

**AN INVESTIGATION OF PLACEMENT SERVICE
ACTIVITIES FOR PROSPECTIVE AND ASSIGNED
TECHNICAL AND VOCATIONAL EDUCATION
TRAINING (TVET) STUDENTS IN ADDIS ABABA**

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An Investigation of Placement Service Activities for
Prospective and Assigned Technical and
Vocational Education Training (TVET)
Students in Addis Ababa

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Acronyms

EGSECE	Ethiopian General Secondary Education Certificate Examination
EGTVETP	Ethio-Germen Technical Vocational Education and Training Programme
ILO	International Labor Organization
MOE	Ministry of Education
NTVETS	National Technical Vocational Education and Training Strategy
PASDEP	Plan for Accelerated and Sustained Development to End Poverty
TVET	Technical and Vocational Education Training
UNESCO	United Nations Educational Scientific and Cultural Organization

Abstract

The purpose of the study was to investigate the student placement service activities for prospective and assigned TVET student in five selected Addis Ababa Government TVET institutions. The major sources of data collection for the study were 232 trainees, 81 teachers and 9 vocational counselors. Moreover officials who work in the regional education bureau were the source of data collection. The design of the study was quantitative and the descriptive survey method was used. After the data were collected through instruments responses were categorized and frequencies were tabulated. The results of the study generally revealed that: (a) there is a critical need for vocational guidance service before placement. (b) The number of school counselors was very low and the vocational guidance services were found inadequate. (c) Many trainees had low interest towards TVET programs and their field of study. (d) The major criterion used to determine the number of new trainees is based on the intake capacity of TVET institutions and (e) the availability of resources like raw materials, shops and laboratories were not adequate for the assigned students.

CHAPTER ONE

1. Introduction

1.1. Background to the Problem

Technical and Vocational Education Training (TVET) deals with knowledge, skills, and attitudes that fit an individual wholly or in part for definite occupation or vocation (Gillie, 2000:7). According to UNESCO's report, TVET is an area of study which may be freely and positively chosen as means by which one develops talents, interest and skills leading to prospective employments. An individual who joins TVET program must be systematic and has to know the various occupational opportunities open to him/her that match with his /her interests, abilities and skills (UNESCO, 1983).

Regardless of the type or the content of the training and the process under which students experience, the major function of technical and vocational education has always been and will always be preparation of skilled manpower for the world of work. Demand for effective and efficient personnel in most fields of vocation possibly met by vocational education. To accomplish the task of economic development of a nation, vocational education should be properly planned. In this regard, as Girma quoted by Bekele (1991, 1) noted " Vocational education is the lifeblood of economic development of any country. To serve its purpose, however, it should be planned in the context for which it is intended."

According to the National Technical Vocational Education Training Strategy (NTVETS), from Ethiopian work force, around 35 millions people are characterized by low skill level and very low educational attainment. Only 10% of the urban population has post-secondary education. This can be a major barrier to economic and social development. Moreover, three fourths of work forces concentrated in low skill employment sector and less than half of urban work force engaged in wage employment. Recent studies have

shown substantial skill gaps throughout the economy, especially in economic sector with a higher skill level (NTVETS, 2006).

Since Ethiopia has a long way to go before it could claim to have progressed fairly well in economic development, its people need to work hard to change the current situation of under development. To this effect the strengthening of vocational schools is essential and a step forward for laying the necessary foundation for progress.

The introduction of technical and vocational training in Ethiopian education system more than 50 years, the development of sub- sector in the past was slow and did not reach the desired level. That is why the government of the Federal Democratic Republic of Ethiopia introduced the current Educational and Training Policy (ETP) that made technical and vocational education as one of the priority areas in the education system. The policy and strategy stipulate the provision of middle level technical and vocational training in areas of different sectors to students that have completed general education (MOE, 1994)

The current ETP gives special attention to TVET by providing broad and multi level foundations. Presently TVET is divided into training for agriculture, health and teacher training. Serious attention is given to industrial, commercial and skill training as well as training manpower for the development program that the country needs and trainees are also encouraged through entrepreneur education to create jobs for themselves (FDRE, 2004)

As indicated in the Education and Training policy (MOE, 1994), the objectives of Technical Vocational Training Program is to develop self-reliance in solving personal and social problems, to develop reasonable skills in the use of tools, machines and equipment and their maintenance as well as to enable to work an employee in any of the specific specialization.

According to Technical and Vocational Education Training proclamation No 391/2004, the purpose of Middle Level Technical and Vocational Education Training Program is to prepare middle level skilled manpower in various trades. It further states the criteria for admission to middle level TVET programs is any individual who can produce evidence that he/she fulfill the profile of completion of general secondary education or who have completed Junior Technical and Vocational Education and obtained a certificate and have work experience of two years and, or passed the theoretical and practical test prepared for the purpose, may be admitted to Middle Level Technical and Vocational and Training Program (FDRE, 1994).

Efficient utilization of skilled manpower for the over all development of nation necessitates effective training of individual who choose occupations on the basis of their interests and abilities. But in the developing countries priority is given to national development rather than to individuals. Based on the above statement Aklilu Habtamu (1968:65) states this as follow. "Development in developing countries is controlled and guided. This control and guided policy is explicitly intended to accelerate national development at the expense of individual interest".

