

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF BUSINESS EDUCATION

**SURVEY OF TRAINEES' ATTITUDE TOWARDS THEIR TRAINERS'
COMPETENCE IN THE TECHNICAL AND VOCATIONAL EDUCATION
AND TRAINING COLLEGES OF AFAR REGIONAL STATE**

BY

MENGISTU GEBREMEDHIN

JULY 2011

ADDIS ABABA

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

**A Thesis Submitted to the school of Graduate Studies of
Addis Ababa University**

**In a Partial Fulfillment of the Requirements for the Degree of
Master of Arts in the Management of Vocational Education**

By

Mengistu Gebremedhin

July 2011

Addis Ababa

**This Thesis Has Been Submitted for Examination with My
Approval as University Advisor**

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Chairman, Department Graduate Committee	Signature	Date
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Examiner	Signature	Date

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First and for most, I would like to forward my thanks to Dr. Solomon Areaya, my thesis advisor, for his boundless and steady efforts in providing relevant advice, comments and constructive suggestions throughout the course of my thesis work.

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ACRONYMS

AEB = Afar Education Bureau

AU = African Union

CBC = Competency Based Training

COC = Center of Competence

ESDP = Education Sector Development Programme

IT = Information Technology

FAO = Food and Agricultural Organization

GTZ = German Technical Organization

HRD = Human Resource Development

ICT = Information and Communication Technology

ILO = International Labour Organization

MOE = Ministry of Education

QMS = Quality Management System

TVET = Technical and Vocational Education and Training

UNESCO = United Nations Educational, Scientific and Cultural Organization

VET = Vocational Education and Training

Abstract

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

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APPENDIX A

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

Questionnaire to be filled by TVET trainees

The purpose of this questionnaire is to assess trainees' attitude towards TVET trainers/ trainers competence competence. Your truthful response is of great importance for the success of this study and I assure you that your information is used only for the purpose of study and its confidentiality.

No need of writing your name. respond by putting 'X' mark in the box. I would like to thank you for your full cooperation in advance.

Part one

General information

- | | | | | |
|----------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Sex | Male | <input type="checkbox"/> | Female | <input type="checkbox"/> |
| 2. Training level | Level 1 | <input type="checkbox"/> | Level 2 | <input type="checkbox"/> |
| | Level 3 | <input type="checkbox"/> | Level 4 | <input type="checkbox"/> |
| 3. Years of duration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | 1 year | | 2 year | |
| | | | | 3 year |
| 4. Age | 15-19 | <input type="checkbox"/> | 20-24 | <input type="checkbox"/> |
| | 25-29 | <input type="checkbox"/> | above 30 | <input type="checkbox"/> |
| | | | | |

Part Two

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

5: Strongly agree

4: Agree

3: Underdid

2: Disagree

1: Strongly disagree

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

	machineries and provide for training purpose					
3.6	Trainers have competence to apply 70% practical and 30% theoretical training according to TVET strategic guideline					
4	Social competence					
4.1	Trainers have competence to clearly transmit the training for the trainers					
4.2	Trainers have competence to approach and solve trainees problems					
4.3	Trainees have competence to cooperate and work with other trainers and bodies					
4.4	Trainers have competence to immediately solve conflicts in collaboration with all concerned bodies					
4.5	Trainers relationship with trainees is positive and based on rules and regulations					
5	Training planning competence					
5.1	Trainers have competence to train based on planning					
5.2	Trainers have competence to plan and organize training materials according to course requirement					
5.3	Trainers have competence to plan and train based on trainees need and interest					
5.4	Trainers have competence to plan and fulfill training materials by closely working with college administration					
5.6	Trainers have competence to plan and implement the training annually semester, monthly, weekly and daily training plan.					
6	Workshop /classroom/ management competence					
6.1	Trainers have competence to effectively utilize training time allocated for the course					
6.2	Trainers have competence to effectively and efficiently organize and manage workshops					
6.3	Trainers have competence to assign individual and group tasks and monitor accordingly					
6.4	Trainers have competence to control and maintain classroom discipline					
6.5	Trainers have competence to continuously assess and register trainees competence and giving on time feedback					
7	Teaching materials preparation competence					
7.1	Trainers have competence to prepare and present the necessary training modules for trainees					
7.2	Trainers have competence to prepare and present teaching aids by using locally available materials					
7.3	Trainers have competence to use teaching aid to make the training easy and concrete					
7.4	Trainers have competence to prepare and present model materials to facilitate technological transfer					
7.5	Trainers create conducive environment to introduce trainees					

	with computer and internet technology					
8	Safety competence					
8.1	Trainers have competence to make trainees know safety rules before using training equipments					
8.2	Trainers have competence to made strict and ongoing monitoring while trainees make practice on training equipments					
8.3	Trainers have competence to clearly demonstrate how to use training equipments					
8.4	Trainers prepare and provide for trainees utilization and safety rules of each training equipment in written form					
8.5	Trainers made the necessary arraignment and preparation before trainees leave for apprentice ship					
9	Counseling competence					
9.1	Trainers provide counseling services before trainees engaged in selections of fields of training					
9.2	Trainers provide the necessary guidance and counseling for trainees on issues related to teaching-learning processes					
9.3	Trainers approach trainees with special need and help accordingly in their training					
9.4	Trainers allocate extra time and give guidance and counseling service for trainers					
9.5	Trainers provide guidance and counseling for graduates on issues related to employment and job creation					

