

**FACTORS AFFECTING THE IMPLEMENTATION OF
OFFICE ADMINISTRATION AND SECRETARIAL
TECHNOLOGY TRAINING IN SELECTED
PUBLIC TVET COLLEGES IN
ADDIS ABABA**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR M.A. IN
MANAGEMENT OF VOCATIONAL EDUCATION**

BY:

GETAHUN BEZABIH

ADVISOR

Dr. WORKU MEKONNEN

**JULY 2008
ADDIS ABABA**

**FACTORS AFFECTING THE IMPLEMENTATION OF
OFFICE ADMINISTRATION AND SECRETARIAL
TECHNOLOGY TRAINING IN SELECTED
PUBLIC TVET COLLEGES IN
ADDIS ABABA**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR M.A. IN
MANAGEMENT OF VOCATIONAL EDUCATION**

BY:

GETAHUN BEZABIH

ADVISOR

Dr. WORKU MEKONNEN

**JULY 2008
ADDIS ABABA**

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION
DEPARTMENT OF BUSINESS EDUCATION**

**FACTORS AFFECTING THE IMPLEMENTATION OF
OFFICE ADMINISTRATION AND SECRETARIAL
TECHNOLOGY TRAINING IN SELECTED
PUBLIC TVET COLLEGES IN
ADDIS ABABA**

BY:

GETAHUN BEZABIH



APPROVED BY: BOARD OF EXAMINERS

**CHAIRMAN, DEPARTMENT
GRADUATE COMMITTEE**

Worke Mekonen

ADVISOR

SIGNATURE

[Signature]

SIGNATURE

[Signature]

SIGNATURE

Girma Zewdie

EXTERNAL EXAMINER

Dr. Woube Kassaie

INTERNAL EXAMINER

[Signature]

SIGNATURE

**ADDIS ABABA UNIVERSITY
LIBRARIES
P.O. BOX 1176
ADDIS ABABA ETHIOPIA**

Acknowledgments

I would like to express my deepest and heartfelt gratitude to my advisor Dr. Worku Mekonnen for his encouragement and constructive comments throughout the study.

I am greatly indebted to my wife, W/ro Beletu Teklu, and my daughter Bezawit Getahun for their moral and material support throughout my study.

My sincere appreciation and thanks go equally to Dr. Yimer Kefle and Dr. Taye Regassa for their valuable editorial work on the proposal, review of literature and instruments of the study.

Finally, I extend my grateful thanks to my classmates, instructors, to all deans, trainers, trainees in the sample TVET colleges, Addis Ababa University for its financial support and who either directly or indirectly assisted me during the course of the study.

Table of Contents

	Page
Acknowledgements	i
Table of Contents	ii
List of Tables	v
Abstracts	vii
Acronym	viii
CHAPTER ONE	
1. The Problem and Its Approach	1
1.1. Introduction	1
1.1.1. Background of the Study	1
1.1.2. Statement of the Problem	3
1.1.3. Objectives of the Study	5
1.1.4. Significance of the Study	6
1.1.5. Delimitations of the Study	6
1.1.6. Limitation of the Study	7
1.2. Research Methodology and Procedures of the Study	7
1.2.1. Method of the Study	7
1.2.2. Sample Population and Sampling Techniques	8
1.2.3. Source of Data	9
1.2.4. Instruments of Data Collection	9
1.2.5. Procedures of Data Collection	9
1.2.6. Methods of Data Analysis	10
1.3. Definition of Terms	10
1.4. Organization of the Study	11
CHAPTER TWO	
2. Review of Related Literature	13
2.1. An Overview of Vocational Education and Training	13
2.1.1. Definitions of Technical and Vocational Education and Training (TVET)	14
2.1.2. Importance of Technical and Vocational Education and Training	15

2.1.3. Historical Development of Technical and Vocational Education and Training	16
2.1.4. Historical Development of Technical and Vocational Education and Training in Ethiopia	18
2.1.4.1. The Past Trend of TVET in Ethiopia.....	22
2.1.4.2. The Present Trend of TVET in Ethiopia.....	23
2.1.5. Historical Development of Technical and Vocational Education and Training in Three Selected TVET Colleges in Addis Ababa.....	25
2.2 Factors Affecting the Implementation of Office Administration and Secretarial Technology Training Under TVET.....	27
2.3. Office Administration and Secretarial Technology Training as One of TVET Focus Area in Ethiopia.....	31
2.3.1. Meaning, Duties and Tasks of Office Administration and Secretarial technology Training	31
2.3.2. Curriculum Issues of Office Administration and Secretarial Technology Training	33
2.3.3. General Objective of Office Administration and Secretarial Technology Training	35
2.3.4. Trainer's Profile of Office Administration	37
2.3.5. Trainee's Profile of Office Administration	39
2.3.6. Institutional Facilities of Office Administration	41
2.3.7. Partnership and apprenticeship Training for Office Administration.....	44
2.3.7.1. Partnership	44
2.3.7.2. Apprenticeship Training.....	46
2.4. Countries Experience and Lessons Drawn in Implementing TVET Programme.....	48

2.4.1. Thailand.....	48
2.4.2. Ghana.....	49
2.4.3. Germany.....	51
CHAPTER THREE	
3. Presentation, Interpretation and Analysis of the Data.....	53
CHAPTER FOUR	
4. Summary, Conclusions and Recommendations.....	91
4.1. Summary of the Major Findings.....	91
4.2. Conclusions.....	95
4.3. Recommendations.....	96
Reference.....	102
Appendix	

List of Tables

		Page
Table 1:	Description of trainees by sex, training program, number of trainees in sampled colleges.....	54
Table 2:	<i>Characteristics of respondents</i>	56
Table 3:	Adequacy of trainers (as observed by trainees, trainers, deans and vocational counselors in each course).....	58
Table 4:	Experience of Office Administration and Secretarial Technology Training trainers (as observed by trainees, trainers, deans and vocational counselors).....	60
Table 5:	Competence of Trainers in Office Administration and Secretarial Technology Training (as observed by trainees, Trainers, deans and vocational counselors).....	61
Table 6:	Adequacy of partners to conduct apprenticeship offering organization (as observed by trainees, trainers, deans and vocational counselors).....	63
Table 7:	Willingness of organizations to provide apprenticeship training (as observed by trainees, trainers, deans and vocational counselors)	66
Table 8:	Partnership between TVET colleges and apprenticeship offering organization (as observed by trainees, trainers, deans and vocational counselors)	70
Table 9:	Degree of apprenticeship training to the skill acquired from TVET colleges (as observed by trainees, trainers, deans and vocational counselors).....	72
Table 10:	Trainees opportunities to choose field of study on the basis of his/her interest (as it was observed by trainees, trainers, deans and vocational counselors).....	74
Table 11:	Interest of trainees on attending the program, curriculum relevance and academic capacities of office administration and secretarial technology training (as observed by Trainees, Trainers, deans and vocational counselors).....	76

Table 12:	Interest of trainees on wage or self employments opportunities, on admission criteria, on working in collaboration with TVET colleges (as it observed by trainees, trainers, deans and vocational counselors).....	80
Table 13:	The degree of coverage of course allotted by curriculum guide operations, maintenance repair and replacements	83
Table 14:	Availability of required training material (as it was observed by trainees, trainers, deans and vocational counselors).....	87
Table 15:	Budget for learning (operations, maintenance repair and replacements) (operations, maintenance and replacements)	91

Abstract

This thesis aims at investigating the current problem encountered in implementing office administration and secretarial technology training which is one of the focus areas of TVET colleges in Addis Ababa City Administration and thereby forward possible suggestions for the improvement of its programs and employment opportunities of office administration and secretarial technology graduates.

The thesis attempts to look into trainees' academic competence, interest of attending program, admission criteria and opportunities of self employment; trainers' qualification, competence and experience; managerial competency as well as managerial experience of individuals in responsible position, teaching materials, budgets, curriculum relevance and apprenticeship training.

To this end a descriptive survey research method was employed for the study. The sample TVET colleges were selected from A.A City Administration namely, Entoto, A.A Tegbaried and General Wingate TVET colleges. The subjects of the study include 160 trainees, 26 trainers, 9 deans, 7 vocational counselors and 4 A.A Administration Bureau TVET office heads. Stratified simple random and purposive sampling techniques were employed to select sample TVET colleges and respondents. Questionnaire, interview, observation and document analysis were used for the purpose of collecting data.

The results of the study depicted that most trainees in office administration and secretarial technology colleges are not placed on the basis of their choice and interest. Trainers, vocational counselors, facilities and other infrastructure are far from the standard set in the college legislation in 2005. Moreover, the results indicated that almost all TVET colleges do not have institutional set up required by college legislation. The psychological readiness and resource capacity of organizations to provide on-the-job training was also very low. With regard to employment opportunities, there is sufficient wage as well as self-employment opportunities.

Hence, it is concluded that the status of TVET colleges in A.A exhibits different challenges; however, employment prospects are promising. In line with the above findings and conclusions, therefore, it was recommended that TVET colleges should as much as possible, try to meet the standard set by college legislation with regard to their staff and other requirements. It is also good, if TVET colleges seek permanent solution to the problem of finding training programs. Furthermore, in order to be responsive to the needs of the labour market, it is recommended that TVET colleges establish departments. Still further, as part of the endeavor to alleviate employment problems the colleges should have to give more emphasis to the potential contribution of self-employment and the informal sector in creating wide employment opportunities.

List of Acronyms

The following acronyms are used in the study

A.A.U:	Addis Ababa University
A.A:	Addis Ababa
EGELCE:	Ethiopian General Education Leaving Certificate Examination
EOS:	Ethiopian Occupational Standard
ESLCE:	Ethiopian School Leaving Certificate Examination
GNP:	Gross National Product
GPA:	Grade Point Average
GTZ:	German Agency for Technical Support. (Deutsche Gesellschaft for Technische Zusammenarbeit)
IER:	Institution of Educational Research
IIEP:	International Institute of Educational Planning
ILO:	International Labour Organizations
LMIS:	Labour Market Information System
LMM:	Labour Market Monitoring
MLTVET:	Middle Level Technical and Vocational Education and Training
MOE:	Ministry of Education
MRTT:	Ministry Of Research, Technical Training and Technology
NGO's:	Non - Government Organization
NQF:	National Qualification Frame-work
OEB:	Oromiya Education Bureau
OECD:	Organization for Economic Cooperation and Development
RTVETC:	Regional Technical and Vocational Education and Training
TTLM:	Teaching, Training and Learning Materials
TVET:	Technical and Vocational Education and Training
UNESCO:	United Nations, Education Scientific and Cultural Organization

CHAPTER ONE

1. The Problem and Its Approach

1.1. Introduction

1.1.1. Background of the Study

Some of basic skills of a secretary are taking dictation and transcribing, type-writing, handling communications, copying and duplicating, maintaining records, handling travel arrangements and planning the day's work and the like. If those are duties of secretary, how do we prepare our trainees to enter such a professional position and how do we identify the factors that affect the implementation of secretarial training? This is because training is an important step in the process of raising the level of the development of secretarial skills.

With this understanding the study will aim at identifying some of the factors that affect the implementation of secretarial technology training. At present, many researchers indicate that TVET systems are facing challenges everywhere. Those challenges that affect the implementation of vocational training are assumed to be summarized by many researches as unfavorable working conditions like unskilled workers (unqualified trainers), low professional satisfactions, low social value, low economic value and low status.

Numerous constraints on implementation of vocational training have been identified over the past few years in sub-Saharan African countries as:

1. *Insufficient number of training places*
2. *Lack of appropriate workplace and qualified supervision*
3. *Lack of coordination between the employer and TVET centers*
4. *Reluctance of employers to take in large share of the training burden*
5. *Lack of regulation and contracts that protect the interest of all parties – enterprises apprentices, and TVET centers*
6. *Lack of national apprenticeship scheme*
7. *Problems of assessment*
8. *Lack of mutual understanding (Atchoarena and Andare 2002).*

There are also indications that training lacks effectiveness and efficiency. Many studies have shown that TVET graduates remain unemployed in the field of Office Administration and Secretarial Technology, an occupational field that normally a high demand for skilled manpower.

From this perspective, the student researcher was interested to study some of those problems. Normally vocational training in its broadest sense, is part of education which makes an individual more employable in one group of occupations than in another. But in developing countries vocational training has been given less attention in different societies compared to the status of general education. However, MOE has tried its best to train individuals for the market. "A critical issue for TVET planners and managers is how to train individuals for future jobs on the basis of information covering past and present labour market and how apprenticeship training has to cover 500 hours for the main courses" (MoE, 2003). This new scheme was designed to familiarize trainees with the real world of work eventually qualified as self or wage implies in their specialized areas.

Apprenticeship program aims at improving the quality of training exposing trainees to the real world of work. It does not only equip trainees with appropriate skills and increase their employability, but also builds up the work discipline and self-confidence of trainees.

Moreover, Atchoarena (1996) in Desta (2002) says "compared to others training modes, apprenticeship training is characterized by its capacity not only to train but also to organize the process of transition of the young force to the labour market".

To large extent, this development is related to a new thinking to public policy which advocates partnership as a key principle to increase efficiency and accountability.

However, there are many difficulties in applying this system in developing countries, like Ethiopia. One of the reasons for this is that it first and foremost requires that enterprises be willing to provide training and consider it as long term investment in human resource development. As noted by Atchoarena and Andare (2002):

If such training is to give young people a true immersion experience in the company, careful organization of firm practical training and supervision of trainees is also required. Those conditions not always met in developed countries are handily satisfied in most of Sub-Saharan Africa.

In addition to the above constraints, the lack of industrial fabric in countries of Sub-Saharan Africa is generally considered as a major obstacle to the development of apprenticeship training. Due to the wide-gap between the demands of apprenticeship training and the supply capacity of industry, it is difficult to provide apprenticeship training for all.

The same is true in Ethiopia. In addition to the fact that, training colleges are not a well organized, trainees as a result, are not closely monitored, and no evaluation is made of the performance because of lack of qualified trainers. More paradoxical is that the apprenticeship training programs, also considered to be an integral and important part of TVET systems, are often not counted in the overall evaluation of the trainees, which leads to a lack of assiduity on the part of both parties involved.

Apprenticeship training certainly has much to offer, but a better understanding of the conditions for its implementation remains an important objective and therefore an appropriate topic for further research.

1.1.2. Statement of the Problem

The goal of the TVET system is to create a competent, capable and adaptable workforce that can be the backbone of economic and social development of countries including Ethiopia.

The TVET goal is currently hampered by a serious lack of relevant data and information about issues such as costs of TVET, labour market developments, availability and impact of existing TVET delivery schemes, perceptions of stakeholders, absence of high caliber and motivated professionals to work in the TVET sector, poor facilities and shortages of training materials etc. Such information however, is necessary for planning, for monitoring and, for innovation in the TVET system.

Regarding the implementation of vocational training researchers pointed out the problems as follows:

TVET systems are everywhere facing challenges to prepare a sufficient number of people with right skills to meet labour market demands. Matching skills, knowledge and attitudes to the needs of the employment is increasingly challenging in the current context of globalization and rapid technological change due to the constant transformation of occupations.

(Atchoarena and Andare 2002).

In case of Ethiopia, in addition to the existence of such challenges, the quality of training is highly affected by the ineffectiveness of the curriculum, underqualified trainers, lack of materials and human resources, shortage of qualified teachers, budget limitation etc (by my observation). This situation finally led the trainees to high rate of unemployment after graduation.

To address these problems or challenges the Government of Ethiopia is in the process of overhauling the system. The aim of this process is to create a corps of TVET trainers capable of preparing trainees from different target groups and with different learning requirements to develop relevant occupational competencies. Emphasis is given to the development and proper management of human resources within the TVET sector.

Hence, the purpose of this research was to identify some problems encountered in applying Office Administration and Secretarial Technology Training in three selected public TVET colleges in Addis Ababa.

In order to attempt some of the problems (challenges) the researcher raised the following basic questions.

1. Are the trainees of Office Administration and Secretarial Technology assigned based on their interest?
2. Are there sufficient qualified trainers to conduct Office Administration and Secretarial Technology training program?
3. Is the training implemented according to the allotted time?
4. To what degree are the required training materials available?
5. To what degree is the required training budget available?
6. Are there sufficient partners to conduct apprenticeship at the end of completion of the courses in the field of office administration and secretarial technology?

1.1.3. Objectives of the Study

The main objective of this study is to find out some of the problems that affect the implementation of Office Administration and Secretarial Technology Training in three selected public TVET colleges in Addis Ababa. In other words, it is to investigate factors that hinder the making of the training efficient and effective for producing quality skilled manpower.

Specific objectives are:

1. To identify whether or not there are problems of shortage of sufficient trainers for Office Administration and Secretarial Training Program.
2. To point out the intensity of insufficient partner in each college.
3. To assess trainees' interest in the training.
4. To identify problems regarding proper usage of allotted time.
5. To point out the reasons for shortage of training material for Office Administration and Secretarial Technology Training.
6. To suggest some ways of solving the problems and to remind the concerned group to think about the problems.

1.1.4. Significance of the Study

Secretarial training can be offered in different TVET Colleges to produce qualified and competent personnel who can later join the labor force. Appropriate training increases productivity and thereby accelerate economic development of a given country.

Because of these and other reasons, the purpose of this study is to identify through a survey the factors that affect the implementation of Office Administration and Secretarial Technology Training in selected public TVET colleges in Addis Ababa.

Accordingly, the outcome of this study is as follows:

1. It will enable to draw attention for secretarial technology training planners, secretarial officials and policy makers to be aware of the problems and thereby seek solutions based on the findings.
2. It may encourage other interested bodies to involve in strengthening the implementation of Office Administration and Secretarial Training program according to the practical conditions.
3. It may also initiate other interested researchers to carry out more extensive studies in the area.
4. It may enable the concerned training colleges offering the program to improve the quality of training.
5. It may give the concerned bodies the chance for experience sharing from each other.

1.1.5. Delimitation of the Study

Presently, a number of Office Administration and Secretarial Training programs are offered at different levels which lead to different certificates.

From these levels and training programs 10 + 2 and 10 + 3 were selected for the reason that diversified courses are offered at these levels. Besides this,

apprenticeship is compulsory at these levels i.e. it leads to recognized qualification under the national qualification framework at office administration and secretarial technology training program.

The main objective of this training is to produce skilled middle level manpower. Currently the office administration and secretarial technology training stream in TVET colleges have increased in number. Training areas have diversified and enrollment has gone up in the country. The study could have been more comprehensive if it covered all Office Administration and Secretarial Training programs of all TVET colleges. However, due to constraints of time, transport, limited financial resources and other resources to make the study manageable, the study is delimited only to Office Administration and Secretarial Technology training in the three selected regular Governmental TVET Colleges in Addis Ababa. The colleges are Entoto TVET college, Addis Ababa Tegbareid TVET college and General Wingate TVET colleges.

1.1.6. Limitation of the Study

The study had faced various limitations. Among these:

1. Lack of relevant reference materials, shortage of finance and time given to the study.
2. Scarcity of previously done researches which are related to the study in Ethiopian condition related to Office Administration and Secretarial Technology Training were the major one's encountered during the study.

1.2. Research Methodology and Procedure of the Study

1.2.1. Method of the Study

The study is aimed at exploring factors affecting the implementing of Office Administration and Secretarial Technology Training in selected three TVET colleges in Addis Ababa City Administration. Descriptive study and case

study were preferred to examine the existing problems. This method was chosen to reveal the current problems in the implementation of Office Administration and Secretarial Technology Training and to describe the extent of its impact on the quality of secretarial training comprehensively and clearly.

1.2.2. Sample Population and Sampling Techniques

There are five Government TVET colleges and ten government TVET institutions in Addis Ababa. Out of these institutions the three TVET Colleges were chosen using purposive sampling techniques as sources of pertinent, adequate and reliable information for the study. The rationale behind using purposive sampling technique in determining the sample TVET colleges was first, the level of qualification and the diversity of training areas in these colleges are higher than other TVET institutions. The second this technique is appropriate to avoid the probable focus in a certain field of training so that the conditions in different areas are reflected and the study becomes representative.

The subjects of this study were trainees, trainers, college deans and Addis Ababa City Government Education Bureau and TVET department officers who are concerned in selecting and placement of students in TVET programs.

Regarding participants, 9 deans of the three colleges, all Office Administration and Secretarial Technology Trainers, TVET program officers, and all vocational counselors were incorporated in the sample by using availability sampling technique because of the manageability of their number.

The other groups of the respondents constitute TVET 10+ 2 and 10+3 trainees in secretarial technology field of specialization. Out of these 30% were included in the study.

Based on the proportionate number of trainees in each of the TVET colleges, stratified sampling technique was employed in determining the sample size with an attempt to incorporate ideas of trainees from all areas of training in

the study. Then a random sampling technique was employed to select sample respondents from each TVET college. From the total number of trainers in these TVET colleges all Office Administration and Secretarial Technology Training trainers were included in the study.

1.2.3. Source of Data

The data for the study were obtained from both primary and secondary sources. Primary sources pertaining to the study were obtained from three TVET college deans, vocational counselors, trainers, A.A. Bureau TVET officials and trainees through questionnaires and interview. Secondary sources include relevant books, journals, declarations, legal documents and theses that reflect the Office Administration and Secretarial Technology Training in developing and developed countries.

1.2.4. Instruments of Data Collection

In order to collect first hand information pertaining to the subjects of the study, questionnaires, interview questions and documentations were administered. Questionnaire was used for its appropriateness to secure data from many respondents at a time and for its natural characteristics that allow informants express their ideas and opinions freely and confidentially. Thus questionnaires composed of both open-ended and close-ended items addressing the basic questions were set and administered. Besides, interview was used as an instrument to get information from higher officials especially on issues relating to policy and overall colleges issues.

1.2.5. Procedures of Data Collection

The data collection instruments were designed on the basis of the reviewed literature and the intended data collected. Before distributing them to the sample respondents, pilot testing was made and essential corrections have been made and their validity and reliability were checked. After getting

corrected all items of the questionnaire, the distributions and continuous follow up process were made.

To maximize the quality of the responses and the rate of return, the time convenient for the respondents were arranged. The researcher himself made the objective of the study clear to all the sample respondents at the time of the questionnaire administration in order to avoid confusion and facilitated ease of administration.

A close follow up was made to immediately correct problems that arose during the filling of the questionnaire.

1.2.6. Methods of Data Analysis

Analysis and interpret data collected through questionnaires and interviews. Tools and procedures were used to accordingly.

1. The data collected through questionnaires and interviews were classified into different categories of heading.
2. The classified data were tabulated and recorded into quantified forms
3. Percentage, mean, variance and standard deviation were used in questions demanding quantity measurements.

1.3. Definition of Terms

Apprentice: - A trainee who works in manufacturing or service giving organization based on the agreement reached between the training institute and the employer organization (MOE, 1997).

Apprenticeship:- A practical in which a person, under written agreement learns a skilled or semiskilled industrial occupation requiring two or more years of supervised work experience on the job supplemented by related classroom instruction (My 35 years work experience)

Apprenticeship Training: - means on the job training undertaken by a trainee in an organization pursuant to an agreement concluded among a training institution, an organization and trainee to enable the trainee to put to practice the technical and vocational education and training the acquired in a training institution and to be acquainted with work (Federal Negarit Gazeta No. 391/2004: 2554).

College: - an institution of higher education usually offering a curriculum the liberal arts and sciences and empowered to confer degrees or diplomas or associate titles.

Middle level: - technical and vocational institutions are institutions at secondary and lower tertiary level offering technical and vocational training. The training program of the institution is usually 10+1, 10+2 and 10+3.

