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ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
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SURVEY OF TRAINEES' ATTITUDE TOWARDS THEIR TRAINERS'
COMPETENCE IN THE TECHNICAL AND VOCATIONAL EDUCATION
AND TRAINING COLLEGES OF AFAR REGIONAL STATE

BY

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**Survey of Trainees' Attitude towards their Trainers'
Competence in the Technical and Vocational Education
and Training Colleges of Afar Regional State**

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ACRONYMS

AEB = Afar Education Bureau

AU = African Union

CBC = Competency Based Training

COC = Center of Competence

ESDP = Education Sector Development Programme

IT = Information Technology

FAO = Food and Agricultural Organization

GTZ = German Technical Organization

HRD = Human Resource Development

ICT = Information and Communication Technology

ILO = International Labour Organization

MOE = Ministry of Education

QMS = Quality Management System

TVET = Technical and Vocational Education and Training

UNESCO = United Nations Educational, Scientific and Cultural Organization

VET = Vocational Education and Training

Abstract

The purpose of this research is to investigate trainees' attitude towards their trainers' competence in the TVET colleges of Afar Region. To this end, a descriptive survey method were employed. To conduct this research four TVET colleges in the region were incorporated. From these TVETs 298 trainees, 23 trainers and four college deans, totally 325 respondents were included as a sample. The trainers and trainees were selected by using stratified random sampling techniques. Deans were selected by using purposive sampling techniques. To collect the necessary data questionnaires, interview and focus group discussions were used. The collected data were analyzed by using percentage, mean and descriptive statements. Based on the analysis made in the research the major findings were: The provision of the training was severely affected due to competence deficiencies of trainers. Beside this, the absence of the necessary input and administrative support were hindered the quality of the over all training. The recommendation made by this research include: the TVET teacher training institutions recommend to ensure the would be TVET teachers acquired the core competencies before graduation, and assess the competence performance of their graduates in the actual world of work, it is advisable that the Afar Education, Health, and Agriculture Bureaus recruit TVET trainers by preparing criteria on the nine competence areas and establish COC examination agency at the regional level to ensure the required standard, and the four TVET colleges recommended facilitate in service training and establish students council that works in negotiating and resolving trainees complaints.

CHAPTER ONE

1. Introduction

1.1 Background of the Study

Currently we are living in a highly competitive and dynamic world where quality is the priority issue of the contemporary society. TVETs are function in this dynamic environment and their trainees also need to cope with the competitive labor market. Regarding this, the Ethiopian National Technical and Vocational Education and Training strategy stipulated that TVET has to respond to the competence needs of the labour market and create a competent, motivated and adaptable work force capable of driving economic growth and development (MOE 2008:7). To achieve this employment oriented training, requires qualified instructors and material resources.

In order to produce competent and capable work force the primary responsibility lies on trainers' efficiency and effectiveness. According to National TVET strategy, highly competent, qualified, motivated, flexible and creative TVET trainers or instructors are the backbone of any TVET system, capable of adjusting to changing technological environment and creating conducive learning environment for different target groups (MOE, 2008). In order to TVET trainers to have such qualities they should acquire the necessary competence in pre-service and in service training. Unless and other wise the instructors are well qualified and trained, the training of TVET encounter with deficiencies that may cause trainees out of the competition of the world of work. Such problem also raises trainees's dissatisfaction, complain and lose of confidence in their instructors teaching competence.

According to Schrembs, R. (2008:7) TVET instructors need to have personal competences, Pedagogical competences, professional competencies and leadership abilities in managing training session. Such competencies will help trainers to build up confidences and lead to a good training competence. Planning and running a lesson requires competences in the whole field of teaching techniques to transfer theoretical knowledge as well as practical Skills.

In line with this Bunning, F. (2006:81) stresses that the instructor must be a master of his trade and it is not enough to be a craftsman but a good craftsman which is always up-to-date and interested to have general knowledge through further training and up grading.

In general according to Gerds, P. (as cited in Bunning, F. 2006:125) in many countries technical and vocational education is currently undergoing a transformation as a direct consequences of fundamental, political, economic and social developments. He further point out that the quality of vocational education crucially depends on the qualification and motivation of the teaching staff. On the other hand, mentions the general goals and purposes of TVET have to:

- *Provide marketable and employable qualification every one who is able and willing to works.*
- *Facilitate the transition from school to work for all men and Female*
- *offer suitable continued professional development in upgrading and adjusting an individual's qualification in order to cope with changing and new demands of the labor market,*
- *Offer inputs on the development of a growing economy and to create new jobs by fostering the chance of self-employment and,*
- *Provide the motivation for self-reliant and independent lifelong learning. (Peter Gerds as cited in Bunning, F. (2006:125)*

In other words the goals, contents and organizational forms of pre-service and in-service trainers training have to be oriented towards the five functions listed above. However, with this regard, some studies conducted by GTZ on Ethiopia TVET reveal that only 20% of trainers involved in the teacher training activities of TVET schools have the necessary qualifications in first degree and above. Additionally the existing trainers lacked necessary skill and knowledge to successfully implement the vocational training curriculum, On the other hand, another study GTZ (2002:10) revealed that the supply of TVET trainers is far less than the institutional work force demand in skill competence and required number at various levels. From this finding we can easily understand that the current TVET lacks adequate and competent instructors to conduct their training programs effectively and to produce competent middle level work forces. (Mesfin, 2003:78 as cited in Zelalem, 2008).

Afar is one of the national regional states which is situated in the north east part of Ethiopia, with the area of about 94,817 square km. The altitude of the region range from 116 below sea level to 1600 meter above sea level. Its average temperature is 36.5°C but in rainy season its temperature declines in to 25°C. At dry season the temperature rise toward 48°C.

According to Central Statistical Agency (2007:7) census report, the population of the region was 1.4 million of this male were 50.5% and females were 49.5%. The region has five zones and 32

woredas with different sectors at each level. Among them TVET is one of the prominent institution that works in providing middle level skilled man power which meet the demands of the region. There are four TVET colleges namely; Adadale business, Lucy water, Semera Health Science and Gewane Agricultural TVET colleges.

1.2 Statement of the Problem

Considering the need for innovation in TVET, the efforts of trainers has significant role. Trainers should be trained and equipped with personal competences, Pedagogical competencies and professional competencies in order to produce well qualified and competent middle level work forces. To do this trainer should be kept up-to-date and up-graded in competence and professional development to cope with new methods and changes of the dynamic world. According to UNESCO (1999), the qualification requirements of 21st century TVET trainers must be reconsidered to include the optional balance between training acquired in the institution and work place. New and appropriate instrument of assessment, accreditation, and certification should be developed.

Quality of technical and vocational education and training is affected due to various reasons. These may be connected with input and process factors. From these factors or those that are related with trainers competence are the crucial once.

According to Huse'n T. (1994) poor trainers' quality will seriously impede innovation and improvement in technical and vocational education and training (TVET). Trainers are also expected to bridge the gaps between demands of the labour market, employers, trainees and their application in real world of work.

The researcher is interested in examining and finding the gap between trainers' competence and trainees' attitude on their trainers teaching competence in the TVETs of Afar Region. The study focuson examining frequent complaints raised in Four TVET of the region.

The researcher as a Dean of Adadale Business TVET college encounters with so many complaints from trainees towards their trainers's competence. Based on this, the researcher is highly inspired to dig out the root causes of trainees' complaints and to suggest constructive solution that may be alleviated by concerned stake holders.

Based on the analysis of ESDP III, TVET graduates are currently not meeting the expectation and demands of economic sectors. To solve this problem ESDP III has allocated a total of 3,000 million birr to TVETs over a five year period in order to further increase enrolment rates, strengthening quality assurance, improve teaching methods, invest in physical infrastructure, equipment, training materials, libraries and ICT facilities, building centers of excellence and testing centers, curricula and training material improvements, and other investments. (MoE 2006:7).

Afar is one of the nine national regional states of Ethiopia and share the above problems with maximum magnitude because of its location and poorly organized TVETs characterized by high shortage and limitations of TVET trainers. In addition, because of arid air condition well qualified and experienced trainers are not serving for longer time and TVET trainers are not annually tested with Center of Competence (COC) which is important for the quality and improvement of trainers' competence. This situation may have direct contribution for the frequent complain of the Afar region TVET trainees towards their trainers teaching competence and it necessitates the researcher to engage in so as to dig out the root causes of the trainees' complaints upon trainers' competence in Afar region TVETs.

Accordingly this study attempts to answer the following research questions:

1. What are the attitudes of trainees towards their trainers' competence?
2. What are the trainers deficiency regarding competency as perceived by their trainees?
3. What are the factors influencing trainers' teaching competence and trainees' learning achievement?

1.3 Objective of the Study

The general objective of the study is to examine trainees' attitude on trainers' competence, in Afar region TVET and to suggest possible solutions. More specifically the study addresses the following specific objectives:

1. To identify trainees' attitude towards their trainers' competence and to suggest possible solutions in case there are unfavourable attitudes.
2. To identify trainers areas of deficiencies regarding competency and forward solutions for different stake holders.

3. To identify input and administrative factors that affect trainers' competence and trainees' achievement.

1.4 Significance of the Study

Since TVET is seen as poverty reduction strategy and solution for unemployment this study has the following significance:

- Identifying competence gap of trainers's competence and help trainees to acquire marketable and competent skill.
- To facilitate continuous and favorable supervisory and advisory support in trainers by TVET institution managing staff.
- To clearly examine strength and weaknesses of TVET trainers with regard to their actual teaching practice in TVET institutions and to suggest possible solutions to these institutions their administration to ensure quality training and produce middle level work force that contribute for sustainable development of the region.
- It serves as stepping stone for further studies in the area.

1.5. Delimitation of the Study

Even if TVET institutions function through out the country, this study is confined to Afar Regional state. Due to limited number of TVET institutions the study is limited on the existing Four TVET colleges namely: Adadale Business TVET, Semera Nursing TVET, Gewane Agricultural TVET and Lucy Business TVET colleges.

1.6. Limitations of the study

Shortage of finance, and inavailability of Deans in their appropriate time to conduct interview were among the limitations that faced the researcher. Their magnitude however was not large enough to affect the findings basically. Financial and time constraints are other limitations for the study. Because of limited number of TVET College in the Afar Regional state, the researcher forced to conduct his pilot test in Amhara Region Dessie W/r sihin and Debrebirhan TVET Colleges.

1.7. Operational Definition of key terms

- **Competence:** sum of interrelated abilities, knowledge, behavioral pattern, skill and ability to combine these elements at any given time.
- **Attitude:** refers to students feeling of TVET program or trainers particularly their likes and dislikes of attending TVET.
- **In-service training:** is a continuous trainers professional development endeavor for sustainable competency, and enhance the capacity of the teaching force.
- **Pre-service training:** training taking place before engaging in world of work
- **Trainers:** collective term for all teachers,/trainers and principals who provide and perform training activities in TVET schools.
- **Rainees:** A person who is registered and participate in technical and vocational education and training program on regular bases and attending the courses offered by a training institutions.
- **Skill:** Aspect or part of competency that describes all methods and techniques that are related to activities.

1.8 Organization of the Study

The study was organized in to five chapters. The first chapter deals with the introduction part that is background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study , and limitations of the study. The second chapter deals with review of related literature. The third chapter focus on research design and methodology. Chapter four deals with presentation, analysis and interpretation of the data. Finally chapter five focus on summary, conclusion and recommendations.

CHAPTER TWO

2. Review of Related Literature

2.1. Basic Concepts of Technical and Vocational Education

Before proceeding to define the term vocational education and training it is preferable to define the term education and training independently.

According to Harrison (2000:3) education is the general upbringing of people, whereas, training is the teaching of practice. Attachment of the word “vocational” to either training or education implies that the learning being undertaken will be of specific use to chosen line of work or career, and may usually involve work place experience.

According to Benson (1987:324) there are three essential characteristics of vocational education. These are:

- i) The programs are intended to serve people who are seeking to enter the work force at some level, above that of unskilled labor.
- ii) The job for which people are being prepared do not normally require applicants to hold a university or a Bachelor degree, and
- iii) a portion of the training is offered in publicly administrative forms of instruction.

Similarly, Clark et al. (1955: 32) stated that vocational education implies to be a “formal instruction at a higher school level” and as a functions of preparing trainees to work in a specific occupation.

The definition of “vocational education” provided by UNESCO is: “Formal Education designed to prepare for skilled occupations in industry, agriculture and commerce, generally at second level” ([www.ibe](http://www.ibe.unesco.org), UNESCO. Org. 12-01-11).

In addition to these UNESCO/ILO (2001:7) also defines “Technical and vocational Education (TVET) “as a term closely related to what of vocational education and training (VET) applying to:

All forms and aspects of education that are technical and vocational in nature, provided either in educational institutions or under their authority, by public authorities, the private sector or through other forms of organized education, formal or non formal aiming to ensure that all member of the community have access to the path ways of life long learning.

2.2. Objectives of TVET

Education plays an important role in empowering people. It has been proven that enhancing skills through technical and vocational education and training (TVET) system has a direct impact on poverty reduction and promotion of economic growth, as it allows graduates better chances of supplying the skills in demand by the labor market and maximizing their income.

The primary objective of all technical and vocational education and training programmes is the acquisition of relevant knowledge, practical skills and attitudes for gainful employment in a particular trade or occupational area. The need to think training to employment (either self or paid employment) is at the base of all the best practices and strategies observed world-wide. In recent years, in view of the rapid technological advances taking place in the labour market, flexibility, adaptability and life-long learning have become the second major objective. The third objective, which is particularly important for Africa, is to use TVET as a vehicle for economic empowerment and social mobility and for the promotion good governance and regional integration (AU, 2007:27).

Technical and vocational education is an instrument for economic, social and political development. It brings change in various aspects of life, enables people to wisely use modern technologies and helps to solve their problems. It is also important to train workers who could work in various modern establishments. UNESCO (1999, P.65) confirm this basic idea by stating 'Technical and Vocational Education is one of the most powerful instrument in enabling all members of the community to face new challenges and to find their roles as productive members of the society. It is an effective tool for achieving social cohesion, integration and self esteem.' Modern industrialization and recent development activities through out the world also rely heavily on technical and vocational education and the kind of institution which supply skilled personnel and competence of those who are trained in these institutions.

Economic development in any society and at any level of development highly demands skilled and competent personnel capital and people with managerial ability. For that matter, advanced countries attribute their success to the availability and qualities of skilled man power for their economic development and better living standards (Venn, 1964:78).

The purpose of technical and vocational education is a reflection of the definition of the two terms: Technical and vocation seen from such point of view, schools that are concerned with the provision of subjects that are of technical and vocational nature have the responsibility of training people who would be able to work in the occupation available.

Different writers state the objectives of TVET from different perspectives. Accordingly, the following objectives are summarized. Meeting the skilled manpower need by the society (Evans as cited in Mekonnin, 1994:25). Providing increasing options to trainees so that they could gain any areas of their competence. TVET is a means of resolving the problems of unemployment of school leavers (Talenning, 1987). Productions of skilled labor in anticipation of demand (World Bank 1990: 17) and to train the work force for self employment and to raise the productivity of the informal sector (Atchoarena and Andre, 2002: 38).

The purpose of TVET in Ethiopia is more or less similar to the purpose or objectives discussed above. The national TVET Strategy stated the primary objective of TVET as to create a competent, motivated, adaptable and innovative workforce 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 level and to all people in need of skills development (MOE, 2008:10).

Specifically the strategy aims to: Create and further develop a comprehensive, integrated, outcome based and decentralized TVET system for Ethiopia, Create a coherent frame work 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 (QMS), Improve the quality of TVET (formal and non-formal) at all levels and make it responsive to the needs of the labor market, Facilitate the expansion of relevant TVET offers in Ethiopia, in particular to target groups that have been previously neglected and labor market segments that are key to national development, Strengthen the private training market and

encourage enterprises to participate in the TVET system, Empower women and rural people through skills development, Ensure equal access of women, men and people with special needs to TVET, Strengthen the culture of self employment and support innovation in the Ethiopian economy, in particular in emerging regions, Develop sustainable financial system for TVET with efficient and cost effective delivery systems and management structures, and Build the necessary human capacities to effectively by manage and implement TVET.

2.3. Global Development of TVET

Various literatures revealed that (emergency of TVET) informal vocational education has a long back history as an endeavor made by ancient men to acquaint their children with the skills of different life activities that were required for existence.

According to Gallineli (in Abramson et al, 1979: 19) in Zelalem (2008:) historical development of vocational education refers back to the primitive society in which children learnt from their parents important skills that required for survival; such as hunting and gathering. Bands of primitive people children used to learn by imitating their parents until they could be able to perform the exact duplication of the activities. This way of conscious imitation continued as a method of teaching learning various types of crafts until the beginning of the fifteen century.

In line with this, the father was responsible for his sons and the mother to her daughters in offer occupational instruction. Such awareness was based on what they had acquired from their parents and what they had learned by trial and error during the productive activities (Evans, 1971:10).

In the beginning, there were no labor division and specialization. Simple weapons, tools and domestic objects were produced by people for their personal use. Later on as people learnt to control fire and melt metal to form tools, specialization of different crafts started. As a result, some could be miners, others smiths, carpenters, mesons or weavers and so on (Bennett in Abramson et.al 1979:12).

As a result of specialization similar crafts were brought together on ground of common interest to form craft guilds of the middle age (Gallinelli in Abramson et al, 1979:19). According to

Hanson (1997: 24), "Guilds are associations established during the middle age in Europe to protect the interests of members of the same craft."

Due to the social and economic development of society, the need to transmit the required skills emerged. As a result, in the middle age era, the methods of training through planned experience namely traditional apprenticeship came into existence (Hanson's 1997: 24). As far as the emergency of apprenticeship is concerned, Finch and Crunkilton (1979:2) stated:

Organized apprenticeship program were recorded as having been started for scribes in Egypt as early as 2000B.C. Apprenticeship program was initiated in ancient Palestine, Greece, and other countries as well that were aimed at training youngsters in craft or trade through close association which an artesian.

The industrial revolution in the early 1800s was the main reason for the decline of traditional apprenticeship (Abramson et al 1979: 19). Following this event, modern apprenticeship came into existence, which paved a way for the development of the new type of formal schools. The increased demand of skilled workers who can work as operators of these new powerful machineries forced the owners and managers of industries to look for better training methods and alternative practice to attract youngsters to adapt the mechanized profession. Thus the practice of living with the master during apprenticeship came to an end (Abramson et.al 1979:19).

However, apprenticeship (both traditional and modern) did not continue for long as industries and commercial enterprises grew faster, and the program become inadequate to produce skilled manpower. Therefore, the need to establish formal school forwarded proposal as to how technical and vocational education can be integrated within the formal school system.

According to Bennett (1926) in Finch and Crunkilton (1992:2) there and other educational reforms had contributed for the introduction of TVET into formal education. In short "Rousseau's recognition of the fact that manual arts may be a means of mental training marked the beginning of a new era of education: (1979:3).

Strengthening this point, Zywiec, (1993:414) in zelalem (2008) stated Vocational education is a relatively modern development. Until the 19th ctury, such education was provided only by apprenticeship, this situation was partly due to the fact that low status was associated with such

instructions as opposed to a classical curriculum, which was considered 'necessary for a gentleman'.

With the growing industrialization during the 19th century, however, several European countries, notes Germany, began introducing vocational education in elementary schools (Zywiece, 1993: 414). In Great Britain, Opposition against vocational education persisted until the 20th century, although a few trade and technical schools were established by local authorities before World War II.

By the late 19th century, public (common) vocational education schools consisted of manual training and practical arts established. As emphasized by Zywiece (1993:414), "these programs were gradually expanded until 1917 when federal aids were provided to public schools for trade and industrial agriculture, and home making courses. "Demands for trained paraprofessional in the relatively new fields of computer science, electronics, and medical services led to an increased interest in short term posts secondary specialized training programs in these areas as an alternative to traditional college education (Zywiece, 1993: 415). Following the above gradual development of TVET, the sector new become the agenda for almost all countries for the obvious reason that economic development cannot be achieved without having well trained skilled workers.

2.4. TVET in Africa

TVET in Africa are delivered at various types of institutions and levels based on each country model and system. TVET schools, poly techniques, enterprises, and other training centers run by private, public, non governmental organizations, non profit organizations and church based training centers offer services to wide ranges of trainees.

Even though the formal TVET is on the increase, by and large, in Africa the informal sector provides the largest training opportunity for people to acquire vocational and technical schools. For example, in Ghana, 90% of TVET skill trainings occur through traditional apprenticeship in the informal sector. The private sector TVET is dominantly focused on the skill development in the business education and service sector training (like secretarial sciences dress making,

accounting, marketing, purchasing) which may not require huge capital outlays to establish and run these institutions (AU commission 2007) in Ayele (2010:15).

In Africa, mostly formal TVET are school based and are offered for trainees after their completion of either the primary school education (six up to eight years of education, for example in Kenya, Burkinafaso) or the after the general or basic education (9-12 years of education in countries like Algeria, Mali, Ethiopia and Swaziland). Some countries, for instance Egypt also offer post-secondary TVET. The formal TVET sector is administered by government ministries including the Ministry of Education, Labor, Agriculture, Health and other institution depending on the respective country's TVET system. Different countries have established national coordinating offices and supervising agents for the TVET, in the form of qualification authorities (in South Africa), National Council of TVET (in Ghana) National Training authorities (in Tanzania), National TVET council and Commissions (in Ethiopia), supreme council of HRD (in Egypt) to oversee and regulate TVET (Abraham 2003, AU 2007 in Ayele, 2009:147).

In general, TVET delivery in Africa could be characterized by the following socio-economic environment and contextual situations: Weak national economies, high population growth and a growing labor force, Shrinking or stagnant wage employment opportunities especially in the industrial sector, Huge number of poorly educated, unskilled and unemployed youth, Uncoordinated, unregulated and fragmented TVT delivery system, Low quality, Geographical, gender and economic inequities, Poor public perceptions, Weak monitoring and evaluation mechanisms, and Inadequate financing, poor management and ill-adapted organizational structures (AU, 2007: 6).

At a continental level, there is an increased awareness on the critical role that TVET plays in the fight against poverty reduction and its contribution to national development. TVET has become increasingly an integral part of many of the governments' strategic plans for poverty reduction and alleviation, and sustainable development. The African Union on its part, has developed a general framework and policies towards revitalizing TVET in Africa within this strategic policy framework, the main strategic issues that African governments need to address in their national TVET policies are discussed (AU, 2007 p.8-9). The strategy focused on addressing issues like, poor perception of TVET, Gender stereotyping, instructor training, linkage between vocational

and general education, linkage between formal and non-formal TVET, linkage of TVET to the labor market, traditional skills, business management and entrepreneurial training and Harmonization of TVET programs and qualification (AU: 2007:8).

The objectives of the strategic frame work include the following: Revitalize, modernize and harmonize TVET in Africa in order to transform it in to a main stream activity for African youth development, youth employment and human capacity building in Africa, Position TVET programmes and TVET institutions in Africa as vehicles for regional cooperation and integration as well as socio-economic development as it relates to improvements in infrastructure, technological progress, energy, trade, tourism, agriculture and good governance, and Mobilize all stakeholders in a concerned effort to create synergies and share responsibilities for the renewal and harmonization of TVET policies, programmes and strategies in Africa (AU, 2007:19).

2.5. Historical Development of TVET in Ethiopian

The development of vocational education is related to the development of general education in Ethiopia. Prior to 20th century, the education system was predominantly religious oriented that used to serve the manpower needs of the church and the state (Yekunoamlak, 2000; Wanna 1998; Mekonnin 2004). During that time there was no significant sign of vocational training (Yekunoamlak, 2000). Nevertheless, Emperor Theodros and Emperor Menlik II has contacted foreign countries and got some crafts men and artesian (Yekunoamlak, 2000).

