 6-10 years, 13 (11.02%) of them 11-15 years, 8 (6.78%) of them 16-20 years and 29 (24.58%) of them above 20 years. The majority (61.02%) of the trainer respondents had an experience of 6 and above years. This enables them to provide adequate information for the study.

Even though it is clearly stated in the TVET Colleges' establishment regulation, Table 4.4 below shows, the respondents were also asked whether they know how the deans were placed to their current deanship position. Accordingly, 74 (62.71%) of the trainers responded 'yes', while the remaining 44 (37.29%) trainers responded 'no'. From the trainers who responded 'yes', 48 (64.86%) of the trainers confirmed that the deans were placed to their deanship position by recommendation and assignment of higher authorities. Whereas, 26 (35.14%) of the trainers confirmed that the deans were placed to their deanship position by transfer from other institutions.

Table 4.4: Knowledge of trainers on the assignment of the deans

No.	Item	N=118 Trainers		
		No	%	
1.	Do you know how the deans and vice deans come to their deanship position?	Yes	74	62.71
		No	44	37.29
		Total	118	100
2.	The way the deans are placed in their current deanship position as seen by the trainers	Through vacancy announcement or competition	-	-
		Through competence based promotion among staff	-	-
		Recommendation and assignment of authorities	48	64.86
		By transfer from other institutions	26	35.14
		Other	-	-
		Total	74	100

Generally, the discussed respondents' background such as work experience and educational background and qualification indicate their maturity to assess and evaluate the managerial effectiveness of the deans as a whole.

4.2 Analysis of the Data on Effectiveness

In this report, the four domains of the TVET deans' managerial responsibilities were discussed based on the TVET management literature and a review of existing managerial effectiveness evaluation instruments. These TVET management and leadership domains include; vision and goal setting, risk taking and decision making, instructional leadership, and business and people management. Factors that influence TVET Colleges' managerial effectiveness were also treated separately. The four domains including the management influencing factors were defined by a total of 57 likert-type items. Based on these items, the trainers, the department heads and the deans themselves rated on the same items from strongly agree (5) to strongly disagree (1). Based on this, the responses were computed in SPSS and the results were analyzed by mean scores and independent t-test to clarify whether a significant mean difference exists between the respondents. The responses on TVET managerial effectiveness influencing factors were also treated in the same way.

For the case of analysis the scales strongly agree and agree indicate effective implementation of each function. Partially agree represents medium level of performance. Similarly, disagree and strongly disagree indicate low and very low implementation of the item in the dimension. The mean values were used to decide the degree of implementation of each dimension and/or item for the category.

Table 4.5: Vision and goal setting ability of the deans

No.	Question items	Respondents												w.m	t
		Deans and Dept. heads(N=37)						Trainers(N=118)							
		Rating scales						Rating scales							
		1	2	3	4	5	Mean	1	2	3	4	5	Mean		
1	Establish clear and concrete strategy		4	12	14	7	3.65	5	59	46	8		2.48	2.76	-8.25
2	Regularly discuss with stake holders		6	19	10	2	3.21	14	55	36	13		2.41	2.60	-5.19
3	Encourage trainers		10	15	8	4	3.16	13	63	37	5		2.29	2.49	-5.94
4	Formulate vision and long range planning		7	14	13	3	3.32	3	55	46	13	1	2.61	2.78	-4.83

[1.00-1.49= Strongly disagree, 1.50-2.49=Disagree, 2.50-3.49=Partially agree, 3.50-4.49=Agree and 4.50-5.00= Strongly agree] *1 w.m= Calculated weighted mean *2 t= t-value

As it can be seen in Table 4.5, respondents were asked to rate on the extent the deans establish clear and concrete strategy. Both DDH and trainers rated with mean score 3.65 and 2.48 respectively that there is a mean difference between the two groups of respondents. This implies that the DDH rated high and the trainers rated them low. The t-test also ($t=-8.25$, $t_{cr}=1.96$, $\alpha=0.05$ and $df=153$) shows that there is statistically significant difference between the responses of the two groups. The weighted mean (2.76) indicate also that a lot is expected from the deans in establishing clear and concrete strategy.

Similarly respondents were asked to rate on whether the deans regularly discuss the college academic and vocational goals with trainers, trainees and other stakeholders by arranging different meetings. Both DDH and trainers rated 3.21 and 2.41 respectively that there is a mean difference between the two groups of respondents, showing that DDH rated average and the trainers rated them low. The t-test also ($t=-5.19$, $t_{cr}=1.96$, $\alpha=0.05$ and $df=153$) indicating that there is statistically significant difference between the respondents. The weighted mean (2.60) deduce that the deans are expected to do a lot in arranging different meetings with the trainers, trainees and other stakeholders.

Encouraging trainers to relate their lesson with trainees' expectation and established concrete goals is one of the important tasks of TVET managers. On this basis, the DDH and the trainers rated 3.16 and 2.29 respectively with a mean difference, showing that DDH rated medium and the trainers

rated low. The t-test ($t=-5.94$, $t_{cr}=1.96$, $\alpha=0.05$ and $df=153$) depicting that there is significant difference among the respondent groups. The weighted mean (2.49) infer that the deans perform low and are expected to improve themselves in this regard.

It is logical that formulating and demonstrating vision and long range planning of the college is the most crucial task of the deans. To see the extent in the college, the respondents were asked to rate the level of formulating and demonstrating vision and long range planning. The mean scores of 3.32 and 2.61 were found from DDH and trainers respectively, showing that both the DDH and trainers rated average with significant difference ($t=-4.83$, $t_{cr}=1.96$, $\alpha=0.05$ and $df=153$). The weighted mean (2.78) also indicate that the dean's performance were moderate in formulating and demonstrating vision and long range planning.

Table 4.5 above, illustrates the vision and goal setting ability of the college deans as perceived by the trainers, department heads and the deans (DDH). In order to evaluate the deans' performance on this task area, an independent t-test has been computed and significant differences were observed between the respondents in all the items at the t-value of 1.96 for the whole table. In all of these items, the DDH rated relatively high with the mean values ranging from 3.16 to 3.65 and the trainers rated the deans with the mean values ranging from 2.29 to 2.61.

According to Sergiovani (1987), the key ingredient among executives of highly successful organizations including TVET colleges was compelling vision. More effective deans have a clear sense of direction and vision for their colleges that they are able to articulate clearly. Thus from the data above it is possible to say that the deans were not to the extent it was expected from them in establishing clear and concrete strategy, as well as in formulating vision and long range planning.