Organization:- means a production, trade or service rendering institution selected by the appropriate body to provide apprenticeship training to trainees (Federal Negarit Gazeta, March 1, 2004, No. 391/2004: 2554).

Trainee: - means 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 technical and vocational skills (Federal Negarit Gazeta, March 1, 2004 No. 391/2004: 2553).

Training Institution: - means a public or private institutions or one owned by a non-governmental organization, to which a pre-accreditation license or an accreditation certificate is issued by the appropriate accrediting authority to engage in the provision of technical and vocational education and training (Federal Negarit Gazeta, March 1, 2004, No. 391/2004:2553).

1.4. Organization of the Study

This study was organized in four chapters. The first chapter includes an Introduction which contains Background of the Study, Statement of the Problem, Objectives of the Study, Significance of the Study, Delimitations of

the Study. The second chapter focused on Research Methodology and Procedure of the Study such as Method of the Study, Sample Population and Sample Techniques, Source of the Data, Instruments of Data Collection, Procedures of Data Collection, Methods of Data Analysis. In addition to these definitions of terms and organization of the study were also presented at the end of the first chapter.

The second chapter deals with the Review of Literature that provides detailed information related to the issue in general and to the Ethiopian context in particular.

The third chapter deals with the Presentation, Interpretation and Analysis of Data.

The last chapter (chapter four) provides the Summary of the findings, Conclusions of the Study and Recommendation of the finding.

CHAPTER TWO

2. Review of Related Literature

2.1. An Overview of vocational Education and Training

This chapter provides hints, facts and ideas for the research of the study by reviewing the literatures related to Technical and Vocational Education and Training based on one of the focus areas of “Office Administration and Secretarial Technology Training”.

The history of vocational education is as old as the history of human beings. So that vocation might have started when man started to make his living by producing product in different ways.

Here in Ethiopia, Wanna (1998) documented as up to the end of twenty century:

Vocational education was suffering the stigma attached to it. Even in societies long before the coming of the western type of education to Ethiopia, the heterogeneous societies of the country had their own craftsmen and artisans who were traditionally trained through parent-to-child, on-the-job coaching. This father-to-son and mother-to-daughter type of on-the job-training system was the basic source for the skilled people such as potters, blacksmith, weavers, tanners, and many other.

After 20th century vocational education has developed in diversified field in every country. Citizen’s participation for a better economical, development and high prosperity in industries, agriculture, tourism, information technology and cottage industries can not be expected with out expanding technical and vocational education for all.

2.1.1. Definitions of Technical and Vocational Education and Training (TVET)

World wide, terminology is a significant problem in the field of technical and vocational education. "The terms Technical and Vocational Education (TVE), Technical and Vocational Education and Training (TVET), Vocational and Technical Training (VET) are often used to mean the countries in concepts and definitions" (Atchoarena and Andre, 2002). Hence many researchers have made many attempts to define TVET.

The second international congress on TVET in Seoul and the 30th session of the general conference of UNESCO in Paris in 1999, for instance, agreed to adopt the phrase:

Technical and Vocational and Education and Training (TVET) to designate the combined process of education and training and recognize the common objective of employment as their immediate goal. The congress further emphasized that TVET should be a multi-demand concern approach. TVET programs should also be designated as compressive and inclusive systems accommodating the needs of all learners and accessible to all.

In our country's condition (MOE,2002) define as:

Technical and vocational education and training is designed to train and educate students in specific traditional and modern fields of vocational and technical skills for students who have completed grade 10 and show sufficient desire and inclination to be trained in the fields of their choice. .

For the purpose of this study, student researcher accepted the definitions from Evans (1971) as the following:

Vocational education is education designed to develop skills, abilities, understandings, attitudes, work habits and appreciation's encompassing knowledge and information needed by workers to enter and make progress in employment on useful and productive basis. It is an integral part of the total education program and contributes toward the development of good citizens by developing their physical, social, civic, cultural and economic competencies.

Which means shortly training designed to teach the skills and knowledge needed for particular kinds of work. The UNESCO revised recommendation concerning technical and vocational education (2001) also defines TVET as:

A comprehensive term referring of those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life.

2.1.2. Importance of Technical and Vocational Education and Training

Vocational education prepares learners for career of professions that are traditionally non-academic and directly related to a specific trade, occupation or vocation from ([http:// en.wiki pedia. org/wiki/ appre- nticeship](http://en.wikipedia.org/wiki/apprenticeship)) cited as: Importance of vocational education can be seen from the individuals (learners) benefit as well as from national, political and economic advantages point of view as the following.

1. Individual can gain life time skill and can upgrade himself in contrast with the advancement of the ongoing technological change taking place across his/her profession. Because vocational education can be given both for young and for the adult, no age limit until retires and stops working.
2. If a nation implies vocational education as its educational policy, unemployment rate would be lowered, labour productivity would increase, and the national economy would grow (about 4.5% of an average annually).

From this we can imagine that vocational educational training is implied in a country as an educational policy the nation can get political as well as economical benefit.

3. Vocational education can be given for the handicaps. According to their talent and interest training enables them self confident and self reliant.

The importance is clearly summarized in three important points based on the objective of vocational education of any country including ours. Some researcher indicates its importance as the following.

According to Wanna Lekka (2000); Aggrawal (1995) and UNESCO (1996):

in any well planned and organized national system of education, vocational and technical education at secondary school level will have one major objective ... to become terminal and prepare a student for the world of work or for some vocational in life indeed, this is, the ultimate goal of TVET.

An equally important rationale for TVET in relation to employment potentials is that it enables young people who are academically less to learn craft or manual trends, thus enabling them secure gainful employment. This is in fact a major justification for TVET in those countries that have achieved high level of secondary enrollment overall, and thus stream students based on their academic achievements to an appropriate form of training and education.

Middleton (1993) likewise, stated that 'the advocates of social objectives have expected TVET to achieve additional social goals. These include: improving the employability of the disadvantaged, providing path way to wage employment for women and improving the attitudes of young towards blue-collar and diverting the youth from aspirations for white-collar employment and higher education. This vividly means that the provision of such type of education and training will promote the culture of respect for work, positive work habits and high regard for workmanship'.

2.1.3. Historical Development of Technical and Vocational Education and Training

According to the information (Encyclopedia Americana, Vol. 4), vocational education began in ancient times, when parents and others adults taught children how to provide food, build a shelter and perform other jobs.

History has recorded different effort man has passed to meet manpower needs. Some of them were explained (<http://en.wikipedia.org/wiki/Apprenticeship>) as follow.

1. On the Job Training

Occupational training is given when productive activity is take place. The leaner may acquire instruction when the instructor is interested to show a particular task to show him. It is not institutionalized for certain vocational education teaching methods. On job training continued form simple to complex, but could not be suitable to most vocations.

2. Apprenticeship

Vocational education is related to the age-old apprenticeship system of learning. Apprenticeship is a system of training a new generation of skilled crafts practitioners. Most of their training is done on job while working for an employer who helps the apprentices learns their trade often some in formal, theoretical education is also involved.

In modern analogs of apprenticeship, governmental regulation and licensing of polytechnic and vocational education formalized and bureaucratized the details in to modern concept of an internship otherwise even the most developed countries train the new generations with a new skill, building their careers by apprenticeship. An important principle of school to work is that student will participate in school to work programs, and will graduate with skills necessary to job the work force.

Waves theory and Evan (1971), classified this human development into three vocational educational periods:

The first wave 1000 years ago, probably a women planting seeds and seen growing naturally might be their beginning of agriculture, which as clustered into village development.

The second wave is industrial revolution, which began in 18th century, and leads the high level of peasant culture and made transfer to city factories and became cause for the growth of high capital to bring 2nd world war.

The third wave is going on, based not on muscle but on mind, it is what we call it information technology. Information working as a power for every individual and society; may be the cause for the dynamic change which has taken place and will be taking place in the future is man social demand all over the world for greater freedom and to meet a special requirements of an individuals need.

2.1.4. Historical Development of Technical and Vocational Education and Training in Ethiopia

Modern education was introduced to Ethiopian the early 20th century. Prior to that period traditional education was mainly provided by religious institutions in Ethiopia.

As the world of work is expanding, there was a need for skilled human resource and the old strategy of education could not satisfy those demands in the country. As a result TVET began to receive recognition in the form of transferring skills from parents to children and then in the form of on-the-job training. 'This concept was also developed to the currently known methods of training known as apprenticeship' (Roberts, 1965).

In Ethiopia before and after the invasion of the Italians, the Ethiopian governments paid some attention to the establishment of Vocational Education and Training. The attempts made to develop vocational educational and training by them were cited by different researcher (Dessu, 1999 E.C., Girma and Mahari, 1990; proclamation No. 391/2004) as the following from 1855 - 1994 G.C.

- Emperor Tewodros II (1855-1868) attempted to develop crafts at Gafat.
- Emperor Minelik II brought some Swiss artisans to Ethiopia in the year 1877. During this time the Swedish Evangelical Missionaries opened schools of handicrafts around Massawa and Keron. Other schools were established in Addis Ababa and Dire-Dawa in 1912 offering. In addition to academic subjects, handicrafts and agriculture for both female and male. This shows the introduction of modern education and some elementary vocational education to the country during the regime at Minelik II. However, modern vocational education real started to be offered in Ethiopia from this time on wards.
- From 1922-1926 besides academic subject, Garment, home management and sport were given at Etege Menene Girls secondary school.
- In 1924 orphan school at Gulele other training of artisans, shoe making and other vocational are given.
- In 1926 the technical and vocational school established under Ministry of Education and fine arts with the name of Wondirad offer training for recruited youth on handicrafts, artisans , electricity, woodwork, metalwork, driving and others.

The problems prevailed in modern education system from 1912 to 1926 were, schools were administered by foreigners, no formal curriculum, no teacher training institutions.

- During 1928-1933, due to the Italian conquest of the country, many educational activities were hampered and schools were closed expect Catholic mission schools.
- After invasion of Italian Ministry of Education and fine arts established separate technical and vocational schools such as:
 - Ecole National Des arts in 1934 E.C. later on the name of schools is renamed by Addis Ababa Technical School.
 - After one year, in 1935 E.C. the commercial school of A.A.
 - In 1939 E.C. Kuyara Adventist mission near Shashemene.

- Jimma Agricultural school in 1944 E.C. established to admit 8th grade complete students.
- Ambo agricultural school in 1946 E.C..
- In 1953 E.C. Philadelphia Mission established at Awassa by American mission to train 4 to 6 grades completed youth in carpentry, welding tractor driving, metal work and auto mechanics for four years.
- In 1956 E.C. Bahredar Polytechnic institute, established to admit 8th grade complete and later on from grade 10th to train in agro-mechanics, electricity, textile, woodwork, metalwork and industrial chemistry.
- In the 1960s by the help of World Bank secondary schools were converted to comprehensive schools which was existed from 1960s to 1970s.
- In the 1961 E.C. National Vocational Training Enterprise was established with the objective of vocational and technical training to improve counseling, evaluation and testing.
 - Along the same side Ethiopian airlines, Ethiopian light power authority and telecommunication offer vocational and technical training by recruiting youth from the schools.
- In 1968 E.C., the National Technical and Vocational Education Training Council were established under direct supervision of MOE. The members of the council were Ministry of Agriculture, Ministry of Housing and Construction, Plan Commission, National Resource Minister, Telecommunication Service Enterprise, A.A University Technology Faculty, Transport and Communication Minister, Minister of Mines, Power and Water Resources Minister and Ministry of Health.
- In 1970 E.C., 10 + 2 program in vocational and technical training schools of government comprehensive schools introduced.
- In 1977 E.C., 10 + 3 program was introduced in 17 vocational schools through out the county.
- In 1978 E.C. the National Technical vocational Education Council replaced by Department of Vocational and Technical Educations under

the MOE with the duty of coordination and organization of vocational training.

- In 1984 E.C., 25 skill development centers functioning in four regions- Oromia, Tigray, SNNR and Amhara regions. Admission of trainees was from grade 12 complete and to alleviate unemployment problem.
- In the 1990s the FDRE introduced a new TVET system aimed at producing middle level skilled manpower 10+1, 10+2 and 10+3.
- In 1994 E.C. the modular based training program was introduced at three levels. The levels where basic vocational and technical training after grade four up to grade eight, the Junior vocational and Technical Training for those who drop out from nine grade to ten and middle level technical and vocational training after completion of general secondary schools leaving.

The basic vocational and technical training program was not so far feasible that much, however, the Junior Vocational and Technical Training and Middle Level Technical and Vocational Training programs are undergoing through out the country by Government and private institutes.

Many researchers and MOE have tried their best to transfer the history of vocational education to the next generation. For example, Wanna (1988) cited by Desta, the TVET development were identified by three time periods with its challenges, as the following.

1. The first period (1940s – 1960s) which was known by separate technical and vocational schools periods are explained as: “During the first era (1940s – 1960s). Ethiopia was rebuilding its educational institutions and very few schools served students from all over the country. However, graduates from high schools that could not able to join tertiary level of education, lacked skills to be employed in different sectors of the economy. To mitigate the problem of unemployment among secondary school gradates the government in 1962 converted the existing high schools into comprehensive high schools”.

2. The second period (1960s – 1980s) which was known by comprehensive schools and general polytechnic schools period is explained as: “ The second era (190s – 1980s) mainly characterizes the attempts to vocationalize high schools education with the mission of reducing unemployment young high school completers, however, because of lack of materials and human racecourses, shortage of qualified teachers and limited budgets the quality of graduates was not as expected and the problem of unemployment among high school completeness did not improve much”.
3. The third periods (1980s – 1994) which was known by TVET schools period is explained as: “It was during the 3rd era (1980s – 1994) that governments decided to strengthen a number of selected comprehensive as well as other vocational technical schools in order to give effective skill.

2.1.4.1. The Past Trend of TVET in Ethiopia

Traditionally, technical and vocational education training (TVET) in Ethiopia has been fragmented and delivered by different providers at various qualification levels cited by (Atchoarena and Andre, 2002; Wana in Amare et. al., 1998).

Numerous criticisms have been articulated over the past decades, such as poor quality training not well-matched to actual socio-economic realities. In attention to the informal sector needs, the labour market and of the escalation of unemployment rate among graduates.

The objective of the past is also criticized by many researchers. As (Atchoarena and Andere, (2002), UNESCO, (1996) documented that:

The prime objective of TVET policies that have been pursued by some African countries aimed at providing managers and skilled labour force which these countries need urgently to support the growth of the modern sector, TVET therefore was needed to strengthen the acquisition of knowledge and skills required by most manufacturing and service industries and to give the labour force more flexibility to meet the changing requirements of the work place.

In case of Ethiopia, the quality of training was highly affected by the ineffectiveness of the curriculum, under qualified trainers, lack of materials and human resource, shortage of qualified teacher, budget limitation etc as researcher observed from long experience in TVET institutions.

Because of the point mentioned above its development were faced many challenges, these challenges were explained by MOE (2002a) as

In the past the TVET schools and skill development centers were working under capacity building due to lack of promotion and inadequate funding little attention was given to work related practical training, the quality of training was highly affected by the ineffective of the curriculum, under qualified trainers and inefficient finding. Moreover, the needs of the world of work were not defined through participation of stakeholders. Hence, the skill gained from the existing situations could not help the working force to join the real world of work. This situation finally led the trainees to high rate of unemployment after graduation.

2.1.4.2. The Present Trend of TVET in Ethiopia

Despite the past TVET problem, important reform steps have been introduced after the adoption of the national TVET strategy of 2002 and the TVET proclamation of 2004. A review of objectives introduced were explained as:

The overall objective of the national TVET strategy is to create a competent, motivated, adaptable and innovative work force in Ethiopia contributing to poverty reduction and social and economic development 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 need of skills development.

Generally in their provision, most countries formulated in one form or another a number of objectives of TVET but the problem is the implementation. In fact in Ethiopia specifically the national TVET strategy aims to:-

- Create and further develop a comprehensive, integrated, outcome based and decentralized TVET system for Ethiopia.

- Create a coherent framework for all actors and stakeholders in the TVET system.
- Establish and capacitate the necessary institutional set-up to manage and implement TVET in Ethiopia and to ensure quality management system.
- Improve the quality of TVET (formal and non-formal) at all levels and make it responsive to the needs of the labour market. etc (NTVET strategy; 2006)

According to the education and training policy, the new organization of TVET has a broad based and multi-level foundation. It based itself on the analysis of the training needs of the countries economic and social development.

As (MOE, 2002) noted that “In current TVET system, a number of TVET programs at different levels are defined which lead to different certificate levels. The aim of all these program is not only to train manpower for the development program that the country is in process of implementing, but is also intended to encourage the trainees to create jobs themselves and contribute to the national development effort.

Aim and purpose of the, TVET system and training scheme in Ethiopia focus on changing method of training school management, revision of curriculum and implementation by improving the drawbacks of the former TVET system which do not have the relevant objectives.

In current TVET system the program is given for students who completed grade 10 join to middle level technical and vocational education and training program which consists of three levels MLTVET certificate level I, MLTVET certificate level II and MLTVET diploma based on the results of 10th grade performance (Ethiopian General Education Leaving Certificate Examination) (EGELCE).

The three level of certificate has its own occupation to carry out various works as (MOE, 2001) identify that:

- A. A middle level technical and vocational education and training level I (MLTVET certificate level I) is a performance of basis vocational entrepreneurial competence in a selected occupation to carry out several of work definition such as simple equipment operation and maintenance with in a routine work process and supervision, particularly in a program that lasts for one year.
- B. Middle level technical and vocational education and training level II (MLTVET certificate level II) which takes two years of duration of training time for completion is a performance of intermediate technical and vocational/entrepreneurial competence in a selected occupation to carry out a variety of work activities such as production work, operation and maintenance of relatively complex equipment systems and workshop organization with in a non-routine work process required considerable autonomy.
- C. Middle level technical and vocational education and training level III (MLTVET certificate level III) leads towards diploma and it has a training length of three years.

It is performance of advanced technicians and vocational/ entrepreneurial competencies in a selected occupation to carry out advanced skilled work activities, for example, analysis, evaluation, operation and maintenance of complex equipment systems and workshop organization with in a non-routine work process required autonomy and particularly guidance of others.

2.1.5. The Beginning of Technical and Vocational Education and Training in Three Selected TVET Colleges in Addis Ababa

In 2003, the Addis Ababa city Government approved and adopted a resolution to the effect that the Entoto, Addis Ababa Tegbareid and General Winget Technical and vocational school to be up graded in the capital to college status. In due course; the schools have been accredited and renamed as technical and vocational education and training college.

The Colleges now issued diploma and certificate in the regular and extension programs. The technical and vocational fields of training includes are Building Construction, Automotive Technology, Electricity and Electronics, Wood Work Technology, Metal Work Technology, Surveying, Accounting, Banking, Information technology, Marketing and sales, Secretarial technology, Music, Arts gallery, Sports, Dress making, Tailors, Textiles, home managements, hair dressing and etc. which are more than 41 fields are operating now (through my observation).

These are believed to be important areas of knowledge and skills in which the country badly needs trained work force to speed up the pace of its socio-economic development and a prime objective of the college manpower requirements of the nation, by training and supplying to the job-market as many young and skilled graduates as possible in the a aforementioned and other technical vocational and businesses fields.

According to the currently implemented Ethiopia education policy, the middle level technical and vocational training is planned to be offered at three different levels. The programs are 10+1, 10+2 and 10+3. The training is provided to those trainees who completed grade ten.

However, being a newly restructured college, designed to implement the TVET policy still in the process of transformation into higher learning. Institution, the colleges confronted with various challenge as we observed by the shortage of resources of financial, materials, and human as one of major problem currently has.

2.2. Factors Affecting the Implementation of Office Administration and Secretarial technology Training Under TVET

Concerning its multiple locations, different educators advocate different views; and hence there is no general agreement on the issue of effective office administration and secretarial technology training provision model.

All the models so far experienced in different countries have their own merits and demerits. The merits and demerits of a given model highly depend on the cultural, economic and political circumstance of a country in which the program functions. Because of this different countries organize their formal education at different levels; Primary education level, secondary education level and tertiary education level. Depending on their economic strength, mainly developed countries organize their school-based TVET programs at the end of their compulsory schooling periods usually after nine years of prior general education (King, 1994; Lauglo, 1994).

In case of Ethiopia a glance at the implementation and developmental outcome of the new pattern reveals that feasible strategic and programs should be identified employability and to reduce the mismatch between demand and supply of skilled manpower. According to (Yekunoamlak, 2000) such things are attributable to the following reasons. First, in Ethiopia the link between vocational and technical training programs and industries is not substantially strong. Second some enterprises do not have the initiation or willingness to recruit graduates due to low capacity of the enterprise and fear of risk. Third, the number of agricultural industries and small-scale enterprises is insignificant. Hence, unless there is a concomitant growth in the present economy of the country, the labour market cannot adequately absorb TVET graduates. Furthermore, in an economic environment where there are significantly reduced opportunities for wage employment, like Ethiopia, greater emphasis should be placed on the potential contribution to the economy by the self-employed and informal sector.

Similar research findings by Wanna (1996) revealed a number of obstacles encountered by vocational and technical training developments that contribute to their external inefficiency, such as 'stagnant employment, anticipating employment demand rather than planned labour need, poor linkage between training institutions and enterprises, inadequate alternative financials sources, curriculum rigidity in the face of changing economies and lack of tracer studies'. In addition to this other researchers (Atchoarena and Andre, 2002, Wanna in Amare et. al., 1998; 2000) cited that "umerous criticisms have been articulated over the past decades, such as poor quality, training not well-matched to actual socio-economic realties, inattention to the formal sector needs, the labour market and of the escalation of nployment rate among graduates".

In addition to the above, other researchers also say the following about factor affecting quality of vocational and technical institutional training as the quality of vocational and technical institution can be affected by inadequately trained staff and instructors, poor curriculum, poor training materials and inadequate supplies, in adequate financing, inadequate recruitment of suitable trainees and high management complexes. In light of these elements, one may take a critical look at present trends in the quality of TVET (Wanna in Amare et. al, 1998; Lauglo, 1993 and Prokhorot, 1997). Good TVET requires trainers with technical skills, industrial experience, and good pedagogical skills. Various survey reports have pointed to the need to improve technical and pedagogical competence of TVET teachers and ensure adequate industrial experience prior to and during teaching service. In fact, these requirements are considerable higher than general education teachers and are quite expensive to develop or attract. 'A review of TVET institutions in many countries discovered that inadequate qualification of teachers has negatively affected the quality of training' (Middlton, 1993; World Bank, 1993) and 'it is difficult to recruit, train and keep competent trainers with relevant industrial or trade experience especially in low income country' (Lauglo, 1993).

In operating TVET, countries face a number of constraints. One of the most important obstacles is inadequate financing of public TVET systems. Weak financing of TVET, consequently, leads to significant deterioration in the basic materials, equipments and facilities needed for practical training.

Certain government regulations in public TVET often persuade budget cuts on non-salary operating costs, such as maintenance, consumable materials and supplies and even spare parts. As a result, workshops may not function with adequate equipment and supplies; training will be reduced to chalk and talk to the demise of the practical components of the curriculum (Gillis, 2000, Middleton, 1993).

According to UNESCO (1996) TVET programs usually require tremendous amount of budget to run compared to general secondary education. It has been estimated that the cost of one technical school is equivalent to two or three schools offering general education. This high cost of the TVET is mainly due to smaller class size and the needs for expensive equipment facilities and teaching materials. Without such equipment and vocational or technical training yields poor results and graduates are unable to find jobs. Likewise, in periods of light government budgetary policies, the quality of training will fall and graduates encounter difficulties in securing employment opportunities (Lauglo, 1993; Wanna in Amare et. al., 1998; UNESCO, 1996).