Nowadays, students encounter the problem of choosing occupations and are forced to join fields of study which is not their choice or interest with which they are to spend the rest of their lives after completing a training program. It is because of this reason that prior to streaming of trainees to vocational fields of study; vocational guidance should be given greater attention.

The increasing number of the workforce, job mobility, and a number of other relatively new and cyclical unemployment phenomena have demanded the expansion of career guidance service (Brown, 1989). Therefore TVET institutions must be sure to recognize, early in student placement, provide an opportunity to the students, perhaps even an obligation, about choosing an appropriate vocation which seems best suited to their circumstances and personal character.

capable of attaining their initial objectives and the expected contributions to the development of the country; and fail to meet the demand of the changing labor market as well (Daniel & Kathleen, 2005). On account of the above idea, Ligon and McDaniel (1970:106) assert that it is through vocational guidance which each individual become familiar with a wider range of information about himself/herself, his/her abilities and property shapes his/her plans or ambitions for the future. The institutions are also expected to give prior orientation to students about the available field of studies, streaming to various areas according to their interests, and helping them to successfully complete the training programs; it is through this program that, the training institutions can effectively select candidates who apply for admission (Morris and Strange, 1964:41).

Technical and vocational education training is important to produce skilled workers who could work in various sectors. It requires a very considerable amount of resources. Regarding to this point, Tyres (2001) suggests that the achievement of goals for developing and expanding of technical and vocational education will depend on the quality of three major elements of implementation:

- A) The student recruited, depending in turn upon the quality of guidance;
- B) The equipment methods and materials used in the teaching and learning process; and
- C) The teaching staff.

Similarly in Ethiopia technical and vocational education research study by ILO (1998), indicated the factor that affect the viability of vocational training focusing on the following in school factors such as;

- a) Poor background of trainees and inappropriate recruitment procedures;
- b) Lack of encouragement and support for trainees to start their own business;
- c) Lack of creativity on the part of trainees curriculum designed with out consultation with relevant bodies;
- d) Accreditations not made by concerned organization and vocational skills despised by the society.

As it is mentioned above poor background of trainees and inappropriate recruitment procedure are some of the factors that influence the viability of technical and vocational training in Ethiopia. Many trainees waste their time in training for which they are unsuited. The selection and the placement of trainees must aim at a better use of the training system by allowing only those who are competent enough to enter and benefit from it (Dessaiegn, 1996).

1.2 Statement of the Problem

TVET institutions are differing in terms of the quality of training they give. Beyond this they are organized primarily by discipline, and these disciplines are unequal with respect to power, prestige, and economic pay off (Scott and Neil, 1997). That is why students face problems in the selection of vocational institutions and field of studies. Therefore, placing students to various institutions and fields of study makes a difficult task. Formal placement policy must rely on trainees' abilities and decisions about their educational needs, based on trainees' school records, test scores and trainees own course performances served to determine the best curriculum path of trainees. Therefore, it seeks to show that placement may be part of a much larger service to the student, contributing to the continuous improvement of the individuals and able to make the training programs meaningful and efficient (Dickinson, 1983).

Formal student placement policy help the training institutions can effectively select candidates who join the vocational programs and help the trainees to complete the program effectively. Institutions are also expected to give prior orientation to their students about the available fields of studies, streaming to various areas according to their interests and help them to successfully complete the training programs. These help the students not to make inappropriate choice of institutions and fields of study. Unless otherwise inappropriate placement will cause problem like, lack of trainees motivation, trainees absenteeism and dropout or lack of maintaining vocational enrollments, unemployment etc.(James, Baldwin and Innis, 1999).

Some findings conducted in England indicated the seriousness of various potential problems in the vocational education programs in their schools and rated each problem. Accordingly, more than half (55 %) of vocational teachers reported a serious problem with the placement of students into vocational education programs (Yoke et al, 1997). Some relatively clearer themes emerged from the literature on the reasons for non-completion or dropout in TVET programs. Some mixes of reason identified by the researchers which followed up students who had withdrawn from different institutions. Three broad influences were dominated in the decision to leave. Among them wrong or inappropriate choice of study takes the first place (Yoke et al. 1997).

It is through vocational guidance service that the training institutions can effectively select candidates who join the vocational programs. Trainees are also expected to get adequate orientation about the available fields of studies, labor market information, the nature of training programs, opportunities, advantages and disadvantages. Moreover; trainees have to stream to various vocational fields according to their interests, abilities. However, this method of selection is violated by some TVETs.

TVET institutions have to give prior orientation to students about the availability field of studies, information on the vocations information about labor market before placing them to various vocational fields. It is through this process that students are able to finish the training programs successfully. The researcher believes that pressing issues relating to the placement service is worth studying and addresses the following basic questions:

1. Do TVET trainees get necessary orientations before they are assigned to various training programs?
2. What are the criteria used to determine the number of trainees and to place trainees to different TVET institutions and vocational fields of study?
3. Do students, teachers and vocational counselors feel the need for establishment effective placement services?
4. Are the students' interests, abilities and needs taken into consideration when placing them to various institutions and departments?

5. Do the institutions provide Vocational Guidance service to the students?
6. How much is the need for vocational guidance and counseling services felt?
7. How is the availability of human and material resources in the TVET institutions?