Table 4.6: Risk taking and decision making ability of the deans

No.	Question items	Respondents										w.m	t		
		Deans and Dept. heads(N=37)					Trainers(N=118)								
		Rating scales					Rating scales								
1	2	3	4	5	Mean	1	2	3	4	5	Mean				
1	Secure to risk		5	13	13	6	3.54		61	38	19		2.64	2.86	-5.99
2	Feel secure in taking risk		2	9	20	6	3.81	15	67	32	4		2.21	2.59	-11.78
3	Solve most problems accordingly			11	18	8	3.92	5	77	27	9		2.34	2.72	-12.12
4	Usually decide on arising problems		6	12	16	3	3.43	10	46	37	18	7	2.71	2.88	-3.87
5	Use management team on decision making		10	15	9	3	3.14		40	51	23	4	2.92	2.97	-1.33
6	Initiate individuals or groups to make decision		8	16	10	3	3.22	9	68	37	4		2.31	2.52	-6.71

[1.00-1.49= Strongly disagree, 1.50-2.49=Disagree, 2.50-3.49=Partially agree, 3.50-4.49=Agree and 4.50-5.00= Strongly agree] *1 w.m= Calculated weighted mean *2 t= t-value

As it can be seen in Table 4.6, respondents were asked to rate on the extent the deans secure to take risks to accomplish right things which are not stated in their duties and responsibilities. Both DDH and trainers rated with mean score 3.54 and 2.64 respectively that there is a mean difference between the two groups of respondents. This implies that the DDH rated high and the trainers rated them average. The t-test also ($t=-5.99$, $t_{cr}=1.96$, $\alpha=0.05$ and $df=153$) shows that there is statistically significant difference between the responses of the two groups. The weighted mean (2.86) indicate that the task was performed at a medium level.

Similarly respondents were asked to rate on whether the deans encourage the staff to feel secure in taking risks. Both DDH and trainers rated 3.81 and 2.21 respectively that there is a mean difference between the two groups of respondents, showing that DDH rated high and the trainers rated them low. The t-test also ($t=-11.78$, $t_{cr}=1.96$, $\alpha=0.05$ and $df=153$) indicating that there is statistically significant difference between the group respondents. The weighted mean (2.59) deduce that the deans are expected to do a lot in encouraging the staff to feel secure, in taking risks and innovating best ideas that contribute to the colleges' development.

It is obvious that solving most problems according to the stipulated policies of the college is crucial in order to achieve the goals. The DDH and the trainers on solving problems according to the stipulated policies of the college rated 3.92 and 2.34 respectively with a significant mean difference between the two groups of respondents. The DDH rated high and the trainers rated low, and the t-test also ($t=-12.12$, $t_{cr}=1.96$, $\alpha=0.05$ and $df=153$) indicated that there is statistically significant difference between the two group respondents. The weighted mean (2.72) also indicate that the deans are expected to do a lot in solving problems according to the stipulated policies of the college so as to achieve the goals.

According to item 4, respondents were asked to rate whether the deans decide immediately and systematically on arising problems. The DDH and the trainers rated a mean of 3.43 and 2.71 respectively. The weighted mean (2.88) depicts that the deans performed little more than low in this regard.

With regard to using a management team in decision making that is indicated in number 5, the DDH and trainers rated a mean of 3.14 and 2.92 with no statistical significant difference, $t= -1.33$ at $t_{cr} = 1.96$, $df = 153$, and $\alpha = 0.05$ showing consensus between the two groups that the performance in this regard was average.

Item 6 of Table 4.6 illustrates that whether the deans initiate individuals or groups to make decisions within their scope of authority. The DDH and trainers rated a mean of 3.22 and 2.31 respectively with statistical significant difference $t=-6.71$ at $t_{cr}=1.96$, $df=153$ and $\alpha = 0.05$ showing that there is a lot to be done in initiating to make decisions within their scope of authority. Therefore, the deans are expected to initiate individuals and groups to make decisions within their scope of authority.

Table 4.6 above, illustrates the risk taking and decision making level of the college deans as perceived by the trainers and DDH. In order to evaluate the deans' performance on these task area, an independent t-test has been computed and significant differences were observed in five of the six items between the respondents at the $t_{cr} = 1.96$, $df = 153$ and $\alpha = 0.05$, but no

significant difference were observed in using management team on decision making. In all of these items, the DDH rated high with the mean values ranging from 3.14 to 3.92 and the trainers rated the deans with the mean values ranging from 2.21 to 2.92.

Innovation and risk taking is highly connected with TVET organizations to their survival. According to Ubben and Hughes (1997), good managers seem to know when it is more important to take a risk than to ask permission. According to scholars in educational management risk taking and deciding on arising problems immediately is what is expected of the deans.

Concerning the instructional leadership items were presented to the trainers and DDH. All items were to elicit the practice of instructional leadership by the college deans. Both groups were asked to rate from strongly agree to strongly disagree depending on the degree of performance or implementation of each item.

For the case of analysis the scales strongly agree and agree indicate effective implementation of each function. Partially agree represents medium level of performance. Similarly, disagree and strongly disagree indicate low and very low implementation of the item in the dimension. The mean values were used to decide the degree of implementation of each dimension and/or item for the category.

Table 4.7: Instructional leadership ability of the deans

No.	Question items	Respondents												w.m	t
		Deans and Dept. heads(N=37)						Trainers(N=118)							
		Rating scales						Rating scales							
1	2	3	4	5	Mean	1	2	3	4	5	Mean				
1	Involve in the design implementation of curriculum, instruction and assessment		4	18	11	4	3.41	18	68	32			2.12	2.43	-9.87
2	Have knowledge about instructional practices		7	13	14	3	3.35	8	48	38	20	4	2.69	2.85	-3.73
3	Meaningful, systematic, frequent classroom observation and discussion		10	15	9	3	3.14	10	59	44	5		2.37	2.55	-5.34
4	Closely work with department heads		3	14	14	6	3.62	5	44	39	25	5	2.84	3.03	-4.46
5	Protect instructional time		8	15	11	3	3.24		63	37	18		2.62	2.77	-4.26
6	Create safe environment for trainers		1	12	13	11	3.92	9	64	36	9		2.38	2.75	-10.61
7	Emphasise research excellence and encourage trainers to participate			17	16	4	3.65	18	63	33	4		2.19	2.54	-10.74
8	Check that every trainer trains with approved standard		13	19	4	1	2.81	26	64	19	9		2.09	2.26	-4.72
9	Check the conformity of departments work with the college overall plan		10	11	9	7	3.35	5	55	49	9		2.53	2.72	-5.43

[1.00-1.49= Strongly disagree, 1.50-2.49=Disagree, 2.50-3.49=Partially agree, 3.50-4.49=Agree and 4.50-5.00= Strongly agree] *1 w.m= Calculated weighted mean *2 t= t-value

Disregarding the difference in rating, the meaningful and systematic classroom observation, creating safe environment for trainers, and emphasizing on research excellence and encouraging trainers to participate indicated on item 3, 6 and 7 were rated with a weighted mean of 2.55, 2.77 and 2.54, and these shows that the items were moderately performed.

