



ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**TRAINERS' PARTICIPATION IN DECISION MAKING IN
SELECTED GOVERNMENT TECHNICAL VOCATIONAL
AND TRAINING COLLEGES OF ADDIS ABABA**

BY: LEGESSE DEBELE



JUNE 2008
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COLLEGES OF ADDIS ABABA**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES, ADDIS
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FOR THE DEGREE OF MASTER OF ARTS IN MANAGEMENT OF
VOCATIONAL EDUCATION**

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TABLE OF CONTENTS

	Page
Acknowledgements -----	I
Table of Contents -----	II
List of Tables -----	IV
Acronyms -----	VI
Abstract -----	VII

CHAPTER ONE

THE PROBLEM AND ITS APPROCH

1.1. Background of the Study -----	1
1.2. Statement of the Problem-----	2
1.3. Objectives of the study -----	4
1.3.1. General Objective -----	4
1.3.2. Specific Objective -----	4
1.4. Significance of the Study -----	4
1.5. Delimitation of the Study -----	5
1.6. Definition of Terms -----	5
1.7. Organization of Study -----	6

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Decision Making -----	7
2.2. Nature of Decision Making -----	8
2.3. Types of Decision Making -----	9
2.3.1. Individual and Group Decision-----	9
2.3.2. Personal and Organizational Decisions -----	11
2.3.3. Programmed and non Programmed decisions -----	11
2.4. Decision Making process -----	12
2.5. Leadership Style -----	13
2.6. Trainers' Participation in Decision Making -----	15

2.7 Trainers' practices and willingness level of participation in Decision Making -----	19
2.8. Factor that influence Trainers' participation in Decision Making -----	21

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Source of Data -----	23
3.2. Sampling Technique -----	23
3.2.1. Trainers' -----	23
3.3. Instruments -----	25
3.3.1. Questionnaires-----	25
3.3.2. Unstructured Interview -----	25
3.3.3. Pretest -----	25
3.4. Method of data Analysis -----	26

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1. Characteristics of the Respondents -----	28
4.2. Trainers' response to wards the desire and current participation in Decision Making areas -----	30

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary -----	63
5.2. Conclusions -----	66
5.3. Recommendations -----	67

BIBLIOGRAPH

APPENDICES

Appendix A. Questioners to be filled by teachers

Appendix B. Unstructured Interview: for Deans

LIST OF TABLES

Table1: Number of Trainers' in the Departments of TVET Colleges -----	24
Table 2a: Characteristics of the Respondents /Deans, Trainers/-----	28
Table 2b. Departments of the Respondents -----	29
Table 3a: The willingness of Trainers' participation in each item of College policy, rules and regulation-----	30
Table3b. The level of willingness of Trainers' participation in College policy, rules and regulation area -----	31
Table4a.The willingness of Trainers' participation on each item concerning Budget and Income generating activities -----	32
Table 4b. The willingness of Trainers' participation, concerning Budget and Income generating activities -----	33
Table 5a. The willingness of Trainers' participation in each item of Decision making concerning College buildings -----	34
Table5b. The level of Trainers' willingness to participate in Decision Making concerning College building area -----	35
Table 6a: The level of Trainers' willingness to participate in Decision making concerning each item of Curriculum and Instruction areas-----	36
Table 6b: The level of Trainers' willingness to participate in Decision Making concerning curriculum and instruction areas -----	37
Table 7a: The level of Trainers' willingness to participate on each Decision Making items concerning staff affairs-----	38
Table7b: The level Trainers' willingness to participate on Decision making in Staff affairs area-----	39
Table 8a: The level of Trainers' willingness to participate on each Decision making items on Student affairs -----	40
Table 8b: Respondents Opinions toward the level of willingness to involve in Decision making in Students affairs-----	41
Table9: Respondents opinions toward the level of willingness to involve on aggregate or Over-all average Decision making areas under study--	42

Table 10a: The Current practice of Trainers' participation in each Decision making items on College policy, rules and regulation -----	43
Table 10b: The level of the Current practice of Trainers' participation on College policy, rules and regulation-----	44
Table 11a: The Current practice of Trainers' participation in each Decision making items on Budget and Income generating activities -----	45
Table 11b: The level of the Current practice of Trainers' participation in Budget and Income generating activities -----	46
Table12a: The Current practice of Trainers' participation on each item in decision making in college building areas -----	47
Table 12b: The level of the Current practice of Trainers' participation in Decision making on College building areas-----	48
Table13a.The level of the Current practice of Trainers' participation on each item in Decision making like Curriculum and Instruction -----	49
Table13b: The Current level of Trainers' participation in curriculum and instructional areas -----	50
Table14a: The Current practice of Trainers' participation on each item in Decision making on staff affairs area -----	51
Table14b: The Current practice of Trainers' participation in decision making on staff affairs -----	52
Table 15a: The Current practice of trainers' participation on each item in decision making on trainees' affairs area -----	53
Table15b: The Current level of Trainers' participation in Decision making on Students' affairs area -----	54
Table16: The Current level of Trainers' participation on aggregate or over all average Decision making areas understudy -----	55
Table 17: The Significance of the difference between the Current practices and willingness level of Trainers' participation in six Decision making areas -----	56
Table 18: Factors that influence Trainers' participation in Decision making areas -----	57

Acronyms

ecbp	Engineering capacity building program
MOE	Ministry of Education
TVET	Technical Vocational Education and training
UNESCO	United Nation Education Science and Culture Organization

ABSTRACT

The purpose of this study was to assess the extent of the willingness, current practice and factors that influence trainers' participation in decision making in three government TVET colleges of Addis Ababa. Thus, to undergo the study descriptive survey method was used. The data were collected through questionnaires and interviews. Eighty-nine Trainers (80 male and 9 female) and three Deans (2 male and 1 female) were responded for the purpose of this study. Percentage, chi-square, mean, standard deviation and t-test were employed to analyze and interpret the data. The output of the data analyzed showed that significant difference exists between the willingness and current practices in the level of trainers' participation. The willingness of trainers' to participate in decision making in the selected TVET College is relatively high, whereas, the degree of the current trainers' participation is found to be low. The study showed that those factors that influence trainers' participation in decision making are: lack of trust, understanding on different issues between Trainers and Deans, motivation, good will from the side of deans and others, and unparticipative rules and regulations of the colleges. Finally, it was recommended that good relationship and trust should be maintained and deans of colleges should facilitate and coordinate workshops, seminar etc to create awareness programme on different educational issues so as to accomplish the objectives of the TVET colleges.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1.1 Background of the Study

Effective School administration will not be achieved, if it is left to school administrator. Teaching is so dynamic and concerned with a person which requires highly coordinated and co-operative efforts of teachers, so as to be successful in teaching learning process.

Good administrators are those who initiate and encourage their subordinates to participate willingly in different administrative activities.

According to Davis (1981:152), participation in decision making is “a mental and emotional involvement of an individual in a group situation that encourages and contributes to group goals and shares responsibilities.”

This implies that, participation in decision making requires physical and psychological involvement of an individual to contribute to the group goals.

Concerning teacher participation, John (1983:113) states as:

Participation and consultation have been understood as a mode of management and as a set of procedures of which teachers may collectively have a share in making of decision about the institution in which they serve.

The Ministry of Education gives due attention for TVET teachers training program and further training (MOE, 2006:31) as follows:

Highly skilled, qualified, motivated, flexible and creative TVET teachers and instructors are the backbone of any TVET system capable of adjusting to changing technological environments, and creating conducive learning environments for different target groups.

This shows that, in all aspects motivated participatory skillful or all rounded participation of trainers in TVET system is crucial. However, there are many factors that influence trainers' participation in decision making in TVET

Colleges. Some of them are internal, external and personal factors. Because of this and the like participation of trainers' in decision-making is not as expected. In order to enhance the participation of trainers' in every aspect of managerial activities, motivational factors should be taken into consideration.

For creating conducive work environment for TVET staff (MOE, 2006: 33) indicates that:

...TVET system will under take all efforts to raise salary packages offered to TVET professionals, which may include housing and transportation allowance and other benefits and coherent human resources development planning and career promotion scheme.

Since management is getting things done with and through people, it is true that the responsibility of deans is to work closely with the whole staffs coordinating their efforts, and creating conducive environment in order to participate trainers' in managerial activities to attain the objective of Technical Vocational Education and Training at large. However from experience as a member of one of the TVET colleges, participation of trainers' is not appreciable. In addition to this, there is no survey conducted in this area. Thus this is the rationale that forced the student researcher to conduct a study on trainers' participation in decision making in government TVET college of Addis Ababa.

1.2 Statement of the Problem

Nowadays, Ethiopia needs technical skilled manpower for ever changing Technological Advancement. It will not be achieved without human and non human resources. To fulfill this gap, TVET centers are one of the important centers that are required to produce skilled manpower needs. Among the primary inputs, trainers' are important element for teaching learning process, not only for teaching learning process but also expected to participate in decision-making process.

In support of this, UNESCO (1973:10-11) states that:

Technical Vocational teachers are responsible not only for inculcating knowledge and skills but also, important, for preparing workers and technicians capable of contributing to society.

This will take place if teachers' are motivated and encouraged to participate in decision-making process around their working area. Like any other institutions, without full participation of trainers' in decision making the objective of TVET colleges can not be achieved. Therefore, based on these views trainers' participation in decision making in Government TVET Colleges of Addis Ababa should be studied, so that some kind of consensus that over come the problem could be reached.

Thus, the purpose of this study is to assess the willingness of trainers' towards participation in decision making, the practice of trainers' participation in decision making and those factors that hinder their participation in decision making in Government TVET Colleges of Addis Ababa.

Based on the above points, the study tries to answer the following basic questions.

1. What is the level of trainers' willingness to participate in decision making in TVET Colleges?
2. What is the extent of dean willingness to make trainers' participate in decision-making in TVET Colleges?
3. To what extent trainers' are currently participating in decision making process in TVET Colleges?
4. Is there any significant difference between the desire and the current practice of trainers' participation in decision-making process in TVET Colleges?
5. What are those factors that influence trainers' participation in decision-making process in TVET Colleges?

1.3 Objective of the study

1.3.1 General objective

The main objective of this study is to assess the willingness of trainers' to participate in decision making, the willingness of deans to make trainers' participate, the current practice of trainers' participation and those factors that influence participation of trainers' in decision making in selected Government TVET college of Addis Ababa.

1.3.2 Specific Objective

- Identifying the willingness of trainers' participation in each and over all decision making areas.
- Identifying the level of the current practice of trainers' participation in each and over all decision making areas
- Identifying whether any significant difference exists between the willingness and current practice of trainers' participation in decision making
- Identifying those factors that influence trainers' participation in decision-making.

1.4 Significance of the Study

The willingness of trainers' participation in decision making in TVET College facilitate the teaching learning process. In support to this, Billingsley and Cross (1992) state that:

“Trainers were more likely to be satisfied with their Job when there is greater administrative support and work involvement and less role conflict and stress.”

This implies that, whenever trainers are made to involve in meaningful collaboration and contribution in teaching learning process, conflict in school organization will be minimized.

Based on those facts, the study might help

- Trainers and administrators to work cooperatively and make shared decision for the effectiveness and efficiency of the teaching learning process.
- To create awareness about the importance of participatory decision making for trainers and deans.
- To minimize those factors that hinders trainers' participation in decision making in TVET Colleges.
- To provide feed back for Policy makers.
- To give recommendation that enhance trainers participation in decision making process in TVET Colleges
- To open door, for those who are interested to study further on the issue.

1.5 Delimitation of the Study

The study is delimited to assess the actual practices of trainers' participation, the will of trainers' participation and those factors that play hindering role in trainers' participation in decision making in three government (i.e., Entoto, General Wingate, and Tegbaried) Technical and Vocational Education and Training College out of five government (i.e., Entoto, General Wingate, Tegbaried, Nefassilk and Misrak) Technical and Vocational Education and Training College of Addis Ababa.

1.6 Definition of terms

Decision making: - is an act of choice by manager from among two or more possible alternative courses in a given situation.

Participation: - Mental and emotional involvement of person in a group situation that encourage them to contribute to group goals and share responsibilities for them.

Leadership style: - it is a characteristic way in which a college Deans goes about leadership tasks in a specific college as assessed over a long term by those who work with him.

Power:-is the ability to get some one to do or not to do something to persuade or dissuade.