1.3 Purpose of the Study

The main purpose of this study was to investigate the placement activity made by Addis Ababa Education Bureau. The study also investigated whether relevant orientations were given to students about different vocational fields, labor market information and whether trainees have access to the resources available in the selected TVET institution. Moreover the study examines the organization of vocational/guidance and counseling service in TVET institutions and in the high schools. The following specific objectives of the study were identified

1. To look into the nature of the placement guideline and selection criteria.
2. To examine to what extent the trainees' interest and ability were taken in to consideration during placement.
3. To investigate as how high schools provide information to their students about different vocational fields before placement activity takes place.
4. To suggest relevant and practical possible ways and means of placement services to vocational students
5. To investigate the extent to which the availability of training facilities in the TVET institutions, addresses the needs of prospective and on training TVET candidates.
6. To create awareness among Addis Ababa Education Bureau about the importance of orientations before placement taking place

1.4 Significance of the Study

Appropriate placement of TVET students is important to produce effective and efficient middle level technicians for the nation in general. Hence, this study is considered to be important since it is expected to identify the main factors that hinder or facilitate placement activities made by the City's Education Bureau. Thus the finding of this study is expected to give new insights as to how placement services take place in government TVET institutions of Addis Ababa. This study has the following significance. The study would:

- I. provide important feedback to Regional Educational Bureau about student placement activities in to different government TVET institutions.
- II. initiate the planners and other concerned bodies to seek solution for the problems, especially these relating to vocational guidance services.
- III. increase the scope of knowledge in vocational placement.
- IV. forward suggestions to policy makers, planners, and stakeholders to improve the process of student placement activities to different TVET institutions.
- V. be used as stepping stone for further studies in the area.

1.5 Delimitation of the study

The study covers fieldwork to five government TVET's institutions. Taking time and financial constraints in to account the study includes only three government TVET's Colleges and two middle level TVET institutions found in Addis; these are:

1. Addis Ababa Technical College
2. Entoto Technical and Vocational College
3. General Wingate Technical and Vocational College
4. Higher 7 Middle Level Technical and Vocational School
5. Higher 12 Middle Level Technical and Vocational School

this study delimited only to the following concerned bodies

1. Personnel who carried out placement services in Addis Ababa City's Education Bureau ,
2. TVET trainees of 10+1, 10+2 and 10+3 of the five institutions ,
3. The vocational guidance counselors of the five institutions and,
4. Major area teachers in the selected TVET institutions.

1.6 Definition of Terms

Placement: ‘‘is the assignment of a person to a suitable class course in accordance with his aims, capabilities, readiness, educational background and aspirations’’ (Good, 1973:424)

Technical and Vocational Education Training (TVET) : is a comprehensive term referring to the educational process when it involves in addition to general education the study of technologies and related science, and the acquisition of practical skills and knowledge relating to occupations in various sectors of economic and social life (UNESCO, 1978:17).

CHAPTER TWO

2. Review of Related Literature

In this chapter an attempt is made to have detailed discussion on concepts, issues and empirical findings in relation to Technical and Vocational Education and Training in general and placement of students to various technical and vocational programs in particular with the view of developing better understanding about issues in question in the study.

Literature on student placement activities in Ethiopia is practically almost non-existing. Most of the available literature on the issues is from the developed world. However the relevant literatures on the issue under investigation were briefly discussed. In this chapter, issues like an overview of the Emergence of Technical and Vocational Education Training, Selection and Placement Activities, Technical Vocational Education in Ethiopia and other related issues are discussed.

2.1 The Importance of TVET

Recognizing the value of the recommendations of the Second International Congress on Technical and Vocational Education (ILO, May 1990), reflecting the emerging challenges of the twenty-first century, an era of globalization and revolution in the field of information/communication technology, and that these recommendations will therefore guide a new orientation of "technical and vocational education and training (TVET) for all throughout life"

That is why science and technology are calling for well-trained and skilled manpower to promote the challenges and innovations to higher level. Having successfully expanded school coverage to extraordinary levels, countries in the world are turning their attention to improve the quality of learning opportunities for their citizens. There are too many citizens in the world who do not complete basic education, or who do not have access to

quality learning opportunities, and thus are ill prepared for the challenges of knowledge-based societies (Kerealem, 2003). These shortcomings in turn limit the growth potential of different countries with serious implications for their participation in global markets, job growth, poverty alleviation and social stability (Gill and Dar, 2000)

In this changing world, TVET can play supportive role in developing a new generation of individual who will face the challenge of achieving sustainable socio-economic development for any country. According to (Kerealem, 2003:7) “A number of new subjects therefore need to be incorporated in technical and vocational teaching and learning. Hence, the need for Technical and Vocational Education Training becomes a vital point to be given a remarkable place in educational system of any country. The stressed need for Technical and Vocational Education Training programs to be not only demand driven, but also developmental need driven”.

According to UNESCO report (1983), technical and vocational education is used as a comprehensive term referring to these aspects of the educational process involving in addition to general education, the study of technological and related science and the acquisition of particular skills, attitudes understanding and knowledge relating to occupation in various sectors of economic and social life.

2.2 Selection of Trainees

Many trainees are uncertain what courses they should study, and there is always the appeal to take courses that are believed to be easy or enjoyable. Many trainees do not understand the relationship between course selection now, and future options based upon selections. Therefore the connection between education and career entry is also not understood by many trainees (Stuart, 2002). “It is recommended that, in reviewing a trainees’ course selections, the counselor should discuss the occupational preferences of the trainees and the implications of higher tentative course selections for these and other occupational goals” (Chauham, 1982:127).