As it was mentioned in the above, many countries in the world including Ethiopia follow this pattern in office administration and secretarial technology training too. However, this kind of training financing has its own short coming that is, in many TVET systems there has been a tendency toward market failure, with firms under training, particularly in transferable skills. This is notable in terms of the amount of training provided and its quality. This in turn adversely affects productively growth, competitiveness and industrial or business development (Ziderman, 2003). As the result of shortage of financing, Ethiopia forced to have alternative or additional funding mechanisms for public training. This funding mechanism takes different forms; cost sharing. Institutional income generation, greater cost

recovery, levy-grant and voucher systems, student loan etc. These mechanism are also forwarded by (MOE, 2003).

Other factors that are inducted by (Middleton, Ziderman and Adams, 1993) rigid administration and sever budget constraints had reduced the quality of training and impede responsiveness to labor market opportunities. Most countries lacked a strategy for balance development of public and private training systems the need to break this vicious circle eventually led to the reconsidering of policy options and delivery patterns.

In addition to the above apprenticeship training, which depends on willingness of employs to supply human resource and materials in company training, requires a common understudying about rules and regulation between all concerned commitment to framework conditions, training schedules, contractual regulations of apprenticeship training, questions of insurance as well as other issues of regulation is depend on a fair participation of stakeholders. Workplace environment also has some significant limitations. In many insurances the goals, method, ideas and strategies of business enterprises are very different from those of learning institutions (Harris, 2000).

In addition, some employers might be required to, work in isolation and have no one to learn from; or that experts may not be available or effectively skilled or willing to teach learners. In line with this (UNESCO, 1983), report that "apprenticeship programs, often strength areas still suffers in many countries from lack of appropriate work places and qualified supervision". In some cases working environment are not practicable for teaching purpose (e.g. nose) and access to a range of suitable activities are lacking in some enterprises (Evans, 1971).

The existence of inadequate vocational guidance is one of the main factors that affect the implantation of office administration and secretarial technology training. Vocational guidance is assistance given by institutions to match ones abilities or skills, knowledge and interest to the demand of the market

and community. Vocational guidance should help people whether they are learners /trainees to plan their education training and careers, adults to plan their career or further training as well as to prepare to become more employable. Job placement, which is apart of vocational guidance, is assistance given by institution to find employment or self-employment. Beside on this (UNESCO, 1996) sate that in many countries, vocational guidance services are constrained by lack of national data bank and knowledge on available occupation and often the vocational guidance system is not well established to arrange industrial visits for students as well as industrial attachment for both teachers and trainees.

With this understanding in Ethiopia, skill development therefore suffers from a fundamental problems such as supply-demand imbalances, inequality (poor, girls and disabilities) low quality of training, management weaknesses and inefficient use of resources.

In spite of lack of robust evidence the youth employment situation seems to indicate that dual training schemes, although most useful, are not sufficient to improve linkages between TVET delivery and employers and ensures the relevance of training content in a context of depressed a labour market.

2.3. Office Administration and Secretarial Technology

Training as One of TVET Focus Area in Ethiopia

2.3.1. Meaning, Duties and Tasks of Office

Administration and Secretarial technology

Training

According to Patsy J.F, Theodore W, and Howard L.N (1974) defines, the secretary is a person who performs the following duties.

Schedules and appointments, give information to callers, takes dictation, and otherwise relieves officials of clerical work and minor administrative and business detail. Reads and routes incoming mail, locate and attached appropriate file to correspondence to be answered by employer. Takes dictation in

shorthand or on stereotype machine and transcribe notes on typewriter or transcribes from voice recordings. Composes and types routine correspondence. Files correspondence and other records, answers telephone and gives information to callers or routs call to appropriate officials and places out-going calls, visitors to employer or appropriate person, may not take reservations, may compile and type statistical reports, may supervise clerical works, may keep personal records, may record minutes of meeting.

Due to these sophisticated machines and the continued research and devolvement in the electronics field, the secretarial job has been and will continue to be upgraded. The secretary of today has become more of an assistant to the employer.

Other skills a secretary need are spelling, punctuation, and grammar. As a secretary, you are expected to prepare correspondence that is grammatically correct and free of spelling and punctuate correctly the correspondence you type, but you may have to correct your employer's errors.

The secretary's duties are many and varied. consequently; the secretary must have an applicable knowledge of all general office procedures.

Many books have been written and numerous studies have been made to determine what qualifies are essential for success in the secretarial field in developing countries.

But in Ethiopia, too much emphasis cannot be placed on the need for developing desirable personal qualities as well as the necessary skills.

Here in our country Ethiopia according to Ethiopian TVET - system model curriculum administrative secretary unpublished material 2007) documented as:

The programme is designed in line with the Ethiopian occupational standard (EOS). Therefore, trainees participations and complete the programme successfully will be qualified as an administering office and secretarial technology with competencies elaborated in the respective EOS.

Graduates of the programme will have the required qualification to work in the business sector in the field of administering office and secretarial technology. In the programme special emphasis is given to systems and devices of keyboarding skills, word processing application, reception, management of office records and procedures and administering office activities. Graduates are therefore expected to process, manage, administer and record the office activities described in the EOS.

The programme will be carried out as per the curriculum developed based on the EOS. The curriculum gives details on the expected outcomes, programme content, learning strategy, evaluation and assessment as well as on the resource conditions of the programme; but criticism still goes on in different enterprises about the quality of trainees' knowledge, skills and work experience.

2.3.2. Curriculum Issues of Office Administration and Secretarial Training

In the reformed Ethiopian TVET – system curricula and curriculum development play an important role with regard to quality-driven delivery. Curricula help to facilitate the learning process in a way that learners acquire the set of occupational competencies (skills, knowledge and attitude) required at the working place and defined in Ethiopian occupational standards (EOS). Responsibility for curricula and curriculum development will be given to the regional TVET Authorities and TVET providers.

The programme will have a duration of 3251 hours for main and supportive modules plus 990 hours for common courses which will be used for both theoretical teaching and practical exercises: total duration of the TVET programme is 4241 hours.

Based on the descriptors elaborated on the national qualification framework the qualification of this specific TVET programme will be “Level Four”.

Any citizen who completes 10th grade general education can join this specific programme. The training can be flexibly adapted according to the prevailing

conditions and provisions as far as organization, venue and scheduling of the training is concerned. As far as feasible, preferred model of delivery is co-operative training, meaning that TVET institutions and companies co-operate with regard to implantation. Involvement of companies in TVET-delivery is highly recommended because it gives the learners exposure to the actual world of work and enable them to get hands – on experience.

The approach used to develop the curriculum is aimed at enabling trainees acquire employable skills needed to perform all duties and tasks tailored to specific module. The curriculum guide, prepared for secretarial course is divided into different modules. This job is one of the modules called typist.

Each module is further divided into duties and each duty is subdivided into tasks course objectives are prepared for each module and general and specific objectives are clearly stated for each duties and takes respectively. The guide also indicates recommended contents, training methods and evaluation to be employed (Year One Curriculum Guide: 2007).

A major curricular issue, as regards this, is whether the present curriculum in TVET institutions is adequate and relevant to the needs of the modern world of work which constantly changing. There is a growing concern over the relevance of traditional trade subjects such as woodwork, metalwork, electricity and auto mechanics etc. offered in the curriculum in preparing the youth of to day for the 21st century scientific and technological society (UNESCO, 1996). Hence according to Wanna in Amare et. al., (1998) skills development in TVET programs must correspond with the needs of the prevailing labour market. To enhance such provision, curriculum used for training in schools must be based on comprehensive occupational analysis outcomes. This is to mean that jobs that are available in present labour market must be identified and analyzed to develop relevant curricula otherwise, the consequence will be devastating. That is, if graduate leave schools without having any employable or salable skill they will undoubtedly join the army of the unemployed.

Some other crucial issues, which need to be addressed in relation to effectiveness and relevance, are flexibility and transferability. TVET programs, these days, should focus on transferability and adaptability of skills in order to optimize flexible and easy access of TVET graduates to evolving labour markets (UNESCO, 2002).

2.3.3. General Objective of Office Administering and Secretarial Technology

According to Ethiopian – TVET system model curriculum administrative secretary (2007): The general objectives of the programme will be given as “upon completion of this particular TVET programme” administering office and secretarial technology, the trainees shall be able to:

- Perform keyboarding and word processing skill, accurately
- Posses knowledge and skills required to communicate positively with customers
- Design and develop business documents effectively
- Mange office records in power manner
- Create and use simple spread sheets, manage database and design electronic presentation
- Perform simple accounting activities efficiently
- Mange secretarial procedures in an office.

With this understanding, to impart these objectives, the material also cite that the main objective of the curriculum is to guide the implementors how to train trainees who have completed general secondary education (grade 10) as junior secretary in the middle level TVET programme.

It is with this understanding that the year one training curriculum package in the area of junior secretary has been prepared. This package consists of the following five main courses developed for selected major job areas, which are modular, sequenced and sub-divided into the necessary duties and tasks

such as key boarding, principles of typing, office record management intermediate typing and reception (MOE, 2003).

According to year one curriculum guideline indicates that: The modules for main courses are designed in such way that the trainee will spend 30% of the allotted time in gaining theoretical knowledge and 70% of in doing practical works, which will be given during the one year training programme for each job area, recommended project work and apprenticeship training time has been allotted in order to help the trainees improve their practical skill.

Besides the main courses there exist supportive courses and common course which are more of theoretical knowledge and designed to help the trainees follow the training or meet the existing profile as far as the knowledge aspect of the training is concerned.

After completing the year one training program as junior secretary, trainees are expected to create their own enterprises or be employed in any establishments in the county. Those who meet the requirements might have also the possibility to continue their training in the year two and then year three programme which are designed to produce secretary and administrative secretary respectively.

The overall objective of the national strategy vocational and technical education and training is to arrive at a TVET system which is:

- ❖ **Efficient:** by achieving an efficient coordination
- ❖ **Effective:** through the development of human resources and developing curricula and systems.
- ❖ **Relevant:** by establishing a real partnership work industry and business especially in the design and training provision.
- ❖ **Flexible:** by adopting the modular curricula and introducing a flexible mobility between training levels and stream.
- ❖ **Sustainable:** through the provision of a minimum governmental funding and diversifying sources of funding

- ❖ **Equitable:** by providing equal education and training opportunity for all groups

2.3.4. Trainer's Profile of Office Administration

Technical and vocational education trainers play a key role in the transaction of technical and vocational curriculum through organizing a variety of curricular activities both in and outside the institute.

A technical and vocational education trainers has to play diversified roles and responsibilities such as a subject specialist, an experienced practitioner, an effective communicator, a curriculum and instructional material developer, a manager, a counselor, an evaluator and a motivator for entrepreneurship (Haider 2004).

It is of vital importance that the talents of technical and vocational education teachers/trainers are given full expressions and that the best possible professional standards are achieved and maintained by these teachers in the early years of their careers and beyond. Work conditions and environments must sustain teacher competence and confidence enable teachers to achieve the learning outcomes that students and the community need.

Trainers are the major components who play the most important role in successfully achieving the objectives of the training. The quality of the training programme largely depends upon the trainers. They are at the heart of the matter. In this connection, UNESCO in Desalegn (1996) summarizes the importance given to trainers as:

The training and securing of well qualified teachers must precede all other consideration; besides, the development of any educational level presupposes the availability of teachers in sufficient number. So, it is often proposed that TVET will be as good as those who teach it. The quality of teachers will then have a direct effect on how well students are prepared for their future career.

The capacity of the future technologically capable skilled manpower can only be measured against,

- (a) availability of teachers
- (b) qualification and training of teachers (UNESCO, 1996).

Good TVET requires teachers with technical skills, industrial experience, and good pedagogical skills. Various survey reports have pointed to the need to improve technical and pedagogical competence of TVET teachers and ensure adequate industrial experience prior to and during teaching service. In fact, these requirements are considerably higher than general education teachers and are quite expensive to develop or attract. A review of TVET intuitions in many countries discovered that inadequate qualification of teachers has negatively affected the quality of training (Middleton, 1993; World Bank, 1993).

In general, limited supply of top quality TVET teachers will considerably restrict attempts to expand provision and improve quality of training. To ensure high quality TVET, priority should be given to the recruitment and prior preparation of adequate and well-qualified teachers, administrators and guidance and counseling staff. This should be accomplished through continuous provision of professional up grading throughout their career, and other kinds of facilities to make them effective (UNESCO, 1996, UNESCO & ILO, 2002).

In addition to this for the smooth running of TVET intuitions and for the purpose of enabling chief academic and administrative officers to carry out their numerous managerial administrative and other duties effectively and efficiently, seminars and workshops can be organized by MOE (UNESCO, 1996) or management training could be provided in local management training intuitions (World Bank, 1993).

From the above points mentioned, Technical and Vocational Education and Training College stipulate the following requirements with regard to trainers, counselors and administrators. These include: a minimum of Bachelor Degree with G.P.A 2.5 for trainers, diploma assistant trainer, MA/MSc and above

degree holder deans, first degree and above holder vocational counselor and administrative and financial department with sufficient personnel (College Legislation 2005).

However, according to Wanna in Amare et. al., (1998) the qualification of TVET instructors in Ethiopia does not meet such stipulation. Besides, in local – income countries it is often difficult to recruit teachers with relevant industrial experience (Lauglo, 1993). Yet, designing industrial attachment programmes will be an effective method in attempting to pass on the latest experiences from industry to both trainees and staff of TVET institutions. To this end, individual institutions have to establish closer link with enterprises and make arrangements which suit their times schedules and types of programmes (UNESCO, 1996, Middleton, 1993).

2.3.5. Trainee's Profile of Office Administration

Inadequate recruitment of suitable trainees is common throughout the world among TVET institutions; which result in poor quality of training. This is prevalent when the political goal of distributing educational training opportunities widely and equitably as well as the unofficial pressure in some countries to give privileged access to well-connected applicants. These conditions make it more difficult to enroll the students with some prior connection with, and real aspiration for, the field or trade concerned; consequently, when students join TVET without much interest in a given field of specialization, the training will be unattractive to them; and it will become a rather demoralized waiting room (Lauglo, 1993).

Therefore, to maintain proper streaming, TVET institution should admit only those students who apply for admission having deep interest for vocational and technical training. In this connection, Gollie in Desalegn (1996) forwarded should be based on their interest in a particular field of specialization and on a predicted reasonable chance of successfully completing the program. In line with the above, Ethiopian TVET strategy

(Negarit Gazeta, proclamation No. 391/2004) stipulates criteria for admission for middle level TVET programmes. Students qualifying to be admitted to this level of program are required to complete general secondary education and shall have inclination and the will to be so trained. Moreover, persons who have completed junior TVET programmes and obtained a certificate are required to have two years of work experience and manageable evidence that they can fulfill the profile of completion general secondary education or have passed entrance examination, theoretical and practical, prepared for that purpose are suitable to be admitted to the Middle level TVET programs.

In each field no special target group is assigned for the programme. Any citizen who meet the entry requirements and capable of participating in the theoretical teaching and practical activities is entitled to take part in the programme.

TVET institution in order to provide accessible opportunities to various programs using a set of criteria have to provide guidelines , a list of legal certifications and alternatives which the institutions will accept in place of the usual entry requirement. In order to facilitate the selection process, appropriate mechanisms of admission should be employed. Most frequently used methods and techniques include: entry test to assess academic ability or practical skills, selection interview and a recommendation for entry to a particular programme; examination of references or a collection of evidences of prior-learning in order to make decision that a candidate is able to obtain accreditation of prior learning for specific course or for the whole program (Ecclestone, 1996; Evans in Yekunoamlak, 2000).

Moreover, to provide more opportunities for learners to make their own decision about the future training and qualification, training institutions have to consider initial guidance. This guidance will help potential students to establish career direction, recognize their attitudes and abilities review what they have learnt from previous experiences most likely have clear ideas about the occupational field in which they would be successful, etc.

For this purpose, of course, these must be clearly identified staff or department who can be called on for guidance and counseling (King et. al., in Norton, 1999, Ecclestone, 1996).

2.3.6. Institutional Facilities of Office

Administration

The majority of financial and material resources for the implementation of TVET program in the country come from the government budget. The involvement of donors in this sub sector is still limited. TVET programme providers are expect to fulfill the required resources for the righteous delivery of the training. According to Ethiopian TVET system model curriculum 2007 handout documented as resources might be generally categorized in two main categories. In Ethiopian context:

- Learning facilities /infrastructural: these include physical structures like buildings and the facilities required for the teaching learning process e.g. computer laboratories, and model office and class-room.
- Teaching, Training And Learning Materials (TTLM): all types of materials suitable or specifically designed and developed to support the occupational learning processes and thus helping to achieve the desired learning outcomes are considered to be under this category, like type writer, typing manual, typing paper, chalk board, markers and computer etc.

Tools and equipment used for learning purposes are also considered as TTLM.

However, since it is not possible to provide all types of actual tools and equipment in a TVET institution in Ethiopia because materials development in a given institution may be expensive due to the rapidly changing nature of present day occupations. However, such materials for modern sector occupations can be easily adapted from models used in industrially developed countries.

To facilitate such adaptation, maintaining close cooperation with enterprises is relevant to adapt existing materials and familiarize with new and rapidly changing occupations. But in a real sense no school can create such workshops covering all fields of technical and vocational education, nor can it afford to provide costly equipment and machinery.

As a result, workshops use outdated equipment purchased on the cheap or given to them as donation by donors or leaving workshops without adequate supplies. In consequence, the students training as well as its quality suffer considerably (Prokhort, 1997, Middleton, 1993). Similarly World Bank (1993) confirmed that in adequate supply of equipment, very poor basic equipments lack of laboratories, unserviceable or out of date equipment, lack of surrogating and maintenance will make effective teaching impossible. Moreover, advanced programs will not be practical because of such shortages of adequate establishments, equipments and auxiliary services. Financial shortcomings will even make it difficult for public TVET institution to provide up-to-date equipment consistent with the requirements of the modern occupations. Some researcher and recent World Bank survey of TVET on this critical issue recommended a possible solution based on links with business and industry.

With regard to teaching materials, textbooks and manuals, efforts should be made to update them so that students may be trained with equipments identical to that which they will subsequently use on the job. Training materials for self employment also must be developed to incorporate skills that on specific to local products and technologies and that include business management skills that fit the local regulatory and market environment (Prokhorot, 1997; Middlton, 1993). There is substantial evidence that the availability of books, teaching materials, equipment, and other educational resources would noticeably improve the quality of education. Scarcity and less expenditure on them will adversely affect the potential for improving quality. Adequate budget must be allocated for this purpose (World Bank, 1993).

As far as physical plant is concerned, the small size of any TVET institutions restricts their capacity to offer diversified and cross - curricular programs.

This requires the development of larger units of establishments. These larger institutions will be capable of offering programmes of different levels and make standard setting and programme progression easier (World Bank, 1993).

On the other hand, Norton (1999) cited that government decisions about TVET are often stated in terms of quantity rather than quality. Simply replacing programmes or changing size will have considerable impact on the breadth and depth of services (quality) provision. In an environment where there is more vocal constituency for the quantify of places than quality. It is often troublesome for institutions to enhance the quality of training programmes.

Increasing the volume of low-quality programmes is obviously not a sensible policy.

Taking into account the theme of the above discussion, the Ethiopian TVET strategy stipulated detailed standards regarding establishment (physical plant) and training equipments. These are enumerated as follows.

In concerning physical plant, TVET institutions will have suitable laboratories and workshops. In addition to this class-room capacity should accommodate 20 - 30 trainees for each specialization, rooms for storing training raw materials, discussion and preparation rooms for trainers, administration and technical support rooms library, auditorium, latrine and first aid room are recommended.

However, (MOE, 2003) concerning with regard to training equipments and materials, the strategy stipulates that there will be sufficient hand tools, machines and different equipment in conforming with the number of trainee in each field; basic and essential measurement equipments and materials,

raw materials for training, appropriate teaching aids and others which are essential for training in each institutions.

This shows that TVET requires the allocation of adequate and quality resources in addition to the provision and utilization of tools, workshops and facilities for the intended purpose. These sufficiencies include adequate number of teachers, textbook etc.

Vocational education, held in Seoul, republic of Korea, in April 1999, it was agreed that, since education is considered the key to effective development strategies, technical and vocational education and training (TVET) must be the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality off life for ail and help achieve sustainable development.

With the above analysis and understanding of TVET, researcher recommended that government, donors and society as a whole should have to think about facilities of TVET.

2.3.7. Partnership and apprenticeship Training for Office Administration

2.3.7.1. Partnership

To develop education and training requires strong productive partnerships. A job of strengthening education and training is troublesome for any single institutions. Government and local social partners with the collaborative efforts of bilateral and multilateral development agencies have to operate closely together in prolonged commitments to ensure education and training objective are to be met (ESDP- II, 2002; Cantor, 1989).

Stakeholders' participation is a relatively new phenomenon in Ethiopia. A TVET system should strengthen the role of the private sector and there must be a mutual learning process to change attitude and introduce flexible conditions for improved participation of the private sector and minimizing the dominant role of the government.

The question arises, thus, as to where the interaction between public and private sector will come to light itself in the case of TVET (OEB, 2003). In this regard international research based suggestions for the betterment of TVET systems refer to the desire to maintain closer links between training and the labor market.

To manage this issue successfully, TVET systems must establish deep-seated links with enterprises to make it easier for graduates to make smooth transition to form school to work. These enterprises are of three kinds; small informal sector, small and medium sized modern sector and large modern sector enterprises.

Each of them may have varied requirements in terms of labour force qualification (Atchoarena and Andre, 2002; OEB, 2003; UNESCO, 1996).

There are numerous areas of partnership among the public and private sector or TVET colleges and enterprises. Most enterprises will avoid it if possible on the ground that the training is expensive. However, there are also other important reasons for the reluctance (UNESCO, 1996).

- Under the present of economic down turn most enterprise operate below capacity and fear that taking in experienced trainees would future marginalize their production and profits as well.
- Trainees on attachments are risk factors for enterprises because they are often uninsured against accidents;
- Large enterprises have wider international interests besides training. A majority of local enterprises are still small and weak. They do not have sufficient capacity to cooperate with TVET institutions to conduct training programs.

In most countries there are no policy and regulation mechanisms that should address these problems and thus considerably contribute to promoting cooperation links between TVET institutions and enterprises.

2.3.7.2. Apprenticeship Training

It is a method through which trainees get on-the-job training in addition to the theoretical and basic practical training in training institutions. The trainees are acquainted with the relevant skills and attitudes, which enables them to integrate easily into the work environment (OEB, 2003). Apprenticeship programmes aimed at achieving quality of training and exposing trainees to the real world of work. With this understanding that apprenticeship training is a particular mechanism of cooperation between enterprises and TVET institutions in delivery of practical training. Apprenticeship training is in-company training based on an agreement made between a training institution, the apprentices and enterprise. To realize the overall advantages, the organization of apprenticeship requires careful preparation and a common effort from all concerned bodies. Each partner has to be aware of his share and his certain tasks.

However, cooperation between public training institutions and employers has been difficult to establish in the public training systems of many developing countries. These operate on both side of the relationship; training institutions are accountable to a government ministry and then only for routine administration.