Legitimate Power:-is the lawful right to make a decision and expect compliance.

Technical and vocational Education and Training (TVET):-is education that is designed to train and educate students in specific tradition and modern field of vocational skills for students who have completed grade 10 and show sufficient desire and inclination to be trained in the field of their choice. (MOE, 2002:94)

Training: - Any Technical and vocational education and training provided through formal program that is leading to Certificate or a college Diploma

Trainer: - A person permanently employed by the college to conduct training.

Trainee:- A person who participated in Technical and Vocational Education and Training program provided by a training institutions with a view to acquiring his Technical and vocational skill.

1.7 Organization of the study

This paper is organized with five chapters. The first chapter deals with the background of the study, statement of the problem, objective of the study, significance of the study, delimitation of study, definition of terms used in the study. Review of related literature is included in chapter two, Research design and methodology is treated in chapter three, analysis of the data and interpretation of the findings will be treated under chapter four and chapter five deals with summary, conclusion, and recommendation of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the theoretical aspect of the concept, nature, types, process of decision making, leadership style, teachers' participation, desire and current practice and those factors that influence their participation in decision making

2.1 Decision Making

There are various issues that require decision in day to day activities in educational institutions.

In this chapter the concept of decision making, nature, types, and process of decision making has been described. Decision making is the 'heart of managing.' A manager performs all his tasks and functions through making decision. He is continuously engaged in decisions making process while setting goals, determining plans and course of action; formulating strategies, policy and procedures, firing, promoting and transferring employees; assigning jobs and goals to subordinates; supervising and guiding them and evaluating their performance etc (Agrawal, 1982:89).

This implies that, decision making is the basis of all managerial actions. It is an indispensable component of the management process. It permits all management and covers every part of an enterprise. In fact, whatever a manager does, he does through decision making only; the end products of managers' work are decisions and actions.

According to Drucker (in Agrawal, 1982:89): "Management is always a decision making process": More over, he stated that "even a decision to do nothing in the face of a problem at hand is also a decision." This shows that whether wrong or right in respect to the problem at hand, individuals as member in different organization take decision.

In general, the decision of these members gives 'form and direction to the work and organization does' (RAO, 1987:201-202). Similarly, school administrators at all levels along the hierarchy make decision. All decision however, has some influence whether 'large or small 'on the performance of both faculty and students, (Lunenburg and Ornstein, 1991:159). Since decision taking involves different change, conflict, the risk of being right or wrong Or building of number of facts, alternatives to choose the best from the alternatives, Everard and Geoffrey (1985:38-39) stated that "Decision making is a painful process".

2.2 Nature of Decision Making

Decision making has often been defined as choosing from among alternatives course of action. But this is only one of its several aspects. "It is a process of locating and defining the problem, developing alternatives solution to the problem, weighing the various alternate solutions in terms of their possible consequences, choosing the optimum solution from among them, and implementing the decision effectively (Agrawal, 1982:89)

Decisions are made through habitual as well as problem solving behavior. When a manager faces a recurrent problem, he can make decision without going through all steps.

A different process of decision making may be involved when an individual face an immediate problem of moderate complexity.

In this case, he may seek the relevant information from outside sources, guess the consequences of various alternative course of action and 'see' a solution, which he tries and verifies. More complex problem, however, requires creative solution involving problem solving behavior. According to Chandan, (1994:205); creativity is "... a socially recognized achievement in which there are novel products to which one can points as evidence such as inventions, theories, buildings, published writings etc...". He emphasized that, creative thinking is important to bring about 'novel' and 'Unique' ideas and critical thinking is

necessary to criticize and tests these ideas so that they are feasible and optimally beneficial. Kantona (in Agrawal 1982:90) emphasized that

creativity is characterized by the arousal of problem or question, by deliberation that involved recognition and direction, by understanding the situation, by weighing of alternatives and taking their consequence into consideration and finally, by choosing among alternative course of action.

Walls (in Agrawal, 1982: 90) and Chandan (1994:206) suggests that genuine problem solving involves the following broad out lines:

1. Incubation
2. Preparation
3. Illumination, and
4. Verification.

Similarly, Marvin (in RAO, 1987: 204-205) states that “decision making demands two or more alternatives.” According to him decision making operates on a binary bases, such that ‘search’ and ‘choice’.

... In understanding decision making, it is important to note that a decision can be made only if there are alternatives open, (Fitzgibbons, 1981:14-15). This implies that the existence of alternatives is a necessary condition for making decision.

2.3 Types of Decisions

Decisions are classified, according to their nature, time and purpose into: Individual and Group decisions, Personal and Organizational decision, Programmed and Non-programmed decisions.

2.3.1 Individual and Group Decision

Some individual make decision with respect to human and others with respect to non- human. Individual decision most of the time made in small organization and group decision in large and complex organization. For certain kind of issue,

decision produced by groups can be superior to those produced by individuals. Individuals, and not group, can usually reach more efficient decision for issues that are relatively simple in their elements, which are objectively and easily separable, and where the issues require a strict sequence of acts that can be performed readily by a single person (Schmuck and Blumberg, 1969:89-90). However, in case of complex issues with many alternative, in which the elements are not easily conceptualized, and in particular, where one sub task is performed by one individual with out interference, where efficiency depends on continued coordination and interaction of a number of persons, a decision produced by the group to be involved will almost always be superior to one produced even by the most capable of individuals. According to them school faculties are typical examples that confronted with issues of this more complex sort in their decision making. Similarly, Chandan (1994:249) states that, "group decision would become particularly appropriate for non-programmed decisions because these decisions are complex and few individuals have all knowledge and skills necessary to make the best decisions". This implies that a group can make higher quality decision than individuals.

Group decision making is sometimes called participative decision making, collectively judgment or participative management.

In large and complex organization most of the basic and strategic decision is made by groups of managers rather than by individuals. Decision relating to the determinant of the organizational objective and formulation of plans, strategies and polices fall in this category (Agrawal, 1982:100).

2.3.2 Personal and Organizational Decision

Personal decision making is directly or indirectly affects an individual rather than others. For instance, selecting a field in which to major, as well as applying for a particular job, are personal decisions that have profound effects on course of a person's life.

On the other hand, organizational decision making involves decisions that pertain to the problems and practices of a given organization.

The difference between personal and organizational decision-making lies in object of the process.

In support of this, Vecchio (1991: 342-343) stated as, "Personal decision making focuses on the action and life of an individual, while organizational decision making on the performance of an organization". This shows that personal decision making refers to those decisions made from the stand point of an individual, whereas organizational decision made from the stand point of an organization.

2.3.3 Programmed and non-programmed Decisions

Simon (in Vecchio, 1991: 343) distinguishes decision in terms of whether they are "fairly routine and well structured or novel and poorly structured". According him, well structured decisions are 'programmed' and poorly structured decisions are 'Non-Programmed' decisions. Decisions that are made within the frame work of some habit, methods, polices, rules, and standards operating procedures and the like are termed as programmed decisions. Druker (in Agrawal 1982:91) call them 'tactical decisions'. Since, they require little deliberation and thinking and involves little consequences, for future growth, stability and profitability it is said to be the day to day activity of an enterprise.

On the other hand, he calls non-programmed decision as strategic decision, and regards them as truly managerial decisions. According to him decisions on business objectives, capital investment decisions, product mix-decisions etc.

are said to be programmed, because of the involvement of creative thinking, judgments and intuition.

2.4 Decision making process

The central function of any administrator is directing and controlling the decision making process, because of that contains, all other functions of the administrative.

Different writers classify all kind of decision making process into a number of steps. According to Chandan (1994:213). Decision making process involves ten steps such as: Perception of the deviation and Defining the problem, Collection of the relevant data, Diagnosis and Analysis of the problem, Finding the root cause of the problem, Identification of resource and Constraints, Development of criteria for successful solution, Generation and development of alternatives, Evaluation of alternatives and Selection of an alternative, Implementation of decision and Monitoring and feed back.

According to Agrawal(1983:92) decision making involves six steps. These are: Identifying the problem, Analyzing the problem, Developing alternative solutions, Weighing alternative solutions, Choosing the best solutions, Implementing and verifying the decisions. Similarly Griffiths(in kimbrough,1983:325) states that decision making process involves six steps that is: Recognizing, Defining, and Limiting the problem, Analyzing and evaluating the problem, Establishing criteria of judgment, Collection of relevant and repeatable data, Selection of a solution, and putting the solution into effect. Moreover, Druker (in Lunenburg and Ornstein, 1991:160) classifying decision making process into six like, Defining the problem, Analyzing the problem, Developing alternative solutions to the problem, Deciding on the best solution converting decision in to effective action and Monitoring and assessing the result.

2.5 Leadership style

Leadership is not an attribute of business alone. It can be in the government, in college and Universities, in hospital and any where else were people work in group, the leadership function emerge. Leadership is an art of influencing and inspiring subordinates to perform their duties willingly, competently and enthusiastically for achievement of group objectives (Chandan, 1994:339). Moreover, he stated that "it is the responsibility of the leader to influence their behavior so as to maximize their contribution to the organization and minimizing their dysfunctional and negative behavior."

The leadership styles can be classified according to the philosophy of the leaders. Studies show that there is no one best way' to lead, but leaders effectiveness depends upon leader style and situation favorability.

According to (Zand, 1997:43), "Effective leader Orchestrate their decision process". This shows that, they have to carefully choose a decision process, knowing that the decision they take and the process they choose will affect the quality of the decision and its implementation. Moreover they decide whether the decision process will involve one or more alternatives. They decide what part each individual plays or not. It is the leader's legitimate power to decide who, when, and how people will participate in making decision.

Different authorities argued that leadership styles positively or negatively affect the participation of employee in any organization. Based on these, Mbamba (1992:143) and Chandan, (1994:354-356) grouped the leadership style into three:

1. Autocratic or dictatorial leadership. These types of leadership keep the decision making authority and control in their own hands and assume full responsibility for all actions.
2. Democratic or participative: - leaders consult the subordinates and their feed back is taken into decision making process.

3. Laissez-faire or free-reign leadership-

The leader is just a figure –head and does not give any direction but delegates the authority to subordinates so that they make all the decision themselves.

Similarly, Everard and Morris (1985:44-47) divide leaders' style in decision taking in to four:

1. Autocratic decision taking- (without consultation) others are informed of what is to be done and what is expressed of them.
2. Persuasive: - The decision is taken before consultation and then 'sold' to others
3. Consultative: _ the view of others are sought and taken into account before a decision is taken.
4. Codetermination: - Decision is taken on either a consensus or majority basisNegotiation and management by committee are of the forms of codetermination decision taking..... Many joint decisions between head of department are of this form. Moreover, whatever forms of decision taking is used,
the form of decision making should be
 1. ' Open' and 'clear' to all concerned
 2. Consistent with reality
 3. Understandable and establish the convention of the particular form of decision taking.

In addition, ... while not all staff like to be involved in decision taking, there is overwhelming evidence that most people would like a great share than they have in decision which affect them ,but which are the responsibility of others . On the other hand, Commitment based on 'the' my idea it will work 'principles' becomes even stronger if they are delegated as much as possible of decision taking. This is the techniques which underlines managements by objective Trechown (in Everard and Morris, 1985:48). According to them, ideally the

head or head of department will involve his subordinate but take the decision himself in determining; common policies, common system, school or departmental objectives and what each individual is expected to achieve.

(Zand, 1997) also states that there are four basic decision taking processes that differ in the amount of participation the leader grants to others and the extent to which the leader shares his legitimate power as follows:

1. Commanding: - The leader alone makes the decision, permitting no participation by others and sharing none of his legitimate power.
2. Consult:- in consultation, the leader permits limited participation by disclosing his problem to subordinates and staff and seeking their views and advice.
3. Concur- The leader and his people will not act until they jointly agree on the definition of the problem and the solution. This shows that the leader grants his people more participation in deliberations about the problem and makes them partners who share his legitimate power.
4. Consignment:-The leader transfers his legitimate power to make the decision by delegating it to another person and this grants maximum participation.

2.6 Trainers' participation in decision making

Trainers' and administrators make the most immediate decision regarding the education of children. By the very nature of their roles, they are the ones who must decide how students will be taught, how the classroom will be organized, what kind of discipline will be demanded and how much and what kind of subject matter etc will be emphasized.