The weighted mean of items 1 and 8 shows that, the performance of DDH in performing the tasks were low. Involving the design and implementation of curriculum, instruction and assessment of the deans was rated moderate (3.41) by DDH and low (2.12) by the trainers. This implies that there is a mean difference between the groups of the respondents. The t-value ($t = -9.86$, $t_{cr} = 1.96$ and $\alpha = 0.05$) is far apart from the t- table value. This might be the dean's rate themselves as high performers and the trainers perceive them low implementers of the indicated task. Similarly item 8 were rated

medium by the DDH and low by the trainers with a mean of 2.81 and 2.09 respectively.

When the overall performance of instructional leadership of the colleges is seen, the DDH performed the functions as medium and low; and the statistical test for all functions shows that both groups of respondents rated the items with great difference in perception.

The qualitative data (the interview made with the deans) also substantiate the data obtained above. The way that the deans check how the trainees get the standardized training and how they implement the designed curriculum was not good.

Overview of the whole functions revealed that regardless of the actual practice, most of the college deans had rated the items higher than their counter parts, with great mean difference. Therefore, despite the facts stated, it can be concluded that the activity of instructional leadership practice shows a relatively low performance in the colleges.

As it can be seen from Table 4.7, the overall practice of instructional leadership was rated relatively high by DDH and a relatively low by trainers. From the weighted means of the two groups one can observe that, the college instructional leadership activities aimed at closely working with the department heads, having knowledge about the instructional practices and protecting instructional time, with a weighted mean of 3.03, 2.85 and 2.77 respectively, even though there is a mean difference between the group of respondents.

According to Brewster and Klump (2005), effective instructional managers (deans) allocate regular blocks of time for instructional, managerial and political matters. This is true for all educational institutions including TVET colleges where by their major objective are imparting knowledge, skill and values. But from the data above it is possible to say that the deans are not doing to the level it is expected of them in this regard.

Table 4.8: Business management ability of the deans

No.	Question items	Respondents													w.m	t
		Deans and Dept. heads(N=37)						Trainers(N=118)								
		Rating scales						Rating scales								
1	2	3	4	5	Mean	1	2	3	4	5	Mean					
1	Establish a set of standard operating procedures and routines		4	17	14	2	3.38	11	50	38	19		2.55	2.75	-5.18	
2	Introduce routines and procedures regarding the running of the college		7	15	12	3	3.30	13	69	36			2.19	2.46	-8.51	
3	Provide trainers with the necessary teaching material		5	14	14	4	3.46	3	53	37	25		2.71	2.89	-4.74	
4	Organise staff members		4	15	14	4	3.48		33	55	22	8	3.04	3.15	-2.76	
5	Coordinate departments and work units		4	16	14	3	3.43		71	33	14		2.52	2.74	-6.70	
6	Prioritize activities to be accomplished according to the capacity of budget allocated		4	15	14	4	3.48		22	54	35	7	3.23	3.29	-1.66	
7	Prepare budget proposal and send it to funding agencies		14	15	5	3	2.92	29	71	18			1.91	2.15	-7.59	

[1.00-1.49= Strongly disagree, 1.50-2.49=Disagree, 2.50-3.49=Partially agree, 3.50-4.49=Agree and 4.50-5.00= Strongly agree] *1 w.m= Calculated weighted mean *2 t= t-value

With regard to this, seven inquiry questions were administered to gather the perception, views and opinions of the DDH and trainers concerning the management of business in their respective colleges. For the case of analysis the scales strongly agree and agree indicate effective implementation of each function. Partially agree represents medium level of performance. Similarly, disagree and strongly disagree indicate low and very low implementation of the item in the dimension. The mean values were used to decide the degree of implementation of each dimension and/or item for the category.

It is important to note that item 2 and 7 of Table 4.8 reports on the extent to which the deans introduce routine and procedures regarding the running of the college, and preparing budget proposal and send it to funding agencies. The data indicate that there was low performance with a weighted mean of 2.46 and 2.15. This indicates that there is a low performance in introducing procedures regarding the college; and preparing budget proposal and sending it to funding agencies. Both items rated least with respect to the dimensions in the category. Hence, an effort is expected from the concerned bodies in improving the introduction of the procedures regarding the college

and in the preparation of budget proposal and sending it to funding agencies.

Furthermore, establishing a set of standard operating systems, providing trainers with the necessary training material and coordinating departments and work units that are indicated on item 1, 3 and 5 of table 4.8 rated with a moderate performance with a weighted mean of 2.75, 2.89 and 2.74 respectively. This clearly indicates that, the issues pointed on the items were not performed as intended. Hence it seems reasonable to assume that providing trainers with the teaching materials, preparation of budget and standardizing the operating system should be done by considering what is on the real ground and what would be expected of them. The data collected through qualitative method also confirms the quantitative data discussed above.

The t-test was conducted to see the difference between the means of the two groups of respondents at $t_{cr} = 1.96$, $\alpha = 0.05$ and $df = 153$. The t-test value obtained shows that; except item 6, which is about priorities of activities to be accomplished according to the capacity of budget allocation, in the rest six items, there was statistically significant difference between the responses of the group of DDH and trainers. This might be due to the deans considering themselves as a high performer.

As it is indicated in Table 4.8, the DDH and trainers has rated the categories with average mean value 3.35 and 2.59 respectively. The weighted mean of DDH and trainers indicate that the management of business at prioritizing activities to be accomplished according to budget allocated, and organizing staff members is 3.29 and 3.15 respectively. This shows the group of respondents were satisfied with this item relatively than the others in the category.

Table 4.9: Resource utilization and management

No.	Question items	Respondents														w.m	t
		Deans and Dept. heads(N=37)							Trainers(N=118)								
		Rating scales							Rating scales								
		1	2	3	4	5	Mean	1	2	3	4	5	Mean				
1	Run the college finance and accounting		6	15	11	5	3.41	6	48	58	6		2.54	2.75	-6.17		
2	Monitor the effectiveness of the college practice and their impact on training		2	13	15	7	3.73		53	48	17		2.69	2.94	-7.40		
3	Check that facilities are handled and utilized properly		2	18	15	2	3.46	6	59	53			2.40	2.65	-9.19		
4	Ensure that trainers have the necessary staff development opportunity			11	22	4	3.81		65	35	18		2.60	2.89	-8.99		
5	Foster and promote cooperation and cohesion among staff members		6	15	11	5	3.41	23	60	35			2.10	2.41	-9.14		

[1.00-1.49= Strongly disagree, 1.50-2.49=Disagree, 2.50-3.49=Partially agree, 3.50-4.49=Agree and 4.50-5.00= Strongly agree] *1 w.m= Calculated weighted mean *2 t= t-value

With regard to the resource utilization and management, five enquiry questions were administered to gather the perception, views and opinions of the DDH and trainers concerning the management of business in their respective colleges, the mean scores were computed. As the mean values in the table indicate, the DDH rated from 3.41 to 3.81 in all of the items in the table, while the trainers rated them lower from the mean scores of 2.10 to 2.69 with clearly observed significant differences. This was further confirmed by the t-value of the items ranging from -6.17 to -9.19 at $t_{cr} = 1.96$, $df = 153$ and $\alpha = 0.05$.