Modern type of education was introduced with establishment of Menlik II School in 1908; Though there was no intention to develop vocational education beginning that year, only academic subjects were provided. This was happened, because the primary objective to open a school was to prepare Ethiopians for various clerical administrative purposes (Teklehaimanot, 2002: 6). During the time of Emperor Haleselassie I, schools were fairly expanded. There were about 30 schools in the country from 1925 to 1953. Addis Ababa Technical School was established in 1942. Addis Ababa Commercial school, Addis Ababa Trade School, Ambo Agricultural School, Jimma Agricultural school and Bahir Dar Poly Technical institute were established in year 1943 to 1964 (Wanna, 1998 and Yekunoamlak, 2000).

With the objective of making the curriculum job oriented and to produce middle level work force for the economy, the concept of comprehensive program was introduced in secondary school in the beginning of 1960's (Wanna, 1998:57). Home economics, Agriculture, productive technology, Automotive and business fields were offered in the comprehensive secondary schools parallel to academic subjects (Girma, 1996).

Around 1984, the decline of comprehensive secondary schools' curriculum was observed (Yekunoamalk, 2007). The schools lacked proper human and material resources. The quality of graduates was poor. The system was not able to absorb reasonable number of trainees. Thus, as Wanna (1998, P.58) stated, "... one can say that the program failed to achieve its mission that in reducing unemployment among high school completers." Then to alleviate the problem, attention was given to strengthen some selected comprehensive secondary schools and other technical /vocational schools. Efforts were also made to improve the quality and to provide effective skills (Wanna, 1998:60).

As a result, the 10+3 technical /vocational program was introduced. The technical schools rose to 17 in number. There were about 20 fields of specialization (Masresha, 2004). Nevertheless, the problems were not solved as expected.

The 1994 education and training policy has brought fundamental change in education sector in general and TVET in particular. Number of schools and enrollment has been considerably increased. In 1997, twenty-five skill development centers were established in four regions.

Moreover, from 2002 onwards, many TVET institutions have been opened in the country to cater to those who completed grade 10. In consequence, the number of TVET institutions considerably increased; currently there are 199 TVET institutions in Ethiopia and 4 in Afar region. Besides, attempts were made to provide training after grade eight and four that was supported by education and training policy. As a whole, in recent years, in this country efforts have been made to widen fields of study, to improve its quality and to increase enrolment rate. In addition, the program aimed to produce capable skilled technicians of different level those who are not only seek employment but also can create jobs by themselves (MOE, 2002) cited in Lelisa (2006).

Trainees participating in technical /vocational education program of different levels (like 10+1, 10+2, 10+3) showed varied attitude to their study (Boser, Palmer, & Dougherty, 1998). These may be different reasons for having different perception in the field of study. Some reasons attributed to employment opportunity, job status, easiness of the subject matters, easy accessibility, and availability of facilities and competencies of trainers.

Some trainees perceive even if considerable efforts were made to improve access and quality of TVETs, a national study conducted show that the major problems of the Ethiopian TVET trainers's education and professional development show that the TVET trainers are generally characterized by: Lack of theoretical and technical /practical skills, No professional work experience in industry and business, Low level of self-esteem as a trainers and lack of commitment, Absence of self-initiative to change and innovation, Limited capabilities in linking TVET training to labor market demands, Limited opportunities for further training and development, Employment of untrained trainers without trainers education, and Weak link of their teaching and training with labor market (Ayele, 2010:20)

The above critical problems have great impact on the quality of training provided by TVETS in the country in general and in Afar region TVETs in particular. Such problems are attributed in the negative attitude development of the TVET trainees towards their trainers teaching competence.

2.6. Concepts of Attitude and its Measurement

Attitude is predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation. Attitude influences an individual's choice of action, and responses to changes, incentives, and rewards (together called stimuli). Four major components of attitude are (1). Affective: emotions or feeling (2) cognitive: belief or opinions held consciously (3) conative: inclination for action (4) evaluation: positive or negative response to stimuli. <http://www.en.wikipedia.org/wiki/attitude> change. (20:01:11)

An attitude can be also defined as a hypothetical construct that represents an individual's degree of like or dislike for something. Attitudes are generally positive or negative views of a person, place, things or events-this is often referred to as the attitude object. People can also be conflicted or ambivalent towards an object, meaning that they simultaneously possess both

positive and negative attitudes towards the item in question (<http://www.en.wikipedia.Org/wiki/attitude/> (psychology) 20:01:11).

The affect is the emotional component of attitude that refers to beliefs, theories, expatiations and perceptions relative to the focal object. Behavioral is the action intentions that represents a set of behavioral values attached to attitude object or a set of behavior associated with liking or disliking the other object. In addition to the three mentioned attitude components, evaluation as the fourth component. Scholl explained evaluation as central component of attitudes. Evaluation consists of the imputation of some degree of goodness or badness to an attitude object. When we speak of a positive or negative attitude towards an object, we are referring to the evaluative component. Evaluations are functions of cognitive, affective and behavioral intentions of the object. It is most often the evaluation that is stored in memory, often without the corresponding cognitions and affects that were responsible for its formation. Therefore, to change the attitude, it requires changing the overall components. In another way of understanding, the term attitude refers to such characteristics of individual opinions, interest, values and beliefs. However, there exist slight differences between the mentioned psychological constructs and attitude. (Alkan, 1988). Scholl (2002) as cited in Lelisa (2006:4)

Most of the time, attitude and interests are interchangeably used. Both indicate competences for activities, which imply approval or disapproval, and /or positive or negative acceptance or rejection of ideas or objects. So, understanding the distinction between opinion, interest, value and attitude may contribute to the study of trainees' attitudes towards TVET program especially on trainers's competence.

Generally, an attitude, as evaluative judgment, is the labeling of an object and related aspects, as desirable-undesirable, good-bad, correct-incorrect, favorable-unfavorable, etc. It is an appraisal of the object positively or negatively, an assessment with regard to the absence or presence of some features, characteristics, values or qualities in the object of attitude.

Thus, the positive-negative dimensions of attitudes towards certain objects, therefore, can influence how an individual responds to that object. Furthermore, such dimensions can influence an individual's commitment, interest and preference to a given stimulus. Therefore, they either facilitate or hinder learning or training. Besides, attitudes have influential power to extent parents

and trainees respond to the education system that the act may be positive or negative (UNESCO, 1973). UNESCO explained that the negative attitudes of community, parents and trainees in some developing countries become fundamental barriers to the development of education.

Many writers suggest that attitude scale is an appropriate instrument for measuring attitudes. The two popular attitudes scales are Thurstone and Likert. Thurstone scales involved defining and identifying the object, then making a pool of opinion statements; some positive. Some negative, and some neutral. The Likert method is appeared to be the most popular method of attitude scale construction. Likert scales are easies to construct and score than Thurstone scale. Likert scale is preferred because it is possible to produce more homogeneous scales, allows the participant to indicate the degree of intensity of his/her feeling and permits a greater spread of scores or variables (Mehrens, and Lehman, 1991) (Ebel, 1979). Thus, for the study of trainees' attitude towards TVET program (trainers), likert scale is preferred.

In likert scale, most survey use five point's scales ranging from strongly agree, agree, undecided, disagree and strongly disagree. Based on this for the purpose of studying trainees attitude towards their trainers competence the researcher intended to use likert scale ranging from strongly agree, agree, undecided, disagree and strongly disagree and questionnaires are developed accordingly.

2.7. Concepts of TVET Trainers Competence

2.7.1. Concepts of Competence

Various ways of defining the term competence are found in the literature often focusing on its different aspects, some of these definitions are presented below.

Competency is knowledge, skill, ability, or characteristics associated with high competence on a job, such as problem solving analytical thinking or leadership. Some definitions of competence include motives, beliefs and values (Mirabile 1997, p. 75 in Ayele 2010: p.78).

Parry, (1996) in Ayele, (2010:78) define "A competence is a cluster of related knowledge skills and attitudes that affects a major part of once job (a role or responsibility), that correlates with competence on the job, that can be measured against well-accepted standards, and that can be improved via training and development."

Speneer and Speneer, (1993:9) also define a competence is an underlying characteristics of an individual that is causally related to criterion referenced effective and /or superior competence in a job or situation. Underlying characteristics means that competence is a fairly deep and enduring part of a person's personality and can predict behavior in a wide variety of situations and job tasks. By causally related means that a competency actually causes or predicts behavior and competence. Criterion referenced means that the competency actually predicts who does something well or poorly, as measured on a specific criterion or standard.

2.7.2. Importance of TVET Trainers Competence

Trainers' competence is a sound determinant factor in endeavor to improve quality of education both in Technical vocational and General Education of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and attitude (Character, ethics) of trainers is the most significant. It is one of his / her personal qualities, his/her educational qualification and professional competencies that the success of all educational endeavors ultimately depends. The quality of any educational program is directly related to the quality of instruction. In vocational education, the first measure of quality is the level of competence of trainers, its shops and laboratory (Barlow, 1965:128).

Some of competencies of vocational education trainers or trainers are the same with those of academic trainers, but objectives, occupational structure and operational patterns of vocational education need specialized abilities and understanding as well. Good vocational training requires instructors who have adequate technical skills, industrial experience, and pedagogical skills. The requirements are higher than the general education, and they are costly to develop or attract (Barlow, 1965: 128).

The essentiality and importance of trainers' competence and qualification has also given a due attention in the new education and training policy of Ethiopia. It describes all trainers at all level 'will be required to have the necessary teaching qualification and competence in the media of instruction through pre-service and in-service training' (MOE, 1994: 21).

The competence of trainers in all aspects helps the trainees to think critically, create and solve complex problems, master complex subject matter etc.

According to Clement (2006:2) trainers have to be both knowledgeable in content areas and extremely skillful in of teaching approaches to cater for the diverse learning needs of every trainee. A technical and vocational trainer has to play diversified roles and responsibilities such as subject specialization, an experienced practitioner, an effective communicator, curriculum and instructional materials developer, a manager, a councilor, an evaluator and motivator for entrepreneurship.

The quality of both academic instruction and vocational training depends largely on our securing a fair number of well equipped and contented trainers. MOE (2006:31) further states highly skilled, qualified, motivated, flexible and creative TVET trainers and instructors are the backbone of any TVET system.

Without having the right quality and quantity trainers the best planned training program is likely to fail. According to FAO (1982:37) among the causes of failure or only partial success of training program is the low qualification level of instructors and other supportive workers.

Parents, trainees, community, principals or even experts in teaching have certain expectation from trainers regarding their competence performing activities according to these expectations will certainly improve the quality of teaching. However, sometimes trainers may fail to discharge their duties and responsibilities as per the expectation of the various stakeholders that leads to the development of negative attitude towards trainers' competence. This may be because of their own limitations or other forces beyond their control, which may influence the trainers to become poor performer.

Because of the above problems and failure to perform as per the expectation of the trainees and other stakeholders made the researcher to investigate and dig out the causes for negative attitudes of trainees towards their trainers competence.

2.8. Areas of Competence that Are Needed For Technical and Vocational Trainers/ Trainers

UNESCO/ILO joint recommendation (2002:26) clearly states the competence areas of trainers as follows:

The professional preparation of all technical and vocational trainers should include the following elements in pres-service training and in-service upgrading programmes:

- a) *Educational theory in general and particularly as it applies to technical and vocational education;*
- b) *Educational psychology and sociology relevant to the subjects /fields to be taught by the future trainers;*
- c) *Classroom management, special teaching methods appropriate to the subjects /fields of the future trainers and methods of evaluating/ assessing the trainees' work;*
- d) *Training in the choice and use of contemporary teaching techniques and aids, including information/ communication technologies;*
- e) *Training in how to create and produce appropriate teaching materials, including modular and computer-aided instructional materials, when-ever such materials are in short supply;*
- f) *A period of supervised practice teaching before appointment to a post;*
- g) *An introduction to educational and occupational guidance methods as well as to educational administration;*

New trends like globalization and new approaches has introduced to vocational education which intended to improve its effectiveness and efficiency. Such new trends, included demand-driven training, learner centered training, competency based, out come based, team working and life long learning, approaches that expanding the range of competencies for trainers /trainers (Rawashdeh 2003:1). He also outlined major profiles that should be covered as follows: Technical practical skills within his/her field of specialization according to the needs of industry, Recent technical knowledge related to his/her field of specialization, Professional, pedagogical and instructional technique skills, Communication and social skills to enable his/her of efficient communication with trainees, fellow staff, parents and industry, Team working skills , ICT skills, and Self development initiative skills.

In addition to this Traditional vocational training is learning by doing and learning at the work place by copying examples. However, this model cannot suit vocational training with modern technologies and sophisticated methods of production that results in less physical, but with greater mental capability. Modern techniques imply a higher degree of abstraction such as symbolic representation of complex systems. That is why more and more skills and competencies are desired by trainers (GTZ, 2003:3). In order to fulfill the new role and functions of the trainers /trainer, a different profile of competences is required for trainers /trainers. These competencies should cover the following main areas:

2.8.1. Academic /Subject Matter Knowledge

Competent TVET trainers should have to process mastery of the content of the subject they are teaching /training. Effective teaching requires individuals who are academically able; having command of the subject they are required to teach. Brameld (1972:35) elaborated that competent trainers have similar characteristics with that of the competent physician as: a well-rounded general education, a solid knowledge in the subject area, which is most necessary to all practitioners, a thoughtful theory or philosophy of their profession that helps them understand the contributions of their profession and an abundance of rich experience in effective practice.

Shulman (1987:2) further added “trainers should demonstrate knowledge and understanding of specific or factual knowledge of content area, concepts and theory of the subject area.”

The aim of teaching learning /training is not basically the acquisition of knowledge alone. It is the awaking of curiosity, the stimulation of creativity the development of proper interests, attitudes and values and the building of essential skills such as independent learning (Aggrawal, 2004: 434).

Trainers /trainers capacity has a paramount importance in promoting quality education. The more trainers with solid knowledge in the subject area the more the quality of education and achievement in socio-economic area. That is why trainers /trainers are required to possess high level of knowledge and skills. Perhaps, one of the core problems of the current educational system in Ethiopia is trainers inadequacy in subject knowledge.

2.8.2. Pedagogical Knowledge and Skills

The concept of pedagogical knowledge refers to trainers’ interpretation and transformation of subject matter knowledge in the content of facilitating trainees learning, Shulman (1987:6) noted pedagogy comprises the concepts and skills to be taught, how to organize and present the content as a meaningful sequence, and forms of presentation which is more appropriate to promote trainees understanding.

Technical and vocational training used to have the necessary knowledge and educational background which enables them among other things, understanding human behavior and logically has the individual learns and must also be competent in the matters to be taught.

Pedagogical knowledge includes theories of learning, teaching methodology, media and didactics. The theories of learning explain how human beings learn, teaching methods explain how a lesson is planned and properly delivered so that the trainees can learn well. The theories of media explain which media can support learning or acquisition of skills and promoting teaching process. In didactics what trainees have to learn and why they should learn (Edelman 2002:4).

According to Colen and Chan (1986: 44) teaching methods are the combinations of teaching /learning plans, strategies used to organize classroom practice, shop training and aspects of organization MOE (1999: 61) describes teaching methods as an overall plan for the systematic presentation of knowledge based up on a selected approach. UNESCO (1973:115) added teaching method is how technical materials, both theoretical and practical, being designed and presented in most effective and comparable fashion.

To meet the diversified educational and training needs of their trainees' trainers /trainers in technical/ vocational area must be not only occupationally competent but expert in the use of distinctive teaching methods. Trainers must be skilled in 'how to teach' these potential workers. Trainers must understand how people learn in technical /vocational environment. Trainers must know not only the general principles and methods of teaching but also the most effective methods of developing the skills that helps for the future employment (Barlow, 1965: 127-128).

Each trainers in TVET should be familiar with the various methods of teaching /training. Trainers must know not only the differences and similarities in shops, laboratory, and classroom instruction but also the most appropriate teaching/ training techniques for certain situation in each area. Trainers must know the merits and demerits of each training methods. They must be qualified to provide not only group instruction but also individual instruction (Barlow 1965: 129-130, MOE 1999: 67-68).

Trainers must have adequate pedagogical knowledge and how to apply it in the teaching-learning process. They need to know how to organize contents, ideas, models and relevant forms of

methodology TVET trainer/teachers are not exception and should have sufficient pedagogical knowledge to impart their know how.

2.8.3. Competence in Practical /Technical Training

Technical competence refers to assimilation of cognitive capabilities and motor skills inherent to an occupation (Tippet and Antonio 2003: 14). According to GTZ (2002:16) technical competence is the ability and willing to apply skills and knowledge acquired during the vocational training in such a way that technical tasks can be solved independently and competently, and the result can be assessed. Aggrawal (2004: 443) further described technical competence as specific aspects of teaching /training behavior that are considered to be particularly effectively in facilitating desired training in trainees. It comprises the following major elements: Demonstration of practical skills, Use of technology, resource and other work tools of the occupational areas, Ability to identify appropriate technology, innovations and implementing in training, Ability of applying research information, Ability to applying appropriate assessment instruments and procedures, Use of technical language, symbols and texts, Ability of knowing and applying safety rules and regulations, Ability of knowing and applying principles of maintenance of machines, tools, equipments and materials, and capability of organizing workshops, tools, equipments and materials for practical training

As per the new educational and training policy, the implementation of vocational education program at the various levels can only be made possible by competent vocational trainers in practical skills in the shop. Perhaps, the greatest bottleneck of our current TVET trainers /trainers is lack of adequate skill in their practical training. Yet, the curriculum stipulated 70% of the training is practical. Feedbacks from trainees, employers and officials unanimously indicated that the practical competence of TVET graduates is far below the expected standard.

Some recent survey like that of Mesfin (2003:79) revealed considerable proportions of TVET graduates got their certificates through passing a paper-and-pencil type of examination rather than the competence of the skills necessary for the job. One of the fundamental reasons for such inefficiency of competence is the incapability of trainers /instructors to teach and instruct the behavior and skills that is demanded for the trade.

The objective of establishing technical and vocational schools, in general is not to produce a person who can tell principles and procedures of doing a certain technical jobs. Having knowledge about something and implementing it practically is quite different. Technical and vocational education and training is not a matter of learning through the use of scripts largely. It involves practical skills other than the mental exercise.

Instructional /training program of technical and vocational education is based on the requirement and practice of an occupation. Trainers must be equipped by practical experiences and professional training to provide trainees with the occupational skills, knowledge, attitude and appreciations; they need to fulfill their aims (Barlow, 1965: 129). The young people in TVET schools must be trained efficiently how to operate machines, construct projects, and how to work safely in work environment, vocational trainers must be able shop organization and management, supervising shops, conducting occupational analysis and selection of equipments, tools and materials for training. In addition trainers must have sufficient knowledge in maintenance of machine, equipment, hand tools, safety and shop hygiene.

From these discussions, we conclude that practical-technical competency is the key competency and priority area in TVET. That is why the Ethiopian TVET strategy also stipulated 70% practical training and 30% theoretical knowledge so as to make TVET more effective. However, the practical aspect was overlooked and observed in the opposite direction. TVET trainers should be given a deeper and adequate technical and employability skills to provide right kind of training. This problem is severely observed in Afar Region TVET specially in manipulating training machineries.

2.8.4. Social competence

Social competence refers to the ability of communicating clearly, making skillful use of variety of media, and interact successfully with trainees, individually and collectively. It is the ability of the trainers to cooperate with other people through basic cooperation and communication skill. It entails positive trainee approach, understanding trainees training difficulties, acknowledging the individual trainee, and being some one trainee can trust (Malm and Horst 2006: 2) GTZ (2002: 16) elaborates social competence as the ability and willingness to communicate with others in a constructive manner on different levels of the hierarchy and to deal with them as equals in a

team. TVET trainers have to be socially competent hence teaching itself is a communication between trainees and trainers. Specific social competencies expected from trainers are: Cooperate and work in teams in side and outside, Communicate efficiently with others, Manage and resolve conflicts, Guide and orient trainees, and Know and apply principles of psychology.

2.8.5. Planning Competence

Planning is the bridge between identification of learner's needs and the learning activities. The modern technical and vocational education mainly depends upon the existence of well-planned programs and the competence of trainers to develop, design, and conducting training programs. Planning for practical training comprises ranges of tasks working with particular equipment, tools, and machines and ensuring that everything is ready for the next use of training process. Planning units of instruction and lesson plan requires taking into consideration the 'trainees specific preconditions, needs and interests. The result of teaching and learning are crucially depending on the trainers' ability to keep learners pre-conditions in their mind, such as levels of their education, gender, age, working experiences, social circumstances, and so on. Every trainers is responsible in planning modules, learning units, and lessons in his /her domain of teaching (Gerds, 2000:30).

Arends (1997: 24) ascertained planning is important to develop a whole new conceptual framework of thinking and acquiring knowledge. He added efficient trainers prepare yearly, term, unit, weekly and daily planning of their respective subjects. At this level trainers identify required outcomes, appropriate training techniques, organizes the content and so on.

2.8.6. Workshop/Classroom Management and Evaluation Competence

Vocational trainees /trainees are more attracted towards shop and laboratory activities rather than lesson delivery in theory. They are not highly motivated towards classroom instructions. So, TVET trainers must be especially creative and imaginative in order to stimulate and maintain trainees interest in classroom instruction. Trainers must use every opportunity to relate their instruction and to apply the principles to trainees shop work. In technical and vocational education every instruction must be geared towards trainee's occupational goals. Trainers have to be competent in their clarity, use of teaching aids, questioning, mastery of the subject, trainees

participation, voice and expression, explaining, demonstrating, using blackboards, language competence and so on (Barlow; 1965: 133-134).

Aggrawal (2004: 445-446) explained seven essential skills of competent trainers at this level as motivational skills, communication skills, questioning skills, group and independent instruction, developing trainees thinking, evaluation skills and classroom management skills.

A competent technical /vocational trainers knows how to manage his instruction session, shops, laboratories and his/her time. Clark (1994: 94) describes classroom management as the process of establishing and maintaining the internal environment of the group and the classroom conditions for the attainment of educational goals. It is a well-managed and disciplined class. Trainer is a manager since he control, plan, and pass necessary discussions in the daily activities pertinent to instruction, training process and to maintain order in the classroom. Besides, trainers supervise class group work, giving directions and coping with multiple issues. A trainers is a head of training workshop. So he needs skill in organization and administration.

2.8.7. Developing Instructional Materials

To meet training objectives a vocational instructor need a wide range of instructional materials to guide trainees in their practical work and study assignments. Text books are important instructional materials required per trainees in the training programs. Many TVET trainers /trainers are required to develop their own instructional materials which involve writing, illustrating, editing and duplicating written instructional materials, training manuals, and constructing model mock-up and other aids. Trainers need to provide job instruction and operation units for skill training, lesson sheets or study guides for technical instructions (Barlow, 1965: 131).

Technical and vocational training ideally suits the use of visual materials because skill development depends to a great extent on how successfully the trainees visualize, understands and practices the techniques, processes, and operations undertaken in the competence of world of work or specific job. So, films, slides, illustrations, charts, mock-ups, and scale models are examples of the visual aid which vocational education trainers must know to use effectively.

Above all, vocational trainers can be aided by computers to make their training more likely and attractive (UNESCO, 1996b: 52-53, Gerds; 2002:22).

2.8.8. Establishing the Safety Concept

Developing trainees' attitudes towards safe practices and safety consciousness in job competence is an important facet of the vocational education program. Safety is the appropriate use of tools and the operation of equipment and machine which is emphasized throughout the instructional program. It is taught by precept and example, by demonstration and practice, by close supervision, by lecture and visual aids, and by special techniques and successfully in business and industry to promote and maintain safety (Barlow, 1965: 134).

2.8.9. Counseling Trainees

Although a trainer is not a trained counselor, he/she performs the true activity of counselor. They should be sensitive to behaviors of their trainees and consult them. Above all, teaching in technical and vocational area involves more than good instruction. The nature and physical setting of vocational education fosters a close relationship between trainers and trainees. Consequently, the trainee is likely to share his job, educational, and personal problems with the trainers. Thus, the vocational trainers have opportunity and responsibilities for counseling. However, this does not necessarily mean that vocational trainers are a substitute for professional guidance services. Vocational trainers often know his trainees intimately, their strength, and weaknesses, their aspiration and frustrations. So, he can advise them, provide them information, inspiration that will help them achieve their vocational objectives. Moreover, trainers counseling continues in connection with the trainee's job placement and follow up. The vocational trainer who has helped and guides a trainee into and through an occupational training helps them into employment upon completion of training. Finding the right job for the right graduates, placing them in the job, and maintaining contact with them and the employers to evaluate progress imperative and to provide additional assistance if needed are important parts of vocational trainers's follow-up responsibilities. Often these responsibilities are carried out after school hours (MOE, 1999: 4, UNESCO 2002b:5).