According to Robert, (1981:7). "The less we know education, the less are the chances of making sound educational decisions." More over, he emphasized that, "It is the decision to leave the choice to other individuals or groups, or else to the uncontrolled influence of the natural environment." This implies that, since

decision can not be avoided, it must be made more or less intelligently through the participation of teacher and concerned bodies.

Participative management consults their employees, bringing them in on problem and decisions, so that they work together as a team.

In support to these, Zand (1997:89-90) states that:

Trust enriches relationship, fostering cooperation, creativity and commitment. Mistrust weakens relationships bring, to them suspicion and deception part of the leaders task has been, and continuous to be , working with to find and solve problems, but whether leader gain access to the knowledge and creative thinking they need to solve problems depend on how much people trust them.

These implies that the quality and the implementation of decision ultimately depend on how much leaders and those they work trust each other. When they trust one, another decision quality and implementation improve, when they mistrust, decision quality implementation suffer.

Moreover, Campbell and South (in Hayes, 1996:291) stated that "true collegiality can only be achieved by staff working together in a school where the culture is cohesive and educational and social beliefs are shared".

Similarly Crowther (in Hayes, 1996:291) suggested that staff need to "...engage in dialogue about their profession activity, in debating the teaching and learning style they use, in regularly revising content, in working in each other's class room..."

Imber and Nedit(in Hayes, 1996:292) argued that, "greater participation in school was in tune with democratic society and led to enhance commitment, improve performance and better productivity in the school."

Duke, and etal, (1980) stated that "staff commitment to the idea was equally necessary for success". As a whole, this implies that full participation of the staff is grant to the success of the school.

According to Davis and New storm, (1985:187) "participation is mental and emotional involvement of persons in group situation that encourage them to

contribute to group goals and share responsibility for them." It means, persons self is involved, where no more pulling and pushing or no physical coercion, in decision making and there by Committed to the success of its implementation.

Naturally, the quality of decision making by a group such as a school faculty, is affected by the skill of staff members in coordinating their individual resource and their efforts. It is known that more effective groups have leaders who allow for greater participation, greater acceptance of diverse decision, Torrance, E.P (in NASSP, 1969:90). Effective leaders also have been shown to encourage minority opinions and conflicts to a greater extent than less effective leader do.

Group participants with minor influence over a decision not only fail to contribute their resource to a decision but usually are less; likely to carry out the decision when action is required Torrance, E.P (in NASSP, 1969:90). Hence implementation of a decision, especial one concerning a curricular issue and the like, occurs only with the studies done in industry, organization and school faculties have shown that the 'Satisfaction of subordinates is related to their participation of the extent to which they can influence certain aspects of the organization's decision making, as well as to the base of their superior influence. Several

Teachers report greatest satisfaction with their principal and the school system in general when they perceive that they and their principals are mutually influential, and especially when their principal's influence emanates from their perceiving him as an 'expert' Torrance, E.P (in NASSP, 1969:91).

Similarly, scholars are prepared summaries of research relative to the psychological aspects of leadership. According to Ralph, M. and etal, (in kimberough, 1983: 331).

1. Leaders to be slightly higher in intelligence than the average of the group led.

2. Leaders tend to be emotionally mature, to exhibit self-confidence, to be dependable in exercising responsibility, to have insight in to problems faced by the group, and to have a strong continuing drive to succeed.
3. Leader realizes that people are essentials for goal achievement. They attempt to communicate with others, tend to be social, show consideration for people, and seek cooperation of others.

In general, the presence of their trait increases the probability of the effective performance as a leader that invite teacher to participate willing to decision making.

The degree of teachers' participation can be influenced by certain prerequisite conditions that are met. Some of these conditions occur in the participants; some exist in their environments (Davis and New storm 1987:191).

These prerequisite for participation are as follows:

1. There must be time to participate before action is required
2. The potential benefits of participation should be greater than its costs.
3. The subjects of participants must be relevant and interesting to the employees.
4. The participants should have ability, such as intelligence and technical knowledge, to participate.
5. The participants must be able to mutually communicate, so as to exchange ideas.
6. Neither party should feel that its position is threatened by participation.
7. Participation for deciding a course of action must be within the area of job freedom.

2.7 Trainers' current practice and willingness level of participation in decision making

In various type of organization under many different operation conditions, chase continued to a variety of benefits. Some of these are direct and others are less tangible according to Ruck (in Davis and Newstorm, 1985:193-194).

Participation typically brings higher out put and a better quality of out-put. In certain types of operation the quality improvement alone is worth the time invested in participation. Employees often make suggestion for quality and quantity improvements. Although not all ideas are useful, there are enough valuable ones to produce genuine long run improvements.

Participation tends to improve motivation because employees feel more accepted and involved in the situation. Their self esteem, Jobs satisfaction, and cooperation with management also may improve. The results often are reduced conflict and stress, more commitment to goals, and better acceptance of change, Jackson(inDavis and Newstorm 1985:194). Employees also may reduce turnover and absence, because they feel that they have a better place to work and that they are being more successful in their jobs.

Similarly, Aluto and Belasco (in Anderson, 2002) define teacher satisfaction as, "the willingness to remain with the current school organization despite of inducement to leave."

As result of these, the act of participation by itself establishes better communication within and outside the organization.

It is known that some employees desire more participation than others. Educated and higher level workers typically seek more participation, because they feel more prepared to make useful contribution, Rosow (in Davis and Newstorm, 1985:194-195).Where as, if they lack participation, they tend to have "low performance, less satisfaction, lower self-esteem, more stress, and other symptoms of tension and dissatisfaction". However, some other people desire a minimum of participation and are not upset because they lack it.

The difference between one's desired and actual participation gives a measure of the match between organizations practices and an individual's desires.

Belasco and Alutto (in Anderson, 2002) defined decisional deprivation as the discrepancy between current and preferred levels of participation. Based on this, they categorize as, deprivation (Wanting more decision- making), equilibrium (satisfied with current levels, and saturation (wanting less). This shows that, when employees want more participation than they have, they are 'participative deprived' and there is under participation. In the opposite situation, when they have more participation than they have they are 'participative saturated' and there is over participation.

There is evidence that where there is either under participation, or over participation, people are less satisfied than those who participate in a degree that matches their needs. This relation shows that, as participation comes closer to matching either high or low needs satisfaction with the organization goes up. Conversely, as mismatch increases, these positive feeling decline. Participations not something that should be applied equally to every one. Rather, it should match their needs.

To make more clear about teacher' desire to participate in decision making Taylor and Tashakkon (in Anderson, 2002) used four categories of teachers involvement in decision making; empowered (those that were involved and desired to be involved), disenfranchised (those that were not involved but desired involvement), involved (those that were involved but did not desire it.) involved and disengaged (those that were neither involved nor desired to be).

2.8 Factors' that influence Trainers' participation in decision making

Naturally, the quality of decision making by a group such as a school faculty is affected/influenced/ through many situations. Based on these, different authority argued as follows.

concerning teachers' perception to ward participation in decision making, Gaziel and Weiss (in Hayes, 1996:292) suggested that within any teaching staff there were likely to be two groups: "The internal teachers" who "perceive themselves as personally responsible and punishable for events they experience in their live and external- teachers who see themselves as "pawns controlled by external force". This implies that the former wished and expected to be involved in the process, where as, the later expected decision to be made for the sake of others purpose.

Fiedler (in kimbrought, 1983:333) contended that "the performance of a group is affected by a combination of leadership style and situational dimensions" which are related in specified way.

Similarly, House (in kimbrought, 1983:333) tries to show the effects of leadership styles in connect with environmental factor and subordinate personality characteristics as follows:

The force on an individual to engage in a specific behavior is a function of;

His expectations that the behavior will result in a specific outcome; and

The sum of the valances, that is, personal utilities or satisfactions, that he derives from out come An individual choose the behavior he engaged in one bases of the valences he perceives to be associated with the outcomes of the behavior under consideration and his subjective estimates of the probability that his behavior will indeed result in the out come.

Moreover, Etzioni (in kimbrought, 1983:335) used term 'compliance' to express "relationship consisting of the power employed by superiors to control

subordinates and the orientation of the subordinate to this power” He identified three types of power that could be used to induce organization members to comply as “Coercive (physical Sanctions), remunerative (control of material resources and reward), and normative (positive response).”

Browne (in Davis and Newstorm, 1985:195) stated those situational factors that influence the success of participative programs that may be found, in the environment, the organization, its leadership, technology, or employees. These express that, situational influence on the use and success of participation.

Agrawal(1982:97-98) also described those factors that influence decision making as organizational variables, environmental variables and personality factors.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

In order to assess the willingness, the current practice of trainers', Deans' willingness to make participate trainers' and those factors that influence trainers' participation in decision making in selected government TVET college of Addis Ababa, descriptive survey method is used.

3.1 Source of Data

Primary and secondary sources of data were used.

3.2 Sampling Technique

Currently there are five TVET Colleges in Addis Ababa, according to Addis Ababa city Government TVET college establishment regulation No. 22/2006. For the purpose of this study, three TVET Colleges i.e. Entoto, General Wingate and Tegbareid Colleges were purposively selected based on their long experience, similar date of establishment and courses offered

3.2.1 Trainers

There are 335 (292 Males and 43 female) technical and common course trainers' in this three selected TVET colleges. Out of which, 101 (30%) trainers are selected using stratified random sampling techniques since; it involves dividing the population into professional groups, each group containing subject with similar characteristics. There are 26, 15 and 25 Construction technology, 22, 21 and 38 Industrial technologies, 26, 53, 26 Business and services and 27, 30, and 26 Common courses teachers in General Wingate, Entoto and Tegbaried TVET colleges respectively.

The total number of trainers' in four departments, (Construction, Industrial, Business and service and Common courses) in General Wingate, Entoto and Tegbareid were 101 (93 Male and 8 Female), 119 (105 Males and 14 Females) and 115 (94 Males and 21 Females) respectively. Out of those populations for the purpose of this study through proportionate stratified random sampling 30,

36 and 35 trainers' were selected from the TVET colleges respectively and the three Deans were purposively selected one from each college.

Table1: Number of trainers' in the departments of TVET colleges

Department	TVET Colleges								
	General Wingate			Entoto			Tegbaried		
	M	F	Total	M	F	Total	M	F	Total
Construction Technology									
Drafting	4	1	5	3	-	3	3	2	5
Surveying	5	-	5	3	-	3	3	-	3
Road	5	-	5	2	-	2	2	-	2
Wood work	3	-	3	2	-	2	5	-	5
Building	8	-	8	5	-	5	9	1	10
Total	25	1	26	15	-	15	22	3	25
Industrial Technology									
Automotive	5	2	7	8	-	8	9	-	9
Electricity	4	1	5	7	-	7	9	1	10
Electronics	4	1	5	1	1	2	7	1	8
General Mechanics	5	-	5	4	-	4	10	1	11
Total	18	4	22	20	1	21	35	3	38
Business and Services									
Accounting	3	2	5	12	1	13	4	4	8
Secretary	6	-	6	7	7	14	1	2	3
Purchasing	3	1	4	5	-	5	3	-	3
Information Technology	9	-	9	12	2	14	5	4	9
Sales person	2	-	2	7	-	7	3	-	3
Total	23	3	26	43	10	53	16	10	26
Common Courses									
English	7	-	7	9	3	12	5	1	6
Mathematics	8	-	8	8	-	8	4	1	5
Civics	7	-	7	6	-	6	6	-	6
Entrepreneurship	5	-	5	4	-	4	6	3	9
Total	27	-	27	27	3	30	21	5	26

3.3 Instrument

In order to get the relevant information for the purpose of this study, questionnaires, Interview, and observation were used.

3.3.1 Questionnaires

In order to get the relevant information for the purpose of this study those decision statements prepared by Malike, Joseph (In Assefa, Abahumna, 1995) were adopted and correlated with those Addis Ababa city government TVET colleges establishment regulations No-22/2006, duties and responsibilities of Deans' and trainers' adapted and arranged with some changes. Accordingly, 40 questions were set and distributed to trainers' to assess both their willingness and current practice on participation in six decision making areas (college policies, rules and regulation, budget and income generating activities, college buildings, curriculum and instruction, staff affairs and student affairs). Ten questions with one open ended on those factors that influence trainers' participation in decision making were prepared and distributed to trainers'. Out of the total 101 stratified randomly selected trainers 89 (80 Male and 9 Female) completed and returned the questionnaires.

3.3.2 Unstructured Interview

Eight unstructured Interviews questions, concerning the willingness of Deans to involve trainers' in decision making were designed.