Inadequate recruitment of suitable trainees is common throughout the world among TVET institutions which result in poor quality of training. Trainees selection should be appropriate otherwise trainees join TVET without much interest in a given field specialization, the training will be unattractive to them, and it will demoralize them as Lauglo (1993) noted in Getachew (2005). In addition to this they need to admit trainees to training programmers by establishing different entry requirement, and select people to practice a trade or profession by requiring specific types of experience, units of competence or required grades from an academic or vocational qualification (Ecclestone, 1996 in Getachew, 2005).

Students who join different occupational training area should be selected and placed in accordance with their interests, aptitudes and capabilities for the requirement of particular occupations (Biru in Antonios, 2006). Quality TVET programs are flexible, so that they permit youth and adults enter in to training when they are ready and able to do so (Antonios, 2006). Furthermore, Coe (1973: 34) noted "We must fit the program to the students not the students to the program." Individuals who join TVET program in accordance with their full interests, aptitudes and abilities are provide to be more motivated to learn different skills than those who are without (Ammons in Antonios, 2006).

In order to select and place trainees into different field of study, trainees need vocational guidance service which would enable them to select the right training program which fits their ability, interest and personality. Evans (1971), in Desalegne recommends test, past academic achievement and interviews as most frequently employed criterion for selection. Among many tests mostly used is the battery test. The battery test, which include different psychological, personality, vocational interest, skill, intelligence and aptitude test, help the students to assess their goals, personal strengths and weakness, interests, skills and aptitudes.

Institutions have to provide vocational guidance service to their students. Because it enables students to avoid wasting time in training for vocations for which they are

unsuited. Rather it aims at a better use of the training system by allowing only those who are competent enough to enter and benefit from it (UNESCO, 1977). In addition to these the vocational guidance service also provides some information about the world of work before selection of trainees takes place. TVET institutions should avoid errors in selection of trainees. This problem means inappropriate placement of trainees can be caused by the criterion of selection or the use of poor instrument of selection. In order to avoid such errors, TVET institutions open opportunity system which operate on selection by guidance and trainees who are highly motivated towards joining the training program.

The most frequently used admission criteria during the selection and placement process are entrance examinations, post academic achievement and interview standardize test. In as much as possible it is advisable to consider the interest and merits of students during the selection of placement process (Stuart, 2002). According to Chauham (1982:205) the process of selection and placement of students in to diffident field of specialization consists of:

1. Explains the general characteristics of each field
2. Orient of some vocational field about where the student have no enough educational experiences
3. Enabling students to understand their own interest and aptitudes and to relate them to vocational area under their study and
4. The actual placemen services which deals with the actual choice an educational field of study

2.3 Placement of Trainees

Placement is the assignment of a person to suitable class course in accordance with his/her aims capacities, aspirations, readiness, and educational background (Good, 1973:423). To determine what the educational needs of a trainee may be, training institution must carry out preliminary evaluation and make some placement procedures. Specific elements that must be considered are discussed as follows by Raddatz, (1999:234), "Before placing students in any training and educational program, schools must evaluate

carefully each student's skills, abilities and special needs. The tests and evaluation materials that are used must be chosen to assess specific areas of the trainee's abilities, skills and needs."

Placement decisions must be made by a team that includes people who know about the trainees and understand the meaning of the evaluation information. The placement team must consider a variety of documented information for each student. The information must come from several sources, including the results of aptitude and achievement tests, teacher recommendations, and reports on the student's physical condition, social or cultural background, ability and skill (ÖSYM, 2006).

Moreover, the placement team must also be aware of different options for placing the trainees so that a trainee is placed appropriately. The performance and skill levels of trainees frequently vary, and trainees accordingly, must be allowed to change from assigned classes and programs (ÖSYM, 2006). However, an institution may not make a significant change in a trainee's placement without a re-examination. Institutions must conduct periodic reassessments of all assigned students.

Gill, Fluitman and Dar (2000), suggest that some point to be considered by Placement organizers. Placement organizers should discuss with each student his or her particular placement requirements. It may be relevant to cover the following issues:

- the requirements of the course and learning outcomes
- the trainee's skills and capabilities
- the trainee's preferences -- the kind of programs and field of study the trainee is interested in.
- the location of the training institution and any travel problems that may be presented.
- the trainee's expectations -- some trainees may have unrealistic expectations or their expectations may be too low
- any health and safety considerations

2.3.1 Mechanisms used for Placement

2.3.1.1 Examination

Validity, reliability and usability are the three important characteristics of a good examination (Hommedi, 1989 in Abebaw 2001). Hence, any examination has to satisfy these three characteristics of validity, reliability and usability. EGSECE results serves as a useful documents for students to join the preparatory schools, to train in TVET institution, to search a job and participate in different short-term courses like students who wants to join teacher training colleges.

In some instances there have been negative reports about the administration of national examination such as EGSECE. Lackke Mariam (1994) in Abebaw (2001) pointed out that students, teachers, local officers, directors and even police men have not been free of these allegations.

Different studies show that there is weak relationship between ESLCE-GPA and college performance. The study conducted by Melakeberhan and Melaku (1995) in Abebaw (2001) has shown that there are a large number of academic dismissals among these admitted better ESLCE scores. As we know technical vocational education students are low performer in academic subjects. Therefore they have to be measured or assigned based on the abilities, interests and personalities they have.