To summarize, TVET trainers in order to provide quality and relevant training in the system they have expected to have the above mentioned nine competence areas. We can not improve the quality of TVET in any college without improving the various competences of trainers. The low competence and qualification level of trainers or instructors negatively affects trainees attitude towards TVET program in general and trainers' competence in particular.

2.9. Physical Setting and Resources Necessary for TVET

Training for high-quality skills requires appropriate training equipment and tools, adequate supply of training materials and practice by the learners. Other requirements include textbook and training manuals and qualified instructors with experience in enterprises. Well qualified instructors with industry based experience are hard to come by, since such categories of workers are also in high demand in the labor market (AU, 2007, 38).

Technical education is expensive and quality comes at a price. There is no substitute for adequate funding when it comes to delivering quality vocational education and training.

To provide good training trainers in TVET institutions desperately needs properly organized workshops and adequate training materials. No matter how far the objectives of any training program is attractive, its success is greatly depends upon the quantity, quality, and availability of the resources at its disposal, among the other factors. What matters is not only their availability but also their appropriate use for training purposes (UNCSCO, 1996:52).

Modern technical and vocational institutions need modern equipment, tools, machines and other facilities similar to that found in industry and the world of work. They must be available in sufficient quantity to permit extensive use by the trainees during their period of instructions.

In the process of integrating theory with practical activities the availability of organized workshops, suitability of its building, the extent to which its materials and equipment are kept up to date are highly important in technical and vocational institutions. Workshops hold central place in training activities with appropriate rooms and spaces. Day to day materials are needed for practical training and project works in the shops that consumes high dosage of materials. The better the materials, and equipments available in the shops, the better promising to meet the goals of technical and vocational training.

TVET is basically expensive and heavy investment establishment for developing countries like Ethiopia. Apparently, TVET institutions in Africa including Ethiopia suffered from inadequate budget and inadequate facilities. It is a major bottleneck and trainers are handicapped and unable to transmit new knowledge to their trainees. On the criticality of the problem Williams (1986: 104) wrote the learning resource famine in Africa may be less news worthy than the food famine, but it may prove almost as destructive of Africa's future." As a result the training remained more of a theory centered. "schools provide, more dosage of academic instruction, neglecting the practical skills required by the labor market" (Yekunooamlak, 2000:19).

TVET in Ethiopia envisaged comprising 70% practical skill training and 30% theoretical education undoubtedly, such training program needs more amount of material inputs, equipments, machines and the like.

However there is a great shortage of material inputs and the training is crippled. One of the UNESCO (2004:14) recent study has found out "in Ethiopia 72% of trainees received their education in schools that need basic repairs or had to be totally rebuilt." The problem is tenser in TVET institutions /schools. The study of Yekunooamlak (2000:72) also confirmed lack of facilities is one of the major problems that hindered implementation of vocational training program in government vocational schools.

2.10. Supervision and Management

In any institution the role of management is vital both in accelerating and retarding organizations development. If managers at all level are professional and committed, the conducive teaching learning atmosphere will be created for trainers and quality of training will be fostered. Sallis (1993: 35) mentioned how the role of management is profound in training undertakings. He wrote the devotion of senior staff of institutions is key in promoting training quality. They be back it and drive it. "Without their whole heart support for teaching force, conducting better training would be a difficult task. A number of initiatives on quality education and training had been failed due to the absence of whole heart support from the management team.

The TVET managers should be able to handle and retain those who gained the profession so as to alleviate the scarcity of competent and qualified trainers. Educational managers should give

due attention to trainers' incentives, salaries, working conditions, recognition, on job training, proper treatment, provision of training materials and the like. Hallack and Calloids (1995: 3) pointed out instructors are definitely key elements in the teaching learning process if not the only agent of transmission of knowledge and skills in the training institutions. In order to utilize these teaching personnel in institutions effectively, there should be a need for having appropriate leadership for carrying out effective managerial activities in the training institutions.

So, it is clear that efficiency and commitment of management at different levels soundly affects trainers competence. MOE (2000:6) describes the criticality of this problem and how management hampered organizations goal achievement in the following words vocational and technical financing in Ethiopia has to date failed to meet its objectives, due to improper, management. "This study of MOE further explained the TVET management is characterized by haphazard fashion, inefficient, lacks coordination and controlling mechanisms. It did not carryout even moderately the main managerial functions. Trainers often complained assignment of administrators was improper and did not depend on merit.

CHAPTER THREE

3. Research Design and Methodology

3.1 Research Method

For the purpose of my study, I used descriptive survey which is composed of both quantitative and qualitative techniques. Descriptive survey was used because it helps to examine the existing situations of TVETs and gather data at particular point and particular time. Furthermore, this method helps to describe the current phenomena, its nature, and real facts. Besides to this, it is economical and can be performed within short period of time. The method is best for conducting attitude survey from large number of respondents than employing other methods.

3.2 Sources of Data

The study was conducted on four TVET colleges of Afar region. For the purpose of my study I used both primary and secondary data sources. Primary data was obtained from Trainees, Trainers and Deans of Colleges. On the other hand, secondary sources like national TVET policy and strategy materials were used.

3.3 Sample Population and Sampling Techniques.

The populations of this study were Trainees, Trainers and Deans of the Four TVET colleges. Total population and sample size that were taken from each TVET college of Afar region is depicted in the following table.

Table 3.1 Sample population

Serial no.	Name of TVET college	Trainees		Trainers		No. of Deans
		Total population	Sample size 30%	Total population	Sample size 30%	
1	Adadale TVET	189	57	16	5	1
2	Lucy TVET	216	65	16	5	1
3	Semera TVET	242	73	9	3	1
4	Gewane TVET	343	103	34	10	1
	Total	990	298	75	23	4

The above table 3.1 shows 30% of the trainees were considered for the study as a sample from each college. I took 30% because it is appropriate to select representative samples and it is manageable size for the researcher. The same percent was applied for trainers. Thus 298 trainees and 23 trainers were included in the sample. Four TVET Deans were purposively included in this research. Totally 325 respondents were incorporated in the study.

The study used the 2010/2011 trainees populations who were attended two years of study in level 3 and 4, because these trainees stayed for two years and have sufficient information about the four TVET trainers competence performance.

To draw trainees' samples I used stratified random sampling technique to get a sample of representative from each college. The same technique was used to draw samples of trainers. The researcher used purposive sampling Technique for Deans of TVET Colleges because they provide the necessary information for this research.

3.4. Data Gathering Tools

For the purpose of the study I used primary and secondary sources. To collect primary data I used questionnaire for both trainees and trainers because it was appropriate to get data, information and attitudes from the large population. Based on this I were prepared two types of questionnaires consisted of open and closed ended questions. The first set of questionnaires was prepared for the trainees. The second set for Trainers. And also interview was prepared for trainees and Deans. In additions, to this, the researcher used focus group discussion with trainees.

The quantitative and qualitative techniques were employed to obtain the necessary data. These were questionnaire, interview, focus group discussion and document analysis. Accordingly, questionnaires were used to secure quantitative data, while interview and focus group discussion were used to obtain qualitative data. In addition relevant TVET policy and strategy materials were reviewed to support the findings of the study.

A. Questionnaire

A questionnaire is an inquiry form of data gathering instrument which respondents answer questions to statements in writing and is used to get factual information (Best and Cahn, 2005:300). Therefore in order to collect large amount of data from many respondents within a

short time in an arranged form questionnaire were prepared. Likert scale questionnaires were developed because it was the appropriate instrument to gather data on attitude. Questionnaires were constructed by incorporating statements which consisted of nine competences, input and administrative factors. The questionnaires were first developed in English and then translated in Amharic for the purpose of clarity and to be filled easily by TVET trainees and trainers. The questionnaires were pilot tested to check for their validity by similar TVET institutions found in Amhara Region.

B. Interview

Interview gives the needed information orally and face to face. Moreover, interviewing is important to find out what is in someone else's mind (Best and Cahn 2005:255). Therefore to gather more detailed information from some trainees and college deans of the existing TVET semi-structured interview was employed. The interviews were developed based on the trainers competence areas and issues related to TVET input and administration.

C. Focus Group Discussion

This data gathering instrument was employed to strengthen the information that was obtained by the questionnaire. Ten trainees from two TVET were randomly selected. So, they helped to give detailed information and, its output of the session was a list of ideas and behavioral observations with recommendations. Five semi structured items were prepared for the participants to discuss. Focus group discussion questions were developed by incorporating statements which consisted of nine competences, input and administrative factors. The discussion was recorded using a tape recorder. The participants were informed that the recorded data would be kept confidential.

The recorded Amharic data were first categorized in line with the questionnaire and then translated into English. In order to ensure correct translation of recorded discussions the researcher repeatedly listened for the recorded voices of the participants of the discussion. Then the information was categorized according to their themes and then translated into English to use in the analysis of the study.

3.5. Procedure of the Study

After developing the data gathering instrument pilot testing was conducted to test the validity and reliability of the instruments in two TVETs of Amhara region namely Dessie w/ro Sihin and Debrebirhan TVET colleges which are similar TVET institutions in providing training .This was to check whether or not the items included in the instruments enable the researcher to gather relevant information. Thus, in the pilot study, 20 questionnaires were distributed to both TVET colleges which were not included in the sample of the study. The questionnaires after have been evaluated and checked through pilot test the final form was prepared based on the comments obtained and some ambiguous items were simplified and modified, irrelevant questions were omitted, and questionnaires for trainers and trainees were translated into Amharic for the purpose of understanding and to fill it out easily

Further more, in this process, participants of pilot test were informed about the objectives of the pilot study, and how to fill, evaluate and give feedback regarding the relevance of the questions items, length and layout, etc.

Based on the suggestion forwarded the instrument was improved and necessary correction was made before it was administered to the respondents of the study.

3.6 Methods of Data Analysis

Data were collected through questionnaires then tallied, organized and tabulated according to the nature of issues raised in the instrument. Moreover, the collected data was analyzed through employing descriptive data analysis method by using percentage and mean score.

Accordingly, all responses of the questionnaire, focus group discussion and interviews were grouped and analysed based on their similarity. The responses of rating scale (5, 4, 3, 2, and 1) were analyzed using percentage and mean to describe what portion of respondents rated on a given item related to trainers' competence.

Finally, information that was obtained through the open-ended question items (focus group discussions and interviews) were presented and analyzed qualitatively.

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of Data

This chapter deals with the presentation, analysis and interpretation of the data collected from the respondents. It comprises two main parts: the characteristics of the respondents and analysis and interpretation of the data. The questionnaires were prepared for trainees and trainers of four TVET colleges and distributed to respondents on the spot. The total numbers of sample respondents were 325, out of which 298 were trainees, 23 trainers, and 4 were Deans. All 321(100%) of questionnaires were filled and returned, and 4 Deans were interviewed. Then after, the questionnaires in the table were made some sort of adjustment to fit for both trainees and trainers. Accordingly, the data were presented, analyzed and interpreted as follows:

Table 4.1 Characteristics of Respondents

Variable		Trainees		Trainers	
		Number	Percent	Number	Percent
Sex	Male	189	63.42	16	69.56
	Female	109	36.58	7	30.44
	Total	298	100.00	23	100.00
Age	15-19	140	46.98	-	-
	20-24	135	45.30	6	26.09
	25-29	23	7.72	10	43.48
	30-34	-		7	30.43
	Total	298	100.00	23	100.00
qualification	First Degree	-	-	20	86.96
	MA	-	-	2	8.69
	Ph.D	-	-	1	4.35
	Total	-	-	23	100
Training level	Level 3	175	58.73	12	52.17
	Level 4	123	41.27	11	47.83
	Total	298	100.00	23	100
Years of duration in the campus					
	2	298	100	-	-
	3	-	-	-	-
	Total	298	100	-	-
	0-2			10	43.48
	3-5			8	34.78
	>5			5	21.74
	Total			23	100

Table 1 show that among sample trainee respondents males constitute a great majority which was 189 (63.42%), while the remaining 109 (36.58%) were female. This indicates low females enrolment in the TVET training. When we look into trainers sex composition 16 (69.56)

Were male and the rest 7 (30.44) constitute female. Here also one can understood that the number of female trainers were low in the Afar TVET Colleges.

With regard to the age range of the trainees respondents, 140 (46.98%) were between age 15-19, whereas 135 (45.30%) were between 20-24. This shows most trainees were in the age of actual young productive citizens. Age range of the trainers constitute 6 (26.09%) were within the age range of 20-24 and 10 (43.48%) within the age range of 25-29, whereas the rest 7 (30.43%) were above 30. This also indicates trainers were young trainers.

Concerning the qualification of trainers, 20 (86.96%) were BA degree holders, 2 (8.69%) were MA holders and 1 (4.35%) was PhD holder. From this data, one can infer that all trainers fulfill the minimum requirement of the TVET system. The 20 trainers of BA holders are qualified in different fields of study such as 3 in plant science, 3 in animal science, 2 in irrigation, 2 in sanitation, 2 in IT, 3 in building construction, 3 in general mechanics and 2 in clinical nursing fields of study. One MA holder is qualified in Agro-engineering and the other in Plant science fields. The Ph.D holder is qualified in animal science field.

Regarding the training level of trainees 175 (58.73%) were level three and 123 (41.27%) were level four. Among trainers 12 (52.17%) were level three trainers and 11 (47.83%) were level four trainers. When we look years of duration in the campus among trainees 298 (100%) were stayed two years in the TVET College and this helped to get extensive information about trainers' competence and internal situation of the TVET Colleges. When we see trainers duration in the campus 10 (43.48%) were served 2 years and 13 (56.52%) were stayed more than three years. This indicates that majority of the trainees respondents have sufficient information about the TVET trainers competence, and the trainers have much information about the system itself.

Generally level 1 and level two trainings are short term trainings that are completed within three months up to one year and provided certificate. Level three is a training that lasts for two years

and provide certificate. Level four is a training that lasts for three years. All levels are expected to take COC exam to upgrade for further study.

Subject Matter Competence

Subject matter mastery enables a trainer to be more specific in what he or she teaches, make accurate judgment of the time needed to attain his or her objectives, structure his or her lesson into manageable and logical sequence, anticipate problems and events which require specific attention and relate school learning with life by capitalizing and receiving from contemporary scientific knowledge. Trainers have to be both knowledgeable in subject matter areas and skillful in a wide range of teaching approaches to cater for the diverse learning of every trainee (Clement, 2006:2).

Table 4. 2: Subject matter competence of trainers as perceived by their trainees

No	Competence area	strongly agree		agree		undecided		disagree		strongly disagree		mean score
		frequency	%	Frequency	%	frequency	%	frequency	%	frequency	%	
1	Trainers have enough subject matter competence	7	2.35	9	3.02	193	64.77	54	18.12	35	11.74	2.66
2	Trainers have general knowledge of the subject area	29	9.73	42	14.09	164	55.03	56	18.79	8	2.68	3.10
3	Trainers have competence to present the subject matter clearly	25	8.39	43	14.43	182	61.07	29	9.73	19	6.38	3.09
4	Trainers have competence to present the subject matter by relating the external world of work	17	5.70	30	10.07	32	10.74	169	56.71	50	16.78	2.31
5	Trainers have competence to make trainees love their field of study	27	9.06	19	6.38	17	5.70	97	32.55	138	46.31	1.99

**Mean ≤ 2.50 negative attitude, mean 2.51-3.50 neutral attitude and mean 3.51-5.0 positive attitude*

Regarding subject matter mastery of TVET trainers' in the previous page; Table 4.2, shows that trainers have neutral or uncertain attitude in subject matter knowledge in which 193 (64.77%) of trainee respondents responded on it, similarly the mean value showed (2.66). 164 (55.03%) of trainee respondents have neutral attitude on trainers competence in general knowledge similar result is showed by the mean value (3.10); 182 (61.07%) of the trainee respondents have neutral attitude on their trainers competence to presenting the subject matter in simple and clear way which is evidenced by the mean value (3.09). Where as 219 (73.49%) of the trainee respondents have negative attitude with trainers competence to present the subject matter by relating to the external world of work similarly the mean value showed 2.31; and 235 (78.86%) of trainee respondents have negative attitude on the trainers ability to make trainees appreciate and love their fields of study in the same way the mean value showed (1.99).

From this one can conclude that neutral attitude of trainees in trainers subject matter knowledge, general knowledge of the subject matter and presentation of the subject matter in a simple and clear way affected the quality of training. In addition to this trainees negative attitude towards trainers competence to present the subject matter by relating to the external world of work and trainers ability to make trainees appreciate and love their fields of study adversely affected the training process.

Pedagogical Knowledge and Skills

Pedagogical knowledge of trainers is one of the most important competences that is required for effective, efficient and sound teaching or training. Pedagogy includes the concepts and skills to be taught, how to organize and present the content as a meaningful sequence, and forms of presentation which is more appropriate to promote trainees understanding. Shulaman (1987:6)

Table 4. 3: Pedagogical Knowledge and Skills of Trainers as Perceived by Their Trainees

No	Competence area	strongly agree 5		Agree 4		undecided 3		Disagree 2		strongly disagree 1		mean score
		frequency	%	frequency	%	frequency	%	Frequency	%	Frequency	%	
1	Trainers have competence to organize the training session	43	14.4	37	12.42	22	7.38	153	51.34	43	14.43	2.61
2	Trainers have competence to use active trainee centered teaching method	21	7.05	31	10.40	12	4.03	152	.01	82	27.52	2.18
3	Trainers have competence to integrate theory and practice	29	9.73	17	5.70	17	5.70	189	63.42	46	15.44	2.31
4	Trainers have competence to organize and arrange workshops for effective training	24	8.05	22	7.38	33	11.07	154	51.68	65	21.81	2.28
5	Trainers have competence to use teaching aid to support the actual training	33	11.07	76	25.50	70	23.49	108	36.24	11	3.69	3.04
6	Trainers have competence to identify psychological need of the trainees and to train according to their need	44	14.77	40	13.42	43	14.43	82	27.52	89	29.87	2.56

- Mean ≤ 2.50 negative attitude, mean 2.51-3.50 neutral attitude and mean 3.51-5.0 positive attitude

As shown in Table 4.3, on item one trainees have negative attitude which is evidenced by 196 (65.77%) of the trainee respondents were rated that they disagreed on the trainers competence to organize training lesson sequentially but the mean value indicates (2.61); Similarly 234 (78.52%) of the trainee respondents disagreed on trainers competence to employ active trainee-

centered approach the same is true the mean showed (2.18), 235 (78.86%) of the trainee respondents disagreed on trainers competence to integrate theory and practice similarly the mean showed (2.31) and 219 (73.49%) of the trainee respondents disagreed on trainers competence to organize and arrange workshops for effective training similar result is showed by the mean (2.28). In addition to this 119 (39.93%) of the trainee respondents have neutral attitude on the trainers competence to use teaching aid to support the actual training similar result is showed by the mean 3.04; and 171 (57.38%) of the trainee respondents have neutral attitude on trainers competence to identify psychological needs of the trainees and train accordingly which means the need and interest of individuals is not considered in the actual teaching learning process similar result is showed by the mean (2.56).

From this analysis one can infer that the ill-preparation of trainers in pedagogical knowledge during their pre-service and in-service training. In addition to this, TVET trainers training institutions were (de-emphasized) this most important area of competence. Because of the absence of this competence the effectiveness of the actual training is in doubt. This may cause trainees negative attitude in the training program.

In relation to this competence area, in the interview made with the dean of Lucy TVET College the following response was given.

Trainers frequently raised their complaints to my office because of the deficient competence of trainers pedagogical knowledge and skill. Even if some attempt was made to minimize the problem through supervisory support the problem is not get improved.

From this response, one can understand that the pedagogical competence deficiency of trainers is one of the causes for the complaint of trainees.

Technical Competence

Technical competence is specific aspects of teaching/training behavior that are considered to be particularly effective in facilitating desired training in trainees and it is assimilation of cognitive capabilities and motor skills inherent to an occupation. According to GTZ (2002:16) technical competence is the ability and willing to apply skills and knowledge acquired during the vocational training in such a way that technical tasks can be solved independently and competently, and the result can be assessed.

Table 4. 4: Technical Competence of Trainers as Perceived by Their Trainees

	Competence area	strogly agree		Agree		undecided		disagree		strongly disagree		mean score
		frequency	%	frequency	%	Frequency	%	frequency	%	frequency	%	
1	Trainers have competence to clearly demonstrate and help trainees for technical practices /exercise	15	5.03	43	14.43	16	5.37	182	61.07	42	14.09	2.3
2	Trainers have enough knowledge of technological equipments /machineries and are competent to make trainees practice on them	22	7.38	40	13.42	45	15.10	162	54.36	29	9.73	2.5
3	Trainers have competence to train by integrating their creativity with modern technologies	12	4.03	23	7.72	15	5.03	115	38.59	133	44.63	1.8
4	Trainers have competence to follow practical procedures and monitor trainees activity accordingly	20	6.71	32	10.74	22	7.38	167	56.04	57	19.13	2.3
5	Trainees have competence for maintenance of broken machineries and provide for training purpose	15	5.03	26	8.72	24	8.05	163	54.70	70	23.49	2.1
6	Trainers have competence to apply 70% practical and 30% theoretical training according to TVET strategic guideline	11	3.69	38	12.75	9	3.02	107	35.91	133	44.63	1.9

- Mean ≤ 2.50 negative attitude, mean 2.51-3.50 neutral attitude and mean 3.51-5.0 positive attitude

As the previous Table 4.4, indicates responses concerning the availability of technical competence of trainers. Most trainee respondents rated on the presence of trainers' deficiency in technical competence. Concerning this competence on item one 224 (75.17%) of the trainee respondents negative attitude on trainers competence to were rated clearly demonstrate and help trainees in technical practices, similar result is showed by the mean value (2.35); 191(64.09%) have neutral attitude on trainers knowledge of technical equipment or machineries and making trainees practice with them similarly the mean value indicates (2.54); 248 (83.22%) of the trainee respondents have negative attitude on trainers competence to train by integrating their creativity with modern technologies, similar result is showed by the mean (1.88); Similarly, 224 (75.17%) of the trainee respondents have negative attitude on trainers competence to follow practical procedures and monitoring trainees activity accordingly the same is true the mean value showed (2.30);233 (78.18%) of the trainee respondents have unfavourable attitude on trainers competence in maintenance of broken machines and providing for training purpose similar result is showed by the mean score (2.17) and lastly 240 (80.54%) of the trainee respondents disagreed on trainers competence to apply 70% practical and 30% theoretical aspect of training in the same way the mean value indicates (1.95).

Based on the data obtained above, one can possibly infer that all sub technical competences were not present in the actual training as rated by the trainees. Trainers were not actually well prepared in their pre-service and in-service training on competence to train the training by integrating their creativity with modern technology and on competence in maintenance of broken machineries and providing them for training purpose. Because of this, the most important aspects of the technical competence were not endowed in pre-service and in-service trainers education.

In relation to this two participants of Lucy and Gewane TVET College focus group discussion have their say in the efficiency of technical competence on the parts of trainers as follow:

The participant from Gewane TVET said: Except in one course we have never seen practical aspects of training. We are currently trained theoretically.

Similarly, Lucy TVET focus group discussion participant also states:

We get exposure to practical training not in the college but during apprenticeship outside the college by external industrial workers.

An other participant of Lucy TVET focus group discussion also mentioned the following:

We were trained mostly theoretically and were not accessed to practical training. Within two years training duration we got only 10 days apprenticeship opportunity in practical aspect. However, still we are unable to get a practical skill that is expected to acquire in one training program.

Beside to this, interview made with Geware TVET Dean regarding trainers' competence mentioned the following:

Trainers are not only lack practical competence but also they are incompetent in theoretical aspect to the extent that they unable to express themselves properly.