3.3.3 Pre-Test

The purpose of pre-test is to assess the relevance of the instruments designed to collect data for the study. This was used in order to avoid ambiguities, Omissions and misunderstandings of each item. Nine copies of the instruments were distributed, one for my Advisor, the rest for trainers' who have long teaching experience and those who have experience in designing questionnaires in the selected departments of General Wingate TVET College.

As result of this, the order of the questions re- arranged, and the words need attention was high- lighted and underlined.

3.4 Method of Data Analysis

The data secured from different sources were analyzed and interpreted using both quantitative and qualitative methods. The chi-square(X^2) test of significance at 0.05 level was also used in order to see relative difference between the willingness' and current practice of trainers' response on the given items and t-test was used in order to determine whether any significance difference exist between the willingness and current participation of trainers .Moreover, percentage, mean score, and standard deviation were used in order to asses those factors that influence trainers' participation in decision making based on the respondents report.

Response to the willingness and practice of trainers', a likert scale values ranging from one "Very low" to five "Very high" and for those factors that influence trainers' participation in decision making items one "strongly disagree" to five "strongly agree" were used.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This section deals with the presentation and analysis of the data gathered (obtained) through questionnaires distributed trainers' and the interview guidelines designed for Deans of three TVET colleges. Out of the total questionnaires distributed to, trainers' 88.12% have been completed and returned.

The data obtained through interview with deans were included in the analysis of the findings and open ended questions responded by trainers are organized and included. Each and every item is analyzed and interpreted using different statistical instruments (percentage, mean, standard deviation, chi-square and t-test) in this section.

Table 2b. Departments of the respondents.

Status	Respondents in the TVET colleges									
	Entoto		G.wingate		Tegbareid		Total		Percentage	
	Trainers'	Deans	Trainers'	Deans	Trainers'	Deans	Trainers'	Deans	Trainers'	Deans
Construction Technology	5	1	7	-	6	-	18	1	20.22	33.33
Industrial Technology	6	-	6	-	9	-	21	-	23.60	-
Business and service	12	-	10	-	7	-	29	-	32.58	-
Common course	7	-	6	1	8	1	21	2	23.60	66.67
Total	30	1	29	1	30	1	89	3	100	100

As indicated in Table 2b, above most of the trainers' are assigned to Business and services departments and the numbers of teachers assigned in other departments is almost similar. Hence it might give chance according to their number to participate in decision making.

4.2 Trainers' response towards the willingness and current participation in decision making areas.

Table 3a: The willingness of Trainers' participation in each item of college policy, rules and regulation (N=89).

No	Item	Very low		low		Medium		High		Very High		X ²
		F	%	F	%	F	%	F	%	F	%	
1.1	Setting and evaluating college objectives	8	8.99	14	15.73	31	34.83	30	33.71	6	6.74	32.18
1.2	Establishing the relationship between Deans and Staffs	6	6.74	11	12.36	30	33.71	36	40.45	6	6.74	45.21
1.3	Selection of relevant references and teaching materials	2	2.25	6	6.74	26	29.21	36	40.45	19	21.35	44.31
1.4	Setting the discipliner policy, rules and procedures	6	6.74	12	13.48	31	34.83	33	37.08	7	7.87	39.03
1.5	Changing the structure of TVET college	10	11.24	18	20.22	36	40.45	11	12.36	14	15.73	25.45
1.6	Giving different skill training for the staff members and others	13	14.61	20	22.47	22	24.72	24	26.97	10	11.24	9.82
1.7	Establishing teachers'/trainers' evaluation criteria	9	10.11	18	20.23	16	17.98	25	28.08	21	19.10	11.62
1.8	Assessing the performance of TVET college	9	10.11	19	21.35	27	30.34	27	30.34	7	7.87	20.49

Based on Table 3a, the responses of trainers' to participation as shown on item 1.1, 1.2, 1.3, 1.4 1.5 and 1.8 are relatively high, i.e. 75.28% (Average, and above average) have high willingness to participate in setting and evaluating college objectives. Eighty point ninety percent (average and above) have high willingness in establishing the relationship between Deans and Staffs. Ninety one point zero one percent (average and above) agreed to participate in the selection of relevant references and teaching materials. Seventy nine point seventy eight percent (average and above) agreed to participate in setting the

disciplinary policy, rules and procedures. Sixty eight point fifty four percent (average and above) agreed to participate in changing the structure of colleges. Sixty two point Ninety three percent (average and above) stated that they are willing to participate in giving different skill training for the staff members and others. Seventy point forty eight percent (average and above) agreed to participate in establishing trainers' evaluation criteria and 68.55 % (average and above) agreed to participate in assessing the performance of TVET colleges. The degree of freedom for all items is 4. The chi-square critical value of each item at 0.05 level of significance is 9.49. The chi-square observed value of each item exceeds the chi-square critical value of each item. In light of this, there is significance difference between the opinions of the respondents. Hence they have high willingness to participation in each item of college policy, rules and regulation

Table 3b. The level of willingness of Trainers' participation in college policy, rules and regulation area (N=89).

	Very low	Low	Medium	High	Very High	X ²
Freq.	8	15	27	28	11	19.03
Percent	8.99	16.85	30.34	31.46	12.36	

As shown in table 3b, 74.16 % (average and above) stated relatively high degree of willingness to participate in the colleges' policy, rules and regulations and 25.84% (very low and low) responded low level of willingness to participate in colleges' policy, rules and regulations

In view of this when we compare the observed value $X^2 = 19.03$, which is higher than the critical value $X^2=9.49$ at 0.05 level of significance. This shows there is opinions difference between the respondents. Hence on average they have high degree of willingness to participate in college policy, rules and regulation areas.

Table 4a. The willingness of Trainers' participation on each item concerning Budget and Income generating activities. (N=89)

Item No	Item	Number of Respondents										X ²
		Very Low		Low		Medium		High		Very High		
		F	%	F	%	F	%	F	%	F	%	
2.1	Planning budget of TVET college	8	8.99	21	23.60	36	40.45	20	22.47	4	4.49	35.55
2.2	Instructional materials and raw materials to be included in the budget	2	2.25	12	13.48	24	26.97	42	47.19	9	10.11	55.33
2.3	Preparing and deciding on budget of TVET college	11	12.36	21	23.60	29	32.58	23	25.84	5	5.62	20.94
2.4	Presenting, administering and controlling budget	12	13.42	25	28.09	29	32.58	20	22.47	3	3.37	24.43
2.5	Setting mechanism for Income generating	19	21.35	20	22.47	18	20.23	25	28.09	7	7.87	9.82

Based on Table 4a, the inclination of Trainers' to participate and react on item 2.1, 2.2 and 2.3 are relatively high, i.e. 67.41% (average and above) responded that they have high willingness to participate in planning budget of TVET colleges. Eighty four point twenty seven percent (average and above) have high willingness to participate in decision making in instructional materials and raw materials to be included in the budget. Sixty four point zero four percent (average and above) responded that they have the willingness to participate in preparing and deciding on budget of the TVET colleges. Fifty eight point forty two percent (average and above) responded that they are willing to participate in presenting administrating and controlling budgets and Fifty Six point nineteen percent (average and above) stated that they are willing to participate in setting mechanism for income generating activities.

The degree of freedom for all items is 4. The chi-square observed value of each item at 0.05 levels of significance 9.49. The chi-square observed value of each item is greater than the chi-square critical value 9.49. This shows that there is

significant difference between the level of willingness of trainers' participation in budget and income generating areas.

Table 4b. The willingness of Trainers' participation, concerning Budget and Income generating activities (N=89)

	Number of Respondents					X ²
	Very Low	Low	Medium	High	Very. High	
Frequency	10	20	27	26	6	20.04
Percent	11.24	22.47	30.34	29.21	6.74	

As indicated above on Table 4b, 66.29% (average and above) of the respondents are willing to participate in budget and income generating and 33.71 % (very low and low) responded less likely to participate in budget and income generating activities.

Therefore as shown above on table 4b the observed chi-square value ($X^2=20.04$) is greater than the critical value ($X^2=9.49$) at 0.05 level of significance. So that, there is statistically significance difference between the respondents views on budget and income generating activities. Hence on average they have high degree of willingness to participate in budget and income generating activities

Table 5a. The willingness of Trainers' participation in each item of decision making concerning college buildings (N=89)

Item No	Item	Number of Respondents										X ²
		Very Low		Low		Medium		High	Very High			
		F	%	F	%	F	%	F	%	F	%	
3.1	Expansion of workshops and laboratories	10	11.24	26	29.21	27	30.34	22	24.72	4	4.49	23.64
3.2	Expansion of Class rooms and offices	8	8.99	25	28.09	26	29.21	25	28.09	5	5.62	24.20
3.3	Maintenance of colleges' buildings	11	12.36	22	24.72	29	32.58	24	26.97	3	3.37	25.10
3.4	Construction of new buildings	12	13.48	25	28.09	30	33.71	17	19.10	5	5.62	22.40

As shown on Table 5a, the opinion of trainers' responses on item 3.1, 3.2, 3.3, 3.4, are almost similar, i.e. 59.55% (average and above) have responded that they desire to participate in expansion of Workshop and Laboratories. Sixty two point ninety two percent (average and above) responded that they have willingness to participate in expansion of class rooms and offices. Sixty two point ninety two percent (average and above) responded that they desire to participate in maintenance of colleges buildings and 58.43% (average and above) responded that they have desire to participate in construction of new buildings.

The degree of freedom for all items is 4. The findings depict the fact that the chi square critical value of each item is 9.49 at 0.05 level of significance the chi-square observed value of each item exceeds the chi-square critical value. Therefore, trainers' willingness to participate on each decision items concerning college building is relatively high.

Table5b. The level of Trainers' willingness to participate in decision making concerning college building area (N=89)

Number of Respondent						
	Very low	Low	Medium	High	Very High	X ²
Frequency	10	25	28	22	4	23.87
Percent	11.24	28.09	31.46	24.72	4.49	

As shown on Table 5b, 60.67 %(average and above) responded that they like to participate in decision making on college buildings and 39.33 %(very low and low) responded they are less likely to participate in decision regarding college building areas. Hence, the observed chi-square $X^2=23.87$ is greater than the chi-square critical value $X^2=9.49$ at 0.05 level of significance. This implies that there is significance difference between the perceptions of respondents. Hence on average they have high degree of willingness to participate in decision making concerning college building area

Table 6a: The level of Trainers' willingness to participate in decision making concerning each item of curriculum and instruction areas

No	Item	Very low		low		Medium		High		Very High		X ²
		F	%	F	%	F	%	F	%	F	%	
4.1	Designing courses for different programs	9	10.11	15	16.85	27	30.34	29	32.58	9	10.11	20.94
4.2	Preparation and compilation of training modules from different sources	5	5.62	11	12.36	33	37.08	23	25.84	17	19.10	26.34
4.3	Improving teaching and learning process and training methodologies	6	6.74	12	13.48	26	29.21	26	29.25	19	21.35	17.35
4.4	Preparation of Text books, Manuals, teaching and learning materials	9	10.15	19	21.35	21	23.60	17	19.10	23	25.84	6.56
4.5	Dropping or adding courses or course contents	8	8.99	21	23.60	25	28.09	23	25.84	12	13.48	12.29
4.6	Selection and evaluation of guide lines for training	4	4.49	21	23.60	23	25.84	30	33.71	11	12.36	23.75
4.7	Evaluation and report about the guide lines	6	6.74	24	26.97	26	29.21	24	26.97	9	10.11	20.27
4.8	Establishing promotion policy	12	13.48	18	20.23	25	28.09	26	29.21	8	8.99	13.98
4.9	Checking adequacy of teaching performance	8	8.99	12	7.87	27	35.96	28	43.82	14	15.73	18.69

As indicated on Table 6a, the response of trainers' on item 4.2, 4.3 and 4.9 are relatively high. That is 73.02% (average and above) have high desire to participate in designing course for different programs. Eighty two point zero two percent (average and above) have high desire to participate in preparation and compilation of training module from different sources. Seventy nine point seventy seven percent (average and above) are willing to participate in

improving teaching learning process and training methodologies. Sixty eight point fifty four percent (average and above) responded that they desire to participate in preparation of Text books, Manuals, Teaching and learning materials. Sixty seven point forty one percent (average and above) responded that they have desire to participate on dropping or adding courses or course contents. Seven one point ninety one percent (average and above) responded that they have high desire to participate in selection and evaluation of guidelines for training. About 66.29 %(average and above) of the respondents, have high desire to participate in evaluation and report on the guidelines and in establishing promotion policy of the colleges and 88.77% (average and above) have relatively high desire to participate on adequacy of teaching performance. The chi-square observed value of each item is greater than the chi-square critical value 9.49 except item 4.4($X^2=6.56$). This shows that there is significance difference between the perceptions of the respondents. Hence relatively they have high willingness to participation in each item of curriculum and instruction areas

Table 6b: The level of Trainers' willingness to participate in decision making concerning curriculum and instruction areas (N=89).