In Ethiopia, in regards to TVET there were different mandates given to different ministries. Previously, there was no mandate for national body that could control and manage the system. For example, in labor Proclamation No. 42/85 and Proclamation No. 41/87 mandates and responsibilities were given to the Ministry of Labor and Social Affairs and the MOE respectively. There were also responsibilities of the Ministry of Trade and Industry and others regarding technical and vocational education and training (ILO, 1997). It was only on the 1st march 2004 that TVET law was promulgated for the first time in Ethiopia.

This Proclamation No. 391/2004 through article 3 reviewed the importance of establishing a system under which trainees under go apprenticeship training in the productive and service rendering organizations in order to ensure that

a TVET program produces capable manpower. To this end, the duties and responsibilities of TVET institutions, employers and trainees are clearly defined in this legal document. Moreover, the main elements that should be included in the memorandum of agreement /apprenticeship contract are spelled-out in this TVET act. (Federal Negarit Gazeta, No., 391/2004).

In this connection the Ethiopian TVET strategy, under memorandum of agreement, forwarded duties and responsibilities of employers, TVET training centers and trainees that are expected to be carried out by both TVET institutions and enterprises, MOE has established certain basic requirements under which apprenticeship training can function.

Apprenticeship program is relevant to technical and vocational education in such a way that students use things learned from schools to practice to get experience in their field of study, it is an educational strategy that enhances students' value for training, and it enables students to benefit from resources and expertise available in the work place. Businesses and educational institutions can also benefit from apprenticeship programme.

Even though, apprenticeship program has numerous benefits, its implantation especially in developing countries like Ethiopia is seriously affected by societal factors, cultural factors, economic factors, policy issues and shortage of skilled manpower.

Society's poor perception towards vocational education, wrong assumption in the possibilities of further education in tertiary level, beliefs and virtues of the people, their personality characteristics and work behavior have a hindering role in the implementation of apprenticeship programme. Shortage of skilled manpower to improve productivity and policy issues are still making an impact on the effectiveness of the implementation programme.

The possible solutions to improve apprenticeship programme and alleviate the problems which cause difficulty in its implementation may involve the following.

- Giving much emphasis on wise utilization of available resources to reduce wastage,
- Integration of school curriculum with the real practices in the labour market
- Providing incentives for private and non-government organizations to create cooperativeness in TVET programme;
- Inviting selected groups from the society during strategic planning;
- Organizing TVET institutions in areas where enterprises are available;

2.4. Countries Experience and Lesson Learning in Implementing TVET programme

In this section, an experience of a few countries in implementation of TVET program is discussed. The section also incorporates things to be learned from those countries for Ethiopia.

2.4.1. Thailand

Thailand has experienced a rapid growth of the economy during the last few years resulting in shortages of technicians and skilled manpower.

Lesson drawn from Thailand policies and strategies adopted for development of technical and vocational education were:

- A. Speeding up growth of technicians and skilled manpower;
- B. Developing information system with up-to-date data on the labour market situation;
- C. Placing high priorities on;
 - Decentralization of the TVET system;
 - Flexible and more choice of programmes
 - Investment in new types of programmes.
- D. Strengthen close linkage between TVET and industries through:
 - Facilitating industries to engage in planning and implementation of TVET programmes;

- Establishing an industrial relations unit at both the central and institutional level;
- Providing incentives to TVET institutions to work cooperatively with the local industries; and
- Encouraging cooperative activities with industries to engage in curriculum development instructor training, on the job training of students, job placement of students and exchange of information (UNESCO, 1994).

2.4.2. Ghana

The country is known for her vocational fallacy experience. It's system of vocational and technical training has gone through a number of structural adjustments and reforms.

Ghana has developed along term development policy aiming at brining the country to the status and living standards of a middle – income country. As a result, the human resource development endeavor forms a crucial part in this future perspective. In this regard areas of emphasis include, among others, poverty reduction and improved technical competence and fitness of the labour force through TVET and apprenticeship schemes.

In Ghana TVET is offered at three levels: basic education, secondary school level and tertiary level (Husen 1994). The objective of TVET, in Ghana is to provide the young with skill training (in addition to general education) in order to meet the country's manpower demands including self-employment in the fields of industry, business and agriculture. Currently there are many governments, private TVET intuitions besides, NGOs are involved in their provision.

Establishment of the national coordinating body which is jointly run under MOE and the Ministry of Employment and Social Welfare. This attempt reflects the need to coordinate activities of various providers including those directed towards sustainable employment creation and the informal sectors. The National coordinating body has an important function in the

rationalization of the evaluation, testing, accreditation of national occupational standards and syllables (Modules of employment skills). The provision of skill training for women, dropouts and secondary school leavers for productive employment in the informal sector was one of the notable endeavors in Ghana's training system.

One of the distinguished characteristics of TVET in Ghana is its close ties with and enterprises. This ties affects the course, staffing, equipment aspects Of TVET. These syllables for various fields of training are reviewed every three to five years. This is facilitated by labour market information system.

Career guidance and counseling forms an important aspect of TVET. It places emphasis on job counseling and placement as well as on regular micro level labour market surveys in order to develop training courses according to the needs of the labour market including the informal sector. In this regard, some institutions are successful in job placement of trainees. Their services include assistance for graduates to obtain suitable employment.

In Ghana as in other developing counters, outstrips that in the modern sector employment, the 1997 survey on the percentage share of public and private sectors employment revealed that the private sector has better performance (93%) including the informal sector, which constitutes the largest share of employment (89%). Hence, the major direction of TVET policy agenda is highly related to small enterprises promotions, self-employment and informal sector skill development. The Ghanaian Government has realized the substantial contribution of the informal sector of the growth of the country's economy and to the achievement of the poverty reduction targets.

At the end of historical development of Ghanaian TVET system, lessons learned from Ghana were:

1. Emphasis on vocational guidance and counseling and job placement services.
2. Adjustment of training courses according to labour market needs, which is facilitated by labor market information.

3. Localization of curricula and autonomy of training intuitions to improve market responsiveness.
4. TVET policy direction towards small-enterprises promotion and self-employment. One attention is devoted to informal sector skill training to maintain sustainable employment creation potential and to achieve objectives of poverty reduction strategies.
5. the close ties between TVET institutions and enterprises (including local firms)
6. Due attention to women and dropouts in getting training opportunities for productive employment in the informal sectors.

2.4.3. Germany

Germany dual system is an effective and successful training system in the world. Its success heavily depends, among other thing, on ground commitment of the major economic actors – employers and the government high social regard for TVET lesson drawn from Germany dual system were.

1. Public and private as well as semiprivate institutions have established various forms of cooperation within the system and even more importantly, the social partners normally take the initiative when it comes to defining a training ordinance.
2. Specific content of training and general guide lines care determined by government agencies, employs and trade unions.
3. Programs provided by individual companies are supervised by regional organizations for maintaining standards and federal regulations.
4. A considerable amount of GNP of the country is allocated to TVET, which clearly shows a major dedication of the nations resources.
5. High social value is placed on TVET system (Middlton, 1993).
6. The system is demand – drives and hence employers excessively involve in recruiting trainees through the Chamber of Commerce and Industry (Yekunoamlac, 2000).
7. The program is effective in enabling TVET graduates enter to employment. Beside this, there is an arrangement which enable

graduates to pursue further education in colleges and universities (Yekunoamlak, 2000; Middleton, 1993).

8. Of central importance is the role of employers, which is furnished by law, in both defining the content of education and training and in providing trainees with the opportunities for the transition to work.
9. Cost-sharing mechanisms – virtually all the cost of in – company training is covered by employer.
10. Mainly of practical nature and job oriented system of training.

As stated above, Ethiopia as a developing nation can adapt valuable experiences from Thailand, Ghana and German. These countries accumulated experiences in implementing TVET program for its rapid economic growth during the last few years. The countries have declared workable policies and strategies adapted for the development of technical and vocational education and training.

Ethiopia can also make this arrangement in line with its prevailing condition. Therefore, it seems crucial to consult experiences from countries like Thailand Ghana and German to design workable TVET programme considering its positive impact on the implementation of the programme.

CHAPTER THREE

3. Presentation, Interpretation and Analysis of Data

This chapter deals with the presentation, interpretation and analysis of data gathered from the sample TVET colleges' trainees, trainers, deans, vocational counselors and Addis Ababa TVET Bureau Officials. The data obtained through questionnaires, interviews and documentary analysis were analyzed and interpreted in view of the basic questions raised in chapter one. Out of 9(100%), questionnaires distributed to deans, 26(100%) questionnaires distributed to trainers, 7(100%) questionnaires distributed to vocational counselors and 173(30%) of total population questionnaires distributed to trainees were filled and returned. Based on the responses obtained from the sample respondents, the analysis and interpretation of the data is presented.

Table 1: Description of trainees by sex, training program, number of trainees in sampled colleges

No	TVET colleges	Population of trainees							Sampled trainees (30% for each college)							
		Training program	10 + 2			10 + 3			Grand total	10 + 2			10 + 3			
			Year	Sex		T	Sex			T	Sex			Sex		
				M	F		M	F			M	F	T	M	F	T
1	Entoto TVET college	1				4	189	193	302				1	57	58	
		2	4	41	45	-	20	20		1	12	13	-	6	6	
		3				3	41	44					1	12	13	
		Total	4	41	45	7	250	257				13			77	
2	Wingate TVET college	1				11	126	137	199				3	39	42	
		2	1	32	33	2	27	29			10	10		8	8	
		3														
		Total	1	32	33	13	153	166			10	10	4	46	50	
3	Tegbareid TVET college	1				1	36	37	75					11	11	
		2		38	38						12	12				
		3														
		Total		38	38	1	36	37			12	12		11	11	

Table 1 shows that description of trainees by sex, training program, number of trainees in sampled colleges, number of trainees selected to fill the questionnaires in each college, number of trainees disqualified in filling questionnaires in each college were presented. As the data shown in Table 1 indicated, there were 576 total populations of trainees. From 302 Entoto TVET college trainees 90, out of 199 Wingate TVET college trainees 60, and out of 75 Tegbareid TVET college trainees 23, were selected as samples. Questionnaires were distributed to each of these sample population which is 30% of total. All the questionnaires were completed and returned to the researcher.

However, out of 90 respondents 84, out of 60 respondents 56 and out of 23 respondents 20 are filled properly. The data were obtained from 160 trainees, which is 92.5% of sampled respondents. These data were tabulated, analyzed, and interpreted using percentage, mean, variance and standard deviations.

The MOE (2005) reported that, the proportion of girls in TVET stood at about 45% - 49% in 2003/2004, and concluded that it is possible to infer that the traditional attitude and the differential process of skill acquisition between men and women is changing.

However, as the student researcher found out in Table 1, from the trainees enrolled in 10+2 and 10+3 programs 550 (96%) female and 26(4%) male are assigned in the three sample colleges in office administration and secretarial training streams. This shows that girls in the sample TVET Colleges choose specialties leading to the jobs typically occupied by women in the stream of office administration and secretarial technology training. This gender inequality may reflect gender-biased division of stream in TVET colleges.

Concerning the distribution of trainees in the training programs, while 116(20.1%) were enrolled in 10+2 programs, the rest 460(79.9%) were enrolled in 10+3 program. Thus, the latter trainee respondents have wider exposure to the program and longer stay in TVET college, at least for two or three consecutive years, they can provide complete and reliable data in

relation to the implementation of office administration and secretarial training program and problem related issues. The respondents' age group, almost 95% of them, were between 17-19 years which show that trainees are in good position to fill the questionnaires properly.

Table 2: Characteristics of respondents

No.	Items	Alternatives	Responses					
			Trainers		Deans		Vocational counselors	
			No	%	No	%	No	%
1	Sex	Male	12	46.2	7	77.8	6	85.7
		Female	14	53.8	2	22.2	1	14.3
		Total	26	100	9	100	7	100
2	Age	25 and below	4	15.4				
		26-35 years	1	3.8				
		36-45 years	2	7.7	4	44.4	1	14.3
		46-55 years	13	50	4	44.4	4	57.1
		56 and above	6	23.1	1	11.1	2	28.6
		Total	26	100	9	100	7	100
3	Qualification	Ph.D						
		MA/MSC	1	3.8	7	77.8	1	14.3
		BA/BSC	12	46.2	2	22.2	6	85.7
		Diploma	13	50				
		Below diploma						
		Total	26	100	9	100	7	100
4	Field of study	Off. Adm. & Sec	16	61.5				
		Bus. Adm.	7	27.0				
		Curriculum			1	11.11		
		Mech. Eng.			1	11.11		
		History			1	11.11		
		Chemistry			1	11.11		
		Edu. Adm.			1	11.11		
		Voc. Edu.			2	22.22		
		Comp. Science	3	11.5				
		Psychology					4	57.1
		English			1	11.11		
		Sociology					3	42.3
		Amharic			1	11.11		
Total	26	100	9	100	7	100		
5	Service year in current position	1 - 5	7	27	1	11.11		
		6 - 10	3	11.5			1	14.3
		11 - 15			1	11.11		
		16 - 20	3	11.5	2	22.22		
		20 above	13	50	5	55.55		
		Total	26	100	90	100	6	85.7

Table 2 presents the description of trainers, deans and vocational counselors by sex, age, qualification, field of study, service in current position of the respondents in three sampled colleges.

As can be seen from item 1 of Table 2, 12 (46.2%) of trainers are male and 14 (53.8%) are female. This shows that the differential process of skill acquisition between men and women is admirable in the area of office administration and

secretarial technology training. It shows that number of female and male trainers is proportional. On the other hand, 7(77.8%) of deans are male and 2(22.2%) are female, 6(85.7%) of vocational counselors are male and 1(14.3%) are female. This indicates that female participation in those areas is very less. It indicted distribution of these professionals by sex is not proportional.

Item 2 of Table 2 shows that 13(50%) of trainers' ages range from 46-55 years, 19(73.1%) of the trainers are above 46 years, 7(26.9%) of them are below 45 years of age; hence, this indicates that the majority of the trainers have long years of experience in training. In addition to this, 9(100%) of the deans and 7(100%) of vocational counselors are above 36 years of age. From this, it is possible for one to recognize that TVET college administration and academic staff are in their middle ages, hence, it may be possible to conclude that the majority of them can wisely perform their duties and responsibilities as the number of yeas they have served suggest.

Item 3 of Table 2, also reveals that 13(50%) of the trainers have college diploma in the areas of office administration and secretarial technology. Yet the college legislation and training policy suggests that trainers at this level ought to have a minimum of first degree. The implication, thus, is that these under qualified trainers were not in a position to provide the required level of quality training to their trainees. This problem seemed to have been overcome by those trainers who have experience. However, World Bank (1993) reported that good TVET requires teachers with technical skills, industrial experience and good pedagogical skills. This shows that the trainers do not fulfill all the requirements. This inadequate qualification of trainers has negatively affected the quality of training.

Still item 4 of Table 2, depicts that most of the deans, that is, 7(77.8%) of them have MA/MSc, and 2(22.2%) of them have BA/BSc which is as it should be as cited in the college legislation and training policy. But the majority 7(77.8%) of them are not assigned in their field of study of their qualification is not related with their job. With this understanding skill development, therefore suffers because of management weaknesses and

inefficient use of resources. Only 2(22.2%) of them are working in their field of study.

Item 5 of Table 2 reveals that 10(38.5%) of trainers served less than 10 years and 16(61.5%) trainers have more than 16 years of service in their current position. On the other hand 1(11.11%) of deans has served less than 5 and 8(88.88%) have above 11 years of services. But 6 (85.7%) of vocational counselors have above 20 years of service in their current positions. This indicates that there are hardly few trainers and deans with no experience at all.

Table 3: *Adequacy of trainers (as observed by trainees, trainers, deans and vocational counselors in each course)*

Items	Respondents	Frequency Alternatives					Statistics			
		Very high (5)	High (4)	Medium (3)	Low (2)	Very low (1)	Total	\bar{x}	S ²	S.D
Adequacy of trainers	Trainees	37 (23.13%)	67 (41.87%)	46 (28.75%)	10 (6.25%)		160 (100%)	3.8	0.74	0.86
	Trainers	5 (19.23%)	10 (38.46%)	10 (38.46%)		1 (3.85%)	26 (100%)	3.7	0.86	0.93
	Deans	1 (11.11%)	4 (44.44%)	4 (44.44%)			9 (100%)	3.7	0.48	0.69
	Vocational counselors	1 (14.29%)	4 (57.14%)	2 (28.57%)			7 (100%)	3.96	0.48	0.69

As it would be seen from Table 3, questions were presented to respondents in order to indicate whether colleges have trainers in adequate number or not. Consequently, quite significant number of trainees 104(65%), trainers 15(57.69%), deans 5(55.55%) and vocational counselors 5(71.4%) reported that TVET colleges in A.A have highly and very highly adequate number of trainers available, likewise, few number of respondents, trainees 46(28.75%), trainers 10(38.46%), deans 4(44.44%) and vocational counselors 2(28.57%) revealed that their colleges have medium number of trainers.

On the other hand, very few number of the respondents of trainees 10(6.25%), trainers 1(3.85%) indicated that colleges have low and very low

number of trainers. In this regard the mean, variance and standard deviation of trainees (3.8, 0.74, 0.85). Trainers (3.7, 0.86, 0.93), deans (3.7, 0.48, 0.69) and vocational counselors (3.96, 0.477, 0.69) respectively revealed that there existed no significant perception difference among the four respondents, since rating for highly is between (3.5 to 4.5). In supporting this, TVET Educational Bureau officials in A.A, in their interview conducted with them, reported that these days TVET colleges and institutions do have the required number of trainers in each department and for each of the courses. From the foregoing explanation, therefore, one could see that TVET colleges have highly adequate number of trainers.

Of all the resource required for TVET program, trainers are the major components that play the most important role in successfully achieving the objective of the training. In addition to this, the development of any educational level presupposes the availability of trainers in sufficient number, the training and securing of well-qualified trainers will be very important.

Moreover, according to Middleton (1993) and World Bank (1993) in the literature documented, good TVET requires trainers with adequate industrial, pedagogical experience and technical skills. Because of this, in this study to secure information on experience, competence and interest of trainers, different question items were presented to trainees, trainers, deans and vocational counselors. Subsequently, the responses obtained were summarized and presented in tables 4 and 5 below.

Table 4: Experience of secretarial technology training trainers (as observed by trainees, trainers, deans and vocational counselors)

Items	Respondents	Frequency Alternatives					Statistics			
		Very high (5)	High (4)	Medium (3)	Low (2)	Very low (1)	Total	\bar{x}	S ²	S.D
Experience of office administration and secretarial technology trainers	Trainees	28 (17.5%)	76 (47.5%)	48 (30%)	6 (3.75%)	2 (1.25%)	160 (100%)	3.74	0.686	0.828
	Trainers	6 (23.10%)	5 (19.20%)	13 (50%)	2 (7.70%)		26 (100%)	3.77	0.93	0.96
	Deans	1 (11.11%)	4 (44.45%)	3 (33.33%)		1 (11.11)	9 (100%)	3.4	1.14	1.07
	Vocational counselors		1 (14.3%)	5 (71.4%)	1 (14.3%)		7 (100%)	3	0.33	0.57

As one could see from Table 4, there was the intention to know whether or not office administration and secretarial technology trainers were experienced. The aim of Table 4 was to identify the extent of experience of trainers in secretarial technology training. The responses of the significant majority of trainees 104(65%), trainers 11(42.3%), deans 5(55.55%) and vocational counselors 1(14.3%) indicated that office administration and secretarial training stream in TVET colleges have a majority of the trainers who are experienced. In this regard the table shows that trainers in this section are highly experienced. Of course, there are few other groups who pointed out that most trainers had medium level of experience which is shown on Table 3.4, trainees 48(30%), trainers 13(50%), deans 3(33.33%) and vocational counselor 5(71.4%). Furthermore, the response were supported by the mean, variance and standard deviation as it was indicated in table. The mean of the four group (3.74, 3.77, 3.4and 3) for trainees, trainers, deans and vocational counselors respectively, implies that trainers were highly experienced. This supports what has been revealed in Table 2, item 5, that trainers are highly experienced in secretarial training. In with regard to the response of vocational counselors the implication may be misleading.

The value of the mean, however, seems important to stick to the responses of the majority of respondents. This could be due to the fact that these groups of respondents constitute the great proportion of all respondents. Moreover, in the interview conducted with A.A. Bureau TVET officials, point out that there are trainers who, to some extent lack experience especially those who have newly joined the college. On the other hand, they pointed out, the majority of them have gained a lot of experience from a long stay there on training.

Table 5: *Competence of trainers in office administration and secretarial technology training (as observed by trainees, trainers deans and vocational counselors)*

Items	Respondents	Frequency Alternatives					Statistics			
		Very high (5)	High (4)	Medium (3)	Low (2)	Very low (1)	Total	\bar{x}	S ²	S.D
Competence of trainers in office administration and secretarial	Trainees	39 (24.38%)	58 (36.25%)	40 (25%)	20 (12.50%)	3 (1.89%)	160 (100%)	3.7	1.04	1.02
	Trainers	7 (26.92%)	10 (38.46%)	9 (34.62%)			26 (100%)	3.9	0.63	0.79
	Deans	1 (11.11%)	4 (44.44%)	4 (44.44%)			9 (100%)	3.7	0.45	0.67
	Vocational counselors		4 (57.1%)	3 (42.9%)			7 (100%)	3.57	0.29	0.54

As regards the academic competence of trainers, Table 5 show that the significant majority of trainees 97(60.625%), trainers 17(65.4%), deans, 5(55.6%) and vocational counselors 4(57.1%) responded by indicating that trainers have high and very high academical competence. There are other groups who have trainees 40(25%), trainers 9(34.6%), deans 4(44.44%) and vocational counselors 3(42.9%), pointed out that trainers have medium level of academic competence.

In this connection, descriptive test made on five level Likert scale data on the item in Table 5, revealed that the mean of respondents trainees, trainers, deans and vocational counselors (3.7, 3.9 3.7 and 3.57) respectively to be greater than the ideal mean (3), thereby implying that the respondents rating is high. Thus one could see that office administration and secretarial training

trainers have highly adequate trainers in academic competence with respect to the views of the four groups of respondents.

But in Table 2 item 3 reveals that 13(50%) of trainers have college diploma in the areas of office administration and secretarial technology. In addition to this college legislation suggests that trainers at this level ought to have a minimum of first degree. The assumption is that is under qualified trainers were not in a position to provide the required level of quality training to their trainees. The response the researcher obtained and the written document that state the qualification of trainers seem to contradict. However, different researcher from the literature review (Haider, 2004) reported that trainers have to play diversified roles and responsibilities such as a subject specialist, an experienced practitioner, an effective communicator, a curriculum and instructional material developer, a manager, a counselor, an evaluator and a motivator for entrepreneurship. In addition to this UNESCO (1996) stated that "The training and securing of well qualified teachers must precede all other consideration, besides, the development of any educational level presupposes the availability of teachers in sufficient number minimum required qualification. So it is often proposed that TVET will be as good as those who teach it. The quality of trainers will then have a direct effect on how well trainees are prepared for their future career. The capacity of the future technologically capable skilled manpower can only be measured against: availability of teachers, qualification and training of teachers". As most of the available literature indicated, it is clear that experience and qualification of trainers starts to show at the top, that trainers in responsible position are expected to be competent and experienced and to play clearly their roles and responsibilities. This is due to the fact that maintaining effective and efficient management in training in TVET college area is challenging at present.

It was for those reasons that attempts were to increase the competence as well as experience of trainers at the sampled TVET colleges.