From the above information one can conclude that, trainees were not fully accessed for practical aspects of training and they are ill-prepared for the future world of work they are supposed to engage in and they are not ready to fulfill the requirements of middle level work force. Trainers are also not adequately prepared in the pre service and in-service training to implement their core competence by applying 70% practical and 30% theoretical aspect of training. Such deficiencies are contributed for the frequent complaints of the trainees. Because, vocational trainees are more attracted towards shop and laboratory activities rather than lesson delivery in theory. They are not highly motivated towards class room instructions. So, TVET trainers must especially being creative and imaginative in orders to stimulate and maintain trainees interest in classroom training. This hinders trainees not to be competent in the free labor market which as a result leads to wastage of resources.

Social Competence

Social competence is the ability and willingness to communicate with others in a constructive manner on different levels of the hierarchy and to deal with them as equals in a team. TVET trainers have to be socially competent hence teaching itself is a communication between trainees and trainers. Specific social competencies expected from trainers are: Cooperate and work in teams in side and outside, Communicate efficiently with others, Manage and resolve conflicts, Guide and orient trainees, and Know and apply principles of psychology. GTZ (2002: 16)

Table 4. 5: Social Competence of Trainers as Perceived by Their Trainees

No	Competence area	strogly agree		agree		undecided		disagree		strongly disagree		mean Score	
		fre que ncy	%	Fre que ncy	%	freq uen cy	%	fre qu ency	%	fre que ncy	%		
1	Trainers have competence to clearly transmit the training for the trainees	31	10.40	35	11.74	12		4.03	177	59.40	43	14.43	2.44
2	Trainers have competence to approach and solve trainees problems	29	9.73	56	18.79	30		10.07	145	48.66	38	12.75	2.64
3	Trainees have competence to cooperate and work with other teachers and bodies	27	9.06	71	23.83	161		54.03	25	8.39	14	4.70	3.24
4	Trainers have competence to immediatly solve conflicts in collaboration with all concerned bodies	15	5.03	27	9.06	220		73.83	21	7.05	6	2.01	2.99
5	Trainers relationship with trainees is positive and based on rules and regulations	59	19.80	145	48.66	67		22.48	21	7.05	6	2.01	3.77

- Mean ≤ 2.50 negative attitude, mean 2.51-3.50 neutral attitude and mean 3.51-5.0 positive attitude

The previous Table 4.5, shows that 220 (73.82%) of the trainee respondents have negative attitude on trainers competence to clearly transmitting or communicating with trainees, it is evidenced by mean value (2.44). On the other hand 183 (61.41%) of trainee respondents have neutral attitude, on trainers competence to approach and solve trainees problems individually and collectively similarly the mean value indicates (2.64); 161 (54.03%) of the trainee respondents rated on uncertain attitude on competence of trainers in cooperating and working with other colleagues and officials similar result is showed by the mean value (3.24); 220 (73.83%) of the trainee respondents also rated on uncertain attitude on trainers competence of the ability to solve conflicts and trainees complaints in collaboration with other bodies ,which is assured by mean value (2.99). On the other hand, 204 (68.46%) of the trainee respondents agreed on the trainers ability to create positive relationship with trainees similarly the mean value showed the same result (3.77)

In general, social competence of trainers which an important area in transmitting knowledge, skills and attitude effectively through communication is fair.

Planning Competence

Planning is the bridge between identification of learners needs and the learning activities. The modern technical and vocational education mainly depends up on the existence of well-planned programs and the competence of trainers to develop, design, and conducting training program. Planning for practical training comprises ranges of tasks working with particular equipment, tools, and machines and ensuring that everything is ready for the next use of training process (Gerds, 2000:30).

Table 4.6: Planning Competence of Trainers as Perceived by Their Trainees

No	Competence area	strogly agree		agree		undecided		disagree		strongly disagree		Mean Score
		freq uen cy	%	Fre que ncy	%	Freq uenc y	%	freq uenc y	%	Fre que ncy	%	
1	Trainers have competence to train based on planning	21	7.05	96	32.21	40	13.42	106	35.57	35	11.74	2.87
2	Trainers have competence to plan and organize training materials according to course requirement	23	7.72	83	27.85	21	7.05	124	41.61	47	15.77	2.70
3	Trainers have competence to plan and train based on trainees need and interest	13	4.36	31	10.40	30	10.07	177	59.40	47	15.77	2.28
4	Trainers have competence to plan and fulfill training materials by closely working with college administration	20	6.71	36	12.08	176	59.06	48	16.11	18	6.04	2.97
5	Trainers have competence to plan and implement the training by preparing annual, semester, monthly, weakly and daily training plan.	44	14.77	37	12.42	85	28.52	101	33.89	31	10.40	2.87

- Mean ≤ 2.50 negative attitude, mean 2.51-3.50 neutral attitude and mean 3.51-5.0 positive attitude

In the previous page Table 4.6, indicated that 141 (47.31%) of the trainee respondents rated on neutral attitude on trainers competence to train guided by training plan which is assured by mean value (2.87) ; and also 171 (57.38%) of the trainee respondents disagreed on the presence of trainers competence to plan and organize training materials according to the course requirement however the mean value showed 2.70 which is neutral attitude; 224 (75.17%) of the trainee respondents rated on negative attitude on the presence of trainers competence to plan and train based on trainees need and interest, the same is true in mean value which is 2.28. On the other hand 176 (59.06%) of the trainee respondents rated on the neutral attitude of trainers competence to plan and fulfill training materials by closely working with the college administration the same is true the mean value indicates 2.97, while 132 (44.30%) of the trainee respondents disagreed on the trainers competence to plan and implement the training program by preparing annual, semester, monthly, weekly and daily training plan but the mean value showed that 2.87 which is neutral attitude..

From the above data most of trainee respondents have neutral attitude on the planning competences of the trainers in the actual training sessions. This indicates that the existence of weak planning competence of trainers which affect the quality of the training.

Regarding this competence one of the deans interviewee from Gewane agricultural TVET responded that:

in our college most of the trainers have no awereness about the importance of planning. Even if planning is vitat for all educational institutions, they belived that planning is left for general education, because of their misconception they are limited in preparing only course outline.

Workshop Management

A competent technical /vocational trainers knows how to manage his instruction session, shops, laboratories and his/her time. Classroom management is the process of establishing and maintaining the internal environment of the group and the classroom conditions for the attainment of educational goals. It is a well-managed and disciplined class. Trainer is a manager since he control, plan, and pass necessary discussions in the daily activities pertinent to instruction, training process and to maintain order in the classroom. Clark (1994: 94)

Table 4.7: Workshop management of Trainers as perceived by Their Trainees

No	Competence area	strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean Score
		Frequ ency	%	Frequ ency	%	Frequ ency	%	Frequ ency	%	Fre que ncy	%	
1	Trainers have competence to effectively utilize training time allocated for the course	26	8.72	33	11.07	18	6.04	178	59.73	43	14.43	2.40
2	Trainers have competence to effectively and efficiently organize and manage workshops	23	7.72	25	8.39	83	27.85	105	35.23	62	20.81	2.47
3	Trainers have competence to assign individual and group tasks and monitor accordingly	32	10.7	34	11.41	24	8.05	166	55.70	42	14.09	2.49
4	Trainers have competence to control and maintain classroom discipline	80	26.8	175	58.72	12	4.03	18	6.04	13	4.36	3.98
5	Trainers have competence to continually assess and register trainers competence and giving on time feedback	37	12.4	84	28.19	48	16.11	69	23.15	60	20.13	2.90

- Mean ≤ 2.50 negative attitude, mean 2.51-3.50 neutral attitude and mean 3.51-5.0 positive attitude

In the previous page table 4.7, shows that 221 (74.16%) of the trainee respondents disagreed on the presence of trainers competence to effectively utilize training time that was allocated for the course , in the same way the mean value showed 2.40; 167 (56.04%) of the trainee respondents rated on the absence of trainers competence to effectively and efficiently organize and manage the workshops which is negative attitude with mean value 2.47; 208 (69.80%) of the trainee respondents have negative attitude on trainers competence to assign individual and collective tasks and monitoring accordingly similar result is showed by the mean value 2.49; 255(85.57) of the trainee respondents agreed on trainers competence to control and maintain classroom discipline which is assured by mean value 3.98.and finally 129 (43.29%) of the trainee respondents have neutral attitude on the presence of trainers competence to consciously assess and register trainees performance and giving feedback on time this is assured by mean value 2.90.

From this one can infer that except trainers' competence to control and maintain classroom discipline, in the other competence areas most respondents developed negative attitude on trainers' actual competence in workshop or classroom management.such deficiencies severely affected the vital part of technical and vocational training.

In addition to this, focus group discussion made with Lucy water TVET college trainees, one of the respondents stated the following idea:

One problem of our college is related to wastage of training time created by trainers frequent tardism /late coming of TVET trainers/. We punctually arrive at the campus from 8:00-8:30 am. But, we never start the class on time. Due to this, we were forced to tell our compliant to one of the IT instructor to be punctual and cover the given training time according to the course requirement. Yet, he was unable to respond to our compliant positively. We are now in doubted to cover 1800 hours that was allocated for the course Hardware and Networking Technology.

Another trainee who was participate in the focus group discussion of Gewane Agricultural TVET College Mentioned the following: One of our course trainer within one period he covered three chapters at running over the course material without we grasped any content of the course..

From the above information one can conclude that trainers are not effective and efficient in workshop and classroom management especially on issues related to proper time management to cover the course requirements. Actually trainees were not in a position to acquire all the necessary theoretical and practical training aspects because of inefficient time utilization.

Material preparation Competence

To meet training objectives a vocational instructor need a wide range of instructional materials to guide trainees in their practical work and study assignments. Text books are important instructional materials required per trainees in the training programs. Many TVET trainers /trainers are required to develop their own instructional materials which involve writing, illustrating, editing and duplicating written instructional materials, training manuals, and constructing model mock-up and other aids. Trainers need to provide job instruction and operation units for skill training, lesson sheets or study guides for technical instructions (Barlow, 1965: 131).

Table 4.8: Material Preparation Competence of Trainers as Perceived by Their Trainees

No	Competence area	strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean
		Frequ ency	%	Fre que ncy	%	Frequ ency	%	Frequ ency	%	Frequ ency	%	Score
1	Trainers have competence to prepare and present the necessary training modules for trainers	6	2.01	26	8.72	22	7.38	157	52.68	87	29.19	2.02
2	Trainers have competence to prepare and present teaching aids by using locally available materials	19	6.38	19	6.38	20	6.71	179	60.07	61	20.47	2.18
3	Trainers have competence to use teaching aid to make the training easy and concrete	9	3.02	28	9.40	30	10.07	168	56.38	63	21.14	2.17
4	Trainers have competence to prepare and present model materials to facilitate technological trainers	7	2.35	22	7.38	18	6.04	161	54.03	90	30.20	1.98
5	Trainers create conducive environment to introduce trainees with computer and internet technology	17	5.70	26	8.72	17	5.70	112	37.58	126	42.28	1.98

- Mean \leq 2.50 negative attitude, mean 2.51-3.50 neutral attitude and mean 3.51-5.0 positive attitude

In the previous page Table 4.8, depicted that most of the trainee respondents were dissatisfied on the trainers' competence of training materials preparation in the actual training. This is evidenced by 244 (81.88%) of the trainee respondents disagreed on the presence of trainers competence to prepare and present the necessary training modules for trainees similar result is showed by the meanvalue 2.02; 240 (80.54%) of the trainee respondents disagreed on the presence of trainers competence to prepare and present teaching aids by using locally available materials in the same way the mean depicts 2.18 and 231 (77.51%) of the trainee respondents disagreed on the existence of trainers competence to employ teaching aid to make the training easy and concrete similar result is showed by the mean value 2.17. Similarly, 251 (84.23%) of the trainee respondents disagreed on the availability of the trainers competence to prepare and present model materials to facilitate technological transfer similarly the mean value indicates 1.98, and 238 (79.87%) of the trainee respondents not satisfied on the presence of trainers ability to create conducive environment and introduce trainees with computer and internet technology. similar result is showed by the mean 1.98.

From the above information one can understand that trainers were not engaged in preparation of training modules, manuals, teaching aids, in facilitating technological transfer and use of information technologies to enhance the effectiveness of the TVET training program. This adversely affects trainees training satisfaction, and leads trainees to raise complaints on the trainers' performance /competence/. The deficiency of this competence may be because of incomplete preparation of trainers in-pre-service and in-service training or due to absence of trainers commitment to demonstrate the competence in actual work place.

In relation to this interview made with Semera health science TVET and Lucy water TVET college deans revealed the following:

Our TVET trainers instead of preparing local based modules they are committed to directly copy curriculum materials from another region TVET teachers and used it as their own capital

In the same TVET colleges trainees those participated in the interview made mentioned the following:

We have got nothing training which is supported by teaching aids and models, and what the astonished one is that we have no access to internet and computer technology.

Safety Competence

Developing trainees' attitudes towards safe practices and safety consciousness in job competence is an important facet of the vocational education program. Safety is the appropriate use of tools and the operation of equipments and machine which is emphasized throughout the program. (Barlow,1965:534).

Table 4. 9: Safety Competence of Trainers as Perceived by Their Trainees

No	Competence area	strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean Score
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
1	Trainers have competence to make trainers know safety rules before using training equipments	53	17.79	64	21.48	24	8.05	100	33.56	57	19.13	2.85
2	Trainers have competence to made strict and ongoing monitoring while trainers make practice on training equipments	23	7.72	51	17.11	15	5.03	166	55.70	43	14.43	2.48
3	Trainers have competence to clearly demonstrate how to use training equipments	29	9.73	64	21.48	16	5.37	150	50.34	39	13.09	2.64
4	Trainers prepare and provide for trainers utilization and safety rules of each training equipment in written form	30	10.07	91	30.54	39	13.09	83	27.85	55	18.46	2.86
5	Trainer made the necessary arraignment and preparation before trainers leave for apprentice ship	26	8.72	29	9.73	28	9.40	167	56.04	48	16.11	2.39

- *Mean \leq 2.50 negative attitude, mean 2.51-3.50 neutral attitude and mean 3.51-5.0 positive attitude*

In the previous page Table 4.9, shows that most of the trainee respondents have neutral attitude on trainers' safety competence in the actual training program. Item one shows that 177 (59.40%) of the trainee respondents agreed on the presence of trainers competence in making trainees to know safety rules before using training equipment, but the mean value 2.85 indicated that the availability of neutral attitude in this sub competence; 209 (70.14%) of the trainee respondents disagreed on the presence of trainers competence to make continuous monitoring while trainees work on machines or equipment with mean value 2.48, 189 (63.42%) of the trainee respondents disagreed on the presence of trainers competence to clearly demonstrate how to manipulate training materials yet the mean value 2.64 showed that the presence of neutral attitude, 138 (46.31%) of the trainee respondents disagreed on the presence of trainers competence to prepare and provide safety rules about equipments /machines in written form but the mean value 2.86 indicated that the existence of neutral attitude and 215 (72.14%) of the trainee respondents disagreed on the presence of the competence in making necessary arrangement and preparation before trainees leave for apprenticeship in actual training program in the same way the mean value 2.39 asserted that the presence of trainees negative attitude in this sub competence

Counseling Comeptnece

The vocational trainer who has helped and guides a trainee into and through an occupational training helps them into employment upon completion of training. Finding the right job for the right graduates, placing them in the job, and maintaining contact with them and the employers to evaluate progress imperative and to provide additional assistance if needed are important parts of vocational trainers's follow-up responsibilities. Often these responsibilities are carried out after school hours (MOE, 1999: 4: UNESCO 2002b:5).

Table 4.10: Counseling Competence of Trainers as Perceived by Their Trainees

No	Competence area	strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean Score
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
1	Trainers provide counseling services before trainees engaged in selections of fields of training	18	6.04	12	4.03	18	6.04	87	29.19	163	54.70	1.78
2	Trainers provide the necessary guidance and counseling for trainees on issues related to teaching learning processes	13	4.36	34	11.41	13	4.36	109	36.58	129	43.29	1.97
3	Trainers approach trainees with special need and help accordingly in their training	23	7.72	32	10.74	56	18.79	65	21.81	122	40.94	2.22
4	Trainers allocate extra time and give guidance and counseling service for trainers	7	2.35	16	5.37	15	5.03	170	57.05	90	30.20	1.93
5	Trainers provide guidance and counseling for graduates on issues related to employment and job creation	16	5.38	16	5.37	17	5.70	157	52.68	92	30.87	2.02

- Mean ≤ 2.50 negative attitude, mean 2.51-3.50 neutral attitude and mean 3.51-5.0 positive attitude

In the previous page Table 4.10, shows most of the trainee respondents have negative attitude on trainers counseling competence in the actual training program. This is assured by 250 (83.89%) of the trainee respondents disagreed on the trainers ability to provide counseling service before trainees engaged in career choice the same is true in the mean value 1.78; 238 (78.87%) of the trainee respondents disagreed on the presence of trainers ability to provide the necessary guidance and counseling service for trainees on issues related to teaching learning process similar result is showed by the mean value 1.97; 187 (62.76%) of the trainee respondents disagreed on the presence of trainers competence in approaching trainees with special need and help them accordingly in the same way the mean value showed 2.22; 260 (87.25%) of the same respondents disagreed on the presence of trainers ability to allocate extra time and give guidance and counseling service for trainees similar result is showed by the mean value 1.93 and 249 (83.56%) of the same respondents disagreed on the presence of trainers competence to provide guidance and counseling service for graduates on issues related to employment and job creation which is assured by mean value 2.02.

Regarding such competence in the focus group discussion of Lucy business and Gewane Agricultural TVET college two respondents mentioned the same thing.

One respondent from Gewane TVET College responded as follows:

During the initial registration we have never got counseling service regarding career choice. I joined plnat science field based on my friends' advice.

One respondent from Lucy TVET College Concerning Guidance and counseling service responded the following:

Now a time, I am a 2nd year trainee in Automotive Technology department. Last year, as I were joined this college, I registered in Irrigation field. But, by the college good will my career choice changed in to automotive field.

From this one can inferred that, most of the trainee respondents have developed negative attitude regarding counseling competence of trainers as well as the college administrative body

Training inputs

No matter how far the objectives of any training program is attractive, its success is greatly depends upon the quantity, quality, and availability of the resources at its disposal, among the other factors. What matters is not only their availability but also their appropriate use for training purposes (UNCSCO, 1996:52).

Table 4.11 Training Inputs as Perceived by Trainees

No	Competence area	strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean Score
		Freq uenc y	%	Freq uenc y	%	Freq uenc y	%	Freq uenc y	%	Freq uenc y	%	
1	There are enough and well furnished classrooms and workshops	58	19.46	56	18.79	18	6.04	97	32.55	69	23.15	2.79
2	Each department have filled with enough and competent trainers	42	14.09	37	12.42	19	6.38	40	13.42	160	53.69	2.20
3	The necessary training raw materials and training equipment were fulfilled in all workshops	19	6.38	21	7.05	19	6.36	193	64.77	46	15.44	2.24
4	Trainers continuous take examinations of center of competence (COC) on regular basis	9	3.02	19	6.38	19	6.38	74	24.83	177	59.40	1.69

- *Mean ≤ 2.50 negative attitude, mean 2.51-3.50 neutral attitude and mean 3.51-5.0 positive attitude*

In the previous page Table 4.11; focus on issues related to training inputs. As rated by trainees most of the of respondents disagreed on the availability of the necessary training inputs. This is indicated by 166 (55.70%) of the trainee respondents have neutral attitude on the presence of enough and well furnished classrooms and workshops which is assured by the mean value 2.79; 200 (67.11%) of the trainee respondents have developed negative attitude on the availability of sufficient and competent trainers in each department which is evidenced by the mean value 2.20; 239 (80.20%) of the trainee respondents disagreed on the availability of the necessary training raw-materials and equipments which is assured by the mean value 2.24 which is negative attitude and 251(84.23%) of the the respondents strongly disagreed on the taking of COC exam on continuous basis this is evidenced by the mean value 1.69.

From the above information one can conclude that within the current status of TVET institutions in Afar region are not equipped with the necessary training inputs and they are below the needed standard. The most important deficiency are the absence of COC, absence of well furnished workshops, absence of sufficient and competent trainers and training raw materials and equipments mentioned by trainee respondents in the TVET Colleges under study.

Administration Support

The role of management is profound in training undertakings. He wrote the devotion of senior staff of institutions is key in promoting training quality. They be back it and drive it. "Without their whole heart support for teaching force, conducting better training would be a difficult task. A number of initiatives on quality education and training had been failed due to the absence of whole heart support from the management team, Sallis (1993: 35).

Table 4.12: Administration Support as Rated by Trainees

No	Competence area	strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean Score
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
1	The college administration has made the necessary follow up and support for the success of overall training	31	10.40	28	9.40	29	7.73	78	26.17	132	44.30	2.15
2	The college administration immediately solve when shortage of trainers is created	39	13.09	59	19.80	48	16.11	117	39.26	35	11.74	2.83
3	The college administration provide the necessary motivations to enhance trainers work moral	104	34.90	68	22.82	22	7.38	70	23.49	34	11.41	3.46
4	The college of administration assess the competence of trainers regularly in collaboration with department heads	21	7.05	18	6.04	22	7.38	94	31.54	143	47.99	1.93
5	The college administration work hard to fulfill training need of trainees	19	6.38	26	8.72	20	6.71	163	54.70	70	23.49	2.20
6	The college administration receive and correct trainee complaints and other conflicts created in TVET college	36	12.08	79	26.51	31	10.40	57	19.13	95	31.88	2.68

- Mean ≤ 2.50 negative attitude, mean 2.51-3.50 neutral attitude and mean 3.51-5.0 positive attitude

In the previous page Table 4.12, shows, most of the trainee respondents have negative attitude on the presence of administrative support for the success of the training program. This is evidenced by 210 (70.47%) of the trainee respondents disagreed on the presence of administrative follow-up and support which is assured by mean value 2.15; 152 (51.00%) of the trainee respondents have neutral attitude on administrative effort to solve shortage of trainers which is the mean value 2.83, Whereas regarding item three 172 (57.72%) of trainee respondents agreed on the presence of administrative motivation to encourage trainers work moral but the the mean value 2.68 showed that the presence of neutral attitude. 237 (79.53%) of the trainee respondents also disagreed on administrative effort to assess the competence of trainers regularly in collaboration with department heads, but the mean value 3.46 showed the neutral attitude of trainees on administrative effort; 233 (78.19%) of the trainee respondents disagreed on administrative effort to work hard to create conducive training environment for trainees which is showed by mean value 1.93 that is negative attitude, and 152 (51.01%) of the trainee respondents disagreed on the presence of administrative effort to receive and resolve trainees complaint and other conflicts which is showed negative attitude by mean value 2.20 .

Regarding this administrative motivations, interview made with the four TVET College Deans reveal the following:

Concerning incentive for trainers Gewane agricultural TVET and semera Health science TVET Deans responded that they were provided: Housing service, household equipments, and money incentives to motivate trainers work morale. Whereas the Lucy Water and Adadale Business TVET College Deans mentioned that they were provided monetary incentives for those trainers who brought technological transfer and new innovations.

On the other hand, a focus group discussion that was made with trainees reveal that one respondent from Lucy business TVET College stated the following:

I stayed in this college about two years but I have never seen the college's Dean still physically.

In relation to this, the four college deans in their interview mentioned the following:

Even if we propose annual budget plan for the upper officials in the hierarchy, they unable to allocate sufficient budget according to our request. so this may severely hindered the over all TVET training program.

We can realize from the above information is that the existing weak administrative support in the TVETs under study is one contributing factor to trainers weak competence and causes for trainees complaints.