As it is indicated in the table, the DDH rated from average to high thought that they have recommendable way of running the colleges finance and accounting, monitoring the effectiveness of the college practice and their impact on training, check that facilities are handled and utilized properly, ensure that trainers have the necessary staff development opportunity, and foster and promote cooperation and cohesion among staff members. However, the trainers rated the deans lower with high significant differences.

On the whole, as Table 4.9 shows, even though the department heads and the deans themselves perceived competent in all of the five items, the trainers confirmed them from 2.10 to 2.69. This implies that the deans ability in resource utilization and management were not satisfactory.

Table 4.10: People management ability of the deans

No.	Question items	Respondents										w.m	t		
		Deans and Dept. heads(N=37)					Trainers(N=118)								
		Rating scales					Rating scales								
		1	2	3	4	5	Mean	1	2	3	4			5	Mean
1	Easily accessible to trainers and staff		1	20	14	2	3.45		54	46	18		2.69	2.88	-5.75
2	Develop effective means for trainers to communicate with one another		8	16	10	3	3.22		48	59	11		2.69	2.81	-3.99
3	Maintain open and effective line of communication		6	16	13	2	3.30	18	52	48			2.25	2.50	-7.56
4	Awareness of personal aspects of trainers and staff		3	16	14	4	3.51		65	35	18		2.60	2.82	-6.40
5	Ensure that departments and staff are aware of the most current theories and practices		5	16	11	5	3.43		71	41	6		2.45	2.68	-7.70
6	Systematically and fairly recognize and celebrate accomplishment of trainees and trainers		4	17	14	2	3.37	6	70	36	6		2.36	2.60	-7.92
7	Use hardwork, performance and result as a basis of reward		8	17	9	3	3.18	17	72	29			2.10	2.36	-8.39
8	Recruit new personnel or recruitment skillfully		5	14	15	3	3.44	12	59	41	6		2.35	2.61	-7.60
9	Recognize trainer as colleagues and respect them		8	17	10	2	3.16	6	65	35	12		2.45	2.62	-4.93
10	Appreciate trainers participation		2	18	13	4	3.52		59	47	12		2.60	2.82	-6.98
11	Encourage the staff to assume responsibilities		5	16	12	4	3.41		64	42	12		2.56	2.76	-6.21
12	Delegate authorities with proper job description		4	14	16	3	3.48		6	58	48	6	3.16	3.46	-0.22

[1.00-1.49= Strongly disagree, 1.50-2.49=Disagree, 2.50-3.49=Partially agree, 3.50-4.49=Agree and 4.50-5.00= Strongly agree] *1 w.m= Calculated weighted mean *2 t= t-value

The major aspect of people management is to examine personnel management processes and assist trainers to be competent in improving the knowledge of trainees. Unless the deans of the college make an effort to manage and evaluate the day to day activities and cope up with the current management demand it would be difficult for them to provide the necessary support services for trainers and trainees. The management of people then

expected to play the management role through examining the direction and communication of the ongoing changes, training approach, task centred research and instructional materials.

So to see that whether the deans of the college engaged in the practices of managerial activities and communication, a five point scale that ranges from strongly agree (5) to strongly disagree (1) was used to collect, analyze and interpret the data from the respondents. Twelve items were used to judge the extent to which the activity was performed concerning the category. For further verification the researcher reviewed the college documents and conduct interviews with the deans of the college and Addis Ababa TVET Agency officials.

For the case of analysis the scales strongly agree and agree indicate effective implementation of each function. Partially agree represents medium level of performance. Similarly, disagree and strongly disagree indicate low and very low implementation of the item in the dimension. The mean values were used to decide the degree of implementation of each dimension and/or item for the category.

The weighted mean of the two group respondents on item 7 of Table 4.10 was rated as low performance (2.36), indicating that the deans of the colleges are less effective in using hard working, performance and result as a basis for reward. Hence, the deans are recommended to use hardworking, performance and result as a basis for reward. The t-test conducted for this item indicates that there is a significant statistical difference between the means of the respondents.

Item 1, 2, 4 and 10 which are about accessibility of the deans to trainers and staff, developing effective means for trainers to communicate with one another, and creating awareness of personal aspects of trainers and staff, and appreciate trainers participation rated almost with similar weighted means (2.88, 2.81, 2.82 and 2.82). This shows that the deans' effectiveness on item 1, 2, 4 and 10 were medium. The statistical t-test for the four items (-5.75, -3.99, -6.40 and -6.98) at $t_{cr}=1.96$, $df=153$ and $\alpha = 0.05$ shows that

there is a significant difference between the responses of the group of respondents.

Ensuring that departments and staff are aware of current theories, Systematically and fairly recognize and celebrate accomplishment of trainees and trainers, recruiting skilfully and recognizing trainers as colleagues and respecting them, indicated on item 5, 6, 8 and 9 rated with a weighted mean of (2.68, 2.60, 2.61, and 2.62) with a moderate performance. This shows that the deans effectiveness in performing these tasks were medium. In addition to this, the t-test conducted shows that there is a great difference between the responses of the two groups of respondents.

Regardless of the difference observed in rating the items, the DDH group rated the category relatively better than the group of trainers. The trainers group generally has perceived the managerial service provided to them as either low performance or medium level performance with the average mean value 2.52. The DDH group also rated most of the items as averagely performed. The two group respondents agreed upon item number 12, which is about delegating authorities with proper job description with a mean of 3.48 and 3.16; with little mean difference. The t-test conducted ($t = -0.22$, $t_{cr} = 1.96$ and $df = 153$ at $\alpha = 0.05$) also shows that there is no significant statistical difference with regard to this item.

When we look the overall performance of the deans under this category, the average mean value which is 2.74, show that the effectiveness of the deans in these government TVET colleges is medium. Hence greater effort should be applied to enhance the managerial effectiveness of the TVET college deans in order to deliver quality training.

According to Mulcahy (2003), people management skill is a critical issue required of TVET managers. Since people are more important, these days more investment is needed on them and their management. In TVET institutions, this is mostly revealed by interpersonal communication skills, motivation, inspiring and participative decision making. But from the above analysis, it is clear that a lot is expected of the deans.