Table 6: Capacity of partners to conduct apprenticeship offering organization (as observed by trainees, trainers, deans and vocational counselors)

Items	Respondents	Frequency Alternatives					Statistics			
		Very high (5)	High (4)	Medium (3)	Low (2)	Very low (1)	Total	\bar{x}	S ²	S.D
1. Adequacy of government organizations	Trainees	37 (23.13%)	41 (25.63%)	57 (35.63%)	19 (11.88%)	6 (3.75%)	160 (100%)	3.5	1.18	1.08
	Trainers	6 (23.1%)	6 (23.1%)	11 (42.3%)	3 (11.5%)		26 (100%)	3.6	0.87	0.99
	Deans	3 (33.33%)	4 (44.44%)	2 (22.22%)			9 (100%)	4.1	0.3	0.55
	Vocational counselors	2 (28.57%)	2 (28.57%)	2 (28.57%)	1 (14.29%)		7 (100%)	3.7	1.24	1.11
2. Adequacy of private organizations	Trainees	32 (32.20%)	45 (28.13%)	54 (33.75%)	24 (15%)	5 (3.125%)	160 (100%)	3.5	1.14	1.06
	Trainers	3 (11.54%)	5 (19.23%)	9 (34.62%)	8 (30.787%)	1 (3.85%)	26 (100%)	3.0 4	1.16	1.07
	Deans	2 (22.22%)	1 (11.11%)	5 (55.55%)	1 (11.11%)		9 (100%)	3.4 4	1.03	1.01
	Vocational counselors			2 (28.57%)	5 (71.43%)		7 (100%)	2.2 9	0.24	0.49
3. adequacy of NGOs	Trainees	12 (7.5%)	30 (18.75%)	46 (28.75%)	35 (21.875%)	37 (23.125%)	160 (100%)	2.6 6	1.52	1.23
	Trainers	2 (7.7%)	4 (15.38%)	3 (11.54%)	11 (42.32%)	6 (23.05%)	26 (100%)	2.4	1.53	1.25
	Deans	2 (22.22%)	1 (11.11%)		5 (55.55%)	1 (11.11%)	9 (100%)	2.7 8	2.18	1.48
	Vocational counselors				2 (28.57%)	5 (71.43%)	7 (100%)			

As the data presented in Table 6, item 1, shows quite a large number of trainees 78(48.75%) trainers 12(46.2%), deans 7(77.78%) and vocational counselors 4(57.14%) reported that the number of government apprenticeship offering organizations are highly and very highly adequate in A.A where TVET colleges are located. Similarly, as it is indicated in the same table, trainees 7(35.625%), trainers 11(42.3%), deans 2(22.22%) and vocational counselors 2(28.57%) reported that the number of government apprenticeship offering organizations are medium in A.A where TVET colleges are located.

In this regard, descriptive test made on five level Likert scale data on item 1, revealed that, the mean of trainees (3.5), trainers (3.6), deans (4.1) and vocational counselors (3.7). The mean of the four groups of respondents is

greater than the ideal mean (3), implying that the respondents rating is high. From the discussion, there are high adequate government apprenticeships offering organizations in A.A where TVET colleges are located.

As the data presented in Table 6, item 2 shows, the majority of trainees 77(48.125%), trainers 8(30.77%), deans 3(33.33%) reported that the number of private apprenticeship offering organizations are highly and very highly adequate in A.A where sampled TVET colleges are found. Similarly large number of respondents of trainees 54(33.75%), trainers 9(34.61%), deans 5(55.55%) and vocational counselors 2(28.75%) reported that the number of private apprenticeship offering organization are medium or average in A.A where TVET colleges are found.

In this connection, descriptive test made on five Likert scale data on item 2, for the trainees, trainers, deans and vocational counselors, revealed that the mean of the four group, trainees (3.5), trainers (3.04), deans (3.44) are greater than the ideal mean (3). This implies that the respondents rating is medium, which means medium availability of private apprenticeship offering organization in A.A where TVET colleges are found. In case of vocational counselors, however, the mean is 2.29 which is less than the ideal mean (3) which implies that there existed no significant perception difference among the four respondents since the grand mean is 3.37. In supporting this, TVET Educational Bureau officials in A.A, in interview conducted with them, reported that there are few number of private organizations who are participating in apprenticeship in A.A these days.

Regarding item 3 of Table 6, trainees 42(26.25%), trainers 6(23.08%), deans 3(33.33%) and vocational counselors (0%) reported that the number of NGOs offering apprenticeship are highly and very highly adequate in A.A where TVET colleges are found. On the other hand, other group trainees 46(28.75%), trainers 3(11.54%), deans and vocational counselors (0%) reported that the number of NGOs offering apprenticeship are medium or average in availability in A.A where TVET colleges are located. But a large number of trainees 72(45%), trainers 17(65.39%), deans 6(66.66%) and

vocational counselors 7(100%) indicated low and very low in availability of NGOs in A.A where TVET colleges are found.

In this regard, descriptive test made on five Likert scale data on item 3 revealed that all four groups, trainees, trainers, deans and vocational counselors in Table 6, item 3, revealed that the mean of the trainees (2.66), trainers (2.4), deans (2.78) and vocational counselors (1.25) which is less than ideal mean (3). Again this implies that the respondents rating is low. From the discussion given above the logical conclusion drawn can be shows that there are inadequate number of NGO's offering apprenticeship in A.A where TVET colleges are located.

However, in Table 6 item 2, the judgment of vocational counselors could be misleading. This is due to the fact that the information obtained through observation by the researcher does not represent all the TVET colleges understudy because some of these had no vocational counseling unit. For instance, General Wingate TVET College has only one vocational counselor, he is a graduate of Sociology Department and he is not responsible for apprenticeship training.

An important condition of success, in achieving the ultimate goals of office administration and secretarial technology training is continuous and institutionalized interaction among employers, TVET colleges and the government. This undoubtedly, provides favorable environment for mutual understanding, stability and development in TVET.

In relation to this, with the intention to examine the extent of readiness and willingness of both government, private and NGO's to provide apprenticeship training, respondents where asked to point out the degree of willingness of these organizations. The responses were summarized and presented in the table below.

Table 3.7: Willingness of organizations to provide apprenticeship training (as observed by trainees, trainers, deans and vocational counselors)

Items	Respondents	Frequency Alternatives					Statistics			
		Very high (5)	High (4)	Medium (3)	Low (2)	Very low (1)	Total	\bar{x}	S ²	S.D
1. Government organization	Trainees	25 (15.625%)	40 (25%)	64 (40%)	26 (16.25%)	5 (3.125%)	160 (100%)	3.34	1.855	1.027
	Trainers	2 (7.069%)	5 (19.23%)	15 (57.7%)	2 (7.69%)	2 (7.69%)	26 (100%)	3.12	0.9	0.95
	Deans		1 (11.11%)	5 (55.56%)	1 (11.11%)	2 (22.22%)	9 (100%)	2.56	1.03	1.014
	Vocational counselors		4 (57.14%)	3 (42.86%)			7 (100%)	3.57	0.17	0.42
2. Private organization	Trainees	5 (3.125%)	32 (20%)	60 (37.5%)	36 (22.5%)	27 (16.875%)	160 (100%)	2.7	1.14	1.07
	Trainers	1 (3.85%)	2 (7.69%)	14 (53.85%)	6 (23.07%)	3 (11.54%)	26 (100%)	2.69	0.86	0.93
	Deans			2 (22.22%)	5 (55.56%)	2 (22.22%)	9 (100%)	2	0.5	0.7
	Vocational counselors			3 (42.86%)	4 (57.14%)		7 (100%)	2.43	0.29	0.53
3. NGO's	Trainees	14 (8.75%)	32 (20%)	58 (36.25%)	30 (18.75%)	26 (16.25%)	160 (100%)	2.86	1.38	1.17
	Trainers	1 (3.85%)	2 (7.69%)	6 (23.07%)	8 (30.77%)	9 (34.62%)	26 (100%)	2.19	1.26	1.12
	Deans			1 (11.11%)	2 (22.22%)	6 (66.67%)	9 (100%)	1.14	0.53	0.73
	Vocational counselors			2 (28.57%)		5 (71.43%)	7 (100%)	1.57	0.95	0.98

The responses of the four groups, presented in Table 7 item 1, shows that trainees 65(40.625%), trainers 7(26.91%), deans 1(11.11%) and vocational counselors 4(57.14%) highly appreciate the willingness of government enterprises. On the other hand, large number of trainees 64(40%) trainers 15(57.7%), deans 5(55.56%) and vocational counselors 3(42.86%) reported that government organizations that provide apprenticeship offering organization had medium or satisfactory level of willingness to provide the training. Similarly, few trainees 31(19.375%), trainers 4(15.38%), deans 3(33.33%) and vocational counselors (0%) reported that low or very low or very unsatisfactory level of willingness to provide the training.

In this connection descriptive test made on five Likert scale data on item 1 revealed that the mean of trainees (3.34), trainers (3.12) and vocational

counselors (3.57) is greater than ideal mean (3), which implies that there is satisfactory level of willingness to provide the training. However, the mean of the deans (2.56) is less than the ideal mean (3) which suggested that the existed no significant perception difference among the three respondents because the interval for medium is between (2.5 - 3.5). In supporting this, A.A TVET Educational Bureau officials, in the interview conducted with them reported that government organizations had shown satisfactory willingness after 2003/2004 when the institution obtained a defined status of colleges by law as stated in the educational policy of the country.

Yet most of TVET Bureau officials, TVET College deans and vocational counselors indicated in their interviews in open-ended questions that most enterprises didn't whole heartedly support the trainees. According to these respondents there are different manifestations. For instance, assigning trainees out of their field of study, making these trainees idle and worthlessly spend their time in certain offices, refusing to give legally determined pocket money for trainees and so on are some of the ways that show lack of support. The implication is, thus, apprenticeship offering organizations where not openly ready to provide work place training. In fact, this happened, as the responses in the interviews revealed partly, due to lack of awareness.

In view of the preceding discussion, it is clear that trainees, in order to get on the job training and to develop the relevant skills and attitudes which enable, them to integrate easily into the world of work, need apprenticeship. To be able to fulfill this, all apprenticeship offering organizations need to prepare themselves and should understand, that on the job training is stepping stone for the success and development of the trainees.

Table 7, item 2, indicated that trainees 37(23.125%) and trainers 3(11.54%) only appreciated the willingness of private enterprises. On the other hand a large number of trainees 60(37.5%), trainers 14(53.85%), deans 2(22.22%) and vocational counselors 3(42.86%) reported that private enterprises that provide apprenticeship offering organization had medium or satisfactory level of willingness to provide office administration and secretarial technology

training. Similarly, a large number of trainees 63(39.325%), trainers 9(34.61%), deans 7(77.78%) and vocational counselors 4(57.14%) reported that private enterprises have low or very low level of willingness to provide administration and secretarial training. In this regard, descriptive test made on five Likert scale revealed that the mean of trainees (2.7), trainers (2.69), deans (2) and vocational counselors (2.43) is less than the ideal mean (3). The implication of this is that there is low level of willingness to provide the training. The mean of the deans and vocational counselors is less than 2.5 which shows that it is very low. It further indicates that there exists no significant perception difference among respondents. The grand mean (2.7) of the four groups of respondents also implies that it is low indeed.

In supporting this, A.A TVET Educational Bureau officials and deans in the interview conducted with them reported that private organizations had shown low willingness for a number of reasons. The resources that private offering apprenticeship training have could be below the desired level, insufficient human power, in sufficient finance or weak financially and materially. They did not have well trained in-plant trainer to supervise and follow up the apprenticeship training. From the forgoing discussion, it could be seen that private organization had low level of willingness to provide the training.

With regard to item 3 of Table 7, it is indicated 46(28.75%) of the trainees, and 3(11.54%) of the trainers appreciated the willingness of NGOs. On the other hand 58(36.25%) of the trainees, 6(23.07%) of the trainers, 1(11.11%) of deans and 2(28.57%) vocational counselors reported that NGOs that provide apprenticeship offering organization had medium or satisfactory level of willingness to provide office administration and secretarial technology training.

Similarly, a large number of trainees 56(35%), trainers 17(65.39%), deans 8(88.89%) and vocational counselors 5(71.43%) reported that NGOs have low or very low level of willingness to provide office administration and secretarial technology training. In this regarding, descriptive test made on five Likert scale data to item 3, revealed that the mean of the trainees (2.86), trainers

(2.19), deans (1.14) and vocational counselors (1.57) is less than the idea mean (3), which implies that it is low or very low level of willingness to provide the training. The overall implication is that there existed a significant perception difference among the respondent trainees. In addition to this, the A.A TVET Educational Bureau officials, deans and vocational counselors, in the interview conducted with them, reported that NGOs had shown very low willingness' because of trainees' low level of language abilities and of skills acquired. Because of this, trainees perception could be misleading. Therefore, as one could see from the discussion, willingness of NGO's is very low to provide training.

In view of the preceding discussion, it is clear that trainees in order to get on the job training and to be acquainted with the relevant skills and attitudes which enable them to integrate easily into the world of work, we need to see partnership made between TVET colleges and apprenticeship offering organizations to facilitate the implementation of training. The data collected were summarized and presented in table 8 as follows.

Table 8: *Partnership between TVET colleges and apprenticeship offering Organization (as observed by trainees, trainers, deans and vocational counselors)*

Items	Respondents	Frequency Alternatives					Statistics			
		Very high (5)	High (4)	Medium (3)	Low (2)	Very low (1)	Total	\bar{X}	S ²	S.D
Partnership between TVET college and apprenticeship offering organization	Trainees	9 (5.625%)	17 (10.625%)	67 (41.875%)	40 (25%)	27 (16.875%)	160 (100%)	2.63	1.13	1.06
	Trainers	1 (3.85%)	2 (7.69%)	14 (53.85%)	4 (15.38%)	5 (19.23%)	26 (100%)	2.72	0.42	0.64
	Deans		1 (11.11%)	4 (44.45%)	2 (22.22%)	2 (22.22%)	9 (100%)	2.4	1.0	1.01
	Vocational counselors			5 (71.43%)		2 (28.57%)	7 (100%)	2.43	0.95	0.98

The item in Table 8 was designed to know whether some kind of partnership existed or not between apprenticeship offering organizations and TVET colleges to encourage both parties to operate closely in a prolonged

commitment to ensure, among others, effective implementation of apprenticeship training.

As it was indicated in Table 8, only few of the trainees 26(16.25%), trainers 3(11.45%), deans 1(11.11%) reported that there is high and very high existence of partnership between apprenticeship offering organizations and TVET colleges. On the other hand, 67(41.875%) of trainees, 14(53.85%) of trainers, 4(44.45%) of deans and 5(71.43%) vocational counselors confirmed that there exists medium or adequate cooperation between enterprises and TVET colleges.

Similarly 67(41.875%) of trainees 9(34.61%) of trainers 4(44.44%) of deans and 2(28.57%) of vocational counselors reported that there is low or very low cooperation or partnership between apprenticeship offering organization and TVET colleges. In this regarding descriptive test made on five Likert scale data to item 1, revealed that the mean of trainees (2.63) trainers (2.72), deans (2.4) and vocational counselors (2.43) is less than the ideal mean (3) which implies that there exists low cooperation or partnership between apprenticeship offering organization and TVET colleges. This shows that, there existed no significant perception difference among the four groups of respondents. The cooperation expressed by trainers, deans and vocational counselors in open-ended interview questions indicated that it is only writing at a level of writing letter of cooperation to accept trainees in their enterprises for apprenticeship training. The researcher through the interview also tried to examine the effort made by TVET Colleges to help effective implementation of apprenticeship training in each organization.

In their response, they indicated that their duties and responsibilities of TVET colleges are recognizing the results of apprenticeship training forms filled by enterprises as a major component of the criteria for certification that is used as a testimony for successful completion.

In addition to this, vocational counselors indicated that TVET colleges usually do not plan the apprenticeship training in collaboration with enterprises which are going to provide on-the-job training.

In relation to this, while writing to an open-ended question, most deans, trainers and vocational counselors tried to reveal that both parties (TVET colleges and enterprise offering apprenticeship training) did not show efforts to plan the program in a mutually benefiting way due to shortage of time. They tried to reveal that their relationship didn't go beyond sending a piece of letter seeking placement for the trainees.

From the foregoing discussion, therefore, one could understand that the roles played by TVET colleges were not encouraging for the fact that they didn't exert efforts to the average required of apprenticeship training. Here, again the researcher would like to underscore that, TVET colleges deep-seated commitment and limiting their duties to writing letters alone do not bring about any implementation success of apprenticeship training.

There must be at least equivalent commitment on the part of the enterprises. This commitment should have to be supported by close communication and clear understanding the objectives of training. This is important because apprenticeship training requires this particular instrument, cooperation between enterprises and TVET colleges and trainees.

Its aim is to increase the quality of training by exposing trainees to real world of work. In addition, to this memorandum of agreement should have been made among the tripartite parties for smooth functioning of apprenticeship training.

Table 9: Degree of apprenticeship training to the skill acquired from TVET colleges (as observed by trainees, trainers, deans and vocational counselors)

Items	Respondents	Frequency Alternatives					Statistics			
		Very high (5)	High (4)	Medium (3)	Low (2)	Very low (1)	Total	\bar{x}	S ²	S.D
Degree of apprenticeship training to the skill acquired from TVET colleges	Trainees	51 (31.875%)	35 (21.875%)	49 (30.625%)	16 (10%)	9 (5.625%)	160 (100%)	3.6	1.42	1.19
	Trainers	5 (19.23%)	4 (15.38%)	11 (42.31%)	5 (19.23%)	1 (3.85%)	26 (100%)	3.3	0.014	1
	Deans	2 (22.22%)		4 (44.44%)	1 (11.11%)	2 (22.22%)	9 (100%)	2.9	2.1	1.45
	Vocational counselors		2 (28.57%)	5 (71.43%)			7 (100%)	3.3	0.57	0.75

The item in Table 9 was designed to know the degree of apprenticeship training to the skill acquired in office administration and secretarial technology training. As it was indicated in the table, majority of trainees 86(53.75%), trainers 9(34.61%), deans 2(22.22%) and vocational counselors 2(28.57%) reported that apprenticeship has contributed highly and very highly adequate to the skill acquired. On other hand 49(30.625%) of trainees, 11(42.31%) of trainers, 4(44.44%) of deans and 5(71.43%) vocational counselors reported that its contribution is medium to the skill acquired. But few of the trainees 25(15.625%), trainers 6(23.08%), deans 3(33.33%) and no vocational counselors reported that apprenticeship did not contribute to the skill acquired. In connection to this, descriptive test made on five Likert scale data to Table 9, revealed that the mean of trainees (3.6), trainers (3.3), deans (2.9) and vocational counselors (3.3) is greater than the ideal mean (3) which implies that apprenticeship training has contributed to a medium degree to the skill acquired in office administration and secretarial technology training.

Regarding the mean of the deans (2.9) it is less than the ideal mean (3) which implies that there existed no significant perception difference among the four respondents as rating of mean is between (2.5 - 3.5) for medium. In supporting this, in Table 2, item 2, indicates that the majority of deans

7(77.8%) are not assigned in their field of study and because of this, they don't seem to know what is going on. This lead us to understand that skill development suffers because of management weaknesses. In this connection, information obtained from the deans could be misleading. This is due to the fact that information obtained through observation by the researcher suggests that majority of the deans have no idea about apprenticeship training and have no experience on the current status of the practice.

From the foregoing explanation, therefore, one could see that the extent contribution of apprenticeship training to the skill acquired in office administration and secretarial technology training is mediumly adequate as observed by four the groups of respondents. But in the review of literature, it was indicated that apprenticeship program is relevant to technical and vocational education in such away that students use things learned from schools to practice to get experience in their field of study. It is an educational strategy that enhances value for training and it enables student to benefit from resources and expertise available in the work place. Here, office administration and secretarial technology training trainees missed all these benefits. Because of the weaknesses of the management of TVET training and government organizations or otherwise that offer apprenticeship opportunities.

Table 10: *Opportunities for Trainees to choose field of study on the basis of their interest (as it was observed by trainees, trainers, deans and vocational counselors)*

Items	Respondents	Frequency Alternatives					Statistics			
		Very high (5)	High (4)	Medium (3)	Low (2)	Very low (1)	Total	\bar{x}	S ²	S.D
Opportunities for Trainees to choose field of study on the basis of their interest	Trainees	13 (8.1%)	17 (10.6%)	38 (23.7%)	47 (29.3%)	45 (28.3%)	160 (100%)	2.4 1	1.5	1.23
	Trainers	1 (3.8%)	6 (23.1%)	5 (19.2%)	10 (38.5%)	4 (15.4)	26 (100%)	2.2 3	1.56	1.25
	Deans	1 (11.11%)		3 (33.3%)	3 (33.3%)	2 (22.3%)	9 (100%)	2.4	1.65	1.9
	Vocational counselors			1 (14.3%)	5 (71.4%)	1 (14.3%)	7 (100%)	2.0	0.33	0.58

According to the responses of the respondents in Table 10 item 1, few of the trainees 30(18.7%), trainers 7(26.9%), deans 1(11.11%) and no vocational counselors reported that trainees had high and very high opportunities to choose field of study on the basis of their interest. Similarly, the majority of the trainees 92(57.8%) trainers 14(53.9%) deans 5(55.6%) and vocational counselors 6(85.7%) reported that trainees had low and very low opportunities to choose field of study on the basis of their interest.

In this regarding, descriptive test made on five Likert scale data to Table 10, revealed that the mean of trainees (2.41), trainers (2.23) dean (2.44) and vocational counselor (2.0) which is less than the ideal mean (3) implying that there are low opportunities to choose field of study on the basis of there interest.

To corroborate this, the researcher asked questions, in order to find out if there are for the trainees opportunities to choose field of study on the basis of their interest, the deans of office administration and secretarial technology training, and A.A TVET Bureau officials. In the interview questions it was reported that admission criteria were based on ESLCE results. In this regard, trainers, deans and vocational counselors pointed out that there was no opportunity provided to trainees to choose their field of training according to their interest. Most of them reflected that only few of them were placed in their area of interest by chance. Here, obviously the availability of a variety of fields in a given TVET colleges widens participants opportunity to choose a field of study as related to ones own interest, to the extent possible. However, the critical issue is to what extent to these colleges place students according to their interest.

From the discussion, therefore, it is possible for one to logically understand that despite perceptual difference among respondents TVET colleges that do not give opportunities to student to choose field of study in their area of interest, most of the time trainees are not placed according to their first choices. Thus, one could not say that the existing TVET colleges have provided diverse opportunities as has been expected by the respondents. In

connection to this (Lauglo, 1993) stated in a review of literature that when student join TVET without showing much interest in a given field of specialization, the training will be unattractive to them and it will become a rather demoralized waiting room. Therefore, to maintain proper streaming, TVET colleges should admit only those students who apply for admission having interest for office administration and secretarial training. In addition to this, Gollie in Desalegn (1996) forwarded that admission should be based on their interest in a particular field of specialization and on a predicted reasonable chance of successful completion of the program.

In line with the ideas forwarded above, Ethiopian TVET strategy (Negarit Gazeta, Proclamation No. 391/2004) stipulates criteria for admission for middle level TVET programs but these criteria are not functional.