Trainer's Subject Matter Competence

Trainers should demonstrate knowledge and understanding of specific or factual knowledge of content area, concepts and theory of the subject area. Shulman (1987:2)

Table 4.13 Trainers' Subject Matter Competence as Rated by Trainers

No	Competence area	strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Score
1	In pre service training I have got enough knowledge of the subject matter of field of specialization	7	30.43	13	56.52	2	8.70	1	4.35	0	0	4.13
2	In pre service training I have got general knowledge of the subject	6	26.09	14	60.87	0	0.00	2	8.70	1	4.35	3.96
3	In pre service training I have got enough theoretical and practical knowledge of the subject	4	17.39	11	47.83	4	17.39	3	13.04	1	4.35	3.61
4	In pre service training I have got the necessary skill to teach my field clearly	9	39.13	12	52.17	1	4.35	1	4.35	0	0.00	4.26
5	In pre service training I have got the skill to make students love their field of specialization	10	43.48	11	47.83	1	4.35	1	4.35	0	0.00	4.30

- Mean ≤ 2.50 negative attitude, mean 2.51-3.50 neutral attitude and mean 3.51-5.0 positive attitude

Concerning trainers' acquisition of the subject matter competence, Table 4.13, shows that trainers were agreed on the acquisition of all subject matter competence in their pre-service and in-service training. Which means 20 (86.96%) of the trainer respondents agreed on the acquisition of academic subject matter competence the mean value 4.13 showed positive result, 20(86.96%) of trainer respondents agreed on the acquisition of general knowledge of the subject matter which is the mean value also showed 3.96, 15 (65.22%) of the trainer respondents agreed on the acquisition of the ability to present f the subject matter in a simple and clear way which is evidenced by the mean value 3.61, 21 (91.30%)of trainer respondents also agreed on the acquisition of the competence to present the subject matter by relating to the external world of work which is assured by the mean value of 4.26 ,and 21 (91.30%) of trainer respondents agreed on the acquisition of the ability to make trainees appreciate and love their fields of study which is ascertained by the mean value 4.30.

From the above table it is evident that even if trainers agreed on the acquisition of the subject matter related competencies, in their pre-service and in-service training, their actual competence performance is neutral in academic /subject matter competence, general knowledge of the subject matter and competence of presenting the subject matter in a simple and clear way as perceived by their trainees peceptions. They also lack competence in the actual performance to present subject matter by relating to the external world of work, and ability to make trainees appreciate and love their fields of study.

From this one conclude that either trainers lack commitment in the actual competence or they were not sufficiently equipped with the necessary subject matter competences in their pre-service and in-service training.

Trainer's Pedagogical Competance

Pedagogy comprises the concepts and skills to be taught, how to organize and present the content as a meaningful sequence, and forms of presentation which is more appropriate to promote trainees understanding. Shulman (1987:6).

Table 4 .14 Pedagogical Knowledge and Skill of Trainers as Rated by Trainers

No	Competence area	strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean Score
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
1	In pre service training I have got the necessary competence to train in organized manner	12	52.17	9	39.13	1	4.35	1	4.35	0	0.00	3.48
2	In pre service training I have got the skill how to apply student centered teaching methodologies	4	17.39	2	8.70	16	69.57	1	4.35	0	0.00	3.39
3	In pre service training I have got the necessary skill to integrate theoretical knowledge with practice	3	13.04	2	8.70	17	73.91	1	4.35	0	0.00	3.30
4	In pre service training I have got the necessary skill on how to organize workshops for training	2	8.70	3	13.04	15	65.22	3	13.04	0	0.00	3.17
5	In pre service training I have got the necessary skill to effectively use teaching aids in training	3	13.04	6	26.09	13	56.52	1	4.35	0	0.00	3.48
6	In pre service training I have got the necessary competence to identify psychological need of trainers and address accordingly	2	0.70	4	17.39	15	65.22	1	4.35	1	4.35	3.22

- Mean ≤ 2.50 negative attitude, mean 2.51-3.50 neutral attitude and mean 3.51-5.0 positive attitude

When we come to the trainers acquisition of the competence in their pre-service and in-service training in Table 4.14, most respondents responded on the acquisition of competence in pedagogical knowledge. This is indicated by 21 (91.30%) of the trainer respondents agreed on the acquisition of the competence in organizing the training lesson sequentially but mean value 4.39 showed neutral. Similarly, 16 (69.56%) of the trainer respondents rated on medium acquisition of the competence to use active student-centered teaching method mean value showed 3.39, 17 (73.91%) of the trainer respondents rated on medium level acquisition of the competence to integrate theory and practice which is assured by the mean value 3.30 that is neutral, 15 (65.22%) of the trainer respondents responded on medium acquisition of the competence to organize and arrange workshops for effective training which is the mean value showed 3.17. In addition to this, 15 (65.22%) of the trainer respondents rated on medium acquisition of the competence to use teaching aid to support the actual training which is evidenced by the mean value 3.48 and 13 (56.52%) of the trainer respondents responded that the medium acquisition of the competence to identify psychological needs of the trainees, it is assured by the mean value 3.22.

From this data one can infer that trainers are indubted in the acquisition of the above sub pedagogical competencies in their pre-service and in-service training. This may adversely affected the overall training and it contributed to trainees copliants on trainers competence.

Trainer's Technical Competance

As per the new educational and training policy, the implementiaon of vocational education program at the levels can only be made possible by competent vociaitonal trainers in pratical skills in the shop. (MoE, 1994).

Table 4.15 Technical Competence as Rated by Trainers

No	Competence area	strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean
		Frequ ency	%	Fre que ncy	%	Fre que ncy	%	Frequ ency	%	Frequ ency	%	
1	In pre service training I have got enough practical skill in my filed of specialization	7	30.43	9	39.13	5	21.74	1	4.35	1	4.35	3.87x
2	In pre service training I have got enough skill on technological equipments related to my field specialization	7	30.43	4	17.39	6	26.09	4	17.39	2	8.70	3.43
3	In pre service training I have got the necessary competence to integrate technologies with personal creativity	1	4.35	7	30.43	4	17.39	8	34.78	3	13.04	2.78
4	In pre service training I have got enough skills on procedures of utilizing technological equipments /machines	5	21.74	7	30.43	4	17.39	5	21.74	2	8.70	3.35
5	In pre service training I have got enough skill on the maintenance of training equipments/ machines	2	8.70	6	26.09	0	0.00	10	43.48	5	21.74	2.57
6	In pre service training I have got the necessary competence to apply 70% practical and 30% theoretical training	3	13.04	2	8.70	15	65.22	2	8.70	1	4.35	3.78

- Mean \leq 2.50 negative attitude, mean 2.51-3.50 neutral attitude and mean 3.51-5.0 positive attitude

In the previous page Table 4.15, when we see trainers acquisition of technical competence in their pre-service and in-service training 16(69.56%) of the trainer respondents agreed on the acquisition of the competence to clearly demonstrate and help trainees in technical practices the same is true in the mean value 3.87.and 12 (52.17%) of trainer respondents were agreed on the acquisition of the competence to follow practical procedures and monitoring trainees activities accordingly but the mean value 3.43 showed neutral acquisition of the competence, Where as 11 (47.83%) of the trainer respondents rated on the acquisition of medium competence in knowledge of technical equipments /machines and making trainees practice with them, the same is true in the mean value 2.78 which is neutral.On the contrary, 11 (47.83%) of the trainers respondents disagreed on the acquisition of the competence to train by integrating their creativity with modern technologies but the mean value 3.35 showed uncertain acquisition of the competence, 15 (65.22%) of the trainer respondents disagreed on the acquisition of the competence in maintenance of broken machines and providing for training purpose yet the mean value 2.57 evidenced neutral acquisition. While 15 (65.22%) of the trainer respondents rated on the acquisition of medium level competence to apply 70% practical and 30% theoretical aspects of training in their pre-service and in-service training similarly the mean value showed 3.17.

Based on the data obtained above, one can possibly infer that all sub technical competences were not present in the actual training as rated by the trainees. Trainers were not actually well prepared in their pre-service and in-service training on competence to train the training by integrating their creativity with modern technology and on competence in maintenance of broken machineries and providing them for training purpose. Because of this, the most important aspects of the technical competence were not endowed in pre-service and in-service trainers education.

Trainers Social Competence

TVET trainers have to be socially competent hence teaching itself is a communication between trainees and trainers. (GTZ 2002:16).

Table 4.16 Social Competences as Rated by Trainers

No	Competence area	strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
1	In pre service training I have got the necessary competence present and communicate tracings in simple and clear ways	8	34.78	11	47.83	3	13.04	0	0.00	1	4.35	4.09
2	In pre service training I have got competence, on how to solve trainees learning problems	10	43.48	7	30.43	5	21.74	1	4.35	0	0.00	4.13
3	In pre service training I have got the skill how to work collaboratively with other colleagues	9	39.13	8	34.78	4	17.39	2	8.70	0	0.00	4.04
4	In pre service training I have got the skill how to positively, solve conflicts	8	34.78	8	34.78	6	26.09	1	4.35	0	0.00	4.00
5	In pre service training I have got the skill how to create positive relationship with trainees	9	39.13	7	30.43	6	26.09	1	4.35	1	4.35	4.09

- Mean \leq 2.50 negative attitude, mean 2.51-3.50 neutral attitude and mean 3.51-5.0 positive attitude

In the previous page Table 4.16 showed regarding trainers' acquisition of social competence in their pre-service and in-service training most of the trainer respondents rated on the acquisition of all social sub competencies. Similarly the mean value indicated the same result. They responded that in pre-service training we have got the necessary competence to present and communicate trainings in simple and clear ways as indicated by the mean value 4.09, and in pre-service training we have got the competence on how to solve trainees learning problems as showed by the mean value 4.13, and in pre-service training we have got the skill how to work collaboratively with other colleagues as showed by the mean value 4.04

From the information obtained above, it is easy to understand that even if trainers agreed on the acquisition of social sub competencies in their pre-service and in-service training, they were not able to reflect such competencies in the actual training program. Absence of this competence may affect the effective and efficient transmission of knowledge, skill and attitudes as expected by trainees.

Trainers Planning Competence

Planning is important to develop a whole new conceptual framework of thinking and acquiring knowledge. Efficient trainers prepare yearly term, unit, weekly and daily planning of their respective subject. (Arends 1997:24).

Table 4.17 Planning Competence as Rated by Trainers

No	Competence area	strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean
		Freq uenc y	%	Fr eq ue nc y	%	Fr eq ue nc y	%	Fr eq ue nc y	%	Fr eq ue nc y	%	Scor e
1	In pre service training I have got the skill to effectively plan training programs	6	26.09	8	34.78	4	17.39	3	13.04	2	8.70	3.57
2	In pre service training I have got the skill to use the necessary training materials for specific training	8	34.78	9	39.13	1	4.35	3	13.04	2	8.70	3.78
3	In pre service training I have got skill how to match training programs with the need and interest of trainees	7	30.43	4	17.39	8	34.78	3	13.04	1	4.35	3.57
4	In pre service training I have got the skill to prepare the plan for training materials	6	26.09	3	13.04	7	30.43	3	13.04	4	17.39	3.17
5	In pre service training I have got the skill on how to prepare and implement annual, semester, monthly, weekly and daily lesson plan	8	34.78	8	34.78	2	8.70	3	13.04	2	8.70	3.74

- Mean ≤ 2.50 negative attitude, mean 2.51-3.50 neutral attitude and mean 3.51-5.0 positive attitude

In the previous page Table 4.17 indicates, regarding trainers acquisition of planning competencies most trainers rated on the acquisition of the whole planning competencies in their pre-service and in-service training program. They responded that In pre-service training we have got the skill to effectively plan training programs as indicated by the mean value 3.57, in pre-service training we have got the skill to use the necessary training material for specific training as indicated by the mean value 3.78 and in pre-service training we have got the skill how to match training programs with the need and interest of trainees as indicated by the mean value 3.57.

Even if trainers responded on the acquisition of the planning competencies in their training, their planning competence was not demonstrated in the actual training program. Because, trainers were not guided by planning, they were not plan and organize training materials as the course requirement and they were not match trainees need and interest and also they were not organize the training program by annual, semester, monthly, weekly and daily training plan in their actual work place as perceived by their trainees.

Workshop Management Competence

A competent technical /vocational trainers knows how to manage his instruction session, shops, laboratories and his/her time. (Clark 1994:94).

Table 4.18 Workshop Management Competence as Rated by Trainers

No	Competence area	strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean Score
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
1	In pre service training I have got the skill to effectively implement time allocated for the training	9	39.13	10	43.48	0	0.00	1	4.35	3	13.04	3.91
2	In pre service training I have got the skill on how to organize and arrange workshops for training	7	30.43	9	39.13	2	8.70	2	8.70	3	13.04	3.65
3	In pre service training I have got the skill on how to organize practical training exercises	7	30.43	9	39.13	2	8.70	2	8.70	3	13.04	3.65
4	In pre service training I have got the skill on how to maintain class room/ workshop discipline	9	39.13	5	21.74	4	17.39	2	8.70	3	13.04	3.65
5	In pre service training I have got the skill on how to monitor, evaluate and register student performances	11	47.83	8	34.78	0	0.00	2	8.70	2	8.70	4.04

- Mean ≤ 2.50 negative attitude, mean 2.51-3.50 neutral attitude and mean 3.51-5.0 positive attitude

As Table 4.18 shows, regarding the trainers' acquisition of workshop or classroom management competencies most trainer respondents agreed on the acquisition of these sub workshop management competencies while they were in their pre-service and in-service training program. These evidenced by the mean value 3.91, 3.65, 3.65, 3.65 and 4.04 respectively.

Although they said that we acquired the competences in their training, they may inefficient and not committed to apply these acquired competences in the actual training program.

Trainers Training Material Preparation Competence

Technical and vocational training ideally suits the use of visual materials because skill development depends to a great extent on how successfully the trainees visualize, understand and practice the techniques, processes, and operations undertaken in the competence of world of work or specific job. (UNESCO, 1996b:52).

Table 4.19 Training Material Preparation Competence as Rated by Trainers

No	Competence area	strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
1	In pre service training I have got enough skill to prepare training modules and manuals	1	4.35	5	21.74	9	39.13	3	13.04	5	21.74	2.74
2	In pre service training I have got the skill on how to prepare teaching aids from locally available materials	3	13.04	10	43.48	4	17.39	5	21.74	1	4.35	3.39
3	In pre service training I have got the skill on how to use teaching aids for effective training	6	26.9	6	26.09	7	30.46	3	13.04	1	4.35	3.57
4	In pre service training I have got the skill on strategies of technological transfer	3	13.04	7	30.43	7	30.43	2	8.70	4	17.39	3.13
5	In pre service training I have got enough skill on how to use computer and internet techniques	8	34.78	7	30.43	1	4.35	3	13.04	4	17.39	3.52

- Mean \leq 2.50 negative attitude, mean 2.51-3.50 neutral attitude and mean 3.51-5.0 positive attitude

In the previous page Table 4.19, with regard to trainer's acquisition of training materials preparation competence in their pre-service and in-service training, most of the trainer respondents agreed on the acquisition of the whole training material preparation competence. But the mean value 2.74, 3.39, 3.13 respectively indicate that the neutral acquisition of the material preparation sub competencies. However, as rated by the trainee respondents these all training materials preparation competence were not demonstrated in the actual training program by the trainers.

Safety Competence

Developing trainee's attitudes towards safe practices and safety consciousness in job competence is an important facet of the vocational education program. (Barlow, 1965:134).

Table 4.20 Safety Competence as Rated by Trainers.

No	Competence area	strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
1	In pre service training I have got enough skill on safety rules of training equipments and machines	10	43.48	6	26.09	0	0.00	4	17.39	3	13.04	3.70
2	in pre service training I have got enough skill on how to apply teaching through demonstration	7	30.43	7	30.43	5	21.74	2	8.70	2	13.04	3.65
3	In pre service training I have got enough skill on how to monitor and evaluate trainers performance	7	30.43	6	26.09	3	13.04	4	17.39	3	13.04	3.43
4	In pre service training I have got enough knowledge on how to use and safety of each training equipment /machine	8	34.78	2	8.70	5	21.74	5	21.74	3	13.04	3.30
5	In pre service training I have got enough skill about how to manage apprenticeship	6	26.09	6	26.09	4	17.39	4	17.39	3	13.04	3.35

- Mean ≤ 2.50 negative attitude, mean 2.51-3.50 neutral attitude and mean 3.51-5.0 positive attitude

In the previous page Table 4.20, concerning the trainers' acquisition of safety competence, most of the trainer respondents agreed on the acquisition of safety competencies when they were in their pre-service and in-service training program. However on item 3,4 and 5 the mean value 3.43,3.33 and 3.35 respectively indicates neutral acquisition the sub competencies. On the contrary, as rated by trainees respondents except on item one, in other items of safety competencies they did not practically reflect the competencies in the actual training programs.

From the above data one understand that trainers were not endowed the expected safety competencies in their pre-service and in-service training. This competence deficiency severely affected the quality of training in general and the safety of trainees in particular.

Counseling Competence

Finding the right job for the right graduates, placing in the job, and maintaining contact with them and the employers to evaluate progress imperative and to provide additional assistance if needed are important parts of vocational trainers' follow up responsibilities. (UNESCO 2002b:65).

Table 4.21 Counseling Competence as Rated by Trainers

No	Competence area	strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean Score
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
1	In pre service training I have got enough knowledge on how to give guidance and counseling service on selection of field of training program	6	26.09	5	21.74	4	17.39	6	26.09	2	8.70	3.30
2	In pre service training I have got enough knowledge on how to guide and counseling students on the teaching learning process	6	26.09	10	43.48	2	8.70	4	17.39	1	4.35	3.70
3	In pre service training I have got enough knowledge about special need education	4	17.39	7	30.43	2	8.70	5	21.74	5	21.74	3.00
4	In pre service training I have got enough techniques on how to give guidance and counseling service	7	30.43	6	26.09	3	13.04	4	19.39	3	13.04	3.43
5	In pre service training I have got enough assisting on assisting graduates on issues related to employment	2	8.70	9	39.13	3	13.04	6	26.09	3	13.04	3.04

- Mean \leq 2.50 negative attitude, mean 2.51-3.50 neutral attitude and mean 3.51-5.0 positive attitude

In the previous page Table 4.21 shows concerning the trainers' acquisition of counseling competence, most of the trainers responded that they were agreed on the acquisition of counseling competencies when they were in their pre-service and in-service training program, but the mean value 3.30, 3.00, 3.43 and 3.04 respectively ascertained that neutral acquisition of the sub counseling competencies. In addition to these trainee respondents have negative attitude towards the trainers counseling competencies because trainers were not demonstrated these sub-competencies particularly in the classroom and outside the compass in general.

Training input

No matter how far the objectives of any training program is attractive, its success is greatly depends upon the quantity, quality, and availability of the resources at its disposal, among the other factors. (UNCSCO, 1996:52).

Table 4.22 Training Input as Rated by Trainers

No	Competence area	strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
1	There are enough classrooms and workshops in the college	2	8.70	5	21.74	1	4.35	9	39.13	6	26.09	2.48
2	All training departments have enough and competent teachers	3	13.04	3	13.04	3	13.04	8	34.78	6	26.09	2.52
3	Training raw materials and equipment needed for training are fulfilled in all workshops	1	4.35	3	13.04	2	8.70	11	47.83	6	26.09	2.22
4	Teachers take continuous COC examination annually	0	0.00	1	4.35	1	4.35	9	39.13	12	52.17	1.61

- Mean ≤ 2.50 negative attitude, mean 2.51-3.50 neutral attitude and mean 3.51-5.0 positive attitude

The above table 4.22 focus on issues related to training inputs. As rated by trainers most of the respondents disagreed on the availability of the necessary training inputs. This is indicated by 15 (65.22%) of the trainer respondents disagreed on the presence of enough and well furnished classrooms and workshops it is also evidenced mean value 2.48 , 14 (60.87%) of the trainer respondents disagreed on the availability of sufficient and competent trainers in each department

which is also assured by mean value 2.52 that is neutral value, 17 (73.91%) of the trainer respondents disagreed on the availability of the necessary training raw-materials and equipments it is also assured by the mean value 2.22, and 21 (91.30%) of trainer respondents strongly disagreed on taking COC exam in continuous basis which is assured by mean value 1.61.

Hence, the information, one can conclude that TVET institutions in Afar region were not equipped with the necessary training inputs and they are not conducive for effective and efficient training. The most serious deficiencies are the absence of COC, absence of well furnished workshops, absence of sufficient and competent trainers and training raw materials, and equipments.

Administrative Support

Instructors are definitely key elements in the teaching learning process if not the only agent of transmission of knowledge and skills in the training institutions. In order to utilize these teaching personnel in institutions effectively, there should be a need for having appropriate leadership for carrying out effective managerial activities in the training institutions. (Hallack and Calloids 1995:3).

Table 4.23 Administrative support as Rated by Trainers

No	Competence area	strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean Score
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
1	The college administration has made the necessary follow up and support for overall success of training programs	1	4.35	5	21.74	3	13.04	6	26.09	8	34.78	2.35
2	The college administration give immediate solution when teachers shortage is created	2	8.70	5	21.71	3	13.04	4	17.39	9	39.13	2.43
3	The college administration evaluate teachers performance in collaboration with department heads	2	8.70	6	26.09	5	13.04	4	17.39	8	34.78	2.57
4	The college administration work hard to facilitate conducive environment for trainees training	1	4.35	4	17.39	2	21.74	5	21.74	8	34.78	2.37
5	The college administration solve students complains immediately	3	13.04	8	34.78	4	8.70	5	21.74	5	21.74	2.96
	The college administration motivate teachers to enhance their performance	1	4.35	5	21.74		17.39	7	30.43	6	26.09	2.48

- Mean ≤ 2.50 negative attitude, mean 2.51-3.50 neutral attitude and mean 3.51-5.0 positive attitude

In the previous page table 4.23 shows that most of the trainer respondents disagreed on the presence of administrative support for the success of the training program. This is evidenced by 14 (60.87%) of the trainer respondents disagreed on the presence of administrative follow-up and support, in the same way the mean value indicated 2.35, and 13 (56.52%) of the trainer respondents disagreed on administrative effort to solve shortage of trainers which is also evidenced by the mean value 2.43. On the other hand, 13 (56.52%) of the trainer respondents disagreed on the administrative effort to assess the competence of trainers regularly in collaboration with department heads which is the mean value 2.57, 11 (47.83%) of the trainer respondents disagreed on the administrative effort to work hard in creating conducive training environment for trainees and the mean value showed 2.37. Similarly, 13 (56.52%) of the trainer respondents disagreed on the presence of administrative effort to receive and resolve trainees complaints and other conflicts while the mean value showed 2.96 that is neutral. Whereas 12 (52.17%) of the trainer respondents disagreed on the presence of administrative effort to provide the necessary motivation for trainers, the same is true as the mean value showed 2.43.

From the above information one can infer that the absence of appropriate administrative support in the TVET under study is one of the contributing factors for trainers' weak competence and causes for trainees' unfavourable attitude towards their trainers.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

5.1. Summary

The principal aim of undertaking this study was to assess the trainees attitude towards their trainers competence in four TVET colleges of Afar regional state (namely-Adadale Business TVET college, Lucy Water TVET College, semera Health Science TVET College and Gewane Agricultural TVET Colleges. To conduct this research descriptive survey was employed. For this study the following research questions were formulated:

1. What are the attitudes of trainees' towards their trainers' competence?
2. What are the trainers' deficiency regarding competency as perceived by their trainees?
3. What are the factors influencing trainers' teaching competence and trainees' learning achievement?

To address the raised research questions, the researcher reviewed relevant literature and prepared two sets of questionnaires (one for trainees and the other for trainers); two interview guides (one for college Deans and the other to trainees), and focus group discussion was prepared for trainees to collect data from sampled respondents of the four TVET colleges.

Accordingly, based on the analyses made on chapter four the following findings were identified under each research questions:

- Research question one refers to what are the attitudes of trainees' towards their trainers' competence?

1. Subject matter competence

Most of the trainee respondents have uncertain attitude on their trainers' subject matter competence in that they rated neutral attitude on academic subject matter knowledge (mean value 2.66), general knowledge of the subject matter (mean value 3.10), and presentation of the subject matter in a clear and simple way (mean 3.01). On the other hand, they have negative attitude on trainers ability to present the subject matter by relating to the external world of work

(mean 2.31) and trainers ability to make trainees appreciate and love their fields of study(mean 1.99) .