Table 4.11: Managerial effectiveness in relation to resources

No.	Question items	Respondents												w.m	t
		Deans and Dept. heads(N=37)						Trainers(N=118)							
		Rating scales						Rating scales							
		1	2	3	4	5	Mean	1	2	3	4	5	Mean		
1	Absence of manuals, job description and guidelines		4	23	10		3.16	36	70	12			1.80	2.12	-11.96
2	Shortage of budget		1	16	16	4	3.62	42	70	6			1.69	2.15	-16.95
3	Shortage of equipments, facility and new technology		10	15	9	3	3.13	24	49	37	8		2.24	2.46	-5.42
4	Shortage of trainers in some departments			20	17		3.46		57	49	12		2.62	2.82	-7.07
5	Impact of large number of staff and trainees to manage			15	14	8	3.81		59	47	12		2.60	2.89	-9.23

[1.00-1.49= Strongly disagree, 1.50-2.49=Disagree, 2.50-3.49=Partially agree, 3.50-4.49=Agree and 4.50-5.00= Strongly agree] *1 w.m= Calculated weighted mean *2 t= t-value

Item 1, 2 and 3 of Table 4.11, which are about absence of manuals, job description and guidelines; shortage of budget; shortage of equipments, facility and new technology the two groups of respondents rated a weighted mean of (2.12, 2.15 and 2.46). This shows that the deans' effectiveness on item 1, 2 and 3 were low. The statistical t-test for these three items (-11.96, -16.95 and -5.42) at $t_{cr}=1.96$, $df=153$ and $\alpha = 0.05$ shows that there is a significant difference between the responses of the group of respondents. This shows that the dean's rate relatively higher, that the managerial ineffectiveness was as a result of absence of manuals, job description and guidelines; shortage of budget; and shortage of equipments, facility and new technology. But the weighted mean assured that deans and vice deans were poorly performing not as the result absence of manual, job description and guidelines; shortage of budget; shortage of equipments, facility and new technology.

Item 4 and 5 which are about Shortage of trainers in some departments; and Impact of large number of staff and trainees to manage, the two groups of respondents rated with a weighted mean of (2.82 and 2.89) respectively. This shows that the deans' effectiveness on item 4 and 5 was average. The statistical t-test for the two items (-7.07 and -9.23) at $t_{cr}=1.96$, $df=153$ and $\alpha = 0.05$ shows that there is a significant difference between the responses of the group of respondents. This implies that, even though, shortage of

trainers in some departments and large number of staff and trainees some how can influence managerial effectiveness there was a problem on performing these tasks on the side of the TVET College deans.

In general table 4.11, from item 1 to 5 the weighted mean ranges between 2.12 to 2.89. This means the managerial effectiveness for these items lie between poor and average.

Table 4.12: Managerial effectiveness in relation to the staff readiness

No.	Question items	Respondents											w.m	t	
		Deans and Dept. heads(N=37)						Trainers(N=118)							
		Rating scales						Rating scales							
		1	2	3	4	5	Mea n	1	2	3	4	5			Mea n
1	Trainers and staff to assume responsibility cooperate with deans		1	16	16	4	3.62		17	59	42		3.21	3.31	-3.16
2	Absence of adequate management training on the side of deans		25	8	4		2.43		7	58	47	6	3.44	3.20	7.79
3	Management style that the deans exhibit	1	23	11	2		2.38	6	52	36	24		2.66	2.59	1.85
4	Local governors are not cooperative with the deans		8	16	10	3	3.22	12	53	47	6		2.40	2.59	-5.58
5	Interference of higher authorities in the college activities		14	15	8		2.84	6	52	41	19		2.62	2.67	-1.45

[1.00-1.49= Strongly disagree, 1.50-2.49=Disagree, 2.50-3.49=Partially agree, 3.50-4.49=Agree and 4.50-5.00= Strongly agree] *1 w.m= Calculated weighted mean *2 t= t-value

In item 5 of Table 4.12, the DDH and trainers agreed by rating average with a mean value 2.84 and 2.62 respectively. This indicates that the interference of higher authorities showed to some extent a negative impact on the managerial effectiveness of the colleges. The DDH and trainers showed a statistical significance difference between the means in the items 1, 2 and 4. The t-test of the three items (-3.16, 7.79 and -5.58) at $t_{cr}=1.96$, $df=153$ and $\alpha = 0.05$ also indicate that the trainers and staff readiness to assume responsibility and cooperate with the deans; absence of adequate management training on the side of the deans; as well as absence of local governance cooperation with the deans had showed a negative impact on the managerial effectiveness of the colleges.

Regarding item 3 of Table 4.12, which is, about management style that the deans exhibit, the DDH and the trainers rated the item 2.38 and 2.66 respectively. This indicates that the DDH rated low and the trainers rated average with no significant difference ($t = 1.85$, at $t_{cr} = 1.96$, $df = 153$ and $\alpha = 0.05$) with a weighted mean of 2.59. This also indicates that, the managerial style that the deans exhibit somehow contributes negative effect to the managerial effectiveness.

Table 4.13: Managerial effectiveness in relation to policy, community and technology

No.	Question items Factors that influence managerial effectiveness	Respondents											w.m	t	
		Deans and Dept. heads(N=37)						Trainers(N=118)							
		Rating scales						Rating scales							
		1	2	3	4	5	Mean	1	2	3	4	5			Mean
1	Inflexible policy, rules and regulation			6	18	13	4.19		5	48	47	18	3.66	3.79	-3.65
2	Low community participation in the college activities			21	14	2	3.48		18	58	30	12	3.31	3.35	-1.20
3	The location of the college is not conducive for effective administration	12	20	5			1.81	58	53	7			1.57	1.63	-2.08
4	Rapid technological change in the TVET		25	9	3		2.41	5	59	46	8		2.48	2.46	0.61

[1.00-1.49= Strongly disagree, 1.50-2.49=Disagree, 2.50-3.49=Partially agree, 3.50-4.49=Agree and 4.50-5.00= Strongly agree] *1 w.m= Calculated weighted mean *2 t= t-value

Table 4.13 item 1, which is about inflexible policy, rules and regulations was rated high by the DDH and trainers with mean value of 4.19 and 3.66 respectively. This shows that inflexible policy, rule and regulation was hindering to achieve effective management in the colleges. The interview results that are conducted with the deans themselves and Addis Ababa TVET Agency officials also attest this idea.

Item number 2, which is about low community participation in the colleges activity was rated with the mean, by the DDH and trainers 3.48 and 3.31 respectively with no significant difference, that is $t = -1.20$ at $t_{cr} = 1.96$, $df = 153$ and $\alpha = 0.05$ indicating the absence of community participation had a negative impact on managerial effectiveness of the colleges.

Item 3 and 4 which are about the impact of location of the college and rapid technological change on the managerial effectiveness were rated low with a weighted mean of 1.63 and 2.43 respectively. This shows that the two groups of respondents agree that the location of the colleges is suitable and the rapid technological change on the TVET sector had no significant impact ($t=0.61$) on the managerial effectiveness of the colleges.

Therefore, the above table inferred that managerial effectiveness of the TVET Colleges was highly affected by inflexible policy, rules and regulations as well as low community participation in the colleges' activities. This shows that Addis Ababa TVET Agency, Ministry of Education and other concerned bodies are expected to revise the inflexible policy, rules and regulations; and encourage community participation to improve the managerial effectiveness in TVET Colleges.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMENDATIONS

This chapter presents the summary of the study, the conclusions drawn from the findings and the recommendations based on the conclusions.

5.1. Summary

The aim of this study was to assess and examine the managerial effectiveness of the government TVET colleges of Addis Ababa City Administration. The study was guided by the following basic questions in order to meet the required objectives.