	Number of Respondent					X^2
	Very low	Low	Medium	High	Very High	
Frequency	7	16	27	26	13	16.56
percent	7.87	17.98	30.34	29.21	14.61	

As shown in Table 6b, 74.16% (average and above) agreed to participate on decision concerning curriculum and instruction areas, and whereas 25.85 %(Very low and low) responded that they are less likely to participate. Since the degree of freedom (df=4) and the chi-square critical value at 0.05 level of significance is 9.49, then chi-square observed value ($X^2=16.56$) exceeds the chi-square critical value. This shows there is opinion difference between the

respondents. Hence on average they have high degree of willingness to participate in decision making concerning curriculum and instruction areas.

Table 7a: The level of Trainers' willingness to participate on each decision making items concerning staff affairs (N=89)

No	Item	Very low		low		Medium		High		Very High		X ²
		F	%	F	%	F	%	F	%	F	%	
5.1	recruiting new staff members	8	8.99	12	13.48	27	30.34	28	31.46	14	15.73	18.70
5.2	selection of section and department heads	2	2.25	3	3.37	18	20.23	37	41.57	29	32.58	54.09
5.3	need of upgrading staff qualification	6	6.74	10	11.24	15	16.85	28	31.46	30	33.71	25.89
5.4	assigning staff members to different committees	3	3.37	10	11.24	29	32.58	21	23.60	26	29.21	27.12
5.5	Resolving staff grievance	2	2.25	17	19.10	35	39.33	24	26.97	11	12.36	35.44
5.6	Securing staff social welfare	1	1.12	20	22.47	29	32.58	28	31.46	11	12.36	31.62
5.7	Determining teaching load	2	2.25	14	15.73	23	25.84	31	34.83	19	21.35	26.22
5.8	Individual or group decision making on different issues	5	5.62	17	19.10	28	31.46	30	33.71	9	10.11	27.80
5.9	Facilitating and maintaining inter departmental communication	7	7.87	27	30.34	23	25.84	23	25.84	9	10.11	18.70

As shown on Table 7a, trainers' willingness to participate on item 5.2, 5.3, 5.4, and 5.7 are relatively high.

The respondents claim that, 75.53 % (average and above) have high desire to participate in recruiting new staff members. Ninety four point thirty seven percent (average and above) have high desire to participate in selection of

section and department heads. Eighty two point zero two percent (average and above) have high desire to participate in need of upgrading staff qualification. Eighty five point thirty nine percent (average and above) have high desire to participate in assigning staff members to different committees. Seventy eight point sixty six percent (average and above average) have high desire to participate in resolving staff grievance. Seventy six point forty percent (average and above average) have more likely high desire to participate in securing social welfare. Eighty two point zero two percent (average and above) have high desire to participate in determining teaching load. Seventy five point twenty eight percent (average and above average) have high desire to participate in individual and group decision making on different issues and sixty one point seventy nine percent (average and above) have relatively more than average desire to participate in facilitating and maintaining interdepartmental communication.

In this regard, each of the computed chi-square value indicated in Table7a exceeds the chi-square critical value ($X^2=9.49$) at 0.05 level of significance with degree of freedom ($df=4$). This shows there is opinion difference between the respondents. Hence on average they have high degree of willingness to participate on each item of decision making concerning staff affairs.

Table7b: The level Trainers’ willingness to participate on decision making in staff affairs area.

Number of Respondent						
	Very low	Low	Medium	High	Very High	X ²
Frequency	4	14	25	28	18	20.27
Percent	4.49	15.73	28.09	31.46	20.23	

As indicated in Table 7b, the respondents claim that 79.82 %(average and above average) are more likely to participate in decision making concerning staff affair area (N=89)

This shows that the calculated chi-square value $X^2=20.27$ is greater than the chi-square critical value $X^2=9.49$ at 0.05 level of significance. Therefore the willingness of trainers to involve in decision concerning staff affairs on average is relatively high.

Table 8a: The level of Trainers' willingness to participate on each decision making items on student affairs (N=89)

No	Item	Very low		low		Medium		High		Very High		X ²
		F	%	F	%	F	%	F	%	F	%	
6.1	Setting 'students'/Trainees' code of conduct	2	2.25	16	17.98	32	35.95	32	35.95	7	7.87	43.82
6.2	Enrolling new students to different departments	8	8.99	14	15.73	21	23.60	40	44.94	6	6.74	42.29
6.3	Selection of tests/duties to be given to the students/trainees	2	2.25	8	8.99	23	25.84	36	40.45	20	22.47	39.82
6.4	Establishing rules ,regulations and schedules governing students'/trainees' final activities/duties	4	4.49	10	11.24	28	31.46	33	37.08	14	15.73	33.75
6.5	Adoption of graduation requirements	2	2.25	14	15.73	32	35.95	33	37.08	8	8.99	44.54

As shown in Table 8a, 79.8 % (average and above) reported that they have high desire to participate in setting students'/trainees' code of conduct. Seventy five point twenty eight percent (average and above) stated that they have desire to participate in enrolling new students to different departments. Eighty eight

point seventy six percent (average and above) stated that they have high desire to involve in decision making like selection of tests /duties to be given to students /trainees. Eighty four point twenty seven perçent (average and above) stated that they want to involve in decision making like establishing rules regulations, schedules, governing students/trainees final activities and Eighty two point zero nine percent (average and above) adoption of graduation requirements.

The chi-square critical value at 0.05 level of significance is $X^2=9.49$ with the degree of freedom 4. The chi-square observed value (X^2) of each item 6.1, 6.2, 6.3, 6.4 and 6.5 highly exceeds the chi-square critical value ($X^2=9.49$).

Therefore, the desire of trainers' to participate in each item of decision making in student affairs is significant. This implies, there is relatively high participation in each item of decision making in student affairs.

Table 8b: Respondents opinions toward the level of willingness to involve in decision making in students affairs (N=89)

Number of Respondents						
	Very low	Low	Medium	High	Very High	X^2
Frequency	4	12	27	35	11	36.56
Percentage	4.49	13.48	30.34	39.33	12.36	

As shown in Table 8b, the respondent reported that 82.03 % (average and above) have high willingness to participate in decision on students' affairs.

As stated in the above table (table 8b), the chi-square observed value $X^2=36.56$ is greater than the chi-square critical value ($X^2=9.49$) at 0.05 level of significance.

Therefore, trainers' willingness to participate in decision making on trainees' affair is significant. This implies that trainers' is more likely to involve in decision concerning trainees' affairs.

Table9: Respondents opinions toward the level of willingness to involve on aggregate or Over-all average decision making areas under study (N=89)

Number of Respondents						
	Very low	Low	Medium	High	Very High	X ²
Frequency	7	16	27	28	11	19.93
Percentage	7.87	17.98	30.34	31.46	12.36	

As indicated in Table 9, the degree of trainers' willingness to participate in over-all average decision making areas mentioned is 74.04 %(average and above) and 25.85 %(very low and low).

This shows that the majority of the trainers like to participate in over-all decision areas in the colleges, whereas some of the trainers are less likely to participate in over all decision area of the colleges. The chi-square critical value is 9.49at 0.05level of significance. The chi-squared observed value of the over-all decision area is 19.93.

Therefore the chi-square observed value $X^2=19.93$ is grater than the chi-square critical value $X^2= 9.49$.

Hence, the opinion of trainers' willingness to participate in the over all decision making area is significant. This implies that the degree of trainers' willingness to participate in decision areas in TVET Colleges is relatively high, even if, there is no chance to participate as they like. In support of this idea, Imber and Nedit (in Hayes, 1996:292) state that,

"Greater participation in school was in tune with democratic society led to enhance commitment, improve performance and better productivity in the school".

Table 10a: The current practice of Trainers' participation in each decision making items on college policy, rules and regulation (N=89)

No	Item	Very low		Low		Medium		High		Very High		X ²
		F	%	F	%	F	%	F	%	F	%	
1.1	Setting and evaluating college objectives	23	25.84	35	39.33	20	22.47	8	8.99	3	3.37	36.00
1.2	Establishing the relationship between deans and Staffs	15	16.85	35	39.33	28	31.46	9	10.11	2	2.25	41.28
1.3	Selection of relevant references and teaching materials	6	6.74	25	28.09	37	41.37	15	16.85	6	6.74	39.71
1.4	Setting the discipliner policy, rules and procedures	19	21.35	31	34.83	28	31.46	10	11.24	1	1.12	34.89
1.5	Changing the structure of TVET college	34	38.20	31	34.83	19	21.35	3	3.37	2	2.25	50.94
1.6	Giving different skill training for the staff members and others	22	24.72	30	33.71	29	32.58	8	8.99	0	0	39.60
1.7	Establishing teachers'/trainers' evaluation criteria	23	25.84	31	34.83	21	23.60	13	14.61	1	1.12	29.03
1.8	Assessing the performance of TVET college	21	23.60	31	34.83	27	30.34	8	8.99	2	2.25	34.54

As shown in Table 10a, 65.17 % (very low and low) indicate that there is low level of participation in setting and evaluating colleges' objective. Fifty six point eighteen percent (very low and low) reported that there is little participation in establishing the relationship between deans and staffs. Fifty six point eighteen percent (very low and low) reported that there is little participation in setting the disciplinary policy, rules and procedures. Seventy three point zero three

percent (very low and low) of the respondent stated that there is low participation in changing the structure of TVET college. Fifty eight point forty three percent (very low and low) reported that there is relatively low participation in giving different skill training for the staff members and others. Sixty point Sixty seven percent (very low and low) of the respondents stated that there is relatively much less participation in establishing trainers' evaluation criteria. Fifty eight point forty three percent (very low and low) of the participants responded that there is low level of involvement in assessing the performance of TVET Colleges. Whereas, 34.83 % (very low and low) of the participant stated that there is little participation and 64.96 % (average and above) stated that they enjoy relatively high participation in selection of relevant reference and teaching materials.

The chi-square critical value of each item at 0.05 level of significance is 9.49 with the degree of freedom 4. The chi-square observed value for each item exceeds the chi-square critical value, which shows there is a significance difference between the respondents' opinion concerning the level of participation of college policy, rules and regulation. Hence, there is relatively low participation.

Table 10b: The level of the current practice of Trainers' participation on college policy, rules and regulation

Number of Respondents						
	Very low	Low	Medium	High	Very High	X ²
Frequency	20	31	26	9	3	36.79
Percent	22.47	34.83	29.21	10.11	3.37	

As indicated in Table 10b, 57.30 % (very low and low) stated that their current level of participation in college policy, rules and regulation relatively low, whereas 42.69% (average and above average) reported that their level of current practice is relatively high.

Therefore, there is a significant difference between their opinions. The chi-square observed value $X^2=36.79$ exceeds the chi-square of critical value

$X^2=9.49$ at 0.05 level of significance with $df=4$. Hence the current practice in participation in college policy, rules and regulation is likely to be low.

In support of this fact, Torrance, (in NAASSP, 1969:90) stated that “group participants with minor influence over a decision not only fail to contribute their resources to a decision but usually are less likely to carry out when action is required”. From the research out come, we can conclude that there might be some sort of misunderstanding between the staff and the leadership of the TVET colleges. In this respect the researcher would like to comment, this needs further study in order to solve the current problem.