2. Teaching method /pedagogical competence

Regarding this majority of trainee respondents have unfavourable attitude on their trainers pedagogical or teaching method competencies. They have negative attitude on the competence to use active student-centered teaching method (mean2.18) , , the competence to integrate theory and practice (mean 2.31), the competence to organize and arrange workshop for effective training (mean 2.28). In addition to this, they have uncertain attitude on trainers competence to organize the training lesson sequentially, the competence to apply teaching aid to support actual training and the competence to identify psychological needs of the trainees and to train accordingly with the mean value 2.61, 3.04 and 2.56 respectively.

3. Technical Competence

Concerning this competence, majority of trainees have unfavourable attitude on the presence of trainers technical competence in the actual workplace. They have negative attitude on trainers competence to clearly demonstrate and help trainees in technical practices (mean 2.35), the competence to train by integrating their creativity with modern technologies (mean 1.88), the competence to follow practical procedures and monitoring trainees activity accordingly (mean 2.30), the competence of maintenance of broken machineries and providing for training purpose (mean 2.17) and the competence to apply 70% practical and 30% theoretical training (mean 1.95) and the competence of knowing technical equipments or machines and making trainees to practice with them (mean 2.54). As described in chapter four from interview and focus group discussions with trainees and deans the same finding id gained.

4. Social Competence

Concerning social competence, most of the trainees have uncertain attitude on the social competence of their trainers. They have neutral attitude on trainers' competences to approach and solve trainees problem (mean 2.64), to cooperate and work with others (mean 3.24), and to solve conflicts and complaints (mean 2.99); on the other hand they have negative attitude .to clearly transmit or communicate the training (mean 2.44).

5. The planning competence

Regarding planning competence, the majority of trainees have uncertain attitude on the trainers planning competence in the areas of the competence to train guided by training plan (mean 2.87), the competence to plan and organize training material according to the course requirement (mean 2.70), the competence to plan and fulfil training materials (mean 2.97), and the competence to plan and implement the training by preparing annual, semester, monthly, weekly and daily training plan (mean 2.87). They have negative attitude on the competence to plan and train based on trainees' needs and interest (mean (2.28)

6. Workshop /classroom/ management competence

Concerning workshop/classroom management competence of trainers, the majority of trainees have negative attitude on the presence of the following workshop/classroom management competencies: the competence to effectively utilize training time that is allocated for the course (mean 2.40), the competence to effectively and efficiently organized and manage the workshops (mean 2.47), the competence to assign individual and group tasks and monitoring accordingly (mean 2.49). The same result obtained in trainees' focus group discussion, and interview made with trainees and deans.

7. Training material preparation competence

Regarding this competence as rated by the majority of trainees, they have negative attitude towards trainers in all training material preparation competencies. Which means trainees have unfavourable attitude on the trainers competence to prepare and present the necessary training modules for trainees (mean 2.02), to prepare and present teaching aids by using locally available materials (mean 2.18), the competence to employ teaching aid to make the training easy and concrete (mean 2.17), the competence to prepare and present model materials to facilitate technological transfer (mean 1.98), and the competence to create conducive environment to introduce trainees with computer and internet technology (mean 1.98). The same findings are gained by interviews.

8 Safety competence

Concerning this competence most of the trainees have negative attitude on the presence of trainers competence in making continuous monitoring while trainees work on machineries (mean 2.48), and trainers ability in making necessary arrangement and preparation before

trainees leave for apprenticeship (mean 2.39) on the rest safety sub competencies trainers have neutral attitude.

9. Counseling competence

Regarding counseling competence majority of trainees have negative perceptions on their trainers all counseling competencies, in that – trainees have negative attitude on the trainers ability to provide counseling services on trainees career choice (mean 1.78), to provide guidance and counseling services (mean 1.97), in approaching trainees with special need education(mean 2.22), to allocate extra time and give guidance and counseling (mean 1.93),and in assisting graduates in guidance and counseling service in relation to employment and job creation (mean 2.02). The same result is obtained in focus group discussion.

- Research question two was concerned with what are the trainers' deficiency regarding competency as perceived by their trainees?

Based on the statistical data revealed in the first research question, as perceived by their trainees, the four TVET trainers are strongly deficient in pedagogical competence, technical competence, workshop management competence, training material preparation competence, safety competence and counseling competence. And trainees have uncertain perception in subject matter competence, social and planning competence of trainers.

- Research question three concerned with what are the factors influencing trainers teaching competence and trainees learning achievement?

The major hindering factors for trainers competence and trainees learning achievement are absence of the necessary training inputs and administrative support in the actual training or work place as rated by both trainers and trainees.

This was evidenced by both rating on disagree that the presence of enough and well furnished classrooms and workshops, the presence of sufficient and competent trainers, the presence of the necessary training raw materials and training equipments, and the presence of continuous COC exam.

In addition to this, both trainees and trainers are strongly disagreed on the presence of administrative follow-up and support for the success of the overall training, the presence of

immediate administrative solution to solve trainers shortage, the presence of administrative effort to assess trainers competence, the presence of administrative encouragement to receive and resolve trainees compliant and other conflicts.

5.2. Conclusions

Based on the above findings the study has been concluded that:

- The professional preparations of TVET trainers undergo in pre-service and in-services training did not equip them properly in core competencies that are needed for technical and vocational training programs. Such as-in subject matter, technical, pedagogical, workshop management and social competence.
- The competence difficiency of trainers in the actual training sessions have contributed trainees to develop negative attitude on their trainers training efficiency and effectiveness and insisted trainees to frequently raise complaints on trainer's performance competence.
- In the existing four Technical and Vocational Education and Training colleges of Afar Region, Trainers are not in a position to produce quality and competent middle level work force or graduates that can fit the demands of the labor market in the actual world of work.
- The in-sufficeint access of training input, absence of committed and competent administrative personnels and absence of adequate and well qualified trainers adversely affected the proper functioning of the TVET institutions that unable to achieve their intended objectives.

5.3. Recommendations

The competence deficiencies of TVET trainers are associated with trainers pre-service and in service training programs. The trainee's negative attitude and complaints are linked with dissatisfaction of trainers' performance competence. And also lack of input and administrative support may affect trainers' performance competence and trainees' achievement. So, to alleviate

trainees' dissatisfaction and trainers' competence deficiency, the following recommendations were suggested:

1. It is advisable that TVET trainers training college prepare the would be TVET trainers by focusing on the nine core competencies with strong emphasis on subject matter, pedagogical and technical competencies to meet the requirements of 70% practical and 30% theoretical aspect of the training.
2. It is recommendable that TVET trainers' education institutions survey or assess the competence performance of their graduate on the actual world of work and in the real training place so as to make the necessary adjustments and corection on the competence deficiencies of their graduates, in their future training program.
3. It is advisable that the four TVET colleges in the Region facilitate in-service professional development programs for their trainers to enhance their competence.
4. It is advisable that the Afar Regional education Bureau, Afar Regional Health Bureau and Afar Regional Agigrultura Bureau recruits TVET trainers by preparing criterias on the nine competence areas and establish COC exam agency at regional level to ensure the required competence standards.
5. It is recommendable that the Afar Regional Education Bureau, Afar Regional Health Bureau and Afar Regional Agriculture Bureau allocate the necessary budget to fulfill the needed training inputs such as materials, human and physical setting or intiating the involvement of Governmental and non Governmental organizations.
6. It is advisable that the Afar Regional Education Bureau, Afar Regional Health Bureau and Afar Regional Agriculture Bureau assign the qualified and committed TVET administrative personnels so as to create conducive environment for the success of the training program.
7. Inorder to create smooth and conducive invironment in relation to trainees, trainers and administrative body all TVETs recommended establishing trainees' council that works in negotiating and solving trainees complaints.

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Appendices

Part Two

Instruction: The following statements are designed to measure the competence level of TVET trainers. After you read thoroughly respond by putting 'X' mark in the box provided in front of each statement. Rating will be:

5: Strongly agree

4: Agree

3: Underdid

2: Disagree

1: Strongly disagree

No	Competence area	5	4	3	2	1
1	Subject matter competence					
1.1	Trainers have enough subject matter competence					
1.2	Trainers have general knowledge of the subject area					
1.3	Trainers have competence to present the subject matter clearly					
1.4	Trainers have competence to present the subject matter by relating the external world of work					
1.5	Trainers have competence to make trainees love their field of study					
2	Teaching competence					
2.1	Trainers have competence to organize the training session					
2.2	Trainers have competence to use active trainee centered teaching method					
2.3	Trainers have competence to integrate theory and practice					
2.4	Trainers have competence to organize and arrange workshops for effective training					
2.5	Trainers have competence to use teaching aid to support the actual training					
2.6	Trainers have competence to identify psychological need of the trainees and to train according to their need					
3	Technical competence					
3.1	Trainers have competence to clearly demonstrate and help trainees for technical practices /exercise					
3.2	Trainers have enough knowledge of technological equipments /machineries and are competent to make trainees practice on them					
3.3	Trainers have competence to train by integrating their creativity with modern technologies					
3.4	Trainers have competence to follow practical procedures and monitor trainees activity accordingly					
3.5	Trainers have competence for maintenance of broken machineries and provide for training purpose					
3.6	Trainers have competence to apply 70% practical and 30% theoretical training according to TVET strategic guideline					
4	Social competence					
4.1	Trainers have competence to clearly transmit the training for the trainees					
4.2	Trainers have competence to approach and solve trainees					

	problems				
4.3	Trainees have competence to cooperate and work with other trainers and bodies				
4.4	Trainers have competence to immediately solve conflicts in collaboration with all concerned bodies				
4.5	Trainers relationship with trainees is positive and based on rules and regulations				
5	Training planning competence				
5.1	Trainers have competence to train based on planning				
5.2	Trainers have competence to plan and organize training materials according to course requirement				
5.3	Trainers have competence to plan and train based on trainees need and interest				
5.4	Trainers have competence to plan and fulfill training materials by closely working with college administration				
5.6	Trainers have competence to plan and implement the training annually semester, monthly, weekly and daily training plan.				
6	Workshop /classroom/ management competence				
6.1	Trainers have competence to effectively utilize training time allocated for the course				
6.2	Trainers have competence to effectively and efficiently organize and manage workshops				
6.3	Trainers have competence to assign individual and group tasks and monitor accordingly				
6.4	Trainers have competence to control and maintain classroom discipline				
6.5	Trainers have competence to continuously assess and register trainees competence and giving on time feedback				
7	Teaching materials preparation competence				
7.1	Trainers have competence to prepare and present the necessary training modules for trainees				
7.2	Trainers have competence to prepare and present teaching aids by using locally available materials				
7.3	Trainers have competence to use teaching aid to make the training easy and concrete				
7.4	Trainers have competence to prepare and present model materials to facilitate technological transfer				
7.5	Trainers create conducive environment to introduce trainees with computer and internet technology				
8	Safety competence				
8.1	Trainers have competence to make trainees know safety rules before using training equipments				
8.2	Trainers have competence to make strict and ongoing monitoring while trainees make practice on training equipments				
8.3	Trainers have competence to clearly demonstrate how to use training equipments				
8.4	Trainers prepare and provide for trainees utilization and safety				

	rules of each training equipment in written form					
8.5	Trainers made the necessary arraignment and preparation before trainees leave for apprentice ship					
9	Counseling competence					
9.1	Trainers provide counseling services before trainees engaged in selections of fields of training					
9.2	Trainers provide the necessary guidance and counseling for trainees on issues related to teaching-learning processes					
9.3	Trainers approach trainees with special need and help accordingly in their training					
9.4	Trainers allocate extra time and give guidance and counseling service for trainees					
9.5	Trainers provide guidance and counseling for graduates on issues related to employment and job creation					

Part Three

Issues related to training inputs and college administration

No	Issues	5	4	3	2	1
1	Issues related to training inputs					
1.1	There are enough and well furnished classrooms and workshops					
1.2	Each department have filled with enough and competent trainers					
1.3	The necessary training raw materials and training equipment were fulfilled in all workshops					
1.4	Trainers take continuous in service and refreshes courses through administrative and personal effort					
1.5	Trainers continuous take examinations of center of competence (COC) on regular basis					
2	Issues related to college administration support					
2.1	The college administration has made the necessary follow up and support for the success of overall training					
2.2	The college administration immediately solve when shortage of trainers is created					
2.3	The college administration provide the necessary motivations to enhance trainers work moral					
2.4	The college administration assess the competence of trainers regularly in collaboration with department heads					
2.5	The college administration work hard to fulfill training need of trainees					
2.6	The college administration receive and correct trainee complaints and other conflicts created in TVET college					

Part Two

Instruction: The following statements are designed to measure overall competence you gain in pre service training. Read thoroughly and put 'X' in the boxes provided in front of the each statements. The rating will be

5: Strongly agree

4: agree

3: undecided

2: disagree

1: strongly disagree

No	Competence area	5	4	3	2	1
1	Subject matter competence					
1.1	In pre-service training I have got enough knowledge of the subject matter of field of specialization					
1.2	In pre-service training I have got general knowledge of the subject					
1.3	In pre-service training I have got enough theoretical and practical knowledge of the subject					
1.4	In pre-service training I have got the necessary skill to teach my field clearly					
1.5	In pre-service training I have got the skill to make trainees love their field of specialization					
2	Teaching method competence					
2.1	In pre-service training I have got the necessary competence to train in organized manner					
2.2	In pre-service training I have got the skill how to apply trainee-centered teaching methodologies					
2.3	In pre-service training I have got the necessary skill to integrate theoretical knowledge with practice					
2.4	In pre-service training I have got the necessary skill on how to organize workshops for training					
2.5	In pre-service training I have got the necessary skill to effectively use teaching aids in training					
2.6	In pre-service training I have got the necessary competence to identify psychological need of trainees and address accordingly					
3	Technical competence					
3.1	In pre-service training I have got enough practical skill in my field of specialization					
3.2	In pre-service training I have got enough skill on technological equipments related to my field specialization					
3.3	In pre-service training I have got the necessary competence to integrate technologies with personal creativity					
3.4	In pre-service training I have got enough skills on procedures of utilizing technological equipments /machines					
3.5	In pre-service training I have got enough skill on the maintenance of training equipments/ machines					
3.6	In pre-service training I have got the necessary competence to apply 70% practical and 30% theoretical training					

4	Social competence					
4.1	In pre-service training I have got the necessary competence present and communicate trainings in simple and clear ways					
4.2	In pre-service training I have got competence on how to solve trainees learning problems					
4.3	In pre-service training I have got the skill how to work collaboratively with other colleagues					
4.4	In pre-service training I have got the skill how to positively, solve conflicts					
4.5	In pre-service training I have got the skill how to create positive relationship with trainees					
5	Planning competence					
5.1	In pre-service training I have got the skill to effectively plan training programs					
5.2	In pre-service training I have got the skill to use the necessary training material for specific training					
5.3	In pre-service training I have got skill how to match training programs with the need and interest of trainees					
5.4	In pre-service training I have got the skill to prepare the plan for training materials					
5.5	In pre-service training I have got the skill on how to prepare and implement annual, semester, monthly, weekly and daily lesson plan					
6	Workshop /classroom management competence					
6.1	In pre-service training I have got the skill to effectively implement time allocated for the training					
6.2	In pre-service training I have got the skill on how to organize and arrange workshops for training					
6.3	In pre-service training I have got the skill on how to organize practical training exercises					
6.4	In pre-service training I have got the skill on how to maintain classroom/ workshop discipline					
6.5	In pre-service training I have got the skill on how to monitor, evaluate and register trainee competences					
7	Teaching materials preparation competence					
7.1	In pre-service training I have got enough skill to prepare training modules and manuals					
7.2	In pre-service training I have got the skill on how to prepare teaching aids from locally available materials					
7.3	In pre-service training I have got the skill on how to use teaching aids for effective training					
7.4	In pre-service training I have got the skill on strategies of technological transfer					
7.5	In pre-service training I have got enough skill on how to use computer and internet technologies					
8	Safety competence					
8.1	In pre-service training I have got enough skill on safety rules of					

	training equipments and machines					
8.2	In pre-service training I have got enough skill on how to apply teaching through demonstration					
8.3	In pre-service training I have got enough skill on how to monitor and evaluate trainees competence					
8.4	In pre-service training I have got enough knowledge on how to use and safety of each training equipment /machine					
8.5	In pre-service training I have got enough skill about how to manage apprenticeship					
9	Counseling Competence					
9.1	In pre-service training I have got enough knowledge on how to give guidance and counseling service on selection of field of training program.					
9.2	In pre-service training I have got enough knowledge on how to guide and counseling trainees on the teaching learning process					
9.3	In pre-service training I have got enough knowledge about special need education					
9.4	In pre-service training I have got enough techniques on how to give guidance and counseling service					
9.5	In pre-service training I have got enough knowledge on assisting graduates on issues related to employment					

Part Three

Issues related to training inputs and administrative support

No	Issues	5	4	3	2	1
1	Issue related to training input					
1.1	There are enough classrooms and workshops in the college					
1.2	All training departments have enough and competent trainers					
1.3	Training raw materials and equipment needed for training are fulfilled in all workshops					
1.4	In-service and refresher courses are given through personal initiative and administrative support to improve trainers competence					
1.5	Trainers take continuous COC examination annually					
2	Issues related to challenge administration					
2.1	The college administration has made the necessary follow-up and support for overall success of training programs					
2.2	The college administration give immediate solution when trainers shortage is created					
2.3	The college administration evaluate trainers competence in collaboration with department heads					
2.4	The college administration work hard to facilitate conducive environment for trainees training.					
2.5	The college administration solve trainees complaints immediately					
2.6	The college administration motivate trainers to enhance their competence					

APPENDIX C

Frequency, Percentage and Mean score for Trainees Attitude Towards their Trainers Competence

No	Competence area	strogly agree		agree		undecided		disagree		strongly disagree		mean score	sample size
		frequency	%	frequency	%	frequency	%	frequency	%	frequency	%		
1	Trainers have enough subject matter competence	7	2.35	9	3.02	193	64.77	54	18.12	35	11.74	2.66	298
2	Trainers have general knowledge of the subject area	29	9.73	42	14.09	164	55.03	56	18.79	8	2.68	3.10	299
3	Trainers have competence to present the subject matter clearly	25	8.39	43	14.43	182	61.07	29	9.73	19	6.38	3.09	298
4	Trainers have competence to present the subject matter by relating the external world of work	17	5.70	30	10.07	32	10.74	169	56.71	50	16.78	2.31	298
5	Trainers have competence to make trainees love their field of study	27	9.06	19	6.38	17	5.70	97	32.55	138	46.31	1.99	298
6	Trainers have competence to organize the training session	43	14.4	37	12.42	22	7.38	153	51.34	43	14.43	2.61	298
7	Trainers have competence to use active trainee centered teaching method	21	7.05	31	10.40	12	4.03	152	51.01	82	27.52	2.18	298
8	Trainers have competence to integrate theory and practice	29	9.73	17	5.70	17	5.70	189	63.42	46	15.44	2.31	298
9	Trainers have competence to organize and arrange workshops for effective training	24	8.05	22	7.38	33	11.07	154	51.68	65	21.81	2.28	298
10	Trainers have competence to use teaching aid to support the actual training	33	11.07	76	25.50	70	23.49	108	36.24	11	3.69	3.04	298
11	Trainers have competence to identify psychological need of the trainees and to train according to their need	44	14.77	40	13.42	43	14.43	82	27.52	89	29.87	2.56	298
12	Trainers have competence to clearly demonstrate and help trainees for technical practices /exercise	15	5.03	43	14.43	16	5.37	182	61.07	42	14.09	2.35	298
13	Trainers have enough knowledge of technological equipments /machineries and are competent to make trainees practice on them	22	7.38	40	13.42	45	15.10	162	54.36	29	9.73	2.54	298
14	Trainers have competence to train by integrating their creativity with modern technologies	12	4.03	23	7.72	15	5.03	115	38.59	133	44.63	1.88	298

15	Trainers have competence to follow practical procedures and monitor trainees activity accordingly	20	6.71	32	10.74	22							
							7.38	167	56.04	57	19.13	2.30	298
16	Trainees have competence for maintenance of broken machineries and provide for training purpose	15	5.03	26	8.72	24							
							8.05	163	54.70	70	23.49	2.17	298
17	Trainers have competence to apply 70% practical and 30% theoretical training according to TVET strategic guideline	11	3.69	38	12.75	9							
							3.02	107	35.91	133	44.63	1.95	298
18	Trainers have competence to clearly transmit the training for the trainers	31	10.40	35	11.74	12							
							4.03	177	59.40	43	14.43	2.44	298
19	Trainers have competence to approach and solve trainees problems	29	9.73	56	18.79	30							
							10.07	145	48.66	38	12.75	2.64	298
20	Trainees have competence to cooperate and work with other teachers and bodies	27	9.06	71	23.83	161							
							54.03	25	8.39	14	4.70	3.24	298
21	Trainers have competence to immediately solve conflicts in collaboration with all concerned bodies	15	5.03	27	9.06	220							
							73.83	21	7.05	6	2.01	2.99	289
22	Trainers relationship with trainees is positive and based on rules and regulations	59	19.80	145	48.66	67							
							22.48	21	7.05	6	2.01	3.77	298
23	Trainers have competence to train based on planning	21	7.05	96	32.21	40							
							13.42	106	35.57	35	11.74	2.87	298
24	Trainers have competence to plan and organize training materials according to course requirement	23	7.72	83	27.85	21							
							7.05	124	41.61	47	15.77	2.70	298
25	Trainers have competence to plan and train based on trainees need and interest	13	4.36	31	10.40	30							
							10.07	177	59.40	47	15.77	2.28	298
26	Trainers have competence to plan and fulfill training materials by closely working with college administration	20	6.71	36	12.08	176							
							59.06	48	16.11	18	6.04	2.97	298
27	Trainers have competence to plan and implement the training annually semester, monthly, weakly and daily training plan.	44	14.77	37	12.42	85							
							28.52	101	33.89	31	10.40	2.87	298
28	Trainers have competence to effectively utilize training time allocated for the course	26	8.72	33	11.07	18							
							6.04	178	59.73	43	14.43	2.40	298
29	Trainers have competence to effectively and efficiently organize and manage workshops	23	7.72	25	8.39	83							
							27.85	105	35.23	62	20.81	2.47	298
30	Trainers have competence to assign individual and group tasks and monitor accordingly	32	10.74	34	11.41	24							
							8.05	166	55.70	42	14.09	2.49	298

31	Trainers have competence to control and maintain classroom discipline	80	26.85	175	58.72	12	4.03	18	6.04	13	4.36	3.98	298
32	Trainers have competence to continuously assess and register trainees competence and giving on time feedback	37	12.42	84	28.19	48	16.11	69	23.15	60	20.13	2.90	298
33	Trainers have competence to prepare and present the necessary training modules for trainees	6	2.01	26	8.72	22	7.38	157	52.68	87	29.19	2.02	298
34	Trainers have competence to prepare and present teaching aids by using locally available materials	19	6.38	19	6.38	20	6.71	179	60.07	61	20.47	2.18	298
35	Trainers have competence to use teaching aid to make the training easy and concrete	9	3.02	28	9.40	30	10.07	168	56.38	63	21.14	2.17	298
36	Trainers have competence to prepare and present model materials to facilitate technological transfer	7	2.35	22	7.38	18	6.04	161	54.03	90	30.20	1.98	298
37	Trainers create conducive environment to introduce trainees with computer and internet technology	17	5.70	26	8.72	17	5.70	112	37.58	126	42.28	1.98	298
39	Trainers have competence to make trainees know safety rules before using training equipments	53	17.79	64	21.48	24	8.05	100	33.56	57	19.13	2.85	298
40	Trainers have competence to made strict and ongoing monitoring while trainees make practice on training equipments	23	7.72	51	17.11	15	5.03	166	55.70	43	14.43	2.48	298
41	Trainers have competence to clearly demonstrate how to use training equipments	29	9.73	64	21.48	16	5.37	150	50.34	39	13.09	2.64	298
42	Trainers prepare and provide for trainees utilization and safety rules of each training equipment in written form	30	10.07	91	30.54	39	13.09	83	27.85	55	18.46	2.86	298
43	Trainers made the necessary arraignment and preparation before trainees leave for apprentice ship	26	8.72	29	9.73	28	9.40	167	56.04	48	16.11	2.39	298
44	Trainers provide counseling services before trainees engaged in selections of fields of training	18	6.04	12	4.03	18	6.04	87	29.19	163	54.70	1.78	298
45	Trainers provide the necessary guidance and counseling for trainees on issues related to teaching-learning processes	13	4.36	34	11.41	13	4.36	109	36.58	129	43.29	1.97	298
46	Trainers approach trainees with special need and help accordingly in their training	23	7.72	32	10.74	56	18.79	65	21.81	122	40.94	2.22	298
47	Trainers allocate extra time and give guidance and counseling service for trainers	7	2.35	16	5.37	15	5.03	170	57.05	90	30.20	1.93	298