Table 11: Interest of trainees in attending the program, academic capacities and curriculum relevance of office administration and secretarial technology training (as observed by Trainees, Trainers, deans and vocational counselors)

Items	Respondents	Frequency Alternatives					Statistics			
		Very high (5)	High (4)	Medium (3)	Low (2)	Very low (1)	Total	\bar{x}	S ²	S.D
1. Interest of trainees attend the program	Trainees	67 (41.857%)	48 (30%)	29 (18.125%)	7 (4.375%)	9 (5.625%)	160 (100%)	3.86	1.296	1.14
	Trainers	10 (38.46%)	9 (34.63%)	5 (19.23%)	1 (3.84%)	1 (3.84%)	26 (100%)	4	1.12	1.06
	Deans	3 (33.33%)	4 (44.44%)	1 (11.11%)	1 (11.11%)		9 (100%)	4	0.88	0.94
	Vocational counselors	3 (42.86%)		4 (57.14%)			7 (100%)	3.9	1.125	1.07
2. Interest of trainees in academic capacities.	Trainees	36 (22.5%)	52 (32.5%)	62 (38.75%)	7 (4.375%)	3 (1.875%)	160 (100%)	3.7	0.87	0.93
	Trainers		9 (34.63%)	10 (38.46%)	6 (23.07%)	1 (3.74%)	26 (100%)	3.04	0.76	0.76
	Deans		3 (33.33%)	4 (44.44%)	1 (11.11%)	1 (11.11%)	9 (100%)	3	0.89	0.94
	Vocational counselors		1 (14.29%)	2 (28.57%)	4 (57.14%)		7 (100%)	2.57	0.62	0.78
3. Interest of trainees in curriculum	Trainees	30 (18.75%)	57 (35.625%)	53 (33.125%)	14 (8.75%)	6 (3.75%)	160 (100%)	3.57	1.03	1.01
	Trainers	1 (3.84%)	7 (26.93%)	13 (50%)	4 (15.39%)	1 (3.84%)	26 (100%)	3.12	0.75	0.87
	Deans		4 (44.44%)	2 (22.22%)	2 (22.22%)	1 (11.11%)	9 (100%)	3.1	1.26	1.12
	Vocational counselors			5 (71.43%)	2 (28.57%)		7 (100%)	2.7	0.23	0.48

According to Table 11, item 1, a question was presented to respondents in order to indicate interest of trainees on attending the program. Consequently, quite a large number of trainees 67(41.875%), trainers 10(38.46%), Deans 3(33.33%) and vocational counselors 3(42.86%) reported that trainees of office administration and secretarial technology training have very high interest in being admitted into the stream. On the other hand, 48(30%) of the trainees, 9(34.63%) of the trainers, 4(44.44%) of the Deans and no vocational counselor reported that trainees have high interest in the training program.

Similarly, few trainees 29(18.125%), trainers 5(19.13%), Deans 1(11.11%) and the majority of vocational counselors 4(57.14%) reported that interest of trainees are medium in attending the program.

In this connection, the responses were supported by the descriptive test made on five level Likert scale data. Furthermore, the responses were supported by mean, variance and standard deviation, as indicated in Table 11, item 1, where the mean of the four groups 3.86, 4, 4, 3.9 (trainees, trainers, deans and vocational counselors) respectively, implies that the mean is greater than the ideal mean (3) showing that the rating is high. Thus one could see that trainees of office administration and secretarial technology have highly interested in the training.

In addition to the above, A.A Bureau TVET officials reported in the interview that the programme is interesting to the trainees because it is designed in line with the Ethiopian occupational standard (EOS). Therefore, trainees participating and completing the programme successfully are qualified in administering office and secretarial technology with competence elaborated in the respective EOS. Graduates of the programme will have the required qualification to work in the business sector in the field of administering office and secretarial technology. In the programmes special emphasis is given to systems and devises of keyboarding skills, word processing application, reception, managing office records and procedures and administering office

activities. As a result of this, trainees are expected to process, manage, administer and record the office activities.

Regarding Table 11, item 2, 36(22.5%) of the trainees only reported that they are very highly interested in academic capacities of Office Administration and Secretarial Technology Training. On the other hand 52(32.5%) of the trainees, 9(34.63%) of the trainers, 3(33.33%) of the deans and 1(14.29%) of the vocational counselors reported that they highly interested in academic capacities of training. The majority of the trainees 62(38.75%), trainers 10(38.46%) deans 4(44.44%) and vocational counselors 2(28.57%) reported that mediumly interested in academic capacities in office administration and secretarial training. In this connection, the mean of the four groups, 3.7, 3.04, 3, 2.57 respectively, shows that the interest of trainees in office administration and secretarial training is mediumly satisfactory since the mean is not far from ideal mean (3). However, the mean of vocational counselors 2.57 is less than the ideal means (3), which implies that there existed no significant perception difference among the four groups of respondents. Since rating is lying between 2.5-3.5 for medium. From the discussion, one concludes that the interests of trainees in academic capacities are medium as observed by the four groups.

According to Table 3.11, item 3, the views of the four groups, presented about interest of trainees in curriculum relevance in office administration and secretarial technology training, 30(18.75%) of the trainees and 1(3.84%) of the trainers appreciated very highly. On the other hand, 57(35.625%) of the trainees, 7(26.93%) of the trainers and 4(44.44%) of the deans appreciated highly. On the other hand 53(33.125%) of the trainees, 13(50%) of the trainers, 2(22.22S%) of the deans and 5(71.43%) of the vocational counselors reported that the relevance of curriculum is medium or satisfactory.

In this connection, descriptive test made on these five Likert scale data on item 3, revealed that the mean of trainees (3.57), trainers (3.12), deans (3.1) is greater than ideal mean (3) implying that it is mediumly satisfactory in level of curriculum relevance. The mean of vocational counselors (2.7) is less than

the ideal mean (3), which implies that there existed no significant perception difference among the four groups of respondents, since rating for medium is between (2.5-3.5). In supporting this A.A Bureau TVET heads, in the interview conducted by the researcher revealed that the reformed Ethiopian TVET - system is an outcome-based system, which means that it uses the needs of the labour market and occupational requirements from the world of work as the benchmark and standard for TVET - delivery. The requirements from the world of work are analyzed and specified - taking into account international benchmarking - as Ethiopian occupational standards (EOS) states.

In the reformed Ethiopian TVET system, curricula and curriculum development plays an important role with regard to quality driven TVET. Deliver curricula help to facilitate the learning process in a way that learners acquire the set of occupational competence (skills, knowledge and attitude) required at the working place and defined in Ethiopian occupational standards (EOS).

This curriculum has been developed by a group of experts from different regional TVET- Authorities based on the Ethiopian occupational standard "Administering office and secretarial Technology". It has the character of a model curriculum and is an example on how to transform the occupational requirements as defined in the respective Ethiopian occupational standard into an adequate curriculum. But from the discussion observed by four groups of respondents, one can conclude that interest of trainees on curriculum relevance on office administration and secretarial technology training is mediumly satisfactory.

Table 12: Interest of trainees in wage or self employment opportunities, in admission criteria, in working in collaboration with TVET colleges

Items	Respondents	Frequency Alternatives					Statistics			
		Very high (5)	High (4)	Medium (3)	Low (2)	Very low (1)	Total	\bar{x}	S ²	S.D
1. Interest of trainees in wage or self employment	Trainees	49 (30.625%)	42 (26.25%)	47 (29.375%)	19 (11.875%)	3 (1.875%)	160 (100%)	3.7	1.17	1.08
	Trainers	2 (7.7%)	4 (15.4%)	11 (42.3%)	6 (23.1%)	3 (11.5%)	26 (100%)	2.8	1.3	1.2
	Deans	4 (44.44%)	1 (11.11%)	3 (33.33%)	1 (11.11%)		9 (100%)	3.9	1.4	1.2
	Vocational counselors	1 (14.29%)	2 (28.57%)	2 (28.57%)	2 (28.57%)		7 (100%)	3.3	1.2	1.1
2. Interest of trainees in admission criteria	Trainees	11 (6.875%)	18 (11.25%)	47 (29.375%)	54 (33.57%)	30 (18.75%)	160 (100%)	2.6	1.3	1.2
	Trainers		6 (23.1%)	123 (50%)	5 (19.2%)	2 (7.7%)	26 (100%)	2.9	0.8	0.87
	Deans			1 (11.11%)	5 (15.15%)	3 (33.33%)	9 (100%)	1.8	0.45	0.67
	Vocational counselors			4 (57.14%)	3 (42.86%)		7 (100%)	2.6	0.29	0.5
3. Interest of trainees in working in collaboration with TVET colleges	Trainees	65 (40.625%)	46 (28.75%)	30 (18.75%)	15 (9.375%)	4 (2.5%)	160 (100%)	3.96	1.2	1.1
	Trainers	3 (11.5%)	6 (23.1%)	15 (57.7%)	2 (7.7%)		26 (100%)	3.38	0.65	0.8
	Deans	1 (11.11%)	2 (22.22%)	6 (66.66%)			9 (100%)	3.4	0.16	0.4
	Vocational counselors		1 (14.29%)	6 (85.71)			7 (100%)	3.14	0.14	0.38

As can be seen from table 12 item 1, 49(30.625%) of the trainees, 2(7.7%) of the trainers, 4(44.44%) of the deans and 1(14.29%) of the vocational counselors reported that interest of trainees in self employment opportunities are very high. On the other hand, 42(26.25%) of the trainees, 4(15.4%) of the trainers, 1(11.11%) of the deans and 2(28.57%) of the vocational counselors reported that interests of trainees in self employment opportunities are high. Similarly, 47(29.375%) of the trainees, 11(42.3%) of the trainers, 3(33.33%) of the deans and vocational counselors 2(28.75%) reported that interests of trainees in self employment opportunities are medium.

In this regard, descriptive test made on five level Likert scale data in Table 12. Item 1 revealed that the mean of trainees (3.7), deans (3.9) and vocational counselor (3.3) implying, that it is greater than the ideal mean (3). This means that respondents' rating is high which also shows that the interest of

self employment opportunities is high. In the case of the trainers' mean (2.8), which is less than the ideal mean (3), the implication is that there existed no significant perception difference among the three groups of respondents because rating is strike to the majority of the respondents. In supporting this, deans and A.A. TVET official, in the interview conducted with them, reported that there are large number of trainees who are interested in self employment. However, a complex set of social and economic challenges are often associated with productive self employment and development of small scale enterprises such as lack of access to credit and lack of raw materials, concentrated markets for products, lack of transport, proper administrative support etc. From the foregoing explanation, therefore, one could see that interest of trainees in wage or self employment opportunities are high.

As one could see from Table 12 item 2, there was the intention to know the numbers of trainees who are interested in admission criteria of TVET colleges.

As could be seen from the responses, very few trainees 11(6.875%) only reported that very highly interested in admission criteria and few trainees 18(11.25%) and trainers 6(23.1%) only reported that highly interested in admission criteria of admission to the office Administration and Secretarial Technology Training. But the majority of trainees 47(29.375%), trainers 13(50%), deans 1(11.11%) and vocational counselors 4(5.14%) reported that interest of trainees in admission criteria to the office of administration and secretarial technology training is medium.

In this regard, descriptive test made on five level Likerte scale data in Table 12, item 2 revealed that the mean of trainees (2.6), trainers (2.9), dean (1.8) and vocational counselors (2.6) which imply that the mean of the four groups is less the ideal mean (3), showing that the admission criteria is unsatisfactory. What can be implied from this is that there existed no significant perception difference among the respondents. In supporting this, deans and AA TVET officials in the interview conducted with them, reported that there are large number of trainees who have complained on admission criteria of TVET colleges. In addition to this, the Ethiopian TVET strategy

stipulated two basic admission criteria, completion of secondary education and inclination and will of students to join the training program. This criteria is not functional even in the colleges.

From the foregoing discussion, one can recognize that TVET colleges do not frequently use clear criteria, even criteria forwarded by MOE in admitting trainees. Thus, in light of the responses of the majority of the responses, and interview responses, trainees have unsatisfactory interest in admission criteria of colleges.

As could be seen from Table 12 item 3, questions were presented to respondents to see whether trainees have interest to work in collaboration with TVET colleges or not.

Consequently, quite a significant number of trainees 65(40.625%), trainers 3(11.5%), deans 1(11.11%) and no vocational counselors reported that trainees have very high interest in working in collaboration with colleges. On the other hand, 46(28.75%) of the trainees, 6(23.1%) of the trainers, 2(22.22%) of the deans and 1(14.29%) of the vocational counselors reported that trainees have high interest working in collaboration. But trainees 30(18.75%), trainers 15(57.7%), dean 6(66.6%) and 6(85.71%) of the vocational counselors reported that trainees have medium interest in working in collaboration with TVET colleges.

In connection with this, descriptive test made, on five level Likert scale data in Table 12 item 3 revealed that the mean of respondents (3.96, 3.38, 3.4, 3.14) (trainees, trainers, dean and vocational counselors) respectively is greater than the ideal mean (3) which implies that trainees have high interest in working in collaboration with TVET colleges. Therefore, from the discussion, one can conclude that trainees have high interest to work in collaboration with their colleges.

Table 13: The degree of coverage of courses allotted by curriculum guide

Items	Respondents	Frequency Alternatives					Statistics			
		Very high (5)	High (4)	Medium (3)	Low (2)	Very low (1)	Total	\bar{x}	S ²	S.D
1. Keyboarding and document processing 706hrs	Trainees	48 (30%)	64 (40%)	23 (14.375%)	13 (8.125%)	12 (7.5%)	160 (100%)	3.77	1.4	1.18
	Trainers	12 (46.15%)	10 (38.46%)	3 (11.54%)	1 (3.85%)		26 (100%)	4.3	0.66	0.81
	Deans	5 (55.55%)	4 (44.44%)				9 (100%)	4.6	0.28	0.53
	Vocational counselors	2 (28.57%)	3 (42.86%)	2 (28.57%)			7 (100%)	4	0.7	0.82
2. Reception 350hrs	Trainees	44 (27.5%)	59 (36.875%)	34 (21.25%)	14 (8.75%)	9 (5.625%)	160 (100%)	3.72	1.3	1.1
	Trainers	15 (57.7%)	7 (26.9%)	4 (15.4%)			26 (100%)	4.4	0.57	0.76
	Deans	5 (55.55%)	4 (44.44%)				9 (100%)	4.6	0.28	0.53
	Vocational counselors	2 (28.57%)	3 (42.86%)	2 (28.57%)			7 (100%)	4	0.7	0.82
3. Offices administration 760hrs	Trainees	37 (23.125%)	39 (24.375%)	57 (35.625%)	18 (11.25%)	9 (5.625%)	160 (100%)	3.48	1.28	1.13
	Trainers	10 (38.46%)	8 (30.77%)	8 (30.77%)			26 (100%)	4.1	0.71	0.85
	Deans	5 (55.55%)	4 (44.44%)				9 (100%)	4.6	0.28	0.53
	Vocational counselors	3 (42.86%)	4 (57.14%)				7 (100%)	3.43	0.29	0.53
4. Trainees trainers Deans Vocational	Trainees	30 (18.75%)	39 (24.75%)	63 (39.375%)	17 (10.625%)	11 (6.87%)	160 (100%)	3.38	1.3	1.14
	Trainers	13 (50%)	8 (30.77%)	5 (19.23%)			26 (100%)	4.31	0.1	0.31
	Deans	5 (55.55%)	4 (44.44%)				9 (100%)	4.6	0.28	0.53
	Vocational counselors	2 (28.57%)	4 (57.14%)	1 (14.29%)			7 (100%)	4.1	0.48	0.69
5. Office automation 20hrs	Trainees	31 (19.375%)	45 (28.125%)	51 (31.875%)	23 (14.375%)	10 (6.25%)	160 (100%)	3.4	1.3	1.4
	Trainers	5 (19.23%)	13 (50%)	5 (19.23%)	3 (11.54%)		26 (100%)	3.8	0.83	0.91
	Deans	5 (55.55%)	3 (33.33%)		1 (11.11%)		9 (100%)	4.3	1	1
	Vocational counselors		4 (57.14%)	3 (42.86%)			7 (100%)	3.57	0.29	0.53
6. According for secretarial 200hrs	Trainees	30 (18.75%)	40 (25%)	56 (35%)	21 (13.125%)	13 (8.125%)	160 (100%)	3.33	1.35	1.16
	Trainers	5 (19.23%)	12 (48.15%)	6 (23.08%)	3 (11.54%)		26 (100%)	3.7	0.89	0.94
	Deans	5 (55.55%)	3 (33.33%)	1 (11.11%)			9 (100%)	4.4	0.53	0.73
	Vocational counselors		4 (57.14%)	3 (42.86%)			7 (100%)	3.57	0.29	0.53
7. Secretarial process office management	Trainees	43 (26.873%)	52 (32.5%)	36 (22.5%)	19 (11.875%)	10 (6.25%)	160 (100%)	3.62	1.4	1.2
	Trainers	9 (34.62%)	10 (38.46%)	5 (19.23%)	2 (7.629%)		26 (100%)	4.0	0.88	0.94
	Deans	5 (55.55%)	3 (33.33%)	1 (11.11%)			9 (100%)	4.4	0.53	0.73
	Vocational counselors		4 (57.14%)	3 (42.86%)			7 (100%)	3.57	0.29	0.53

As one can see and understand from Table 13, item 1, the majority of the trainees 112 (70%), trainers 22 (84.61%), Deans 9 (100%) and vocational counselors 5 (71.43%) reported that the course is covered above 75%. This is supported by descriptive test made on five Likert scale data to Table 13 of item 1, which revealed that the mean of trainees (3.77) trainers (4.3), deans (4.6) and vocational counselors (4) is greater than the ideal mean (3), implying that keyboarding and document processing (706hrs) is covered up to (75%) and above.

Similarly, in Table 13, item 2, 103(64.375%) of the trainees, 22 (84.16%) of the trainers, 9 (100%) of the deans and 5 (71.43%) of the vocational counselors reported that reception (350 hrs) is covered above (75%). In connection with this, descriptive test made on five Likert scale data in Table 13, item 2, indicates that the mean of trainees (3.72), trainers (4.4), deans (4.6) and vocational counselors (4) is greater than the ideal mean (3), showing that it was covered 75% and above.

On the other hand, Table 13 item 3, indicated that 76 (47.5%) of trainees, 18 (69.23%) of the trainers, 9 (100%) of the deans and 7 (100%) of the vocational counselors reported that office administration (760 hrs) is covered above 75%. This is supported by descriptive test made on five Likerte scale. In table 13, item 3 indicates that the mean of trainees (3.48) trainers (4.1), deans (4.6) and vocational counselors (3.43) is greater than the ideal mean (3), which implies that time allotted for office administration (760 hrs) is covered 75% and above.

As regards record management, Table 13, item 4, 69(43.125%) of the trainees, 21 (80.77%) of the trainers 9 (100%) of the deans and 6 (85.71%) of the vocational counselors reported that 75% and above is covered. In supporting this, descriptive test made on five Likerte scale also indicated that the mean for trainees, trainers, deans and vocational counselors to be (3.38, 4.31, 4.6, 4.1) respectively. This is greater than the ideal mean (3), thereby allowing us to imply that rescored management (210 hrs) is covered more than 75%.

With regard to office automation is shown in Table 13 item 5, 76(47.5%) of the trainees, 18(69.13%) of the trainers, 8(88.88%) of the deans and 4(57.14%) of the vocational counselors reported that office automation (320 hrs) is covered little above 75%.

In supporting the above responses of the subjects, descriptive test made in five Likert scale data on Table 13 item 5, indicates that the mean of trainees (3.4), trainers (3.8), deans (4.3) and vocational counselors (3.57) is greater than the ideal mean (3), showing that office automaton course is covered as reported.

As could be seen from Table 13, item 6, trainees 70(43.75%), trainers 17(65.38%), deans 8(88.88%) and vocational counselors 4(57.14%), reported that above 75% of the 200 hours allotted for accounting for secretarial is covered.

This is supported by the descriptive test made by five Likert scale data in Table 13 of item 6, as the mean of trainees (3.33), trainers (3.7), deans (4.4) and vocational counselors (3.57) is greater than the ideal mean (3) the conclusion that can be drawn is that time allotted for that accounting for secretarial is covered above 75%.

As can be seen in Table 13, of item 7, trainees 95(59.375%), trainers 19(73.08%), deans 8(88.88%) and vocational counselors 4(57.14%) reported that the 290 hours designated for office management course is coved above 75%.

This is supported by descriptive test made by five Likert scale data in Table 13, item 7, whose mean for trainees (3.62), trainers (4), dean (4.4) and vocational counselors (3.57) is greater than the ideal mean (3) which implies that the course is coved 75%) and above since rating for 75% and above ranges from 3.5-4.5.

From the foregoing explanation, it could be seen that generally above 75% of the major courses of office administration and secretarial technology training is covered as viewed by trainees, trainers, deans and vocational counselors. The programme has duration of 3251 training hours, which will be used for both theoretical teachings and practical exercises. Over 75% this time allotted for training is covered.

In supporting this, deans and A.A. Bureau TVET officials reported, in their interview, that this specified office administration and secretarial technology training programme can be characterized as a formal programme on middle technical level. As long as the required learning / contact hours, as specified the curricula are retained, the training can be flexibly adapted according to the prevailing conditions and provisions as far as organization, venue and scheduling of the training are concerned.

To make the training practical and viable, the preferred mode of delivery is cooperative training. This means that TVET-colleges and companies need to cooperate with regard to implementation of the programme.

Therefore, the programme will be carried out as per the curriculum developed based on the EOS. The curriculum gives details on the expected outcome, programme content, learning strategy, evaluation and assessment as well as in the resource conditions of the programme. Hence, all the course can be completed on time as it was given in the programme.

Table 14: Availability of required training material (as it was observed by trainees, trainers, deans and vocational counselors)

Items	Respondents	Frequency of Alternatives					Statistics			
		Very high (5)	High (4)	Medium (3)	Low (2)	Very low (1)	Total	\bar{x}	S ²	S.D
1. Training teaching and learning materials	Trainees	53 (33.125%)	36 (22.5%)	40 (25%)	21 (13.125%)	10 (6.25%)	160 (100%)	3.63	1.5	1.2
	Trainers	2 (7.7%)	6 (23.1%)	9 (34.6%)	9 (34.6%)		26 (100%)	3.04	0.92	0.96
	Deans		3 (33.33%)	6 (66.67%)			9 (100%)	3.3	0.25	0.5
	Vocational counselors	1 (14.29%)		4 (57.14%)	2 (28.57%)		7 (100%)	3	1	1
2. Reference	Trainees	42 (26.25%)	30 (18.75%)	53 (33.125%)	27 (16.875%)	8 (5%)	160 (100%)	3.44	1.42	1.19
	Trainers	1 (3.85%)	3 (11.54%)	13 (50%)	9 (36.61%)		26 (100%)	2.5	0.74	0.86
	Deans	1 (11.11%)	3 (33.33%)	5 (55.56%)			9 (100%)	3.55	0.53	0.73
	Vocational counselors			4 (57.14%)	3 (42.86%)		7 (100%)	2.17	0.29	0.53
3. Visual training media	Trainees	73 (45.625%)	41 (25.625%)	30 (18.75%)	11 (6.875%)	5 (3.125%)	160 (100%)	4.04	1.21	1.1
	Trainers	4 (15.38%)	4 (15.38%)	16 (61.54%)	1 (3.85%)	1 (3.85%)	26 (100%)	3.3	0.88	0.94
	Deans	4 (44.44%)	1 (11.11%)	4 (44.44%)			9 (100%)	4	1	1
	Vocational counselors			6 (85.71)	1 (14.29%)		7 (2.9%)	2.9	0.12	0.38
4. Complete numbers of tools	Trainees	25 (15.625%)	44 (27.25%)	45 (28.125%)	28 (17.5%)	18 (11.25%)	160 (100%)	3.2	1.5	1.2
	Trainers		3 (11.54%)	10 (38.46%)	10 (38.46%)	3 (11.54%)	26 (100%)	2.5	0.74	0.86
	Deans		7 (77.78%)	2 (22.22%)			9 (100%)	3.8	0.2	0.44
	Vocational counselors			4 (57.14%)	3 (42.86%)		7 (100%)	2.6	0.29	0.53
5. Learning facilities	Trainees	38 (23.75%)	49 (30.625%)	49 (30.625%)	15 (9.375%)	9 (5.625%)	160 (100%)	3.6	1.25	1.12
	Trainers	2 (7.7%)	2 (7.7%)	12 (46.14%)	8 (30.76%)	2 (7.7%)	26 (100%)	2.77	0.98	0.99
	Deans		6 (66.67%)	3 (33.33%)			9 (100%)	3.7	0.25	0.51
	Vocational counselors			4 (57.014%)	3 (42.86%)		7 (100%)	2.6	0.29	0.13

As indicated in Table 14 of item 1, training, teaching and learning materials (TTLM) (set of all materials distributed to the trainers) are pointed out by trainees, 89(55.25%), trainers 8(30.8%), deans 3(33.33%) and vocational counselors 1(14.29%) are found to be highly and very highly adequate. But the response obtained from trainees 40(25%), trainers 9(34.6%), deans 6(66.67%) and vocational counselors 4(57.14%), indicated that it was

medium. In this connection, descriptive test made on five Likerte scale data in Table 14, item 1, revealed that the mean of trainees, trainers, deans and vocational counselors is (3.63, 3.04, 3.3., 3) respectively which is a little higher than the ideal mean (3). This implies that it is equivalent to the medium, showing that the availability of training, teaching and learning, materials in each colleges are not satisfactory.