Addis Ababa Education Bureau has been using students' EGSECE GPA for the entrance of preparatory program for higher education and TVET institutions since 2001. Abebaw (2001) mentioned the following three reasons for using national examination as a means of entrance to various institutions. In the first place the numbers of training institution are few, secondly training institutions do not have well established facilities for training and thirdly the number of students who took examination was also large.

2.3.1.2 Assessment of Vocational Abilities and Personality

Individuals possess numerous career related characteristics including abilities, interests, values and personalities. Through the process of career counseling, an individual characteristics are assessed and matched with training that have requirements compatible with the strengths of the person. The matching process in vocational psychology requires knowledge of individual abilities, knowledge of world of work, and understanding of the relationship between the two. For example, finger dexterity and motor coordination are essential abilities for industrial art students and spatial ability to visualize and manipulate objects in space is important for surveying; and construction students (Parrett and Williams, 1999).

Hogan (1991) has mentioned different methods of measuring ability in career counseling are ability assessment using worksheet or computer guidance programs and through psychological testing are widely used. Among many methods of testing abilities a multiple attitude test battery is the popular one. It consists of a set of ability tests that measure a range of abilities such as numerical ability, verbal reasoning, and other ability tests.

2.3.1.2.1 The ability tests

Ability tests are a series of test to be completed in a particular time limit. This will give us an idea of how powerful the trainees are when having to reason in the training area. Parrett and Williams (1999) state the following types of ability tests: verbal reasoning, numerical reasoning, perceptual reasoning, spatial ability, technical ability, acuity skills and analytical ability. These tests are briefly discussed as follows:

1. **Verbal reasoning:** this test is to see how trainees reason with words. It measures the ability to reason with words. This is often connected with literary careers but it also a very important attribute in those careers which involve the ability to find the right word at the right time. This strength is the most noticeable in a career as an author, a copy writer, a salesperson or a teacher (Barrett and Williams ,1999).

2. **Numerical reasoning:** this test to assess how trainees think with in numbers. It is the ability to think in number rather than the ability to manipulate them. There are comparatively few careers which require numerical abilities alone; it is more often mixed with other ability. Career which are heavily dependent upon this ability include those as an auditor, a wag clear and a bank teller (Barrett and Williams, 1999).
3. **Perceptual reasoning:** this test helps to look how easily trainees can reason with symbols and shapes. This test can measure the ability to see abstract information and to make sense of it. It is one of the foundations of scientific thinking. It is a key to most scientific based careers including those as a laboratory technician, a hospital technician and similar science based workers at all levels (Barrett and Williams, 1999).
4. **Spatial ability:** this test explores how easily trainees can see and manipulate shapes and figures in space. This ability enables trainees to visualize a solid three dimensional object when given limited two-dimensional information. It is the cornerstone of understanding technical drawing lay out and the relationship between objects in space and as such it will be used heavily by draughtsman, creative artist, hairdressers, photographers and designers (Barrett and Williams, 1999).
5. **Technical ability:** According to Barrett and Williams, (1999), this test helps to find out whether trainees have a 'feel' for mechanical and technical things .It explores whether or not trainees find it easy to understand how things work and function. If trainees score highly on this test, they will be effective career for mechanics, lathe operators, maintenance personnel and assembly workers.
6. **Acuity skills:** this test helps to see how trainees quickly and accurately can complete clerical test. This is the ability to do routine task quickly and with great

accurate. It is of particular use in many clerical areas such as filing, typing and computer operating (Barrett and Williams, 1999).

7. **Analytical ability:** this test helps to see how trainees can analyze information and draw logical conclusion. It reflects the ability think quickly confining you to facts only, to solve problem and to deal with new ideas. It is frequently combined with other aptitudes to indicate the direction in which this ability to think is going be used (Barrett and Williams, 1999).

2.3.1.2.2 Two Main Factors Combinations

It is quite universal to have a single strong ability. There are comparatively few careers which Barrett and Williams (1999) suggest that it is better to look at the major ability and see where combinations of these could lead. The following two combined ability are essential for the given careers.

Verbal and Numerical: for commercial insurance agents.

Verbal and Spatial: for photo journalists, editor, design consultants and publisher.

Verbal and Technical: for technical writers, engineering, representative patents agents.

Verbal and Acuity: for accounts clerks, statisticians and information technologist.

Numerical and Analytical: for stock broker, systems analyst, information technologist.

Technical and Acuity: for photographic technical architectural draught man.

Acuity and Analytical: for marketing analysts, compensations and benefits advisers.

2.3.1.2.2 Personality Test

Every job can be described in terms of the personality characteristics it requires for the person to be happy and satisfied in it. For example, good teachers are usually social, communicative, self confident and self-sufficient (Aggarwal, 1996). Attempts have been made to measure people's personal suitability to particular job or training through the study of their interest patterns, through their responses to questions in interest inventories and interest blanks (Nayak and Rao, 2004).

Nowadays work which does not require personality is replaced by machines but many jobs which appear tedious or routine are still under taken by people because the particular skill required. In many jobs or training a particular kind of personality is required and employers have learned to select people who can endure calmly and retain alert in particular conditions (Hogan, 1991).

As a result, it is essential to give attention for trainees' personality. The aim of personality test for trainees is to see certain aspect of their personality as clearly as possible. Trainees can then relate the way their personality typically expresses itself to difficult type of vocation. For example Barrett and Williams (1999) mentioned the followings types of personality in their book. If trainees personality (FLAI) factual lively, aggressive and independent, trainee will pursue activates in which they can do things their own ways and they have the following career options like, import/export agent, purchased, marketing director, road manger and self employed business person.