48	Trainers provide guidance and counseling for graduates on issues related to employment and job creation	16	5.37	16	5.37	17								
							5.70	157	52.68	92	30.87	2.02	298	
49	There are enough and well furnished classrooms and workshops	58	19.46	56	18.79	18								
							6.04	97	32.55	69	23.15	2.79	298	
50	Each department have filled with enough and competent trainers	42	14.09	37	12.42	19								
							6.38	40	13.42	160	53.69	2.20	298	
51	The necessary training raw materials and training equipment were fulfilled in all workshops	19	6.38	21	7.05	19								
							6.38	193	64.77	46	15.44	2.24	298	
52	Trainers continuous take examinations of center of competence (COC) on regular basis	9	3.02	19	6.38	19								
							6.38	74	24.83	177	59.40	1.69	298	
53	The college administration has made the necessary follow up and support for the success of overall training	31	10.40	28	9.40	29								
							9.73	78	26.17	132	44.30	2.15	298	
54	The college administration immediately solve when shortage of trainers is created	39	13.09	59	19.80	48								
							16.11	117	39.26	35	11.74	2.83	298	
55	The college administration provide the necessary motivations to enhance trainers work moral	104	34.90	68	22.82	22								
							7.38	70	23.49	34	11.41	3.46	298	
56	The college administration assess the competence of trainers regularly in collaboration with department heads	21	7.05	18	6.04	22								
							7.38	94	31.54	143	47.99	1.93	298	
57	The college administration work hard to fulfill training need of trainees	19	6.38	26	8.72	20								
							6.71	163	54.70	70	23.49	2.20	298	
58	The college administration receive and correct trainee complaints and other conflicts created in TVET college	36	12.08	79	26.51	31								
							10.40	57	19.13	95	31.88	2.68	298	

APPENDIX D

Frequency Percentage And Mean Score For Trainers Competence Acquisition

No	Competence area	strogly agree		agree		undecided		disagree		strongly disagree		mean score	sample size
		frequency	%	frequency	%	frequency	%	frequency	%	frequency	%		
1	In pre-service training I have got enough knowledge of the subject matter of field of specialization	7	30.43	13	56.52	2	8.70	1	4.35	0	0	4.13	23
2	In pre-service training I have got general knowledge of the subject	6	26.09	14	60.87	0	0.00	2	8.70	1	4.35	3.96	23
3	In pre-service training I have got enough theoretical and practical knowledge of the subject	4	17.39	11	47.83	4	17.39	3	13.04	1	4.35	3.61	23
4	In pre-service training I have got the necessary skill to teach my field clearly	9	39.13	12	52.17	1	4.35	1	4.35	0	0.00	4.26	23
5	In pre-service training I have got the skill to make students love their field of specialization	10	43.48	11	47.83	1	4.35	1	4.35	0	0.00	4.30	23
6	In pre-service training I have got the necessary competence to train in organized manner	12	52.17	9	39.13	1	4.35	1	4.35	0	0.00	4.39	23
7	In pre-service training I have got the skill how to apply student-centered teaching methodologies	4	17.39	2	8.70	16	69.57	1	4.35	0	0.00	3.39	23
8	In pre-service training I have got the necessary skill to integrate theoretical knowledge with practice	3	13.04	2	8.70	17	73.91	1	4.35	0	0.00	3.30	23
9	In pre-service training I have got the necessary skill on how to organize workshops for training	2	8.70	3	13.04	15	65.22	3	13.04	0	0.00	3.17	23
10	In pre-service training I have got the necessary skill to effectively use teaching aids in training	3	13.04	6	26.09	13	56.52	1	4.35	0	0.00	3.48	23
11	In pre-service training I have got the necessary competence to identify psychological need of trainees and address accordingly	2	8.70	4	17.39	15	65.22	1	4.35	1	4.35	3.22	23
12	In pre-service training I have got enough practical skill in my field of specialization	7	30.43	9	39.13	5	21.74	1	4.35	1	4.35	3.87	23

13	In pre-service training I have got enough skill on technological equipments related to my field specialization	7	30.4 3	4	17.39	6									
							26.09	4	17.39	2	8.70	3.43	23		
14	In pre-service training I have got the necessary competence to integrate technologies with personal creativity	1	4.35	7	30.43	4									
							17.39	8	34.78	3	13.04	2.78	23		
15	In pre-service training I have got enough skills on procedures of utilizing technological equipments /machines	5	21.7 4	7	30.43	4									
							17.39	5	21.74	2	8.70	3.35	23		
16	In pre-service training I have got enough skill on the maintenance of training equipments/ machines	2	8.70	6	26.09	0									
							0.00	10	43.48	5	21.74	2.57	23		
17	In pre-service training I have got the necessary competence to apply 70% practical and 30% theoretical training	3	13.0 4	2	8.70	15									
							65.22	2	8.70	1	4.35	3.17	23		
18	In pre-service training I have got the necessary competence present and communicate trainings in simple and clear ways	8	34.7 8	11	47.83	3									
							13.04	0	0.00	1	4.35	4.09	23		
19	In pre-service training I have got competence on how to solve trainees learning problems	10	43.4 8	7	30.43	5									
							21.74	1	4.35	0	0.00	4.13	23		
20	In pre-service training I have got the skill how to work collaboratively with other colleagues	9	39.1 3	8	34.78	4									
							17.39	2	8.70	0	0.00	4.04	23		
21	In pre-service training I have got the skill how to positively, solve conflicts	8	34.7 8	8	34.78	6									
							26.09	1	4.35	0	0.00	4.00	23		
22	In pre-service training I have got the skill how to create positive relationship with trainees	9	39.1 3	7	30.43	6									
							26.09	1	4.35	1	4.35	4.09	24		
23	In pre-service training I have got the skill to effectively plan training programs	6	26.0 9	8	34.78	4									
							17.39	3	13.04	2	8.70	3.57	23		
24	In pre-service training I have got the skill to use the necessary training material for specific training	8	34.7 8	9	39.13	1									
							4.35	3	13.04	2	8.70	3.78	23		
25	In pre-service training I have got skill how to match training programs with the need and interest of trainees	7	30.4 3	4	17.39	8									
							34.78	3	13.04	1	4.35	3.57	23		
26	In pre-service training I have got the skill to prepare the plan for training materials	6	26.0 9	3	13.04	7									
							30.43	3	13.04	4	17.39	3.17	23		
27	In pre-service training I have got the skill on how to prepare and implement annual, semester, monthly, weekly and daily lesson plan	8	34.7 8	8	34.78	2									
							8.70	3	13.04	2	8.70	3.74	23		
28	In pre-service training I have got the skill to effectively impleent time allocated for the training	9	39.1 3	10	43.48	0									
							0.00	1	4.35	3	13.04	3.91	23		

29	In pre-service training I have got the skill on how to organize and arrange workshops for training	7	30.4 3	9	39.13	2								
							8.70	2	8.70	3	13.04	3.65	23	
30	In pre-service training I have got the skill on how to organize practical training exercises	7	30.4 3	9	39.13	2								
							8.70	2	8.70	3	13.04	3.65	23	
31	In pre-service training I have got the skill on how to maintain classroom/workshop discipline	9	39.1 3	5	21.74	4								
							17.39	2	8.70	3	13.04	3.65	23	
32	In pre-service training I have got the skill on how to monitor, evaluate and register student performances	11	47.8 3	8	34.78	0								
							0.00	2	8.70	2	8.70	4.04	23	
33	In pre-service training I have got enough skill to prepare training modules and manuals	1	4.35	5	21.74	9								
							39.13	3	13.04	5	21.74	2.74	23	
34	In pre-service training I have got the skill on how to prepare teaching aids from locally available materials	3	13.0 4	10	43.48	4								
							17.39	5	21.74	1	4.35	3.39	23	
35	In pre-service training I have got the skill on how to use teaching aids for effective training	6	26.0 9	6	26.09	7								
							30.43	3	13.04	1	4.35	3.57	23	
36	In pre-service training I have got the skill on strategies of technological transfer	3	13.0 4	7	30.43	7								
							30.43	2	8.70	4	17.39	3.13	23	
37	In pre-service training I have got enough skill on how to use computer and internet technologies	8	34.7 8	7	30.43	1								
							4.35	3	13.04	4	17.39	3.52	23	
38	In pre-service training I have got enough skill on safety rules of training equipments and machines	10	43.4 8	6	26.09	0								
							0.00	4	17.39	3	13.04	3.70	23	
39	In pre-service training I have got enough skill on how to apply teaching through demonstration	7	30.4 3	7	30.43	5								
							21.74	2	8.70	2	8.70	3.65	23	
40	In pre-service training I have got enough skill on how to monitor and evaluate trainees performance	7	30.4 3	6	26.09	3								
							13.04	4	17.39	3	13.04	3.43	23	
41	In pre-service training I have got enough knowledge on how to use and safety of each training equipment /machine	8	34.7 8	2	8.70	5								
							21.74	5	21.74	3	13.04	3.30	23	
42	In pre-service training I have got enough skill about how to manage apprenticeship	6	26.0 9	6	26.09	4								
							17.39	4	17.39	3	13.04	3.35	23	
43	In pre-service training I have got enough knowledge on how to give guidance and counseling service on selection of field of training program.	6	26.0 9	5	21.74	4								
							17.39	6	26.09	2	8.70	3.30	23	
44	In pre-service training I have got enough knowledge on how to guide and counseling students on the teaching learning process	6	26.0 9	10	43.48	2								
							8.70	4	17.39	1	4.35	3.70	23	
45	In pre-service training I have got enough knowledge about special need education	4	17.3 9	7	30.43	2								
							8.70	5	21.74	5	21.74	3.00	23	

46	In pre-service training I have got enough techniques on how to give guidance and counseling service	7	30.4 3	6	26.09	3	13.04	4	17.39	3	13.04	3.43	23
47	In pre-service training I have got enough knowledge on assisting graduates on issues related to employment	2	8.70	9	39.13	3	13.04	6	26.09	3	13.04	3.04	23
48	There are enough classrooms and workshops in the college	2	8.70	5	21.74	1	4.35	9	39.13	6	26.09	2.48	23
49	All training departments have enough and competent teachers	3	13.0 4	3	13.04	3	13.04	8	34.78	6	26.09	2.52	23
50	Training raw materials and equipment needed for training are fulfilled in all workshops	1	4.35	3	13.04	2	8.70	11	47.83	6	26.09	2.22	23
52	Teacher take continuous COC examination annually	0	0.00	1	4.35	1	4.35	9	39.13	12	52.17	1.61	23
53	The college administration has made the necessary follow-up and support for overall success of training programs	1	4.35	5	21.74	3	13.04	6	26.09	8	34.78	2.35	23
54	The college administration give immediate solution when teachers shortage is created	2	8.70	5	21.74	3	13.04	4	17.39	9	39.13	2.43	23
55	The college administration evaluate teachers performance in collaboration with department heads	2	8.70	6	26.09	3	13.04	4	17.39	8	34.78	2.57	23
56	The college administration work hard to facilitate conducive environment for trainees training.	1	4.35	4	17.39	5	21.74	5	21.74	8	34.78	2.35	23
57	The college administration solve students complaints immediately	3	13.0 4	8	34.78	2	8.70	5	21.74	5	21.74	2.96	23
58	The college administration motivate teachers to enhance their performance	1	4.35	5	21.74	4	17.39	7	30.43	6	26.09	2.48	23

46	In pre-service training I have got enough techniques on how to give guidance and counseling service	7	30.4 3	6	26.09	3	13.04	4	17.39	3	13.04	3.43	23
47	In pre-service training I have got enough knowledge on assisting graduates on issues related to employment	2	8.70	9	39.13	3	13.04	6	26.09	3	13.04	3.04	23
48	There are enough classrooms and workshops in the college	2	8.70	5	21.74	1	4.35	9	39.13	6	26.09	2.48	23
49	All training departments have enough and competent teachers	3	13.0 4	3	13.04	3	13.04	8	34.78	6	26.09	2.52	23
50	Training raw materials and equipment needed for training are fulfilled in all workshops	1	4.35	3	13.04	2	8.70	11	47.83	6	26.09	2.22	23
52	Teacher take continuous COC examination annually	0	0.00	1	4.35	1	4.35	9	39.13	12	52.17	1.61	23
53	The college administration has made the necessary follow-up and support for overall success of training programs	1	4.35	5	21.74	3	13.04	6	26.09	8	34.78	2.35	23
54	The college administration give immediate solution when teachers shortage is created	2	8.70	5	21.74	3	13.04	4	17.39	9	39.13	2.43	23
55	The college administration evaluate teachers performance in collaboration with department heads	2	8.70	6	26.09	3	13.04	4	17.39	8	34.78	2.57	23
56	The college administration work hard to facilitate conducive environment for trainees training.	1	4.35	4	17.39	5	21.74	5	21.74	8	34.78	2.35	23
57	The college administration solve students complaints immediately	3	13.0 4	8	34.78	2	8.70	5	21.74	5	21.74	2.96	23
58	The college administration motivate teachers to enhance their performance	1	4.35	5	21.74	4	17.39	7	30.43	6	26.09	2.48	23

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

Interview with TVET Trainees

1. Have you got guidance and counseling service before you choose your fields of study?
2. Are there enough and competent trainers in all departments?
3. Are trainers train you by relating the training to actual life outside the college and made you love your field?
4. Is your college internal arrangement up to the standard?
5. When you encountered with certain complaints for whom do you address your complain? What response do you get?
6. In order to solve problems in your college what do you suggest as possible solutions?

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

Interview for TVET College Deans

1. Are there enough classrooms and workshops in the TVET college?
2. Are there enough training raw materials and equipments in each department? If yes what? What shortage exists?
3. Are there enough and competent trainers in all departments?
4. Is there any effort made to improve trainers competence through in service and on job trainings? If yes explain the area or attempt made so far?
5. Do trainers of the college take COC continuously? If yes how frequently?
6. What are efforts made by the management to enhance overall training program?
7. On what speed and scope the college management solve and correct trainees complaints?
8. What motivation mechanisms the college administration use to enhance trainers competence?
9. How frequently the college management assess trainers competence?
10. What do you suggest possible solutions to solve existing problems of TVET college?

በአዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ትምህርት ት/ቤት
የሥነ-ትምህርት ኮሌጅ
የቢዝነስ ትምህርት ክፍል

በተማሪዎች / በሠልጣኞች/ የሚሞላ መጠይቅ

የዚህ መጠይቅ አላማ የቴክኒክና ሙያ መምህራንን የሙያ ብቃት ክንውን ደረጃ በተመለከተ /የሠልጣኞችን/ የተማሪዎችን ዝንባሌ ለማወቅ የሚረዳ የዳሰሳ ጥናት ለማካሄድ ነው። ለጥናቱ መሳካት የምትሰጡት ትክክለኛና ተአማኒነት ያለው መረጃ በጣም አስፈላጊ ነው። የምትሰጡት መረጃ ምስጢሩ የተጠበቀና ለጥናቱ አላማ ብቻ የሚውል መሆኑን አረጋግጣለሁ።

በመጠይቁ ላይ ስም መፃፍ አያስፈልግም። መልስዎን በሳጥኑ ውስጥ የ 'X' ምልክት በማድረግ ያሳዩ። መረጃ በመስጠት በኩል ለምታደርጉለኝ ቀና ትብብር ሁሉ ምስጋናዬ እጅግ የላቀ ነው።

ክፍል አንድ

አጠቃላይ መረጃ:-

- 1. ስድስት ወንድ ሴት
- 2. ዕድሜ ከ15-19 ከ20-24 ከ25-29 ከ30 በላይ
- 3. የስልጠና ደረጃ ደረጃ 1 ደረጃ 2 ደረጃ 3 ደረጃ 4
- 4. በኮሌጅ ውስጥ ያለህ/ሽ ቆይታ 1 ዓመት 2 ዓመት 3 ዓመት

ክፍል ሁለት

መመሪያ፡- የሚከተሉት ዓረፍተ ነገሮች የቴክኒክና ሙያ መምህራንን /ሠልጣኞች/ የሥራ አፈፃፀም ሁኔታ የሚለኩ ናቸው። እያንዳንዱን ዓረፍተ ነገር ካነበብክ/ካነበብሽ በኋላ በእያንዳንዱ መጠይቅፊት ለፊት ባለው ሰንጠረዥ በምትስማማበት/ሚበት ደረጃ ላይ የ “X” ምልክት በማስቀመጥ አመልክት/ቺ።

- 5= በጣም እስማማለሁ 4= እስማማለሁ 3= ለመወሰን እቸገራለሁ
 2= አልስማማም 1= በጣም አልስማማም

ተ.ቁ	የሙያ ብቃት ሁኔታ	5	4	3	2	1
1	የሚያሰለጥኑበት ሙያ ጠንቅቆ የማወቅ ብቃት					
1.1	አሠልጣኞችን በሚያሰለጥኑበት ሙያ በቂ እውቀት አላቸው					
1.2	አሠልጣኞች ጠቅላላ እውቀት አላቸው					
1.3	የሚያሰለጥኑበትን ሙያ በጥራትና ግልፅ በሆነ ሁኔታ ያቀርባሉ					
1.4	አሠልጣኞች የሚያሰለጥኑትን ሙያ ከገሀዱ አለም ጋር አገናኝተው የማቀረብ ብቃት አላቸው					
1.5	አሰልጣኞች ሠልጣኝ ተማሪዎች የሚሰለጥኑበትን ሙያ እንዲወዱት የማነሳሳት ብቃት አላቸው					
2	የማስተማር ስልት /ዘዴ ብቃት					
2.1	አሠልጣኞች የሚያሰለጥኑትን ሙያ በቅደም ተከተል አድራጅተው የማቅረብ ብቃት አላቸው					
2.2	አሠልጣኞች አሳታፊና ተማሪ ተኮር የሆነ የማስተማር ስልት የመጠቀም ብቃት አላቸው					
2.3	አሠልጣኞች የንድፈ ሀሳብ እውቀትን ከተግባር ስልጠና ጋር አዛምደው የማስተማር ብቃት አላቸው					
2.4	አሠልጣኞች የመማሪያና የወርቫሾን ክፍሎችን ለስልጠና ምቹ የማድረግ ብቃት አላቸው					
2.5	አሠልጣኞች ሥልጠናውን በመርጃ መሳሪያ አስደግፈው የማስተማር ብቃት አላቸው					

2.6	አሠልጣኞች የሠልጣኞችን ስነልቦና ለይቶ በማወቅ ትምህርቱን ከተማሪዎች ፍላጎት ጋር አዛምደው የማቅረብ ብቃት አላቸው					
3	ቴክኒካል የሆነ ስልጠና የመስጠት ብቃት					
3.1	አሠልጣኞች ቴክኒካዊ ልምምዶችን ለሰልጣኞች ግልፅ አድርገው ሰርተው በማሳየት የማሰልጠን ብቃት አላቸው					
3.2	አሠልጣኞች ዘመናዊ የሆኑ መሳሪያዎችን ጠንቅቀው የማወቅና ሠልጣኞችም በትክክል አውቀዋቸው እንዲለማመዱባቸው የማድረግ ብቃት አላቸው					
3.3	አሠልጣኞች ዘመናዊ ቴክኖሎጂዎችንና የራሳቸውን ፈጠራ በማክል የማሰልጠን ብቃት አላቸው					
3.4	አሠልጣኞች በተግባራዊ ልምምዶች ተገቢውን የአሠራር ሂደት በመጠበቅና ሰልጣኞችን በቅርበት በመከታተል የማሰልጠን ብቃት አላቸው					
3.5	አሠልጣኞች የማሰልጠኛ መሳሪያዎች ብልሽት ሲያጋጥማቸው በወቅቱ ጠግነው ለስራ የማቅረብ ብቃት አላቸው					
3.6	አሠልጣኞች በቴክኒክና ሙያ መመሪያ መሠረት 70% በተግባር 30% በንድፈ ሀሳብ የማሰጥለጠን ብቃት አላቸው					
4	የማህበራዊ ክህሎት ብቃት					
4.1	አሠልጣኞች የሚያሰለጥኑት ሙያ ለሠልጣኞች በሚገባቸው መንገድ የማስተላለፍ ብቃት አላቸው					
4.2	አሠልጣኞች የሠልጣኞችን ችግር ለመፍታት ሠልጣኞችን በግልም ሆነ በቡድን አቅርበው የማነጋገርና የማወያየት ብቃት አላቸው					
4.3	አሠልጣኞች ከሌሎች መምህራንና አካላት ጋር ተቀራርበው በቡድን የመስራት ብቃት አላቸው					
4.4	አሠልጣኞች አለመግባባቶች ሲፈጠሩ በወቅቱ ከሚመለከታቸው አካላት ጋር በመገናኘት መፍትሔ የመስጠት ብቃት አላቸው					
4.5	አሠልጣኞች ከሠልጣኞች ጋር ያላቸው ቀረቤታ ህግና ስርዓትን የተከተለ ነው					
5	የስልጠና ዕቅድ ብቃት					
5.1	አሠልጣኞች የሚያሰለጥኑትን ሙያ በእቅድ ተመርተው የማሠልጠን ብቃት					

	አላቸው					
5.2	አሰልጣኞች እንደየኮርሱ ሁኔታ የስልጠና መሳሪያዎችን አቅደው የማዘጋጀት ብቃት አላቸው					
5.3	አሰልጣኞች የሚያሰለጥኑትን ስልጠና አሰልጣኞች ዝንባሌና ፍላጎት ጋር በማጣጣም የማቀድ ችሎታ አላቸው					
5.4	አሰልጣኞች የስልጠና መሳሪያዎች እንዲሟሉላቸው ለሚመለከተው አካል በቅድሚያ አቅደው የማስፈጸም ብቃት አላቸው					
5.5	አሰልጣኞች ስልጠናውን በዓመት በሴሚስተር፣ በወራት፣ እንዲሁም በሳምንትና በቀናት ከፋፍለው በማቀድ በወቅቱ ተግባራዊ የማድረግ ብቃት አላቸው					
6	የክፍል አመራር ብቃት					
6.1	አሰልጣኞች ለኮርሱ የተመደባቸውን ሰዓት በአግባቡ በመጠቀም ሥራ ላይ ይውላሉ					
6.2	አሰልጣኞች የመማሪያ ክፍሎችንና ወርክሾፖችን በአግባቡ አደራጅተው ይመራሉ					
6.3	አሰልጣኞች ለሰልጣኞች ልምምዶችን በግልና በጋራ በማከፋፈል ተግባራዊነቱን በቅርበት ተከታትለው የማስፈጸም ብቃት አላቸው					
6.4	አሰልጣኞች የክፍል ስነ ስርዓትን የመቆጣጠርና የመጠበቅ ብቃት አላቸው					
6.5	አሰልጣኞች የሰልጣኞችን የተግባር ስራ ውጤት ተከታታይነት ባለው መልኩ በመከታተልና በመገምገም ይመዘግባሉ ውጤቱንም ለሰልጣኞች በወቅቱ ያሳውቃሉ					
7	የትምህርት መረጃ መሳሪያዎች ዝግጅት ብቃት					
7.1	አሰልጣኞች ለስልጠና የሚያስፈልጉ ሞዴሎችን / መጻሕፍት / ማንዋሎችን አዘጋጅተው ለሰልጣኞች ያቀርባሉ					
7.2	አሰልጣኞች በአካባቢ የሚገኙ ጥሬ ዕቃዎችን በመጠቀም የመርጃ መሳሪያዎችን አዘጋጅተው ያቀርባሉ					
7.3	አሰልጣኞች ስልጠናውን ቀላልና ተጨባጭ ለማድረግ ሁልጊዜ መርጃ መሳሪያ ይጠቀማሉ					