1. What standards and criteria are used to select and assign college deans and vice deans?
2. What are the major factors that influence the managerial effectiveness of these TVET colleges?
3. What is the existing practice and level of communicating, directing and decision making in the TVET colleges?
4. What are the existing practices and the major problems observed in the process of human, financial and material resource management?
5. What is the perception of the trainers, department heads and the colleges' deans themselves toward the managerial effectiveness?

The study was conducted in the three sampled TVET colleges of Addis Ababa City Administration by employing descriptive survey method. The subjects of the study were 118 trainers, 29 department heads and 8 deans. As a sampling technique, simple random technique was used to select respondent trainers, while all the rest available deans and department heads are taken purposively.

To examine the managerial effectiveness in the colleges, four major TVET managerial or leadership domains were selected as managerial effectiveness criteria to examine the effectiveness of the deans. Based on these domains, information was obtained from the sample respondents through questionnaires and interviews. The data obtained were computed in SPSS and analyzed using frequency, mean scores, weighted mean and independent t-test. As a result of the analysis made, the following major findings were obtained.

1. Even though the minimum qualification required for TVET trainers is BA/BSc, 12 (10.17%) of the trainers were diploma holders.
2. There was no totally female participation in the TVET Colleges managerial (deanship) position.
3. Five (62.5%) of the deans had no educational administration background while only 3 (37.5%) had a background in educational administration. From those who do not have educational administration background 3 (60%) had three weeks to two summer short term educational management training, while 2 (40%) of the do not have any management training at all.
4. Six (75%) of the deans were served in their current deanship position only from 1-3 years. However in the interview conducted 87.5% of the deans responded that they had sufficient management experience.
5. With respect to service years of trainers, the majority 72 (61.02%) have served for 6 and above years. Whereas, 46 (38.98%) have served 1-5 years only. The majority of the department heads 21(72.41%) have also served for 6 years and above while only 8 (27.59%) have experience between 1-5 years.
6. Forty four (37.29%) of the trainers did not know how the deans were assigned to their deanship position.
7. Among the trainers who know have knowledge on the assignment of the TVET College deans, 48 (64.86%) indicated that the deans were

assigned to their deanship position by recommendation and assignment of authorities without any reliable criteria and objectivity.

8. Most the trainers, department heads and deans indicated in the open ended section of the questionnaires, that the rigid financial and accounting procedure is one of the major obstacles for managerial effectiveness of the TVET Colleges.

5.2 Conclusions

The following conclusions were drawn from the findings of this research.

The majority of the deans do not have educational management background. Moreover, the short term training in educational management that was offered to some of them is not adequate to make them effective in their deanship (managerial) position.

No objective and reliable selection criterion was set for the deans' selection. This might have contributed to the observed deans' lower performance in their managerial and leadership execution.

It is clear that effective and strong instructional managers (deans) should conduct continuous and regular classroom and workshop observation and hence discuss the feedback with trainers. However, as the findings show the TVET Colleges deans do not conduct classroom and workshop observation and they do not help and follow-up the trainers.

The trainers who are daily working with the deans rated them low in most of the items indicating that the deans performance in formulating vision and goal setting, risk taking and decision making, instructional leadership, and people and business management are all inadequate. Therefore most likely because of the training and other influencing factors discussed earlier, the TVET College deans' performance in practicing most of the managerial or leadership domains is unsatisfactory. Hence, what has come out clearly from this study is that the overall managerial performance in government TVET Colleges is not effective.

There is no totally female participation in the managerial (deanship) position in the sampled TVET Colleges. This can be the reflection of low female participation in TVET sector in Addis Ababa as well as in Ethiopia as a whole.

Significant numbers of trainers in the TVET Colleges were diploma holders. This can highly affect the quality of training offered in these TVET Colleges as well as the readiness of the trainers to assume responsibility.

Therefore, Ministry of Education and Addis Ababa TVET Agency have to study the reasons that are hindering managerial effectiveness in the TVET Colleges.

5.3 Recommendations

Based upon the results obtained from this study and conclusions drawn, the following recommendations are made.

1. It is clear that successful TVET Colleges and educational institutions are mainly the results of competent and well qualified managers. If the managers are not qualified and not well trained, the colleges can not be successful. As the findings of this study indicate, the management of the studied TVET colleges was not found effective. This might be due to the subjective assignment of the deans and the absence of adequate and continuous TVET management training. Therefore, Addis Ababa TVET Agency, and the Ministry of Education must revise the assignment and placement regulations of TVET college deans and have to set a mechanism where by competent and qualified TVET managers can be assigned to the deanship position. In other words, objective and competence based criteria should be developed to assign competent deans rather than political assignment.
2. Everything is changing very fast these days within very short period of time. The knowledge some one have becomes obsolete within short period of time. This is also true for the TVET Colleges' deans with their managerial and leadership training. They should have to get

continuous and professional training on TVET management. Therefore, Addis Ababa TVET Agency and Ministry of Education has to set training programs (such as on job training and summer programs) where by the TVET deans can get training on regular and continuous basis after they were placed to their deanship position.

3. The instructional leadership is a key ingredient for successful educational institutions including TVET colleges. As many literatures indicate, the main practices in managing or leading TVET colleges are coordinating the curriculum, supervising the classroom and workshop activity, and monitoring the trainee's progress on the daily basis. However, deans of the studied TVET colleges did not give attention for classroom and workshop observation and rarely discuss about training with trainers. This is found to be very critical problem that crippled the training program. Therefore, the concerned heads of Addis Ababa TVET Agency should take a serious follow up and try to boost morale of the deans of the TVET Colleges to make the training program more fruitful.
4. It is obvious that financing TVET is four or more times expensive than general education. This makes very difficult for the government to cover every expense of the TVET colleges. Therefore, the TVET colleges should establish income generating mechanisms from the training itself, donors and non-government organizations could support to improve TVET programs.
5. Addis Ababa TVET Agency in collaboration with Ministry of Education must help female trainers by providing additional training in management and considering affirmative action so that, female trainers can come to management position.
6. Addis Ababa TVET Agency and Ministry of Education should improve the financial and accounting procedures and regulations for effective and smooth functioning of the colleges' activities.

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APPENDIX A

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATES STUDIES
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT
ADDIS ABABA

**A questionnaire to be filled by deans, vice-deans and department heads
of government TVET colleges of Addis Ababa.**

Dear respondents

The purpose of this questionnaire is to examine the managerial effectiveness in the government TVET colleges of Addis Ababa and thereby to suggest alternative solutions. The questions are formulated on the current managerial capabilities required of TVET managers (deans and vice deans) of the colleges.

The questionnaire has four parts; part one is on the background information of the respondents, part two is items on managerial practices of the deans' and vice deans' of the colleges, part three is items on factors that influence managerial practices; and part four is open-ended general questions. Your willingness in providing frank response to every question item is valuable for the success of the research.