If trainee's personality (FLPG) factual, lively, passive and group oriented they have plenty of opportunities for them in all areas of work like hairdressers, receptionist, and secretary. If trainees personality (FLPI) factual, lively, passive and independent, they can work in their own way and at their own pace but they are also able to fit in with other trainees who have such personality will be effective in the following career, accountant chef/cookers, office machinery mechanic, painter ,decorator and repairer.

Therefore, training institutions have to be conscious about their trainees personality before placing to various field of studies and also trainees need to understand their personality before choosing their filed of study unless other wise they may not be happy during the training program and at the time of employment in some organizations.

2.3.2.1 Trainees' interest

The interest of the trainees in the TVET institution can be a vital asset. To have quality output, training institution have to have best inputs like any other production systems.

The interest and ability of the trainees

are the two important qualities, which help for the completion of the training program in a certain period of time and also enabling them to be self employed in the world of work.

Chandler, (1958) and Birhanu, (1994) in Abebaw ,(2001) mentioned, motivation theories assume that in real life, human beings have the inclination to maximize their pleasure and to avoid or minimize their discomfort. Students prefer to continue their studies on the basis of their interest so; early adjustment to training is essential if it is to serve the interest and needs of the trainees. For this they require orientation to the physical aspect of the training institution, the nature of the program, the job opportunity, and the nature of the courses.

Trainees' attitudes toward their field of studies have great impact on their career choice. There should be positive attitude to be successful in ones own goals. Attitudes must be friendly to make life productive and peaceful (Chopman, 1991 in Abebaw, 2001)

2.3.2.2 Trainees' Abilities

The term human abilities refer to special talents or skills that an individual has developed. More specifically, vocational abilities refer to these human abilities that relevant to the world of work they include cognitive, physical, perceptual and creative abilities (Robert, 1994). Abilities are measured by test, which ask individuals to perform their best which assess an individual's level of current performance and which reflect an individual previous experience and learning (Donnette, 1976)

Ability is another important factor which matters in vocational developments. Adolescents with higher intellectual ability tend to seek and prepare for jobs which require higher kinds of intelligence, while the one with lower mental ability go in for semiskilled jobs and continue in a position of almost no importance. The individuals who do not choose their careers according to their ability, land in failure because of poor competence (Nayak and Rao, 2004).

TVETs must focus on the selection and placement of students because both students and institutions benefit when individual are assigned to training that match their abilities. Therefore; selection tests or tests of specific abilities required for successful training according to Cascio (1987), variety of vocational abilities test are used in both personnel and students selection. For example tests of schools aptitude are administered for a range of occupations and training, and test of special abilities are also used in personnel selection including measures of mechanical abilities (Anastasi, 1990 in Robert, 1994).

2.3.2.3 The Manpower need of the Nation

Manpower planning is the integration of manpower policies, practices and procedures so as to achieve the right number of the right people in the right jobs at a right time (Aklilu, 1968). The planning process has to enable to consider the demand and the supply side. In the demand side, the number and the kind of manpower need, and in the supply side, the type of action to be taken to get the necessary manpower need have to be predicted (Abebaw, 2001). In order to reduce the risk of shortage or surpluses of skilled manpower (Psacharo Poulos and Woodhall, 1991 in Abebaw, 2001) suggest planners have to harmonize and synchronize the future manpower requirements with the number of educated labor force to be produced in the education system.

Technical and vocational education is an important asset if its mission and goals coincide with the manpower need of a country. Otherwise, unemployment of trained personnel would be high. Hogan. (1991) has pointed out that an expansion of education, which is

not related to a developing programme, means an overproduction of education of people who can not find employment. In estimating the countries manpower requirements, the plan should provide a forecast breakdown of its particular needs of professional and technical personnel. In order to avoid the educated unemployment or underemployment, there should be sort of planning exercises. As Hogan continues his discussion, he mentioned the followings importance of planning: it helps to achieve effectiveness, it enables to attain efficiency, it encourages to meet the pressure of accountability, it assist to use scarce resources, it guides to avoid making silly mistakes, it makes easier to match educational goals with impact on development and it gives the chance to cope with significant social problems.

2.3.2.4 Resources in the Institutions

TVET programs employ a variety of resources obviously, human and natural resources are the most crucial assets used in TVET program. In fact, the proper utilization of these resources is dependent upon the qualification and skills of principal, teacher and other staff personnel.

2.3.2.4.1 Qualification of Teacher in TVET

It is obvious that school requires tremendous variety of work to be performed. Such work undoubtedly needs adequate knowledge and skill from teachers. For this reason, qualified, competent and experienced teacher are essential human resource in technical and vocational schools. This is to assist students to acquire knowledge, upon the excellence and motivation of teachers. To afford this responsibility, Aggarwal (1996) stated that teachers should get training because a teacher with training becomes more mature and confident to perform his/her tasks more efficiently. Proper education for teacher enables him/her to have knowledge of how children grow, develop and learn, how they can be taught effectively and how their inner potentialities can be brought out and developed (Assefa, 2000).