Table 11a: The current practice of Trainers’ participation in each decision making items on budget and income generating activities (N=89)

No	Item	Very low		Low		Medium		High		Very High		X ²
		F	%	F	%	F	%	F	%	F	%	
2.1	Planning budget of TVET college	26	29.21	25	28.09	24	26.97	10	11.24	4	4.49	22.97
2.2	Instructional materials and raw materials to be included in the budget	10	11.24	24	26.97	33	37.08	19	21.35	3	3.37	30.94
2.3	Preparing and deciding on budget of TVET college	23	25.84	38	42.69	18	20.23	8	8.99	2	2.25	43.84
2.4	Presenting, administering and controlling budget	27	30.34	35	39.33	21	23.60	5	5.62	1	1.12	47.01
2.5	Setting mechanism for Income generating	25	28.09	31	34.83	27	30.34	3	3.37	3	3.37	42.07

As indicated in Table 11a, the level of the current practice of trainers’ participation on, Items 2.1, 2.3, 2.4, 2.5 are relatively below average, whereas

Item 2.2 is relatively high. Hence, 57.3% (very low and low) responded that the current practice of teachers' involvement in planning budget of TVET Colleges seems relatively low, 38.21% (very low and low) stated that their current practice involvement in instructional materials and raw materials to be included in the budget is relatively low and 61.79 % (average and above) responded that their participation is relatively high in instructional materials to be included in the budget.

Therefore, there is a significant difference between the respondents and each chi-square observed in table 11a, is greater than the chi-square critical value $X^2=9.49$.

This shows that the current practice of trainers' participation in each item of budget and income generating activities are relatively low.

Table 11b: The level of the current practice of Trainers' participation in budget and income generating activities (N=89)

Number of Respondents						
	Very low	Low	Medium	High	Very High	X ²
Frequency	22	31	24	9	3	29.6
percent	24.72	34.83	26.97	10.11	3.37	

As shown in Table 11b, about 59.55%(very low and low) of the respondents stated that trainers' participation in budget and Income generating activities are likely less, whereas 40.45%(average and above) responded that the current practice of participation in budget and income generating activities is relatively high. This shows that there is significant difference between the opinions of the respondents.

Therefore, the chi-square observed value ($X^2=29.6$) is greater than the chi-square critical value ($X^2=9.49$), at 0.05 level of significance.

As a result of this, trainers' who are more than average are not participating in these activities as shown on table 11b. Therefore, it seems that, they are deprived of participation currently in budget and income generating activities.

Table12a: The current practice of Trainers' participation on each item in decision making in college building areas.

No	Item	Very low		Low		Medium		High		Very High		X ²
		F	%	F	%	F	%	F	%	F	%	
3.1	expansion of workshops and laboratories	26	29.21	38	42.69	17	19.10	7	7.87	1	1.12	49.15
3.2	expansion of Class rooms and offices	23	25.84	40	44.94	20	22.47	5	5.62	1	1.12	54.54
3.3	maintenance of colleges' buildings	27	30.34	34	38.20	18	20.23	9	10.11	1	1.12	39.71
3.4	construction of new buildings	38	42.69	26	29.21	15	16.85	7	7.87	3	3.37	46.00

As shown on Table12a, the response of trainers' towards the level of current practice participation on each item, 3.1, 3.2.3.3, and 3.4 is below average. This shows that there is significant difference in opinion between respondents. The chi-square observed value in each item is greater than the chi-square critical value $X^2=9.49$ at 0.05 level of significance (df =4)

This shows that the level of the current practice of the respondents' participation in college building like expansion of workshops, laboratories, and class rooms, office maintenance and construction of new buildings are relatively low.

Table 12b: The level of the current practice of Trainers' participation in decision making on college building areas

Number of Respondents						
	Very low	Low	Medium	High	Very High	X ²
Frequency	29	34	17	7	2	42.40
Percent	32.58	38.20	19.10	7.87	2.25	

As shown in table 12b, the majority of the respondents 70.78 % (very low and low) responded that the current participation in decision concerning maintenance of college building activities is relatively very low ,whereas 29.22% (average and above) of the respondent stated that currently their participation is relatively high.

This shows that there is a significant difference between the respondent views. In this regard the chi-square observed value $X^2=42.40$ is greater than the chi=quare critical value $X^2=9.49$.

Therefore, this implies that the majority of the respondents are not made to participate in college building activities as they wish in decision making.

Table13a. The level of the current practice of Trainers' participation on each item indecision making like curriculum and instruction (N=89)

No	Item	Very low		Low		Medium		High		Very High		X ²
		F	%	F	%	F	%	F	%	F	%	
4.1	Designing courses for different programs	19	21.35	29	32.58	27	30.33	12	13.48	2	2.25	27.80
4.2	Preparation and compilation of training modules from different sources	15	16.85	29	32.58	29	32.58	13	14.61	3	3.37	28.13
4.3	Improving teaching and learning process and training methodologies	9	10.11	30	33.71	36	40.45	8	8.49	6	6.74	44.54
4.4	Preparation of Text books, Manuals, teaching and learning materials	11	12.36	34	38.20	30	33.71	10	11.24	4	4.50	39.82
4.5	Dropping or adding courses or course contents	17	19.10	45	50.56	19	21.35	6	6.74	2	2.25	63.53
4.6	Selection and evaluation of guide lines for training	12	13.48	34	38.20	33	37.08	7	7.87	3	3.37	48.47
4.7	Evaluation and report about the guide lines	20	22.47	33	37.08	27	30.33	6	6.74	3	3.37	38.13
4.8	Establishing promotion policy	23	25.84	38	42.69	18	20.22	8	8.99	2	2.25	43.87
4.9	Checking adequacy of teaching performance	11	12.36	25	28.09	38	42.69	11	12.36	4	4.50	41.73

As shown in Table 13a, 53.93% (very low and low) responded their participation in designing courses for different program is relatively low. Fifty point fifty six percent (very low plus low) reported that their participation in preparation of

text books, manuals, teaching and learning materials is relatively low. Sixty nine point sixty six percent (very low and low) responded their participation in dropping and adding courses or course contents relatively low. Fifty one point sixty eight percent (very low and low) responded their participation is relatively low in selection and evaluation guide lines for training. Fifty nine point fifty five percent (very low and low) stated that their participation in evaluation and report about the guide lines is relatively low. Sixty eight point fifty three percent (very low and low) responded their participation in establishing policy is low. Whereas, 50.56 %(average and above) stated that their participation in preparation and compilation training modules from different sources is relatively above average. Similarly 55.68% (average and above) reported that their participation in improving teaching and learning process and training is relatively high and 59.55% (average and above) stated that their participation in checking adequacy of teaching performance is relatively above average. So that there is significant difference between the opinions of the respondents. The chi-square observed value of each item above is greater than the chi-square critical value $X^2=9.49$ at 0.05 level of significance with $df=4$.

These indicate that the level of participation on each item is relatively low concerning decision on curriculum and instruction. However, in contrary to this Crowther (in Hayes ,1996:291) suggested that staff need to "...engage in dialogue about their professional activities in debating the teaching and learning style they use, in regularly revising content in working in each others' class room...". This shows that there might be unparticipative condition or communication gap between leadership and staff.

Table13b: The current level of Trainers' participation in curriculum and instructional areas (N=89)

Number of Respondents						
	Very low	low	Medium	High	Very High	X ²
Frequency	15	33	29	9	3	37.12
Percent	16.85	37.08	32.58	10.11	3.37	

As shown in Table 13b, 53.93% (very low and low) of the respondent stated that their participation in curriculum and instructional activities is relatively low and 46.06 % (average and above) responded that their participation relatively high.

The chi-square observed value $X^2=37.12$ is greater than chi-square critical value $X^2=9.49$ with the degree of freedom $df=4$. This indicates that there is opinion difference between the respondents. Hence the current level of trainers' participation in curriculum and instructional areas is relatively low.

Table 14a: The current practice of Trainers' participation on each item in decision making on staff affairs area (N= 89)

No	Item	Very low		low		Medium		High		Very High		X ²
		F	%	F	%	F	%	F	%	F	%	
5.1	Recruiting new staff members	21	23.60	20	23.47	23	25.84	22	24.72	3	3.37	15.66
5.2	Selection of section and department heads	9	10.11	9	10.11	20	22.47	40	44.94	1 1	12.3 6	39.26
5.3	Need of upgrading staff qualification	9	10.11	26	29.21	25	28.09	23	25.84	6	6.74	20.38
5.4	Assigning staff members to different committees	9	10.11	9	10.11	32	36.00	32	36.00	7	7.87	37.91
5.5	Resolving staff grievance	10	11.24	30	33.71	36	48.45	10	11.24	3	3.37	46.11
5.6	Securing staff social welfare	9	10.11	29	32.58	30	33.71	20	22.47	1	1.12	35.89
5.7	Determining teaching load	14	15.73	20	22.47	24	26.97	28	31.46	3	3.37	21.39
5.8	Individual or group decision making on different issues	10	11.24	33	37.08	31	34.83	11	12.36	4	4.50	39.48
5.9	Facilitating and maintaining inter departmental communication	10	11.24	44	49.43	20	22.47	12	13.48	3	3.37	56.45

As shown in Table 14a, the majority of the respondents views on each item of the current practices on decision making in staff affairs such as participation in recruiting new staff members, 53.93%(average and above) item 5.1, selection of department heads 79.77%(average and above) item 5.2, upgrading of qualification 60.67%(average and above) item 5.3, assigning staff members to different committee 79.87%(average and above) item 5.4, resolving staff grievance 63.06%(average and above) item 5.5, in securing staff social welfare 57.03%(average and above) item 5.6, determining teaching load 61.80% (average and above) item 5.7, and individual and group decision making 51.69%(average and above) item 5.8, are relatively very high whereas 60.67% (very low and low) responded that their current participation in facilitating and maintaining inter departmental communication is relatively low (item 5.9). The chi-square observed value of each item is greater than the chi-critical value $X^2=9.49$ at 0.05 level of significance. Hence, there is significance difference between the opinions of the respondents. This shows that the current practice of trainers' participation in each item of staff affairs activities is relatively high.

Table 14b: The current practice of Trainers' participation in decision making on staff affairs (N=89)

Number of Respondents						
	Very low	Low	Medium	High	Very High	X^2
Frequency	11	24	27	22	5	19.71
Percent	12.35	26.97	30.33	24.72	5.62	

As indicated in Table 14b, 39.32% (very low and low) of the respondents have stated that trainers' current participation in staff affairs is relatively low, whereas 60.68 % (average and above average) of the respondents stated that there is relatively high participation. Therefore, the chi-square observed value $X^2=19.71$ is greater than the chi-square critical value $X^2=9.49$. This shows there is significant difference among the respondents' opinion concerning the current level of trainers' participation in staff affairs decision area. As a result of this

about 60.68 % of the respondents agreed that current trainers' participation in staff affair is relatively high. The above-mentioned practice coincides with Everad and Morris (1985:47) statement, " ... not all staff like to involve in decision taking, there is over whelming evidence that most people would like a great share than they have in decision which affect them". In view of this, the outcome of the research and that of the statement are more likely in agreement.

Table 15a: The current practice of Trainers' participation on each item in decision making on trainees' affairs area (N=89)

No	Item	Very low		low		Medium		High		Very High		X ²
		F	%	F	%	F	%	F	%	F	%	
6.1	Setting Trainees' code of conduct	12	13.48	36	40.45	26	29.21	11	12.36	4	4.49	37.57
6.2	enrolling new students to different departments	13	14.61	32	35.96	24	26.97	17	19.10	3	3.37	27.12
6.3	selection of tests/duties to be given to the students/trainees	4	4.49	10	11.24	29	32.58	39	43.82	7	7.87	52.97
6.4	establishing rules ,regulation and schedules governing trainees final activities/duties	11	12.36	23	25.84	31	34.83	21	23.60	3	3.37	26.79
6.5	adoption of graduation requirements	10	11.24	26	29.21	36	40.45	14	15.73	3	3.37	38.92

As indicated in Table15a, 84.27% (average and above) responded their participation in selection of tests/duties to be given to trainees is relatively high. 61.80 %(average and above) stated that their participation in establishing rules, regulations governing trainees' final activities is relatively high. Similarly 59.55% (average and above) reported that their involvement in adoption of graduation requirements are relatively above average. Whereas, 53.93% (very low and low) responded that, their participation in setting student code of conduct is relatively low and 50.57 %(very low and low) stated that their participation in enrolling new student in different department is relatively low.

In each case the chi-square observed value is greater than the chi-square critical value $X^2 = 9.49$.

This shows that there is significance difference between the opinions of the respondent.