Direction:

1. You don't have to write your name.
2. The information provided will be used only for academic purpose and will be kept confidential.
3. Please address all the items thoughtfully and frankly.
4. Part one, two and three question items will be answered by putting a tick "√" mark on the space provided.

Thank you in advance for your cooperation

PART ONE

I. Background Information

Instruction:

Please indicate your answer by making a "√" or writing where it is necessary in the space provided.

1. Name of your TVET College _____
2. Your Current position: a. Dean _____ b. Vice dean _____
3. Sex a. Male _____ b. Female _____
4. Age a. 18-23 _____ b. 24-29 _____
c. 30-35 _____ d. 36-41 _____ e. 42-47 _____ f. 48-53 _____
g. 54-59 _____ h. 60 and above _____
5. Your education level a. Diploma _____ b. BA/BSc _____
c. MA/MSc _____ d. Other (Specify) _____
6. Your total service a. 1-5 years _____ b. 6-10 years _____
c. 11-15 years _____ d. 16-20 _____ e. above 20 years _____
7. Your major area of study:
a. EdAd/EdPM _____ b. Non-EdAd/EdPM _____
8. If your area of study is other than educational management or leadership, did you participate in any short or long term educational administration training? a. Yes _____ b. No _____
9. If your answer to question number "6" above is yes, please specify where and how long it was

10. For how long have you served in your current position?
a. 1-3 years _____ c. 7-10 years _____
b. 4-6 years _____ d. 11 and above years _____
11. Before you come to your current position, do you have any experience as a department head, or any other educational administration position?
a. Yes _____ b. No _____

12. If your answer for question number '9' above is yes, for how long?

a. 1-3 years _____

c. 7-10 years _____

b. 4-6 years _____

d. 11 and above years _____

13. Please can you indicate the way you placed to your current position?

a. Through vacancy announcement or competition. _____

b. Through competence based promotion among staff. _____

c. By recommendation and assignment of authorities. _____

d. By transfer from other institutions. _____

e. Other (If any) _____

PART TWO

Instruction:

Please indicate the extent to which the deans practice the mentioned managerial activities in the college. Mark a “√” in column which nearly reflects his/her actual practice by using the following Likert scales. Very high (5), high (4), medium (3), low (2) and very low (1).

No	Perception of the deans, vice deans and department heads on their own performance of managerial practices	Very high	High	Medium	Low	Very low
		5	4	3	2	1
	<u>(Items on vision and goal setting 1-4)</u>					
1.	I establish clear and concrete strategic goals of the college with participation of the staff.					
2.	I regularly discuss the college academic and vocational goals with trainers, trainees, and stakeholders by arranging different meetings.					
3.	I encourage trainers to relate their lesson with trainees' expectation and established concrete goals.					
4.	I formulate and demonstrate vision and long range planning of the college.					
	<u>(Items on risk taking and decision making 5-10)</u>					
5.	I secure to take risks to accomplish right things which are not stated in their duties and responsibilities.					
6.	I encourage staff to feel secure in taking risks so as to innovate best ideas that contribute to the colleges' development.					
7.	I solve most of the problems according to the stipulated policies of the college so as to achieve the goals.					
8.	I usually decide on arising problems immediately and systematically.					
9.	I use a management team in decision making.					
10	I initiate individuals or groups to make decisions within their scope of authority.					
	<u>(items on instructional leadership 11-19)</u>					
11	I directly involve in the design and implementation of the colleges curriculum, instruction, and assessment practices.					

12	I have knowledge about instructional practices and provide conceptual guidance for trainers regarding effective classroom practices.					
13	I make meaningful, systematic, and frequent classroom observation and discuss the feedback with trainers.					
14	I closely work with department heads, trainers, and trainees to enhance the training progress of the college.					
15	I protect instructional time from interruption.					
16	I create a safe environment for trainers to take risks, experiment and continue learning as well as protect them from issues and influences.					
17	I emphasise research excellence in the college appropriately and encourage trainers to participate in the college research activities.					
18	I check that every trainer trains with approved standard.					
19	I check the conformity of departments work with the college overall plan by receiving progress report monthly and quarterly.					
20	(Items on business and people management 20-43) I establish a set of standard operating procedures and routines with participation of trainers, trainees, and stakeholders in line to the existing TVET policy.					
21	I introduce routines and procedures regarding the running of the college to be understood and followed by the staff and trainees.					
22	I provide trainers with the necessary teaching materials for the successful execution of training.					
23	I organize staff members according to their interest, qualification and specialization.					
24	I coordinate departments and work units for effective work results.					
25	I set priorities of the activities to be accomplished according to the capacity of the budget allocated.					
26	I prepare project proposals and send it to funding agencies so as to get adequate external assistance for the college development.					

27	I run the colleges finance and accounting activities properly.					
28	I monitor the effectiveness of the college practices and their impact on training.					
29	I check that college facilities are properly handled and utilized.					
30	I ensure that trainers have the necessary staff development opportunity which directly enhances the training.					
31	I foster and promote cooperation and cohesion among staff.					
32	I am easily accessible to trainers and staff.					
33	I develop effective means for trainers to communicate with one another.					
34	I maintain open and effective lines of communication with staff on various important issues.					
35	I demonstrate an awareness of the personal aspects of trainers and staff.					
36	I ensure that departments and staff are aware of the most current theories and practices and make the discussion of these a regular aspect of the college culture.					
37	I systematically and fairly recognize and celebrate accomplishments of trainers and trainees.					
38	I use hard working, performance, and results as the basis for reward, recognition and advancement.					
39	I recruit new personnel or promote recruitment skilfully.					
40	I recognize trainers as colleagues and respect them.					
41	I appreciate trainers' participation in the college's activities.					
42	I encourage the staff to assume certain responsibilities.					
43	I delegate authority with proper job description.					

PART THREE

Instruction:

The following questionnaire refers to factors that influence managerial effectiveness of the deans. Please read carefully each item and make a “√ “ under your response in the column provided using the following scales. Strongly agree(5), agree(4), undecided(3), disagree(2) and strongly disagree(1).

No	Factors that influence managerial effectiveness of deans and vice deans	Strongly agree	Agree	Partially agree	Disagree	Strongly disagree
		5	4	3	2	1
44	Absence of manuals, job descriptions, and guidelines, which indicate the task of every unit of work in the college.					
45	Shortage of budget					
46	Shortage of equipments, facilities, and new technologies					
47	Shortage of trainers in some departments					
48	Impact of large number of staff and trainees to manage					
49	Trainers and staff readiness to assume responsibility and cooperate with deans at work					
50	Absence of adequate management training on the side of the deans					
51	Management style that the deans exhibits					
52	Local governors are not cooperative with the deans when their assistance is needed					
53	Interference of higher authorities in the college activities					
54	Inflexible policies, rules, and regulations					
55	Low community participations in the college activities					
56	The location of the college is not conducive for effective administration					
57	Rapid technological change in the TVET sector					

PART FOUR

Instruction:

Below are some open-ended questions related to the deans and vice-deans' performance in managerial practice. Please, state them in brief in the space provided.