TVET teachers must possess a thorough knowledge of their field and have had some experience, in the world of work for which they are preparing their students; hence, the initial preparation to teach is fundamental if they are to fulfill their tasks and goals (Abebaw, 2001). Teachers who work in technical and vocational institutions must develop their careers through in-service courses or staff development programs that teachers upgrade their technical and pedagogical knowledge to cope with the pace of technological change (Dessaiegn, 1996)

2.3.2.4.2 The availability of libraries, workshops and laboratories

Well equipped libraries, shops and laboratories are the means to enhance the training programs. Theories taught in the classroom have to be practiced in the workshops and laboratories. Trainees have to develop their skills, knowledge and their imagination through reading books in the libraries. Trainees have to encourage reading more in the library and developing their skill in the workshops through providing the necessary material.

All libraries, workshop and laboratories motivate the interest of students. Learning becomes meaningful through the help of these facilities. They attract the attention of students for training and help to retrain what they are taught in classes. They provide the means of effective communication between the educator and learners and as the result enhance the quality of the training programs.

2.4 Vocational Choice

Vocational choice is bound by two theoretical limits. One limit is the one set down by the medieval, patriarchal society where the occupation the son's determined by the occupation of father. The other limits paradoxically just as paternalistic, is one where occupations are rigorously allocated by testing and observation. (Caplow and Harkness 1976 in Getachew 2005)

According to Forer (1963:145) ‘‘choice of vocation is not primarily rational or logical but it is some what blind, it is impulsive, emotional or logical and automatic process and is not always subjective to practical and researchable considerations’’ he also stresses that, the selection of vocation, like the expression of other interests, is a personal process accumulation of the individuals unique psychological development. From this saying, what we understand is the occupational choice mainly conducted by an individual’s personality and the emotional needs of the individuals or as it also operating unconsciously.

Moreover; in connection of vocational choice Hoppock(1963), adding the following which is almost similar idea of Forer’s(1963),the first and most generally accepted theory of occupational choice holds that individuals make decision about the future ‘accidentally’. Generally, in the above idea, it is tried to maintain that as if no need of planning for choice of occupation. Based on these choosing of occupation simply carried out by accidentally or unintentionally and no need to think about upon that before one engaged in that activity. However Ginzeberg (1998:68) is understood as ‘‘...a process; the process largely irreversible; compromise is an essential aspect of every choice’’. Nicholas (1969:163) also said ‘‘occupational planning is one of the most important part of one’s life. Making occupation choice and achieving vocational adjustments are the process which takes place over period of time’’.

Hence, occupational choice in this regard is a process and some what logical or rational consideration which persist in a period of time. Generally, the decision concerning an occupational choice is a process where by an individual hopes to gain the maximum degree of satisfaction out of his working life by pursuing a career in which he can be, he can make as much as possible of his interests and capacities in a situation which will satisfy as many of his values and goals as possible must be made (Euric, 1981).

In addition to this, Nayak and Rao (2004:37), in their book discussed about vocational choice as follows ‘‘vocational choice is a very important decision a person must take for himself and the choice is as a long process rather than a simple incident. Vocational

interest and choices do not appear all of a sudden during adolescences, they appear as a result of developmental process.”

As they continue their discussion they mentioned three basic elements regarding occupational choice:

- a. occupational choice is a developmental process; it is not a single decision made over a period of years process which takes place over a minimum of six or seven years, and more typically over ten years or more.
- b. Since each decision during adolescence is related to one’s experience up to the point, and in turn has an influence on the future, the process of decision-making is basically irreversible.
- c. Since occupational choice involves the balancing of a serious of subjective elements with opportunities and limitations of reality, the crystallization of occupational choice inevitably has quality of a compromise.

The process of vocational development is a continuous process and ongoing and is essentially that of developing and implementing a self concept; it is a compromise process in which the self concept is a product of interaction of inherited aptitudes, neural and endocrinal make-up, opportunity to play various roles, and evaluations of the extent to which the results of role playing met with the approval of supervisors and fellows (Ginzeberg, 1998).

One can not choose what one does not know. The wise choice of an occupation requires accurate information about what occupations are available, what they require, and what they offer.

In connection to this, Hoppock(1963) has pointed out the following four reasons as a ground for the essential wise choice of occupation

1. The choice of an occupation may determine whether one will be employed or unemployed?
2. The choice of an occupation may determine success or failure.
3. The choice of an occupation may determine whether one will enjoy or detest his work.

4. The choice of an occupation connects almost every other aspect of life.

Therefore, so as to be employed in a given occupation, to be successful in that activity, and to make one's life happy within that occupation, the selected vocation should be convenient in various aspects. Thus, for effective vocational choice is unquestionable.

2.4.1 Previous Research on Vocational Choice

Career development is the total consultation of psychological, sociological, educational, physical, economical and chance factors that combine to shape the career of any given individual (Nayak and Rao, 2004). Moreover, different scholars have also listed the major factors which can have influence in a selection of occupation. For example (Weber, 1975 in Abosetugne, 2000) mentioned, the most frequent factors such as interest in the job, abilities, personality, security, stability and prestige appeared to play a subsidiary role influencing choice of vocation.

Among many factors which may affect the trainees' choice of vocation, the first thing is their interest to do that work, the capacity and ability that we have to do that work. The previous experience of the individual and other similar factors that affect one's vocational choice are interest, aptitude, intellectual ability influencing of schooling, family, personality traits self concept, sex difference value stereotypes (Ginzeberg, 1998).