In Table 14 of item 2, reference materials (reference manual, reference books, textbooks) as pointed out by respondents, trainees 72(45%), trainers 4(15.39%), deans 4(44.44%) is found to be highly and very highly adequate. On the other hand, the responses of the trainees 53(33.125%), trainers 13(50%), deans 5(55.56%) and vocational counselors 7(100%) indicated that, it is medium. In this connection, descriptive test made on five Likert scale data in Table 14, item 2, revealed that the mean of the four groups is (3.44, 2.5, 3.55, 2.57) implying that it is medium. This is confirmed because the rating for medium is ranging from 2.5-3.5.

In supporting this, A.A. Bureau TVET officials, in their interview questions regarding that availability of required reference training materials, reported that these days tremendous efforts have been made by the government, and that in a short time or months, perhaps, the problem can be alleviated.

In Table 14, item 3, concerning visual training media (blackboard, whiteboard, flipchart, markers etc), a question was presented to respondents, in order to find out whether it is available or not. Consequently, a large number of trainees 114(71.25%), trainers 8(30.76%), deans 5(55.55%) and no vocational counselors reported that the materials were highly or very highly available. But some of the trainees 30(18.75%), trainers 16(61.54%), deans 4(44.44%) and vocational counselors 6(85.71%) reported that the availability is medium. In this connection, descriptive test made on five Likert scale, revealed that the mean of trainees (4.0), trainers (3.3), deans (4) and vocational counselors (2.9) which is greater than the ideal mean (3). This implies that availability is highly satisfactory. However, of vocational counselors 2.9 is less than ideal mean (3). This implies that there existed no

significant perception difference among the three respondents since responses of vocational counselor misleading.

In Table 14 item 4, a question was presented to respondents to find out if complete numbers of tools (instruments, equipment and materials, computer, typewriter, floppy disk drive, word processing, software package) were available. Consequently, trainees 69(43.125%), trainers 3(11.54%), deans 7(77.78%) and no vocational counselors reported that the tools were highly and very highly available. But large number of trainees 45(28.123%), trainers 10(38.46), deans 2(22.22%) and vocational counselors 4(57.14%) reported that its availability is medium. This implies that availability of complete number of tools are inadequate.

In this regard, the responses were supported by descriptive test made on five level Likert scale data. Furthermore, the responses of the four groups mean were (3.2, 2.5, 3.8, 2.6) respectively which implies that the mean of respondents were 3.1 which is equal to ideal mean showing that it is medium.

Table 14 item 5, attempts to find out the availability of learning facilities /physical plant (classroom, well organized computer, laboratory room, typing room auditorium latrine, first aid room, discussion and preparation room etc.) Accordingly, questions were presented to respondents.

Consequently, trainees 87(54.375%), trainers 4(15.4%), deans 6(66.66%) reported that physical plant in each college were highly and very highly available. But trainees 49(30.625%), trainers 12(46.14%), deans 3(33.33%), and vocational counselors 4(57.14%), reported that availability of physical plant in each college is medium. The result suggests that availability of physical plant is not satisfactory in each college.

The responses were supported by descriptive test made in five Likert scale data in Table 14, item 5, which indicated that the mean of the four groups are (3.6, 2.77, 3.7, 2.6) respectively. The mean of respondents, trainees and deans, are greater than the ideal mean. But the mean of respondents' trainers and vocational counselors is less than the ideal mean, showing that

responses of the trainees and deans may be misleading because the two groups are not in a position of providing true responses that indicate the true picture of the colleges.

In support of this A.A. Bureau TVET officials reported, in the interview, the inadequacy of different teaching materials, reference, learning facilities, etc. Besides, most trainers, deans and vocational counselors, while writing major academic problems in their colleges noted that they hardly get the required materials (raw materials, consumable materials, spare parts, accessories etc.) for practical training.

On top of this, the researcher, in his observation of different workshops and different offices, noted that there existed inadequacy of computers, books, reference materials, journals, different equipment, textbooks and others.

With regard to administrative offices and libraries, the researchers' observation of compound colleges reveals that most of them had inadequate facilities.

From the foregoing discussion, one can generally recognize that despite tremendous efforts that have been made by the government to up-date and rehabilitate TVET colleges, most of the colleges understudy have problems of teaching materials /equipments and some infrastructure. Furthermore, the data, responses to interviews and the researchers observation revealed they are still below what has been stipulated by the Ethiopian TVET strategy regarding physical establishments and training equipments or material.

According to UNESCO (1990) TVET programs usually require tremendous amount of budget to run when compared to general education. This shows that a quality work based route to TVET achievement is not a cheap option.

This reality, generally, calls for the need to share the direct and indirect costs required for a given training program among different bodies.

To be able to explore information on this issue, question were presented to respondents about budget assigned for learning by the government. The responses to these items were summarized and presented in Table 15 here under.

Table 15: *Budget for learning (operations, maintenance and replacements)*

Items	Respondents	Frequency of Alternatives					Statistics			
		Very high (5)	High (4)	Medium (3)	Low (2)	Very low (1)	Total	\bar{x}	S ²	S.D
1. Budgets for learning (operations maintenance repair and replacements)	Trainees	34 (21.25%)	48 (30%)	47 (29.375%)	16 (10%)	15 (9.75%)	160 (100%)	3.44	1.44	1.2
	Trainers	3 (11.54%)	9 (34.62%)	12 (46.15%)	2 (7.69%)		26 (100%)	3.5	0.66	0.81
	Deans	2 (22.22%)	4 (44.44%)	3 (33.33%)			9 (100%)	3.9	0.6	0.6
	Vocational counselors			4 (57.14%)	3 (42.86%)		7 (100%)	2.6	0.3	0.54

As it could seen from the Table 15, a question was presented to respondents so that, they could indicate whether the colleges have adequate budget assigned for office administration and secretarial trainings or not.

Consequently, trainees 82(51.25%), trainers 12(46.16%), deans 6(66.66%) and no vocational counselors reported that high and very high budget is allocated for the training. But other groups trainees 47(29.375%), trainers 12(46.25%), deans 3(33.34%) and vocational counselors 4(57.14%) reported that budget allocated for the training is medium.

In this connection descriptive test made on five level Likerte scale data Table 15, reveals that the means for trainees (3.44), trainers (3.5), deans (3.9) and vocational counselors (2.6). This implies that the means for trainees, trainers and deans are greater than the ideal mean (3), showing that the respondent rating is medium since rating for medium is ranging from 2.5-3.5. Thus one could see that office administration and secretarial training stream has no adequate budget for operations, maintenance and replacements.

As the presentation of the data in Table 15 shows, the great majority of the total respondents disclosed that colleges had problems of securing adequate finance to operate at the desired level.

CHAPTER FOUR

4. Summary, Conclusions and Recommendations

4.1. Summary of the Major Findings

The purpose of this study was to investigate the current problem encountered in implementing Office Administration and Secretarial Technology Training which is one of the focus area of TVET College in AA. To this effect, basic questions / issues related to this focus area of TVET colleges such as trainers qualification, trainers competence and trainers experience, trainees admission criteria, adequacy of partners, willingness of partners, interest of trainees in this focus area, interest of trainees in curriculum relevance, availability of required training materials and budget allotted were raised.

The study employed descriptive survey method. To address the raised research questions, the researcher reviewed relevant literature and prepared questionnaires for trainees, trainers, deans and vocational counselors, guided interview for deans and A.A Bureau officials. In addition to this, documentary analysis was made on the basis of the reviewed literature to collect data from the subjects at sampled TVET colleges where these colleges were located.

These questionnaires, after having been evaluated and checked by the thesis advisor, were pilot-tested in order to avoid irrelevant and ambiguous question items. Based on comments obtained, necessary corrections and modifications were made before distribution. The subjects of the study finally were 160 trainees, 26 major course trainers, 9 deans and 7 vocational counselors and 4 A.A TVET officials who are believed to be representatives.

Questionnaires, interviews, observation of actual settings and document analysis were used to collect data from the sources. The questionnaires included both close and open-ended questions and rating items. The data obtained were analyzed by applying percentage, mean, variance, standard

deviations. As a result of the data analysis, the following major findings were obtained.

1. Rate of female participation in Office Administration has currently shown that the large proportion of girls were enrolled in specialties typically occupied by women 550(96%). This gender inequality in the stream may reflect gender-biased division of stream in TVET colleges (see Table 1).
2. Academic profile of Office Administration and Secretarial Trainers would meet the minimum requirement stipulated in Education and Training Policy as first degree qualification level was far from the attainment for majority of trainers 13(50%) had only college diploma (see Table 2).
3. Office Administration and Secretarial Training had adequate number of trainers. Moreover, it was pointed out, by the result of the study, that almost 16(61.5%) of trainers were teaching in their field of specialization (see Table 2)
4. Trainers of Office Administration had adequate competence and experience in teaching (see table 4 and 5). Furthermore, the finding depicted that 13(50%) (in Table 2) of them have served for 20 years and above.
5. Individuals, holding managerial positions, deans, in most of sample TVET college 7(77.77%), are not assigned in related to their field of study (see Table 2).
6. TVET colleges did not usually employ one of the basic criteria of admission set by TVET policy strategy. That is, trainees' inclination and the will to be so trained. The process of selection and placement of trainees into various fields of training was maintained only through previous academic achievements (see Table 10 and Table 12 of item 2).
7. Usually TVET colleges do not assign significant number of trainees according to their interest (see Table 10).
8. Most trainees in Office Administration and Secretarial Training were academically competent. Besides, it was related by most respondents

- that these trainees had high interest in attending the training program (Table 11, item 1), and interest of trainees in academic capacities of office administration were satisfactory (Table 11, item 2).
9. The number of Government apprenticeship offering organization is highly adequate, the number of private apprenticeship offering organization is adequate and the number of NGO's apprenticeship offering organization is low or in adequate (Table 6, item 1, 2 and 3).
 10. Government apprenticeship offering organizations had satisfactory level of willingness to provide the training. Private apprenticeship offering organization had low, or unsatisfactory level of willingness to provide the training and NGO's had very low level of willingness to provide the training (Table 7).
 11. There was no mutual cooperation or established link between apprenticeship offering organizations and TVET colleges except writing letters of cooperation to accept trainees in their enterprises for apprenticeship training once in a blue moon (Table 8).
 12. The degree of apprenticeship training with regard to the skill acquired from TVET colleges was medium. The root causes for this mismatch were many one which is the assignment of trainees in routine jobs and assigning trainees in place where there is not trained (Table 9).
 13. Trainees, trainers, deans, vocational counselors and all interviewees believed the programs offered at TVET colleges were relevant (Table 8).
 14. The response of the trainees, trainers, deans and vocational counselors revealed that the interest of trainees in curriculum relevance was satisfactory. (Table 11, item 3)
 15. Regarding self employment opportunities it was ascertained in the finding that trainees' willingness to be self-employed were found to be high (Table 12, item 1).
 16. Interest of trainees to working in collaboration with TVET colleges are highly satisfactory (Table 12, item 3).
 17. The degree of coverage of the main course allotted by the curriculum guide as reported by trainees, trainers, deans and vocational counselors, could be covered more than satisfactory level, both the

practical and theoretical, on time as it was given in the curriculum guide (Table 13).

18. According to the standard set by the Ministry of Education TVET colleges that provide 10 + 2 and 10 + 3 level program is required to have very high adequate training facilities and instructional materials. As it was disclosed in this study, however, most colleges were found to be below the standard set by college legislation, that is, according to the majority of respondents, training, teaching and learning materials (TTLM) (set of all materials distributed to the trainees), reference (reference manual, reference books, text books), visual training media (blackboard, white board, flipchart, markers etc), complete numbers of tools (instruments, equipment and materials, computer, type writer, floppy disk drive, word processing software package) and learning facilities physical plant (classroom, well organized computer, laboratory room, typing room, audiluram latrine, first aid room, discussion and preparations room etc) were inadequate. Moreover, educational technologies like audiovisuals and the internet system were reported to be poorly available in the sample TVET colleges. The study further indicated that administration offices, department store and libraries were also inadequate (Table 14).

19. Regarding the adequacy of budget in TVET colleges, the finding revealed that these colleges did not have adequate financial resources to cover all monetary expenditures demanded by training programs. Moreover, as the result of the study, government allocation of budget, providing training service, sales services especially of products made during regular training sessions and cost sharing were found to be fund diversification mechanisms employed by TVET colleges to curb budgetary constraints. Besides, expense, work related or otherwise, were covered by trainees /families and the Government (Table 15).

4.2. Conclusions

In light of the findings of the study the following conclusions are drawn.

1. Within the framework of national training and education strategies, Office Administration and Secretarial Technology are designed in line with the Ethiopian occupational standard (EOS). Hence, graduates are therefore expected to process, manage, administer and record the office activities. It is widely felt that investing in education and training contributes to economic growth. At the same time, increasing this investment can only be fostered if the main actors, the government, individuals and employers, responsible for the training are committed to the principles of human capital formation and acknowledge its importance for development.

On the basis of such background for Office Administration and Secretarial Technology Training to offer quality and relevant training, criteria of admission, trainees interest and academic competence qualification of trainers, competence and experience of trainers, availability of financial resources, facilities and infrastructure, apprenticeship training, curriculum relevance and availability of employment opportunities were among the major factors the study gave attention. Explicitly, put the finding of the study unveiled that in addition to the unavailability of some kind of mechanism that can be used to discriminate among trainees who have the caliber as well as inclination and the will to be so trained, quite significant number of trainees were assigned to fields of study without their choice and interest. Hence, it is not difficult to conclude that this kind of situation can have an adverse effect on the out come of the training program.

2. Lack of adequate qualified trainers, deans and vocational counselors, poor supply of training teaching and learning material, references, visual training media, complete numbers of tools, learning facilities, and inadequate finance were, generally, disclosed by the findings of the

study. The consequence of this may also bring a serious deterioration in the quality of Office Administration and Secretarial Training.

3. Factors such as inadequacy, low resource capacity and reluctance of organizations offering apprenticeship training, absence of endeavors to create a general economic environment and incentives conducive to encourage organizations to cooperate during apprenticeship training have a negative influence by offering adequate and relevant skills to office administration and secretarial technology training trainees.
4. It was revealed in the findings that the enterprises were reluctant to take trainees from the TVET colleges for practical training. Furthermore, the skills acquired by trainees in the TVET colleges were found to be inadequate to allow trainees to serve employers productivity needs and profits as well. From this it can be concluded that the lack of employer's interest to cooperate in apprenticeship training is the result of conditions relating to internal effectiveness of school based training which in turn determined by the extent of training facilities, quality of trainers and adequate recruitment of suitable trainees. Moreover, non-profit maximizing behaviors such as managerial lethargy and non-competitive production environment may lead the enterprises to under-train.
5. It was established in the finding that the actual time the trainees devoted for apprenticeship training was found to be less than what was allocated in the curriculum. Occupational areas and the inconvenience of the apprenticeship training period trainees drives down the full exploitation for the time allocated for apprenticeship training purposes.

4.3. Recommendations

On the basis of the findings obtained and conclusions reached at, the following suggestions are forwarded to improve the provision of office administration and secretarial training which is one of the focus areas of TVET colleges in AA.

1. The ability of Office Administration and Secretarial Technology Training programs in preparing the desired outcomes largely depends on the quality of trainers, which is usually manifested by the qualification they possess and the experience they have. In this connection, the findings of this study pointed out that the majority of trainers at the sampled TVET colleges are not up to the standard set by the Ministry of Education. Besides, these trainers were reported to have no industrial experience. Hence, not only is this lack of suitable qualification of trainers and their inadequate industrial experience constrains the provision of quality TVET program but also makes it difficult to maintain the standard of education and training for the desired level. Hence, the researcher would like to recommend the following.
 - 1.1. To ensure high quality Office Administration and Secretarial Technology Trainers, priority should be given by the MOE to the recruitment and initial preparation of adequate number of well-trained and qualified trainers and vocational counselors. To put this into practice it needs the launching of degree programs in all training areas, to the extent possible and to build the capacity of the existing high institutions to increase their supply.
 - 1.2. There should be arrangements of continuous professional upgrading at TVET Colleges throughout trainers, career through pre-service and inservice training, to enable them to function effectively.
 - 1.3. Tailor - made trainings and visits that would enable trainers get sufficient industrial knowledge and experience should be organized and continuously undertaken in the industrial settings. Such arrangements would give profound opportunity to link the world of work more closely to the classroom.
2. It was found out that most organizations who participate to offer on - the - job training were unable or reluctant to discharge their training role adequately. They lack the capacity to provide structured apprenticeship training effectively. Thus, to lessen this problem, the

MOE must set crystal clear criteria relating to the selection of eligible enterprises to provide on - the - job training, by giving emphasis to the size and manpower in the organization.

3. For apprenticeship training scheme to be implemented effectively, it is often necessary to inform and strongly motivate organizations offering apprenticeship. Thus stronger awareness needs to be created through the establishment of promotion system among stakeholders focusing on the mutual benefits derived from on the job training.
4. One of the objectives of Office Administration and Secretarial Training Programs is to train youths (youngsters) who can be employed in various government, private, NGO's and who can create their own small scale enterprises. So, to meet this objective, it is important to select and train persons who have inclination and the capability to grasp the skill and knowledge associated with the field of training. In light of this, the research would like to recommend that there should be a device, such as entry test or selection interview, to be used by all TVET focus area of colleges so that it could be possible to know among trainees who really have the interest and the caliber to study.
5. As the study results revealed that training, teaching and learning materials (TTLM) (set of all materials distributed to the trainees), reference (reference manual, reference books, textbooks), visual training media (blackguard, whiteboard, flip chart, markers etc), complete numbers of tools (instruments, equipment and materials, computer, typewriter, floppy disk drive, word processing software (package) and learning facilities / physical plant (classroom, well organized computer laboratory room, typing room, auditorium latrine, first aid room, discussion and preparation room etc) were also reported to be in adequate in the AA TVET Colleges. Lack of these training materials, machines, facilities, etc. deprive trainees from benefiting training in office administration and secretarial trainings and will make effective teaching impossible. Therefore, the researcher recommends the following to reduce the problems.

- 5.1. Government must always assume the primary responsibility for building large units of establishments. In addition to this, the organizations and implementation of community responsibilities in this areas can best be accomplished through facilitating conditions that would enable them provide resources as much as they could.
 - 5.2. TVET colleges need to identify other sources of support, for instance securing donations from NGOs and diasporas over seas.
 - 5.3. The handling of workshop facilities and others should be with care so that their expected years of usefulness will be prolonged.
 - 5.4. With regard to books, references and other instructional materials, besides ones own expenditure on purchase of these materials, TVET colleges should look for ways of securing donations from foreign academic communities.
 - 5.5. MOE and its agencies, for instance, Educational Materials Production And Distribution Agency need to do their level best to print and supply textbooks for all TVET colleges in sufficient quantity and at the appropriate time.
6. As has been pointed out in the finding, inadequate financing of TVET colleges causes a number of serious consequences; for instance, significant deterioration in the basic materials, equipments and facilities needed for practical training. This will eventually cause deterioration in the quality of training. In such a case, TVET colleges need to seek a permanent solution to the problem of funding training programmes.

In this regard, the potential of TVET colleges to generate income seemed not fully exploited; therefore, it is recommended that:

- 6.1. Colleges need to develop appropriate mechanisms to enlarge their revenue generating capacities and enable them to recover part of the training costs and thereby, mitigate the financial bottlenecks through feasible commercial activities. These may include selling of training services (evening courses and tailor made training

programs) to public and private enterprises, sale of goods produced by training centers, or commercial use of equipment, building or renting out of halls and other assets (under used facilities). Here, it should be noted that any income generating activity undertaken at the expense of the quality of training is of no compromise.

- 6.2. To put the scheme of income generation into practice, these colleges should be granted full responsibility for the planning, development and implementation of these activities.
- 6.3. Since government alone can no longer bear the ever increasing cost of office administration and secretarial technology training, the private sector need to be encouraged to share the cost of TVET in the form of apprenticeship and contribution of training levy. To this end, the government has to abandon dominating the private sector and provide concrete incentives in the form of tax exemption on imported machine /equipment, charge free provision of land for expansion etc.
7. The findings of this study indicated that the present curriculum and the programs offered at Office Administration and Secretarial Technology Training were adequate and relevant to the needs of the world of work.

However, as to the researcher observation, with in the current prevailing environment in which the success of office administration and secretarial graduates in securing employment was disappointing, provision of the same fields of study year after year could not bring one to the preceding conclusions.

Relevance basically is the articulation between training and subsequent application of acquired skills, attitudes and knowledge in the world of work, more specifically in securing employment. Thus:

- 7.1. It needs to be recognized by all concerned bodies, planners at various levels, in terms of the benefiting of the training offered with the world of work in various ways. That is, it requires,

through thinking of ways providing targeted, job specific education and training, often interdisciplinary, taking into account transferability and adaptability of skills in order to optimize flexible and easy access of office administration and secretarial technology training graduates to evolving labour markets.

- 7.2. Curriculum used for training in schools must be based on compressive occupational analysis outcomes. That is; jobs that are available in present labour market must be identified and analyzed to develop relevant curriculum.
 - 7.3. Companies and all concerned stakeholders need to be involved in designing or modifying curriculum for office administration and secretarial technology programs. Otherwise, to simply produce graduates in the same field and same number year after year could, by itself, bring nothing. Put differently, if graduates leave schools without having any employable or salable skill, they will undoubtedly join the army of unemployed.
 - 7.4. The curriculum and courses provided in TVET colleges should also be intended to develop skill requirements of self-employment and informal sector work. The values intrinsic to self employment and informal sector work should also be taught together with the skills.
8. As the economy develops, graduates of office administration and secretarial training will have a chance to get employment. To this end, more attention should be given to create job openings by strengthening the private sector. This can be achieved by creating conducive environment for the private investors.
 9. Finally, since the study is limited it is not expected to come up with all critical problems in relation to TVET and employment prospects. It is the researches hope and belief that further and more in-depth study has to be carried out in order to provide plausible answers to questions/problems untouched in this study.