Table 15b: The current level of Trainers' participation in decision making on students' affairs area (N=89)

Number of respondents						
	Very low	Low	Medium	High	Very High	X^2
Frequency	10	25	29	21	4	24.65
Percent	11.24	28.09	32.58	23.60	4.50	

As shown in Table 15b, 39.33% (very low and low) of the respondents stated that the current level of trainers' participation in students affairs area is found to be low and 60.68% (average and above) respondents that trainers' participation in students affairs area is relatively high. This shows that there is significant difference between the opinions of the respondents. Hence, the chi-square observed value $X^2 = 24.65$ is greater than the chi-square critical value $X^2 = 9.49$ at 0.05 level of significance $df = 4$. Therefore, trainers' participation in decision making on students' affairs is relatively high.

Table 16: The current level of Trainers' participation on aggregate or over all average decision areas understudy (N=89)

Number of respondents						
	Very low	Low	Medium	High	Very High	X^2
Frequency	18	30	24	13	4	22.51
Percent	20.22	33.71	26.97	14.61	4.49	

From the previous, in each item and average investigation we have observed that the current level of trainers' participation in six decision area was more likely low. So that in Table 16, the researcher wants to investigate the aggregate or over-all average participation of trainers in colleges' decision making areas.

As shown in Table 16, 53.93 % (very low and low) of the respondents stated that the current level of trainers' participation in college decision making area is relatively low, whereas 46.07 (average and above) of the respondents stated that the current level of trainers' participation is relatively average and above average.

Hence, the chi-square observed value $X^2=22.56$ is greater than the chi-square critical value $X^2=9.49$ at alpha 0.05 level of significance with $df=4$. This implies that there is significant difference between the opinions of the respondents concerning the level of the current practice of trainers' participation in over all average decision making areas (in their respective college) is relatively low.

In general as it is analyzed based on the report of the respondents shown above, from each item analysis, average and over-all average, the current practice level of participation in decision making in TVET colleges are not as expected. The analysis proved that the current practice of trainers' in all decision making areas of the college is relatively low, even if, their willingness to participate decision making is high. In order to see further difference between the current practice and willingness of trainers' participation in college decision making areas t-test was employed. Since, t-test is used to determine whether the difference between mean of samples is significant (Best and Kahan, 2003).

Table 17: The significance of the difference between the current practice and willingness level of Trainers' participation in six decision-making areas (N=89)

willingness		Current practice		
\bar{X}	STD	\bar{X}	STD	t
3	1.148	2.49	1.23	3.12

\bar{X} =mean score

STD= standard deviation

As shown in Table 17, the mean score of trainers' willingness to participate in over-all college decision making is $\bar{X}_{desire}=3$ and the mean score of current

trainers' participation is $\bar{X}_{\text{current}} = 2.49$. Hence the mean score of the willingness of trainers' participation ($\bar{X}_d = 3$) in overall decision making area in TVET colleges is greater than the mean score of the current practice $\bar{X}_c = 2.49$ of their participation. Similarly, the calculated value of $t = 3.12$ is greater than the critical value of $t = 1.645$ at 0.05 level of significance difference.

From the above concept it is possible to generalize that there is a significance difference between the willingness and current trainers' participation in over-all decision making in TVET Colleges. This means the extent of the willingness of trainers' participation in over all decision making area is more likely high, whereas the degree of the current practice of trainers' participation is relatively low.

Table 18: Factors that influence Trainers' participation in decision making areas (N=89)

No	Item	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		\bar{X}	STD
		F	%	F	%	F	%	F	%	F	%		
1	Incompetence on the part of teacher	27	30.30	26	29.20	16	18	16	18	4	4.50	2.371	1.219
2	Teacher's low level of concern	23	25.80	40	44.90	5	5.60	16	18	5	4.60	2.325	1.203
3	Lack of trust between Teachers and Deans	9	10.10	18	20.20	20	20.50	28	31.5	14	15.70	3.224	1.231
4	Lack of motivation	7	7.90	13	14.6	10	11.2	41	46.10	18	20.20	3.561	1.196
5	Lack of good will from Deans and others	8	9.00	9	10.10	14	15.70	36	40.40	22	24.70	3.618	1.220
6	Un-participative rules and regulation of the college	4	4.50	16	18.00	17	19.10	37	41.60	15	16.90	3.483	1.108
7	Lack of time to participate	14	15.70	26	29.20	11	12.40	29	32.60	9	10.10	2.921	1.290
8	Lack of favorable condition within the institutions	7	7.90	20	22.50	9	10.10	43	48.30	10	11.20	3.325	1.175
9	Because of the ever changing Technologies	12	13.50	17	19.10	17	19.10	35	39.30	8	9.00	3.112	1.219
10	Lack of understanding and agreement between Teachers and Deans on different issues	8	9.00	18	20.20	18	20.20	24	27.00	21	23.60	3.359	1.290

As shown in item1 Table18, the respondents argued that 59.5% (strongly disagree and disagree) and 22.5 % (strongly agree and agree). On item 2, 70.70 % (strongly disagree and disagree) and 22.60% (strongly agree and agree) and on items 7, 44.90 % (strongly disagree and disagree) and 44.70% (strongly agree and agree). The mean score of item 3, 4, 5, 6, 8, 9 and10 are more than the expected average mean

($\bar{X}_{\text{expected}}=3$) and item 1,2 and7 are less.

Therefore, from the above evidence it is possible to generalize about those factors that create influence as follows:

- Incompetence on the part of teachers, low level of concern and lack of time relatively can not be the cause (factor that influence) trainers' not to participate in college decision areas. Where as, lack of trust between teachers and deans, lack of motivation, lack of good will from deans and others, unparticipative rules and regulation of the college, lack of favorable condition within the college/institution, because of the ever changing technology, lack of understanding and agreement between trainers and deans on different issues were relatively reported as the major factors that influence trainers participation in college decision making process. In support of the above stated facts, Fiedler (in Kimbrought, 1983:33) suggested that "the performance of a group is affected by a combination of leadership style and situational dimension, which are related in specific ways" In light of the above situations, appropriate action should be taken so as to alleviate the existing problems by the management bodies of the TVET colleges.

Concerning one open ended question distributed to trainers' That reads, "In your opinion, what is the solution for those factors that influence trainers' participation in decision making in TVET College?" The trainers' reacted as follows:

- Trainers' should raise participatory questions and struggle for growth of their institution realizing that the positive out come is the common denominator i.e. the survival in both ways will be long lasting, otherwise both diminish and so does the generations.
- Deans and assistant deans shall open forums, awareness creation program for trainers' participation rather than doing everything by their own.

- Creating good relationship among the trainers', department heads and section heads.
- Identifying trainers' characteristics in order to motivate them.
- All stake holders must pay attention to trainers' participation in decision making process. Since trainers' are the backbones of teaching learning process.
- The administrator (Manager) shall be participatory and follows democratic way of doing jobs to achieve the goal of education and to fulfill the need of the society at large.
- Positive attitude and good working condition should be maintained to motivate trainers for innovation.
- Rules and regulations of the college have to be clear and open to the trainers.
- Strong relationship shall be maintained without the domination of administrators.
- Trainers' shall be motivated, administrators shall be fair and not partial and biased.
- Developing team sprit and bridging the gap between the management and teaching staffs
- Competent, qualified, experienced, responsible and motivated manager (deans) should be assigned based on the merits they have.
- Academic commission should create a conducive environment which enables trainers' to participate on decision that helps the colleges move ahead

Interview responses, concerning the willingness of Deans to participate trainers in decision making in TVET College.

The interview designed for deans of three selected government TVET colleges of Addis Ababa.

For the question that states, “Do you think that the involvement of trainers’ is useful in decision making in your college?” Hundred percent of three college deans responded ‘Yes’. Further more, they explained that the involvement of trainers in decision making is legitimate and they have the mandate and right to participate in decision making in TVET colleges.

For the question that reads, “To what extent do you allow teachers to involve in different decision making activities in your college?” Some of them responded that they involve teachers to a great extent whereas others responded that they just allow medium participation. Further more they explained that, instructors and trainers are participating in decision making through different forms of the system. They commented that they have a direct representation to the academic commission (AC), which is the supreme body of colleges, in departments, sections, different committees and other similar activities of colleges.

For the question that reads, “Do you think that trainers’ have relevant experience to participate in various decision making activities of the college?” They respond ‘Yes’. In addition, they stated that, trainers’ have adequate experience of participating in performing different activities in their college like decision at department or section level. They reported that in every decision that needs trainers’ participation on the legislation will take place freely, whereas, some serious issues are handled and treated by top level management.

For the question that reads, “In what areas do you need trainers to participate in decision making?” Some of them responded in academic affairs and the colleges’ service rendering areas and others responded that in areas, like college rules and regulation and in staff and student affairs.

For question that states “In your opinion in what area trainers actively participating in decision making?” Some of them responded that, currently teachers actively participate in improving course modules, in student discipline, improving work quality of the college etc... Others reported that, academic staff has a direct participation in finance (budget), the curriculum, rules and regulation of the college, staff and student affairs.

For the question that reads, “In your opinion, what is the extent of teachers’ participation in decision making now in TVET colleges?” Some of them responded that not much. Others reported that the extent of teachers’ participation in decision making ranges from academic to administrative issues. They stated that it is “holistic” by its very nature.

For the question that reads “In your opinion, what are those factors that affect (influence) trainers’ participation in decision making in TVET colleges?”

They reported some of those factors that influence trainers as follows:

- lack of awareness;
- lack of freedom to be involved in decision making;
- lack of commitment of trainers;
- style of leadership; and
- Educational background of the leaders and trainers.

Lastly for question stated, “In your opinion, what should be done to improve the existing problem if there is any?”

Deans of those three TVET colleges responded as follows:

- The staff of the college should have clear information about organization which they served in.
- The management of the college should facilitate possible means and ways to let the workers participate in decision making activities.

- Encourage trainers' to feel that whatever activity takes place at college should be their concern. Thus, they should find an opportunity to involve and take part in decision making in every activity.
- They should be oriented that they will own the changes and the developmental outcomes if they take part in decision making.

Based on the interview conducted with deans their willingness to make trainers participate in decision making has been found positive except on those issues that call for top management body. On the other hand, the response of the trainers revealed that their current practice has been found to be relatively low. This clearly shows that there is opinion difference between the deans and trainers of selected TVET colleges.

In the course of data collection, the student researcher observed that there is an academic commission which is accountable to the deans. The duties and responsibility of this body are: to examine academic calendar, preparing guidelines for improvement of various training, design different methods for improving and developing the education and training process etc. The Deans and Academic commission would meet regularly or as found necessary. Despite the representation by some members of the commission, the trainers are more likely to lack information of the issues discussed and decided on. As a result of these trend trainers would not obviously participate in the meeting and express their views. In light of this, some trainers lack interest to participate in most decision making areas. Hence, the deans of the colleges are the 'chief executive' bodies of the institution that should play the leading role so as to improve trainers' participation as much as possible to attain the objective of the colleges.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The objective of this study is to assess the current practice, the willingness of trainers, and willingness of deans to participate trainers and those factors that influence trainers' participation in decision making, it was conducted in three selected government TVET colleges of Addis Ababa.

The study involves randomly selected trainers' and those deans of selected Government TVET colleges of Addis Ababa. In the study, attempts have been made to provide answers to the following basic research questions:

- What is the level of trainers' willingness to participate in decision making in TVET College?
- To what extent deans of the colleges willing to make trainers participate in decision making process in TVET colleges?
- To what extent trainers' are currently participating in decision making process in TVET colleges?
- Is there any significant difference between the willingness and current practice of trainers' participation in decision making process in TVET colleges?
- What are those factors that influence trainers' participation in decision making process in TVET colleges?

In order to deal with this basic research questions, related literature and TVET college legislation 2005 and 2006 were reviewed. Many decision statement were adopted and correlated with those statement stated in legislation. Some of them were changed. Others were taken as they are. Therefore, 40 decisions statements were designed both for the willingness and current trainers' participation in decision making. Pre test was conducted and arranged so as to

answer those questions related to the willingness and current practice of trainers' participation in decisions making.

On the other hand, 10 questions with one open ended question were designed to find out those factors that influence trainers' participation in decision making and to get solution for those factors that influence participation of trainers.

Similarly 8 unstructured Interview questions were designed for deans of the three TVET colleges in order to asses their willingness to participate trainers' in decision making and to get their opinion and solution for those factors that influence trainers' participation.

Each decision statement is analyzed under each decision area. At the same time, each decision area is analyzed group wise and lastly overall level of the willingness and current practice of trainers' participation in decision making is tested using percentage, mean score, standard deviation, Chi-square and t-test through out the analysis.