1. Please write some major problems which you think have hindered you as the dean to fully discharge your responsibilities:

2. From your experience point of view, what would you suggest to improve the managerial effectiveness of TVET college deans?

Thank you for your cooperation

APPENDIX B

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATES STUDIES
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT
ADDIS ABABA

A questionnaire to be filled by trainers of government TVET colleges of Addis Ababa.

Dear respondents

The purpose of this questionnaire is to examine the managerial effectiveness in the government TVET colleges of Addis Ababa and thereby to suggest alternative solutions. The questions are formulated on the current managerial capabilities required of TVET managers (deans and vice deans) of the colleges.

The questionnaire has four parts; part one is on the background information of the respondents, part two is items on managerial practices of the deans' and vice deans' of the colleges, part three is items on factors that influence managerial practices; and part four is open-ended general questions. Your willingness in providing frank response to every question item is valuable for the success of the research.

Direction:

1. You don't have to write your name.
2. The information provided will be used only for academic purpose and will be kept confidential.
3. Please address all the items thoughtfully and frankly.
4. Part one, two and three question items will be answered by putting a tick "√" mark on the space provided.

Thank you in advance for your cooperation

PART ONE

I. Background Information

Instruction:

Please indicate your answer by making a "√" or writing where it is necessary in the space provided.

1. Name of your TVET College _____
2. Your Current position: a. Trainer _____ b. Department head _____
3. Sex a. Male _____ b. Female _____
4. Age a. 18-23 _____ b. 24-29 _____
c. 30-35 _____ d. 36-41 _____ e. 42-47 _____ f. 48-53 _____
g. 54-59 _____ h. 60 and above _____
5. Your education level a. Diploma _____ b. BA/BSc _____
c. MA/MSc _____ d. Other (Specify) _____
6. Your total service a. 1-5 years _____ b. 6-10 years _____
c. 11-15 years _____ d. 16-20 _____ e. above 20 years _____
7. Do you know how the deans and vice deans come to their deanship position?
a. Yes _____ b. No _____
8. If your answer to question number "6" above is yes, how do they come to their current position?
 - a. Through vacancy announcement or competition. _____
 - b. Through competence based promotion among staff. _____
 - c. By recommendation and assignment of authorities. _____
 - d. By transfer from other institutions. _____
 - e. Other (If any) _____

PART TWO

Instruction:

Please indicate the extent to which the deans practice the mentioned managerial activities in the college. Mark a "√" in column which nearly reflects his/her actual practice by using the following Likert scales. Very high (5), high (4), medium (3), low (2) and very low (1).

No	Items of Deans Managerial Practices To what extent do the deans, vice deans and department heads ...	Very high	High	Medium	Low	Very low
		5	4	3	2	1
	<u>(Items on vision and goal setting 1-4)</u>					
1.	establish clear and concrete strategic goals of the college with participation of the staff?					
2.	discuss the college academic and vocational goals with trainers, trainees, and stakeholders by arranging different meetings.					
3.	encourage trainers to relate their lesson with trainees' expectation and established concrete goals.					
4.	formulate and demonstrate vision and long range planning of the college.					
	<u>(Items on risk taking and decision making 5-10)</u>					
5.	secure to take risks to accomplish right things which are not stated in their duties and responsibilities?					
6.	encourage staff to feel secure in taking risks so as to innovate ideas that contribute to the colleges' development?					
7.	solve most of the problems according to the stipulated policies of the college so as to achieve the goals?					
8.	decide on arising problems immediately and systematically?					
9.	use a management team in decision making?					
10.	initiate individuals or groups to make decisions within their scope of authority?					
11.	<u>(items on instructional leadership 11-19)</u> directly involve in the design and implementation of the colleges curriculum, instruction, and assessment practices?					

12	have knowledge about instructional practices and provide conceptual guidance for trainers regarding effective classroom practices?					
13	make meaningful, systematic, and frequent classroom observation and discuss the feedback with trainers?					
14	closely works with department heads, trainers, and trainees to enhance the training progress of the college?					
15	protect instructional time from interruption?					
16	create a safe environment for trainers to take risks, experiment and continue learning as well as protect them from issues and influences?					
17	emphasise research excellence in the college appropriately and encourage trainers to participate in the college research activities?					
18	check that every trainer trains with approved standard?					
19	check the conformity of departments work with the college overall plan by receiving progress report monthly and quarterly?					
20	<u>(Items on business and people management 20)</u> establish a set of standard operating procedures and routines with participation of trainers, trainees, and stakeholders in line to the existing TVET policy?					
21	introduce routines and procedures regarding the running of the college to be understood and followed by the staff and trainees?					
22	provide trainers with the necessary teaching materials for the successful execution of training?					
23	organize staff members according to their interest, qualification and specialization?					
24	coordinate departments and work units for effective work results?					
25	set priorities of the activities to be accomplished according to the capacity of the budget allocated?					
26	prepare project proposals and send it to funding agencies so as to get adequate external assistance for the college development?					

APPENDIX E

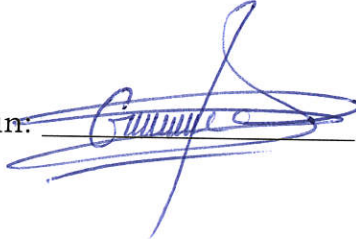
Powers and Duties of the TVET College Deans

1. The Dean of the College is appointed by the Addis Ababa City Government upon the recommendation of the Education Bureau.
2. Without prejudice to the other provisions of the regulation of Addis Ababa City Government, the Dean of the College shall be the chief executive of the College, and as such shall be subject to general guidelines to be given to him by the Education Bureau to direct and administer the activities of the Institution.
3. The Dean should be an academic staff member holding MA/MSc degree and above.
4. Without limiting the generality of the provisions of article (2.1) of this article, the Dean the Dean of the College shall:
 - 4.1 Employ and administer the academic staff of the College in accordance with the guidelines issued by the Education Bureau, and the administrative staff of the College in accordance with civil service as well.
 - 4.2 Prepare and submit plans and budget of the College to the Education Bureau and implement upon approval.
 - 4.3 Effect expenditure inline with the approved budget allocation of the College.
 - 4.4 Represent the College in all its dealings with third parties including signing of contracts.
 - 4.5 Submit quarterly and semester evaluation reports of academic and training activities and detailed performance of budget utilization of the College to Education Bureau.
 - 4.6 Monitor implementation of recommendations and regulations passed by the Education Bureau.
 - 4.7 Open bank accounts in the name of the College on the basis of the financial regulation of the government.
5. The Dean of the College may delegate part of his/her powers and duties to other officials and employees of the College to the extent necessary for the efficient execution of the work of the College.
6. Undertakes other activities assigned by the Education Bureau.

Declaration

I the undersigned hereby declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

Gorfu Zerihun: _____



This thesis was produced under my supervision and submitted for examination with my approval as a university advisor.



Yekunoamlak Alemu (PhD)

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