Reference

- Aggarwal, J.C. (1997). Development and Planning of Modern, 6th ed. Delhi: Vikas Publishing House PVT Ltd.
- Amare Asgedom et.al. (1998). Quality Education in Ethiopia: Vision for the 21st century. Addis Ababa: AAU/IER.
- Atchoarena David (1994). Policy and Planning for Vocational Education and Training: Paris: UNESCO/IIEP.
- Atchoarena David and Andre (2002). Revisiting Technical and Vocational Education in Sub-Saharan Countries. Paris: UNESCO/IIEP.
- Cantor, Leonard (1989). Vocational Education and Training in the Developed World: A Comparative Study. London: Routledge.
- Evans, N.R (1971). Foundation of Vocational Education Ohio: Cherter E. Merii Publishing Company.
- Ecclestone, Katmh (1996). How to Assess the Vocational Curriculum. London; Kogan Page Limited.
- Federal Nigarit Gazeta. Labour Proclamation. No. 42/85 and 41/87. Addis Ababa. Brehanena Selam Printing Enterprise.
- Federal Nigarit Gazeta. TVET Proclamation. No. 391/2004. Addis Ababa. Brehanena Selam Printing Enterprise.
- Fluitman, F. (1989). Training for Work in the Informal Sector. Geneva; ILO Publications.
- Foster, Philip (1965). Education and Social Change in Ghana, London; Routledge and Kegan Paul.
- Foster, Philip (1965). The Vocational Fallacy in Development Planning. In C. Anerson and M. Bowman, eds., Education and Economic Development. Chicago; Aldine Publishing.
- Gill, et.al. (2000). Vocational Education and Training Reform: Matching Skills to Markets and Budgets. New York: Oxford Press.
- Gillis, Malcohn, et. al (1996). Economics of Development. 4th ed. New York; W.W. Norton and Company.
- Girma Zewdie and Mehari Haile, (1990). Training and Placement of Vocational Secondary School Teachers in Ethiopia. A.A.U. Ethiopia.

- Greinert, W.D (1992). The Dual System of Vocational Training in Germany; Structure and Functions; Eschborn . GTZ.
- Gassokov, V. (1997). Managing Vocational Training Systems. Geneva: ILO.
- GTZ, (2000). Report on Vocational and Technical Training Structure; Recommendation and future Perspectives. Addis Ababa
- Harris, R. and J. Bone (2000). More than meets the Eye? Rethinking the Role of the Workplace Trainer. Adelaide: National Centre for Education Research.
- ILO, (1997). Report on the National Workshop On Vocational Education and Training Strategies and Programmes in Ethiopia. Addis Ababa. EAMAT.
- ____ (1997). Training Policy and Employability: Towards a New Recommendation On Human Resources Training And Development. Geneva; ILO.
- ____ (1986). Vocational Training: Glossary of Selected Terms Geneva, ILO.
- King, Kenneth (1985). The Planning of Technical and Vocational Education and Training Nicosia; UNESCO/IIEP.
- Lauglo, John and Kevin Lillis (1988). Vocational Education: An International Perspective. Great Britain: University of London.
- Lauglo, John, (1993). Vocational Training; Analysis of policy modes, Paris; UNESCO/IIEP.
- Lewis Libby (1996). The Apprentice, Retrieved Nov. 28,2007 from (<http://en.Wiki/pddia.org/wiki/apprenti9ceship>)
- Mackenna, Joseph P. (1995). "Employment" the Encyclopedia American Vol. Danbury: Groiler Inc.
- Middleton, J. (1988). World Bank Investment in Vocational Education and Training. A World Bank Working Paper. Washington, DC: World Bank.
- Middleton, John, Ziderman and Adams (1993). Skills for Productivity: Vocational Education and Training in Developing Countries. New York; Oxford University Press.
- MoE (1994). Education and Training Policy. Addis Ababa: St. George Printing Press.

- _____ (1998). Education Sector Development Programme Plan. Addis Ababa: Alpha Printers.
- _____ (2001). Middle Level Technical Vocational Training Program Curriculum Guide. Addis Ababa: EMPDE.
- _____ (2002). Education Sector Development Program II. (ESDP. II) Addis Ababa: United Printers PLC.
- _____ (2002 b). Education and Training Policy Implementation Addis Ababa. Mega Printing Enterprise.
- _____ (2002 a). የኢትዮጵያ የቴክኒክ መ.ያ ትምህርትና ሥልጠና ስትራቴጂ፣ አዲስ አበባ ብርሃንና ሰላም ማተሚያ ቤት።
- _____ (2003 b). Financing Technical and Vocational Education and Training: National Strategy to Raise Resources. Addis Ababa: Berhanena Selam Printing Enterprise.
- _____ (2003 c). Ethiopia Technical and Vocational Education Qualification System. Addis Ababa, Berhanena Selam Printing Press.
- Negarit Gazeta (2004). Technical and Vocational Education and Training Proclamation. Addis Ababa: Berhanena Selam Printing Enterprise.
- Norton, W, Grubb and Paul Ryan (1999). The Role of Evaluation for Vocational Education. Geneva: Kogan Page 8 Limited.
- OEB, (2003). TVET Strategy of Oromiya Regional State. Addis Ababa: OEB.
- Prokhorot, George and Dieter Timmermann (1997). Technical and vocational education and training in central Asia and Mongolia. UNESCO/IIEP.
- Patsy, J.F, Theodore W, and Howard L.N (1974). Secretarial Office Procedures for Colleges. (7th ed.) South-Western Publishing co.
- Robert, (1965). Vocational and Practical Arts Education; New York USA.
- TGE (1994). Education Sector Strategy. Addis Ababa: EMPDA.
- UNESCO (1983). The Transition from Technical and Vocational Schools to Work. Paris: UNESCO.
- _____ (1996). The Development of Technical and Vocational Education in Africa. Dakar: UNESCO.
- _____ (1999). Second International Congress on Technical and Vocational Education: Life Long Learning and Training: A Bridge To the Future. Seoul UNESCO.

- _____ (2002). Technical and Vocational Education and Training in the 21st Century: New Roles and Challenges For Guidance and Counseling Paris: UNESCO.
- _____ (2002). Technical and Vocational Education and Training for the 21st Century. UNESCO and ILO Recommendations. Paris: UNESCO/ILO.
- Wanna, Lekka (1988). "The Current Status of Vocational and Technical Education in Ethiopia: Problems and Prospects". Proceedings of the Conference on Quality Education in Ethiopia: Vision for 21st Century. Awasa College of Teachers Education 12-18 July 1998: Addis Ababa: Institute Of Educational Research.
- World Bank (1991). Vocational and Technical Education and Training: A World Bank Policy Paper. Washington, D.C; the World Bank.
- World Bank (1993). Caribbean Region: Access, Quality, and Efficiency in Education. Washington D.C: The World Bank.
- World Bank (2001). Education in Sub-Saharan Africa: Policies for Adjustment, Revitalization, and Expansion. Washington D.C: World Bank.
- Ziderman, A. (1988). Man Power Training: Theory and Policy. London: Macmillan.
- Ziderman, Adrian (2003). Financing Vocational Training in Sub-Saharan Africa. Washington, D.C: The World Bank.

Journals

Journal of Technology – Volume 4, number 1

- Wanna Leka (1992). "Assessing Vocational Education Outcomes with Special Reference to Ethiopia" The Ethiopian Journal of Education, Vol. 1. No. 1.
- Wanna Leka (2000). "Vocational Education and Training in Ethiopia: Problems and Prospects in Human Resource Development" The Ethiopian Development Forum, Vol.1, No.3. Addis Ababa; MoE.
- Yekunoamlak Alemu (2001). "A Comparative Analysis of Vocational Training and Employment Opportunities in Government and Non-Government Schools/Training Centers in Ethiopia" The Ethiopia Development Forum. Vol.1, No. 3. Addis Ababa: MoE.

Unpublished Materials

Ethiopian TVET System Model Curriculum Administrative Secretary 2007.

Girma Zewdie et. Al (1990) "Training and Placement of Vocational Teacher in Ethiopia, Addis Ababa University.

Building Ethiopia (2006). National Technical and Vocational Education and Training (TVET) Strategy (Draft for Discussion): EMPDE.

Wanna Leka and Baye Bekele (1996). "Assessment of 3 Technical and Vocational Training Schools in Region 3," A.A.U

Yekunoamlak Alemu (2000). "A Comparative Analysis of Vocational Training and Employment Opportunities in Government and Non-Government School/Training Centers in Ethiopia" Master's Thesis, A.A.U.

MoE (2002). Apprenticeship Training Information Guide A.A.

MoE (2002 a). Technical and Vocational Education and Training Development Progress (TVETDP). A.A.

Dr. Desu Wirtu (1999. Curriculum Development Issue in Vocational Education A.A.U (lecture note).

Appendix I

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF EDUCATION
DEPARTMENT OF BUSINESS EDUCATIONS**

QUESTIONNAIRES FOR TRAINEES

Questionnaires to be filled by trainees of the sampled TVET Colleges.

With this questionnaire, the researcher intended to assess some factors that affects the implantation of office administration and secretarial technology training.

Hence knowing that your responses will be used only for M.A. research purpose, you are kindly requested to fill the questionnaire. For genuinely doing by devoting your time and exerting effort, the researcher wishes to bring your attention that the outcome of this study will highly depend up on your responsible, sincere and timely responses.

With best regards

N.B.

Please note that there is no need to write your name.

Part III

General questions on adequacy of partners to conduct apprenticeship in the area of the college

I) For each of the following items, please, rate the degree of agreement by putting an "X" for each questions on the table.

No.	Partners	Very high (5)	High (4)	Medium (3)	Low (2)	Very low (1)
1	Availability of government organization for apprenticeship training					
2	Availability of private organization for apprenticeship training					
3	Availability of NGO's for apprenticeship training					
4	Willingness of government organization for apprenticeship training					
5	Willingness of private organization for apprenticeship training					
6	Willingness of NGO's for apprenticeship training					
7	Partnership between TVET college and apprenticeship offering organizations to facilitate the implementation of apprenticeship training					
8	Degree of apprenticeship training to the skill acquired from TVET colleges					

Part IV

General questions on the interest of trainees to join the secretarial training

I) For each of the following items, please rate the degree of agreement by putting an "X" for each questions on the table.

No.	Items	Very high (5)	High (4)	Medium (3)	Low (2)	Very low (1)
1	Trainees opportunities to choose field of study on the basis of his/her interest					
2	Interest of trainees to attend the secretarial training program					
3	Interest of trainees on academic and administrative capacities of TVET colleges					
4	Interest of trainees on curriculum relevance					
5	Interest of trainees on wage or self employment opportunities					
6	Interest of trainees on admission criteria to TVET colleges					
7	Interest of trainees on working in collaboration with TVET college					

Part V

General questions on training program whether implemented according to hours set up or allotted time by curriculum guideline.

The following table indicate the program setup or allotted hours to cover the main course, according to the curriculum.

Please rate the degree of coverage that trainees cover all hours allotted by curriculum guide by putting "X" on the table provided.

1	Main modules (course)	Total hrs.	100% covered (5)	Above75% covered (4)	Above50% covered (3)	50% covered (2)	Less than 50% covered (1)
1.1	Keyboarding and document processing	706					
1.2	Reception	350					
1.3	Office administration	760					
1.4	Record management	210					
1.5	Office automation	310					
1.6	Accounting for secretaries	200					
1.7	Secretarial process and office management	290					

Part VI:

General questions on availability of required training material

The following table are item required to implement secretarial training that describe the various equipments and teaching materials that should be available in TVET College as it was cited by curriculum guide for TVET college.

Please rate their degree according to its availability in the college by putting an "X" on the table under your choice on space provided.

No.	Items	Very high (5)	High (4)	Medium (3)	Low (2)	Very low (1)
1	Training, teaching and learning materials /TTLM/ (set of all materials distributed to the trainees)					
2	Reference (reference manual, reference books, textbooks.)					
3	Visual training media (blackboard, whiteboard, flip chart, markers etc.)					
4	Complete numbers of tools (instruments, equipment and materials, computer, type writer, floppy disk drive, word processing software package.)					
5	Learning facilities (physical plant) (classroom, well organized computer, laboratory room, typing room, audiluram latrine, first aid room, discussion and preparation room etc.)					
6	Budget for learning (operations, maintenance repair and replacements.)					

Appendix II

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF EDUCATION
DEPARTMENT OF BUSINESS EDUCATIONS**

QUESTIONNAIRES FOR TRAINERS

Questionnaires to be filled by trainers, deans and vocational counselors of the sampled TVET Colleges.

With this questionnaire, the researcher intended to assess some factors that affects the implantation of office administration and secretarial technology training.

Hence knowing that your responses will be used only for M.A. research purpose, you are kindly requested to fill the questionnaire. For genuinely doing by devoting your time and exerting effort, the researcher really remains very grateful to you; meanwhile researcher wishes to bring your attention that the outcome of this study will highly depend up on your responsible, sincere and timely responses.

With best regards

N.B.

Please note that there is no need to write your name.

Part II

General questions on adequacy of qualified trainers

II) For each of the following items, please rate the degree of agreement by putting an "X" for each questions on the table.

No.	Items	Very high (5)	High (4)	Medium (3)	Low (2)	Very low (1)
1	Availability of trainers in each course					
2	Experience of secretarial technology trainers in each course					
3	Competent of trainers in each course					

Part III

General questions on adequacy of partners to conduct apprenticeship in the area of the sampled colleges

II) For each of the following items, please rate the degree of agreement by putting an "X" for each questions on the table.

No.	Partners	Very high (5)	High (4)	Medium (3)	Low (2)	Very low (1)
1	Availability of government organization for apprenticeship training					
2	Availability of private organization for apprenticeship training					
3	Availability of NGO's for apprenticeship training					
4	Willingness of government organization for apprenticeship training					
5	Willingness of private organization for apprenticeship training					
6	Willingness of NGO's for apprenticeship training					
7	Partnership between TVET college and apprenticeship offering organizations to facilitate the implementation of apprenticeship training					
8	Degree of apprenticeship training to the skill acquired from TVET colleges					

Part IV

General questions on the interest of trainees to join the secretarial training

II) For each of the following items, please rate the degree of agreement by putting an "X" for each questions on the table.

No.	Items	Very high (5)	High (4)	Medium (3)	Low (2)	Very low (1)
1	Trainees opportunities to choose field of study on the basis of his/her interest					
2	Interest of trainees to attend the secretarial training program					
3	Interest of trainees on academic and administrative capacities of TVET colleges					
4	Interest of trainees on curriculum relevance					
5	Interest of trainees on wage or self employment opportunities					
6	Interest of trainees on admission criteria to TVET colleges					
7	Interest of trainees on working in collaboration with TVET college					

Part V

General questions on training program whether implemented according to hours set up or allotted time by curriculum guideline.

The following table indicate the program setup or allotted hours to cover the main course, according to the curriculum.

Please rate the degree of coverage that trainees cover all hours allotted by curriculum guide by putting "X" on the table provided.

1	Main modules (course)	Total hrs.	100% covered (5)	Above75% covered (4)	50% covered (3)	Above 40% covered (2)	Less than 40% covered (1)
1.1	Keyboarding and document processing	706					
1.2	Reception	350					
1.3	Office administration	760					
1.4	Record management	210					
1.5	Office automation	310					
1.6	Accounting for secretaries	200					
1.7	Secretarial process and office management	290					

Part VI:

General questions on availability of required training material

The following table are item required to implement secretarial training that describe the various equipments and teaching materials that should be available in TVET College as it was cited by curriculum guide for TVET college.

Please rate their degree according to its availability in the college by putting an "X" on the table under your choice on space provided.

No.	Items	Very high (5)	High (4)	Medium (3)	Low (2)	Very low (1)
1	Training, teaching and learning materials /TTLM/ (set of all materials distributed to the trainees)					
2	Reference (reference manual, reference books, textbooks)					
3	Visual training media (blackboard, whiteboard, flip chart, markers etc.)					
4	Complete numbers of tools (instruments, equipment and materials, computer, type writer, floppy disk drive, word processing software package)					
5	Learning facilities /physical plant/ (classroom, well organized computer, laboratory room, typing room, audiluram latrine, first aid room, discussion and preparation room etc.)					
6	Budget for learning (operations, maintenance repair and replacements.)					

2. What major problem do you observe at your college about secretarial technology training?

i) Academic problems

ii) Managerial problems

iii) Other problems

3. What do you recommend as a solution to secretarial technology training?

i) Academic problems

ii) Managerial problems

iii) Other problems

Appendix III

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF EDUCATION
DEPARTMENT OF BUSINESS EDUCATIONS**

Interview Questions to TVET officials for Addis Ababa Education Bureau and Deans of the Colleges.

1. Would you comment on the academic competency and interest of trainees to attend TVET programs?
2. In your opinion, are TVET colleges up to the standard in terms of for instance, academic staff, management staff, physical facilities, teaching materials and others? What major problems are recognized to data?
3. Would you comment on the competency and experience of TVET trainers and deans?
4. Do you think the programs that the TVET colleges provide are relevant to both the world of work and the country's development?
5. Would on partnership between TVET colleges and enterprises, readiness and resource capacity of apprenticeship offering organization?
6. Do you think there are sufficient employment opportunities for TVET graduates? Does the investment in your zone or locality play substantial role in creating wide job opportunities? What proportion of TVET graduates get employment?
7. Do TVET colleges establish sustainable colleges set up for labour market information system?
8. do you think there are problems in terms of:-
 - criteria of admission to TVET colleges
 - implementation of apprenticeship training
 - employment opportunities
 - others

Appendix IV

A

Pilot Test in Reliability of Questions on Adequate of Qualified Trainers

Part II responses

Questions on Adequate of Qualified Trainers

Trainers	1	2	3	4	5	6	7	8	9	10	Tot. x	x-x	(x-x) ²
1	4	3	3	5	3	4	3	4	4	5	38	0.75	0.56
2	4	3	3	5	4	5	3	5	5	5	42	6.75	45.56
3	4	4	4	4	5	3	3	5	5	3	50	4.75	22.56
4	5	5	4	4	4	3	5	5	5	5	45	9.75	95.06
5	3	3	3	2	3	4	3	4	3	4	32	-3.25	10.56
6	3	3	3	3	3	3	3	4	5	3	33	-2.25	5.06
7	4	3	3	4	2	2	2	2	2	4	28	-7.25	52.56
8	2	4	5	3	2	3	3	4	3	4	33	-2.25	5.06
9	2	1	2	2	1	2	3	3	3	2	21	-	203.06
												14.25	
10	4	5	4	3	3	4	5	5	3	5	41	5.75	33.06
11	4	4	4	3	4	4	4	4	4	4	39	3.75	14.06
12	4	4	5	4	5	5	5	5	4	5	46	10.75	115.56
13	4	3	4	4	3	3	4	4	3	4	36	0.75	0.56
14	4	3	4	2	4	3	5	4	3	4	36	0.75	0.56
15	4	4	4	2	2	2	4	3	2	4	31	-4.25	18.06
16	2	2	2	5	2	2	2	2	2	2	23	-	150.06
												12.25	
Total	57	54	57	55	50	52	57	63	56	61	564		767.50
I	3.56	3.38	3.56	3.43	3.12	3.25	3.56	3.93	3.50	3.81			
S ²	0.91	1.05	0.79	1.19	1.31	1.26	1.05	0.99	1.2	0.97			

$$\sum Si^2 = 10.54$$

$$\alpha = \frac{K}{K-1} \left[\frac{1 - \sum Si^2}{S^2_x} \right] = \frac{10}{9} \left[\frac{1 - 10.54}{51.17} \right]$$

$$= 1.11 \times 80$$

$$= 0.88$$

$$Sx^2 = \frac{\sum (x - \bar{x})^2}{n-1} = \frac{761.50}{15} = 51.17$$

$$X = \frac{\sum x}{n} = \frac{564}{16} = 35.23$$

B

Pilot Test in Reliability of Questions on Adequate of Partners in the Area of Sampled Colleges

Part III Responses												
Questions On Adequate Of Partners In The Area Of Sampled Colleges												
Trainers	1	2	3	4	5	6	7	8	9	Tot. x	x-x	(x-x) ²
1	4	3	2	3	2	3	4	3	4	28	2.25	5.06
2	4	1	1	4	2	1	1	3	2	19	-6.75	45.56
3	4	3	2	4	3	2	4	4	4	30	4.25	18.06
4	5	5	5	5	5	5	4	4	4	42	16.25	264.06
5	4	3	3	3	3	3	3	3	4	29	3.25	10.56
6	4	3	2	3	2	1	3	4	2	24	-1.75	3.06
7	3	2	1	3	2	2	3	4	3	23	-2.75	7.56
8	3	3	1	2	2	2	1	2	4	20	-5.75	33.06
9	3	1	1	3	2	1	4	3	3	21	-4.75	22.56
10	3	2	2	3	2	2	3	3	3	23	-2.75	7.56
11	4	3	3	4	3	3	3	2	2	27	1.25	1.56
12	5	4	2	5	3	2	1	2	2	26	0.25	0.063
13	3	2	2	2	2	2	3	2	3	21	-4.75	22.56
14	4	3	2	5	4	3	1	3	4	29	3.25	10.56
15	5	3	1	5	3	1	2	4	2	26	0.25	0.063
16	5	2	2	5	2	2	2	2	2	24	-1.75	3.06
Total	63	43	32	59	42	35	42	48	48	412		454.96
I	3.9	2.6	2.0	3.6	2.6	2.19	2.6	3.0	3.0			
	4	9	0	9	3		3					
S ²	0.6	1.0	1.0	1.1	0.7	1.09	1.3	0.6	0.8			
	0	3	7	6	8	7	2	7	0			

$\alpha = 0.97$

Appendix V

Secretarial duties are given by:

(Patsy J.F, Theodore W. and Houard L.N (7th ed.)

1. Type letters in proper style and with proper punctuation
2. Take dictation by shorthand or machine
3. Transcribe from recorded dictation
4. Understand and use basic filing systems
5. Open, read, and sort incoming mail
6. Handle incoming and outgoing telephone calls
7. Arrange appointment and keep a record of them
8. Handle certain types of correspondence and communications
9. Meet callers at the office
10. Make travel reservations and prepare itineraries
11. Prepare outgoing mail
12. Requisition and keep record of office supplies
13. Type from rough drafts, organize data from rough drafts into finished reports
14. Understand the use and preparation of numerous office forms
15. Use adding and calculating machines
16. Gather material and assist in preparation of written reports and speeches. Prepare copy for publication
17. Keep company financial records including payroll records
18. Handle banking transactions of the company
19. Keep persona and financial records of the employer
20. Help with travel expense records of the employer
21. Use reference books of various kinds
22. Operate duplicating machines

23. Take notes at meetings and prepare minutes
24. Organizes office procedures
25. Do personal shopping for the employer
26. Sever as a better to relieve your employer of many details.
27. Supervise other workers
28. Take direct dictation at the typewriter
29. Help direct dictation at the type writer
30. Help in organizing office social functions
31. Help employer with tax returns and other financial transactions
etc.

11. To undertake purchase and sale of goods on the basis of the financial regulation of the city Government;
12. To prepare and submit quarterly and yearly reports on the College's performance and budget utilization to Addis Ababa City Government bureau.
13. To take all measure necessary for the expansion and strengthen of the capacity of college; and to perform other activist essential to the attainments of its objectives;

The TVET executive committee is responsible for overall activities of colleges.
(From College Legislation for the three TVET College)

ADDIS ABABA UNIVERSITY
LIBRARIES
P.O. BOX 1176
ADDIS ABABA ETHIOPIA