After the data are collected through questionnaires and interviews and analyzed, the following *major findings* are obtained:

- The degree of trainers' willingness to participate in each and over all decision making area is relatively high in TVET colleges.
- The extent of current practice of trainers' participation in each and over all decision making area is relatively low.
- Trainers' Participation in college policies, rules and regulation, budget and income generating, building and curriculum and instruction as the finding revealed is below average. Whereas trainers' participation in staff and students affairs is relatively high.

As shown in the finding, the major factors that influence teachers' participation in decisions making in TVET colleges were:

- lack of trust between teachers and deans;
- lack of motivation (i.e. moral, material and financial);
- lack of good will from deans and others;
- unparticipatory rules and regulation of the college;
- lack of favorable condition within the institution;
- because of the ever change of technology; and
- lack of understanding and agreement between teachers and deans on different issues.

Trainers and deans of the selected TVET Colleges suggested their opinion so as to solve those factors that influence trainers' participation in decision making as follows:

- The management of the college should facilitate positive means and ways to let the workers participate in decision making activities.
- Positive work relationship between trainers and deans should be maintained.
- Open and clear communication should be maintained.
- Both trainers and deans should be committed for the success of the objective of TVET College.
- Style of leadership should be encouraging one.

5.2. Conclusions

Trainers' participation in TVET Colleges in all managerial activities is crucial for the benefit of the organization, individual and the society. Whereas the study revealed that although trainers have relatively high ambition to participate in all decision making areas, their current practice is low. Interest and ambition only does not add any value unless mutual understanding and good relationships are maintained between deans and trainers.

As indicated in literature review, "Trust enriches relationship, fostering cooperation, creativity and commitment" (Zand, 1997:89-90). This shows that without any trust there is no full contribution for the objective of the organization.

The effort exerted by the Deans of the colleges to encourage trainers' participation is low as it is found from the study. On the other hand as indicated on the finding, trainers' Participation in college policies, rules and regulation, budget and income generating, building and curriculum and instruction as the finding revealed is relatively low, whereas trainers' participation in staff and students affairs is relatively high. Similarly, like any other institutions as the finding revealed, there are many factors that influence trainers' participation in decision making in TVET colleges. Like: lack of trust between teachers and deans; lack of motivation (i.e. moral, material and financial); lack of good will from deans and others; unparticipatory rules and regulation of the college; lack of favorable condition within the institution; because of the ever change of technology; and lack of understanding and agreement between teachers and deans on different issues are some of them that are confirmed. As a result of these TVET colleges are not in a position to use the potential of the trainers.

5.3 Recommendations

Based on the findings and conclusions, the following recommendations are made.

1. As it was mentioned in the study, trainers and deans are from different educational background, year of teaching service and experience. This difference is not only between trainers and deans, but exists between trainers and trainers. So more is expected from deans of the college to build confidence and skill of trainers to participate in any managerial activities.
2. Deans of the college should facilitate and coordinate workshops, seminars, forums to create awareness program on different educational issues for their subordinate.
3. The management of the college should facilitate possible means and ways to let the workers participate in decision making not only to participate but also to get clear information about teaching-learning process.
4. Since unilateral decision making is not the order of the day, especially in education sector, openness and trust should be maintained to strengthen smooth relationship and channel of communication in TVET College.
5. The management of TVET colleges should participate trainers as much as possible as their wish to accomplish the objective of the TVET college

As indicated in the above findings the extent of willingness of Trainers' participation is relatively high where as the degree of their current practice is low. As stated by Rosow (in Davis and Newstorm, 1985:194-195): if they lack participation they tend to have "low performance, less satisfaction, lower self-esteem, more stress, and other symptoms of tension and dissatisfaction". This deprivation of participation will affect the institution, individuals and the society at large. So that further study

is recommended and urgent mechanism should be maintained so as to alleviate the existing problem from every direction:

6. Competent and committed trainers should be encouraged through giving rewards, recognition, fringe benefit, house etc...
7. Full participation of trainers in planning, decision making, Policy formulation, and budget and income generation should be maintained in order to attain the objectives of the college.
8. Finally to accomplish the whole task of the TVET College, the importance of the deans is undeniable. So competent, qualified, experienced, responsible deans should be assigned based on their merits.

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APPENDIX- A

ADDIS ABABA UNIVERSITY

FACULTY OF EDUCATION

FOR PARTIAL FULFILLMENT OF MASTER'S DEGREE IN

MANAGEMENT OF VOCATIONAL EDUCATION

Questionnaires to be filed by Trainers

Objective

The objective of this questionnaire is to assess the willingness, current practice and those factors that influence Trainers participation in decision making in selected Government TVET college of Addis Ababa. So, you are kindly requested to fill this questionnaire. All your responses will be kept confidential. You will not be responsible for the research out come.

Thank you in advance.

Part I: Personal Data

Note: writing your name is not necessary

1.1 Name of the TVET college _____.

1.2 Sex: Male _____ Female _____

1.3 Age: 20 and below , 21 -30 , 31-40 , 41-50 , 51 and above

1.4 Educational Background: College Diploma , BA/BSC/BED ,
MA/MS/MED , Others _____.

1.5 Year of teaching experience: 5 and below , 6-10 , 11-15 , 16-20 , 20
and above

1.6 Departments: Construction Technology , Industrial Technology ,
Business and services , Common courses .

1.7 Field of specialization _____.

Part II

Direction: put a '√' in the column that best describes the given statements.

Very low =1, Low= 2, Medium=3, High=4, Very high=5.

Item	Very low(1)	Low(2)	Medium(3)	High(4)	Very high(5)
I. The degree of Trainers' <u>desire/willingness</u> to participate in decision making in TVET college					
1. Decision Concerning College policies, rules and regulations.					
1.1 setting and evaluating college objectives					
1.2 establishing the relationship between Deans and Staffs					
1.3 selection of relevant references and teaching materials					
1.4 setting the discipliner policy , rules and procedures					
1.5 changing the structure of TVET college					
1.6 giving different skill training for the staff members and others					
1.7 establishing trainers' evaluation criteria					
1.8 assessing the performance of TVET college					
2. Decision Concerning Budget and Income Generating Activities					
2.1 planning budget of TVET college					
2.2 instructional materials and raw materials to be included in the budget					
2.3 preparing and deciding on budget of TVET college					
2.4 presenting, administering and controlling budget					
2.5 setting mechanism for Income generating					

Item	Very low(1)	Low(2)	Medium(3)	Hi High(4)	Very high(5)
3.Decision Concerning college Building					
3.1 expansion of workshops and laboratories					
3.2 expansion of Class rooms and offices					
3.3 maintenance of colleges' buildings					
3.4 construction of new buildings					
4.Decision Concerning Curriculum& Instruction					
4.1 designing courses for different programs					
4.2 preparation and compilation of training modules from different sources					
4.3 improving teaching and learning process and training methodologies					
4.4 preparation of Text books, Manuals, teaching and learning materials					
4.5 dropping or adding courses or course contents					
4.6 selection and evaluation of guide lines for training					
4.7 evaluation and report about the guide lines					
4.8 establishing promotion policy					
4.9 adequacy of teaching performance					
5.Decision Concerning staff affairs					
5.1 recruiting new staff members					
5.2 selection of section and department heads					
5.3 need of upgrading staff qualification					
5.4 assigning staff members to different committees					

Item	Very low(1)	Low(2)	Medium(3)	High(4)	Very high(5)
5.5 resolving staff grievance					
5.6 securing staff social welfare					
5.7 determining teaching load					
5.8 individual or group decision making on different issues					
5.9 facilitating and maintaining inter departmental communication					
6.Decision Concerning Trainees affairs					
6.1 setting Trainees' code of conduct					
6.2 enrolling new students to different departments					
6.3 selection of tests/duties to be given to the trainees					
6.4 establishing rules ,regulation and schedules governing trainees final activities/duties					
6.5 adoption of graduation requirements					

Part III

Direction: put a '√' in the column that best describes the given statements.

Very low =1, Low= 2, Medium=3, High=4, Very high=5.

Item	Very low(1)	Low(2)	Medium(3)	High(4)	Very high(5)
II. The extent of Trainers participation In decision making that currently practiced in TVET college					
1. Decision Concerning College policies, rules and regulations.					
1.1 setting and evaluating college objectives					
1.2 establishing the relationship between Deans and Staffs					
1.3 selection of relevant references and teaching materials					
1.4 setting the discipliner policy , rules and procedures					
1.5 changing the structure of TVET college					
1.6 giving different skill training for the staff members and others					
1.7establishing trainers' evaluation criteria					
1.8 assessing the performance of TVET college					
2.Decision Concerning Budget and Income Generating Activities					
2.1planning budget of TVET college					
2.2 instructional materials and raw materials to be included in the budget					
2.3 preparing and deciding on budget of TVET college					
2.4presenting, administering and controlling budget					
2.5setting mechanism for Income generating					

Item	Very low(1)	Low(2)	Medium(3)	High(4)	Very high(5)
5.5 resolving staff grievance					
5.6 securing staff social welfare					
5.7 determining teaching load					
5.8 individual or group decision making on different issues					
5.9facilitating and maintaining inter departmental communication					
6.Decision Concerning Student /Trainees affairs					
6.1 setting Trainees' code of conduct					
6.2 enrolling new students to different departments					
6.3 selection of tests/duties to be given to the trainees					
6.4 establishing rules ,regulations and schedules governing student/trainees final activities/duties					
6.5 adoption of graduation requirements					

Part IV

Direction: put “√” in column that best describes the given statement

Strongly disagree=1, Disagree=2, Undecided=3, Agree=4 and strongly agree=5

	Respondent Category				
	1=strongly disagree	2=disagree	3=undecided	4=agree	5= strongly agree
III. Factor that influences Trainers participation in decision making in TVET College.					
1 Incompetence on the part of teacher					
2 Trainers' low level of concern					
3 Lack of trust between Trainers and Deans					
4 Lack of motivation					
5 Lack of good will from Deans and others					
6 Un-participative rules and regulation of the college					
7 Lack of time to participate					
8 Lack of favorable condition within the institutions					
9. Because of the ever changing Technologies					
10. Lack of understanding and agreement between Trainers and Deans on different issues					

In your opinion what is the solution for those problems cited Under No III? _____

APPENDIX- B

ADDIS ABABA UNIVERSITY

FACULTY OF EDUCATION

**FOR PARTIAL FULFILLMENT OF MASTERS DEGREE IN
MANAGEMENT OF VOCATIONAL EDUCATION**

**Interview questions to be responded by Deans of the Addis Ababa
Government TVET Colleges**

The aim of this study is to assess the current practice and willingness of trainers', the willingness of Deans to participate trainers in decision making and those factors that plays hindering role in participation of trainers' in decision making in selected government TVET Colleges of Addis Ababa.

The success of the study depends on your genuine responses.

Thank you in advance.

Personal Data:

- 1.1. Name of the TVET college _____.
- 1.2. Sex: Male _____ Female _____
- 1.3. Age: 20 and below , 21 -30 , 31-40 , 41-50 , 51 and above
- 1.4. Educational Background: BA/BSC/BED , MA/MSc/MED ,
Others _____
- 1.5. Total service Years as Deans _____
- 1.6. Total service Years as Trainer/Instructor _____
- 1.7. Field of specialization _____.


Interview questions to be responded by Deans of TVET College

The willingness of Deans to participate Trainers in decision making

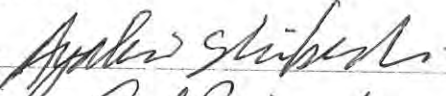

1. Do you think that involvement of Trainers' is useful in decision making in your college?
2. To what extent do you allow Trainers' to involve in different decision making activities in your colleges?
3. Do you think that trainers have relevant experience to participate in various decision making activities of the colleges?
4. In what areas do you need trainers to participate in decision making?
5. In your opinion in what area Trainers' are actively participating in decision making?
6. In your opinion, what is the extent of Trainers' participation in decision making now in TVET Colleges?
7. In your opinion, what are those factors that affect (influence) Trainers' participation in decision making in TVET Colleges?
8. In your opinion, what should be done to improve the existing problem if there is any?

DECLARATION

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

Name Legesse Debele
Signature 
Date of submission 20/06/2008

This Thesis has been submitted for examination with my approval as a University Advisor.

Name 
Signature 
Date of Approval 25/06/2008