7.4	አሠልጣኞች የቴክኖሎጂ ሽግግርን ለማዳበር ሞዴል መሳሪያዎችን ሰርተው ያቀርባሉ					
7.5	አሠልጣኞች ሰልጣኞች ከኮምፒውተርና ኢንተርኔት ቴክኖሎጂ ጋር እንዲተዋወቁ ምቹ ሁኔታ ይፈጥራሉ					
8	የጥንቃቄ ብቃት					
8.1	አሠልጣኞች የስልጠና መሳሪያዎችን ሰልጣኞች ከመጠቀማቸው በፊት የጥንቃቄ ህጎችን ያስጨብጣሉ					
8.2	አሠልጣኞች ሰልጣኞች የልምምድ መሳሪያዎችን በሚጠቀሙበት ሰዓት የቅርብ ክትትልና ድጋፍ ያደርጋሉ					
8.3	አሠልጣኞች ሰልጣኞች የስልጠና መሳሪያዎችን ከመጠቀማቸው በፊት በግልፅ ሰርተው ያሳያሉ					
8.4	አሠልጣኞች የእያንዳንዱን የስልጠና መሳሪያ አገልግሎትና የሚያስከትለውን ጉዳት የሚያስረዱ ፅሁፎችን አዘጋጅተው ለሠልጣኞች ያቀርባሉ					
8.5	አሠልጣኞች ሰልጣኞች ለትብብር ስልጠና ወደ ተዛማጅ እንዲሰጡ ያደርጋሉ በፊት አስፈላጊውን ጥንቃቄና ዝግጅት ያደርጋሉ					
9	የማማከር ብቃት					
9.1	አሠልጣኞች ሰልጣኞች የሚሰለጥኑበትን ሙያ ከመምረጣቸው በፊት የምክር አገልግሎት ይሰጣሉ					
9.2	አሠልጣኞች ለሰልጣኞች ስለ ትምህርት አቀባበልና ተዛማጅ ጉዳዮች የምክር አገልግሎት ይሰጣሉ					
9.3	አሠልጣኞች ልዩ ፍላጎት ያላቸውን ሰልጣኞች በማቅረብ የሙያ ድጋፍ ይሰጣሉ					
9.4	አሠልጣኞች ከስልጠና ሰዓት ውጪ የማማከሪያ ሰዓት መድበው የምክር አገልግሎት ይሰጣሉ					
9.5	አሠልጣኞች ሰልጣኞች ከተመረቁ በኋላ ስራ በመፍጠርም ሆነ በቅጥር ላይ በሚያጋጥሟቸው ጉደይ ላይ ተከታትለው ምክር ይሰጣሉ					

ክፍል ሦስት

የስልጠና ግብዓቶችንና የኮሌጁን አስተዳደር በተመለከተ

ተ.ቁ	የሙያ ብቃት	5	4	3	2	1
1	የስልጠና ግብዓቶችን በተመለከተ					
1.1	የስልጠና ግብዓቶችን በተመለከተ በኮሌጁ በቂና የተሟላ የመማሪያ ክፍሎች ና ወርክሾፖች ተሟልተዋል					
1.2	በኮሌጁ ለእያንዳንዱ የስልጠና ክፍል በቂ አሰልጣኞች ተሟልተዋል					
1.3	ለስልጠና የሚያስፈልጉ በቂ የስልጠና መሣሪያዎችና ግብአቶች በወርክ ሾፕ ውስጥ ተሟልተዋል					
1.4	አሰልጣኞች ተከታታይነት ያለው የሙያ ማሻሻያ ስልጠና በራሳቸውም ሆነ በኮሌጁ ጥረት ይወስዳሉ					
1.5	አሰልጣኞች ተከታታይነት ያለው የብቃት ማረጋገጫ ፈተና (COC) ይወስዳሉ					
2	የኮሌጁ አስተዳደርን ድጋፍ በተመለከተ					
2.1	የኮሌጁ አስተዳደር ለአጠቃላይ ስልጠና መሳካት ተገቢውን ድጋፍና ክትትል ያደርጋል።					
2.2	የኮሌጁ አስተዳደር የአሰልጣኝ እጥረት ሲያጋጥም ወቅታዊ መፍትሔ ይሰጣል					
2.3	የኮሌጁ አስተዳደር አሰልጣኞች በብቃት እንዲሰሩ ለማድረግ የማነቃቂያ ድጋፍ ይሰጣል					
2.4	የኮሌጁ አስተዳደር ከስልጠና ክፍል ሀላፊዎች ጋር በመሆን የአሰልጣኞችን የሥራ አፈፃፀም በየወቅቱ በክፍል ተገኝተው ይገመግማሉ					
2.5	የኮሌጁ አስተዳደር የሰልጣኞች ሙያዊ ስልጠና የተሟላና የተመቻቸ እንዲሆን ተግባር ይሰራል					
2.6	የኮሌጁ አስተዳደር የሰልጣኞችን አቤቱታ /ቅሬታ/ በአግባቡ ተቀብሎ መፍትሔ ይሰጣል።					

በአዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ትምህርት ት/ቤት
የሥነ-ትምህርት ኮሌጅ
የቢዝነስ ትምህርት ክፍል

በመምህራን /አሠልጣኞች/ የሚሞላ መጠይቅ

የዚህ መጠይቅ አላማ የቴክኒክና ሙያ ትምህርትና ስልጠና መምህራን በቅድመ ስልጠናና በስራ ላይ ስልጠና ያገኙትን አጠቃላይ የሙያ ብቃት ለማወቅ የሚረዳ የዳሰሳ ጥናት ለማካሄድ የተዘጋጀ ነው። ለጥናቱ መሳካት የምትሰጡት ትክክለኛና ተአማኒነት ያለው መረጃ በጣም አስፈላጊ ነው። የምትሰጡት መረጃ ሚስጥሩ የተጠበቀና ለጥናቱ አላማ ብቻ የሚውል መሆኑን አረጋግጧል።

በመጠይቁ ላይ ስም መፃፍ አያስፈልግም። መልስዎን በሳፕኑ ውስጥ የ 'X' ምልክት በማድረግ ያሳዩ። ጊዜዎን ሰውተው መረጃውን በመስጠት በኩል ለምታደርጉልኝ ቀና ትብብር ሁሉ ምስጋናዬ እጅግ የላቀ ነው።

ክፍል አንድ

አጠቃላይ መረጃ

- 1. ልጅ ወንድ ሴት
- 2. ዕድሜ ከ20-24 ከ25-29 ከ30-34 ከ35 ዓመት በላይ
- 3. የትምህርት ደረጃ ዲግሪ
 ማስተርስ ዶክተሬት
- 4. የሚያሰለጥኑበት የስልጠና ደረጃ
ደረጃ 1 ደረጃ 2 ደረጃ 3 ደረጃ 4
- 5. በኮሌጁ የሠሩበት ዓመታት ብዛት
0-2 3-5 ከ5 ዓመት በላይ

ክፍል ሁለት

መመሪያ፡- የሚከተሉት ዓረፍተ ነገሮች በሰለጠኑበት ዩኒቨርሲቲ በስልጠና ወቅት ያገኙትን የሙያ ብቃት ለመመዘን የተዘጋጁ ናቸው። እያንዳንዱን ዓረፍተ ነገር ካነበቡ በኋላ በእያንዳንዱ መጠይቅ ፊት ለፊት ባለው ሰንጠረዥ የሚስማሙበትን ደረጃ የ “X” ምልክት በማድረግ ያመልክቱ።

- 5= በጣም እስማማለሁ 4= እስማማለሁ 3= ለመወሰን እቸገራለሁ
 2= አልስማማም 1= በጣም አልስማማም

ተ.ቁ	የሙያ ብቃት	5	4	3	2	1
1	የሙያ ስልጠና በተመለከተ					
1.1	በሰለጠኑበት ሙያ በቂ እውቀት አግኝቻለሁ					
1.2	በስልጠና ወቅት ሁለገብ /አጠቃላይ እውቀት አግኝቻለሁ					
1.3	በስልጠናዬ ወቅት በቂ የንድፍ ሀሳብና የተግባር ስልጠና አግኝቻለሁ					
1.4	ሙያዬን በግልፅና በጥራት ለማስተማር የሚያስችለኝ ክህሎት አግኝቻለሁ					
1.5	ሰልጣኞች ስልጠናውን እንዲወዱት አድርጌ ለማሰልጠን የሚያስችለኝን ክህሎት አግኝቻለሁ					
2	የማስተማር ስልት /ዘዴ					
2.1	የማሰለጥነውን ስልጠና በቅደም ተከተል አቀናጅቶ የማቅረብ ብቃት አግኝቻለሁ					
2.2	በስልጠናዬ ወቅት አሳታፊ የሆኑ የማስተማር ስልቶች ክህሎት አግኝቻለሁ					
2.3	በስልጠናዬ ወቅት የንድፍ ሀሳብን ትምህርት ከተግባር ትምህርት ጋር በተቀናጀ መልኩ የማስተማር ክህሎት አግኝቻለሁ					
2.4	በስልጠናዬ ወቅት የመማሪያና የወርክሾኝ ክፍሎችን ለስልጠና ምቹ የማድረግ ክህሎትን አግኝቻለሁ					
2.5	በስልጠናዬ ወቅት ስልጠናውን በትምህርት መርጃ መሣሪያ አስደግፎ የማሰልጠን ክህሎት አግኝቻለሁ					
2.6	በስልጠናዬ ወቅት ስለ ሰልጣኞች ስነ ልቦና የመለያ ክህሎት አግኝቻለሁ					

3	የቴክኒክ ብቃት					
3.1	በስልጠናዬ ወቅት በሰለጠንኩበት ሙያ በቂ የሆነ ተግባራዊ የቴክኒክ ክህሎት አግኝቻለሁ					
3.2	በስልጠናዬ ወቅት ከሙያዬ ጋር የተዛመዱ የቴክኖሎጂ መሳሪያዎች አጠቃቀም እውቀትና ክህሎት አግኝቻለሁ					
3.3	በስልጠናዬ ወቅት ቴክኖሎጂዎችን ከፈጠራ ጋር የማቀናጀት ክህሎት አግኝቻለሁ					
3.4	በስልጠናዬ ወቅት ስለ ስልጠና መሣሪያዎች የአሠራር ሒደት (Procedure) በቂ ክህሎት አግኝቻለሁ					
3.5	በስልጠናዬ ወቅት ስለ ማሰልጠኛ መሳሪያዎች ጥገና በቂ እውቀት አግኝቻለሁ					
3.6	በስልጠናዬ ወቅት የሙያ ስልጠና 70% በተግባር እንደሁም 30% በንድፈ ሀሳብ ማሰልጠን የሚያስችለኝን ክህሎት አግኝቻለሁ					
4	የማህበራዊ ክህሎት ብቃት					
4.1	በስልጠናዬ ወቅት ስልጠናን ግልፅና ቀላል በሆነ መንገድ የማስተላለፍ ብቃት አግኝቻለሁ					
4.2	በስልጠናዬ ወቅት የሰልጠኞችን ችግር ለመፍታት የሚያስችለኝን የመግባቢያ ክህሎት አግኝቻለሁ					
4.3	በስልጠናዬ ወቅት ከሌሎች ጋር ተቀራርቦና ተስማምቶ የመስራት ክህሎት አግኝቻለሁ					
4.4	በስልጠናዬ ወቅት አለመግባባቶችን ሰላማዊ በሆነ መንገድ የመፍታት ክህሎት ጨብጫለሁ					
4.5	በስልጠናዬ ወቅት ከሰልጠኞች ጋር ስለሚኖረኝ ግንኙነት ተገቢውን ግንዛቤ አግኝቻለሁ					
5	የትምህርት ዕቅድ ዝግጅት					
5.1	በስልጠናዬ ወቅት ስለ ስልጠና እቅድ ዝግጅት ተገቢውን እውቀት ጨብጫለሁ					
5.2	በስልጠናዬ ወቅት እንደየኮርሱ ሁኔታ የስልጠና መሣሪያዎችን አጠቃቀም ብቃት አግኝቻለሁ					
5.3	በስልጠናዬ ወቅት ስልጠናውን ከሰልጠኞች ዝንባሌና ፍላጎት ጋር አጣጥሞ የማቀድ ክህሎት አግኝቻለሁ					

5.4	በስልጠናዬ ወቅት የስልጠና መሳሪያዎች እቅድ ዝግጅት ክህሎት አግኝቻለሁ					
5.5	በስልጠናዬ ወቅት ስልጠናውን በዓመት፣ በሴሚስተር፣ በወራት እንዲሁም በሳምንትና በዕለታዊ ክፍሎች የማቀድ ክህሎት አግኝቻለሁ					
6	የክፍል /የወርክሾኝ አመራር					
6.1	በስልጠናዬ ወቅት ለአንድ ኮርስ የተመደበ ሰዓትን በአግባቡ የመጠቀም ክህሎት አግኝቻለሁ					
6.2	በስልጠናዬ ወቅት ስለመማሪያ ክፍልና ወርክሾኾች አደረጃጀት ክህሎት አግኝቻለሁ					
6.3	በስልጠናዬ ወቅት ስለ ስልጠና ልምምድ አደረጃጀት ክህሎት አግኝቻለሁ					
6.4	በስልጠናዬ ወቅት ስለ ክፍልና ወርክሾኝ ስነ ስርዓት አጠባበቅ ክህሎት አግኝቻለሁ					
6.5	በስልጠናዬ ወቅት ስለ ሰልጣኞች የተግባር ውጤት ምዘና፣ ክትትልና አያያዝ ክህሎት አግኝቻለሁ					
7	የትምህርት መርጃ መሳሪያዎች ዝግጅት					
7.1	በስልጠናዬ ወቅት ስለ ስልጠና ሞጁሎችና ማንዋሎች አዘገጃጀት ክህሎት አግኝቻለሁ					
7.2	በስልጠናዬ ወቅት ከአካባቢ በሚገኙ ጥሬ እቃዎች በመጠቀም የትምህርት መርጃ መሳሪያ አዘገጃጀት ክህሎት አግኝቻለሁ					
7.3	በስልጠናዬ፣ ወቅት ስልጠናውን ግልፅና ተጨባጭ ለማድረግ ስለ ትምህርት መርጃ መሳሪያዎች አጠቃቀም ግንዛቤ አግኝቻለሁ					
7.4	በስልጠናዬ ወቅት ስለ ቴክኖሎጂ ሽግግር በቂ ክህሎት አግኝቻለሁ					
7.5	በስልጠናዬ ወቅት ስለ ኮምፒዩተርና ኢንተርኔት አጠቃቀም ሁኔታ ክህሎት አግኝቻለሁ					
8	የጥንቃቄ ብቃት					
8.1	በስልጠናው ወቅት ስለ ማሰልጠኛ መሳሪያዎች አጠቃላይ የጥንቃቄ ደንቦች ክህሎት ጨብጫለሁ					
8.2	በስልጠናዬ ወቅት ስለ ሰርቶ ማሳየት የማስተማር ዘዴ በቂ ክህሎት አዳብራለሁ					

8.3	በስልጠናዬ ወቅት ስለ ሰልጣኞች የተግባር ስራ ክትትል ክህሎት ጨብጫለሁ					
8.4	በስልጠናዬ ወቅት ስለእያንዳንዱ የስልጠና መሣሪያ አገልግሎትና ጉዳት እውቀት ጨብጫለሁ					
8.5	በስልጠናዬ ወቅት ስለ ትብብር ስልጠናና የሙያ ልምምድ አፈፃፀም ሁኔታ እውቀት አግኝቻለሁ					
9	የማማከር ብቃት					
9.1	በስልጠናዬ ወቅት ስለሙያ አመራረጥ የምክር አገልግሎት አሰጣጥ እውቀት አግኝቻለሁ					
9.2	በስልጠናዬ ወቅት ስለተማሪዎች የትምህርት አቀባበል ምክር አገልግሎት አሰጣጥ ግንዛቤ አዳብራለሁ					
9.3	በስልጠናዬ ወቅት ስለ ልዩ ትምህርት ፍላጎት በቂ እውቀት አግኝቻለሁ					
9.4	በስልጠናዬ ወቅት ስለ ተማሪዎች ምክር አሰጣጥ ስልት በቂ እውቀት ጨብጫለሁ					
9.5	በስልጠናዬ ወቅት ስለ ድህረ ስልጠና የምክርና እገዛ አገልግሎት እውቀት አዳብራለሁ					

ክፍል ሦስት

ስለ ስልጠና ግብዓቶችና የትምህርት አስተዳደር በተመለከተ

ተ.ቁ	ስለ ስልጠና ግብዓቶችና የትምህርት አስተዳደር በተመለከተ	5	4	3	2	1
1	የስልጠና ግብአት በተመለከተ					
1.1	አሁን የምታሰለጥንበት ኮሌጅ ውስጥ በቂና የተሟሉ የመማሪያ ክፍሎችና ወርክሾፖች አሉ					
1.2	በኮሌጁ ለእያንዳንዱ የትምህርት ክፍል በቂ አሰልጣኝ መምህራን አሉ					
1.3	ለስልጠና የሚያስፈልጉ በቂ የስልጠና መሣሪያዎችና ግብዓት በወርክሾፕ ውስጥ ተሟልተዋል					
1.4	በኮሌጁ በራስ ተነሳሽነትና በሌላ አካል ድጋፍ ለመምህራን የሙያ ማሻሻያ ስልጠና ይሰጣል					
1.5	መምህራን ተከታታይነት ያለው የብቃት ማረጋገጫ ፈተና (COC) ይወስዳሉ					
2	የትምህርት አስተዳደር በተመለከተ					
2.1	የትምህርት ቤቱ አስተዳደር ለአጠቃላይ ስልጠና መሣካት ተገቢውን ድጋፍና ክትትል ያደርጋል					
2.2	የኮሌጁ አስተዳደር የመምህራን እጥረት ሲያገጣጥም ፈጣን መፍትሔ ይሰጣል					
2.3	የኮሌጁ አስተዳደር ከየስልጠና ክፍል ሀላፊዎች ጋር በመሆን የመምህራንን የሥራ አፈፃፀም በየወቅቱ በክፍል ተገኝቶ ይገመገማል					
2.4	የኮሌጁ አስተዳደር የሰልጣኞች ሙያዊ ስልጠና የተሟላና የተመቻቸ እንዲሆን ተግባር ይሰራል					
2.5	የኮሌጁ አስተዳደር የተማሪዎችን አቤቱታ /ቅሬታ/ በአግባቡ ተቀብሎ መፍትሔ ይሰጣል					
2.6	የኮሌጁ አስተዳደር መምህራን ሙያዊ ብቃታቸውን በትጋት እንዲወጡ ለማድረግ የማነቃቂያ ድጋፍ ይሰጣል					

በአዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ትምህርት ት/ቤት
የሥነ-ትምህርት ኮሌጅ
የቢዝነስ ትምህርት ክፍል

በሰልጣኝ ተማሪዎች የሚሞላ ቃለ መጠይቅ

1. የምትሰለጥኑበትን የስልጠና ዓይነት ከመምረጣችሁ በፊት በኮሌጁ የምክር ድጋፍ ተሰጥቷችኋል?

2. በምትሰለጥኑበት የትምህርት ክፍል ውስጥ በቂና ብቃት ያላቸው አሰልጣኞች ተሟልተዋል?

አሰልጣኞች ስልጠናውን እንድትወዱትና ከአካባቢው ተጨባጭ ሁኔታ ጋር አዛምደው ያስለጥኑዎችኋል?

3. የኮሌጁ ውስጣዊ አደረጃጀት የተሟላ ነው? (የመማሪያ ክፍል ወርክሾኝ የስልጠና መሳሪያዎች ቤተ-መጻፍት ወዘተ)

4. በስልጠና ሒደት ላይ ችግሮች ሲያጋጠሙ ቅሬታችሁን ለማን ታሰማላችሁ እንዴትስ እየተፈታ ይገኛል? _____

5. በኮሌጁ ውስጥ አሉ የምትሟላቸውን ችግሮች ለመፍታት ምን መደረግ አለበት ትላላችሁ?

5. በኮሌጁ ውስጥ አሉ የምትላቸውን ንግግር ለመፍታት ምን መጻሕፍት አሉት ትላላችሁ?

ከአሰልጣኞቻችን ከኮሌጁ አስተዳደር ጋር ያላችሁ የቀረቡት ሁኔታ ምን ይመስላል?

ያደርጋል?

4. አሰልጣኞቻችን መቆየት ለማሻሻል ምን ምን ጥረት ያደርጋሉ? ኮሌጁን ምን ጥረት

ታዩላችሁ?

3. የኮሌጁ አስተዳደር ለሰልጠናው መግቢትና ስኬታማነት የሚያደርጋቸው ጥረቶች እንዴት

በሰልጠና መሣሪያዎች በኩል ያላው ብቃት::

2. በኮሌጁ የሚሰጠው የሰልጠና ብቃት ምን ያህል ነው (በአሰልጣኝ በኩል ፣ በወርክሾፕ፣

አገኛችሁት?

1. የምትሰለጥቡትን የሰልጠና ዓይነት እንዴት መረጣችሁት? ሰልጠናውን እንዴት

ፎክ ግሩፕ ውይይት

የሲብሊን ትምህርት ክፍል

የሥነ-ትምህርት ኮሌጅ

የድህረ ምረቃ ትምህርት ት/ቤት

በአዲስ አበባ ዩኒቨርሲቲ

በአዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ትምህርት ት/ቤት
የሥነ-ትምህርት ኮሌጅ
የቢዝነስ ትምህርት ክፍል

በኮሌጅ ዲኖች የሚሞላ ቃለ መጠይቅ

1. ኮሌጅ ውስጥ በቂ የሆኑ የመማሪያ ክፍሎችና ወርክሾፖች ተሟልተዋል?

2. በኮሌጅ ውስጥ ያሉ የትምህርት ክፍሎች በቂ የስልጠና መሳሪያዎችና ግብአቶች ተሟልተዋል? ከተሟሉ ምን ምን ናቸው? ያልተሟሉትስ?

3. በኮሌጅ ውስጥ የትምህርት ክፍሉ በቂ አሠልጣኞች አሉ የማሰልጠን ብቃታቸውስ ምን ይመስላል?

4. ለአሰልጣኝ መምህራን የሥራ ብቃታቸውን ለማሻሻል ተከታታይ የሥራ ላይ ስልጠና ለመጠበቅ የተደረጉ ጥረቶች አሉ? ካሉ ምን፣ ምን እንደሆኑ ቢገለጹ:-

5. አሰልጣኝ መምህራን በየጊዜው የCOC /የብቃት ማረጋገጫ/ ፈተና ይወስዳሉን? እስካሁን ምን ያህል መምህራን ለምን ያህል ጊዜ ወስደዋል?

6. ለአጠቃላይ ስልጠና መሳካት ማናጅመንቱ የሚያደርጋቸው ተጨማሪ ጥረቶች ምን፣ ምን ናቸው? በዝርዝር ቢገልጹልን?

7. የተቋሙ አስተዳደር ሠልጣኞች የሚያቀርቡትን ቅሬታዎች ለመፍታት የሚያደርገው ጥረት ምን ያህል ነው (በመማሪያ ክፍል እጥረት፣ በመምህራን የማሰልጠን ብቃት ፣ የሰልጠና መሳሪያዎች አለማሟላት)።

8. የአሰላጣኞችን የሥራ ትጋት ለማሳደግ አስተዳደሩ የሚያደርጋቸው የማነቃቂያ ጥረቶች ምን፣ ምን ናቸው?

9. የአሰልጣኞች የሥራ አፈፃፀም በየጊዜው በክፍል ተገኝታችሁ ትክታተላላችሁ? ከክትትሉስ በኋላ ምን መሻሻል ታየ?

10. በኮሌጁ ውስጥ ያሉ ችግሮችን ለመፍታት ምን መደረግ አለበት ይላሉ?