Part Three

Issues related to training inputs and college administration

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

	identify psychological need of trainees and address accordingly					
3	Technical competence					
3.1	In pre-service training I have got enough practical skill in my field of specialization					
3.2	In pre-service training I have got enough skill on technological equipments related to my field specialization					
3.3	In pre-service training I have got the necessary competence to integrate technologies with personal creativity					
3.4	In pre-service training I have got enough skills on procedures of utilizing technological equipments /machines					
3.5	In pre-service training I have got enough skill on the maintenance of training equipments/ machines					
3.6	In pre-service training I have got the necessary competence to apply 70% practical and 30% theoretical training					
4	Social competence					
4.1	In pre-service training I have got the necessary competence present and communicate trainings in simple and clear ways					
4.2	In pre-service training I have got competence on how to solve trainees learning problems					
4.3	In pre-service training I have got the skill how to work collaboratively with other colleagues					
4.4	In pre-service training I have got the skill how to positively, solve conflicts					
4.5	In pre-service training I have got the skill how to create positive relationship with trainees					
5	Planning competence					
5.1	In pre-service training I have got the skill to effectively plan training programs					
5.2	In pre-service training I have got the skill to use the necessary training material for specific training					
5.3	In pre-service training I have got skill how to match training programs with the need and interest of trainees					
5.4	In pre-service training I have got the skill to prepare the plan for training materials					
5.5	In pre-service training I have got the skill on how to prepare and implement annual, semester, monthly, weekly and daily lesson plan					
6	Workshop /classroom management competence					
6.1	In pre-service training I have got the skill to effectively implement time allocated for the training					
6.2	In pre-service training I have got the skill on how to organize and arrange workshops for training					
6.3	In pre-service training I have got the skill on how to organize practical training exercises					
6.4	In pre-service training I have got the skill on how to maintain classroom/ workshop discipline					

6.5	In pre-service training I have got the skill on how to monitor, evaluate and register trainee competences					
7	Teaching materials preparation competence					
7.1	In pre-service training I have got enough skill to prepare training modules and manuals					
7.2	In pre-service training I have got the skill on how to prepare teaching aids from locally available materials					
7.3	In pre-service training I have got the skill on how to use teaching aids for effective training					
7.4	In pre-service training I have got the skill on strategies of technological transfer					
7.5	In pre-service training I have got enough skill on how to use computer and internet technologies					
8	Safety competence					
8.1	In pre-service training I have got enough skill on safety rules of training equipments and machines					
8.2	In pre-service training I have got enough skill on how to apply teaching through demonstration					
8.3	In pre-service training I have got enough skill on how to monitor and evaluate trainees competence					
8.4	In pre-service training I have got enough knowledge on how to use and safety of each training equipment /machine					
8.5	In pre-service training I have got enough skill about how to manage apprenticeship					
9	Counseling Competence					
9.1	In pre-service training I have got enough knowledge on how to give guidance and counseling service on selection of field of training program.					
9.2	In pre-service training I have got enough knowledge on how to guide and counseling trainees on the teaching learning process					
9.3	In pre-service training I have got enough knowledge about special need education					
9.4	In pre-service training I have got enough techniques on how to give guidance and counseling service					
9.5	In pre-service training I have got enough knowledge on assisting graduates on issues related to employment					

Part Three

Issues related to training inputs and administrative support

No	Issues	5	4	3	2	1
1	Issue related to training input					
1.1	There are enough classrooms and workshops in the college					
1.2	All training departments have enough and competent trainers					

1.3	Training raw materials and equipment needed for training are fulfilled in all workshops					
1.4	In-service and refresher courses are given through personal initiative and administrative support to improve trainers competence					
1.5	Trainers take continuous COC examination annually					
2	Issues related to challenge administration					
2.1	The college administration has made the necessary follow-up and support for overall success of training programs					
2.2	The college administration give immediate solution when trainers shortage is created					
2.3	The college administration evaluate trainers competence in collaboration with department heads					
2.4	The college administration work hard to facilitate conducive environment for trainees training.					
2.5	The college administration solve trainees complaints immediately					
2.6	The college administration motivate trainers to enhance their competence					

APPENDIX C

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

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

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

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

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

APPENDIX D

Frequency Percentage And Mean Score For Trainers Competence Acquisition

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

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

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

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

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

Interview with TVET Trainees

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

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College of Education
Department of Business Education

Points of Focus group discussion with trainees

1. How do you select your fields of study? How do you get training program.
2. What is the competence level of your college training program and trainers.
3. How do you see efforts made by college administration for overall success of the training program.
4. What efforts is made by trainers to improve their competence and competence? What effort is made by college administrator?
5. What is the status of your relationship with trainers and college administrators?
6. What do you suggest to solve existing problems of your college

APPENDIX G

Addis Ababa University
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College of Education
Department of Business Education

Interview for TVET College Deans

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

APPENDIX H

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APPENDIX I

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7.1					
7.2					
7.3					
7.4					
7.5					
8					
8.1					
8.2					
8.3					
8.4					
8.5					
9					

9.1					
9.2					
9.3					
9.4					
9.5					

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••	5	4	3	2	1
1					
1.1					
1.2					
1.3					
1.4					
1.5 (COC)					
2					
2.1					
2.2					
2.3					
2.4					
2.5 /.../					

					
2.6					

APPENDIX J

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APPENDIX K

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6.?
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7.
(.....).....

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10.?

Declaration

The undersigned, I declare that this thesis is my original work done under the advice of Dr. Solomon Areaya. All sources of materials used for the thesis have been duly acknowledged.

Name: _____

Signature: _____

Date: _____