In addition to these experiences of schooling, our family back ground, such as their belief, interest values and characteristics of an individual themselves have factors which can influence our choice. Moreover the nature of career pattern is determined by the individual's parental socio-economic level, mental ability to which he/she is exposed. Occupational choice and subsequent vocational development is generally influenced by the experience a child undergoes. The individual is a product of his inherent aptitudes and neural endocrinal make-up (Nayak and Rao 2004). According to Nayak and Rao mentioned the following factors that affect the vocational choice of the trainees, among these are family environment, personality, ability, economic factors, industrialization, public policy, vocational adjustments, school environment, social inference, age, psychological barriers and readiness to cope with the demand of the course .

Research on career decision suggest that individuals' career identities develop over time, beginning with broad explorations of talents and interests, continuing with the tentative crystallization of a narrower set of specific career options, and contributing for concrete choices about jobs and careers. (Taylor 1985) Underlying this stream of research have been various models of “person-environment fit” This research suggests that when young adults do achieve a fit between their career orientations and vocational choices, they are more likely to derive satisfaction from their occupations and to have more stable career paths within them (Kristof, 2003).

Certainly, not all career choices of trainees make result in positive outcomes and not all trainees use effective processes for making career decisions. Vocational behavior and careers researchers have investigated these phenomena as well. For example, political and societal trends, labor market conditions, and parental attitudes and values can add uncertainty to the decision-making process and influence young adults to make non-optimal vocational choices (Kristof, 2003)

2.5 Vocational Guidance

The Industrial Revolution resulted in uncertainty in the labor market. Subsequently, there was a growth in secondary school education for preparing skilled workforces (Rockwell and Rothney, 1999 in Nayak and Rao 2004). Vocational guidance began as a movement by philanthropically minded citizens to improve the post-school vocational adjustments of boys and girls.

Some groups of people began to develop approaches to vocational guidance that allowed a person to study self and aptitudes and occupations and to make wise decisions based on this study vocational guidance was not only viewed as assisting the development of individuals, but was also seen as a means for achieving social goals. Tyres (2001) has identified four social indications that lead to the development of vocational guidance:

- A) the division of labor

- B) the growth of technology
- C) the existence of vocational education and
- D) the spread of democracy

According to The international Labor Organization, Vocational Guidance is the assistance rendered by an individual to another in latter's solving of problems related to his progress and vocational selection keeping in mind the individual's peculiarities or special abilities and their relations with the occupational opportunity. According to Nayak and Rao, (2004) state the following objectives of vocational guidance:

- a. to assist students to acquire knowledge of characteristics, functions, duty requirements of occupations in which they are interested.
- b. to enable students to get relevant information about abilities and skills in terms of relevant information about abilities and skill in terms of related qualifications and competencies required to take up the identified occupation.
- c. to enable students to understand their potentials and interest in relation to identified occupation or a group of occupations which they may take up.
- d. to assist students in developing abilities to analyze occupational information and make suitable choice by using appropriate career information effectively.
- e. to inform students in getting various information about post-educational and training facilities and apprenticeship schemes.
- f. to enable students to choose the right type of jobs.
- g. to develop entrepreneurship Qualities in students for taking up self employment.

For this purpose, trainees need to get adequate information about job opportunities, job availabilities in the areas of their study. Assistance provided in getting such information can be expected to go along way in enabling students to enter the world of work. Students may face many difficulties in the choice of vocation, vocational persuasion and vocational adjustment (Nayak and Rao 2004). This often leads to several ills such as student not getting proper job, etc. This implies that students should discover their capabilities. They must relate the information they acquire about their career to their own capabilities.

2.5.1 The Importance of Guidance and Counseling Service in Placement

In a situation where guidance service is not known, people tend to get traditional consultancy services from parents, elders, religious leaders, peer friends, etc. Due to this cultural practices and lack of strengthened guidance and counseling service, students make irrational choices, which affect the talents of students and the manpower need of the country. Hence Tyres (2001), has discussed the following four vital purposes of guidance and counseling services during placement.

- to become aware of their interests, abilities and special talents, and to help them frame a plan for life;
- to pursue courses of education and training designed to realize their potential and fulfill their life plans;
- to acquire flexibility in decision-making concerning their occupations, in the initial and later stages, for developing a satisfying career;
- to facilitate transitions back and forth as needed, between education, training and the world of work.

Patterson (1968) and Woolfe (1987) in Abebaw (2001) noted that about five percent of college students need psychiatric assistance. According to them, the dropout rate is greater due to personal or emotional problems rather than due to academic failure. They also indicated in their research conducted in 307 American colleges and Universities indicated that sixteen percent of freshmen males and thirteen percent of freshmen females were unable to decide their specific field of major studies. They also concluded that many career decisions were made on the basis of emotions chance without careful analysis.

If trainees get necessary guidance and counseling services, the future of these students i.e. when they complete high schools they could not be full of uncertainties. Providing the right kind of leadership helps them to make a rational decision about their field of study. This also helps the TVET institution to minimize the attrition rate of the students. In order to minimize these problems, TVET institutions must provide vocational guidance service to the trainees.

2.6 Placement Practice in the Different Countries

Most countries of the world have formulated selection mechanisms to assigned students to TVET. In Europe until the early 1960s, selection test were used to control the flow of young people into the academic track where the study of the so-called liberal arts leads to a university education. The less able students were joined into vocational or trade school Yoloje (1995) in Getachew (2005).

As a result of increase in the duration of education in Europe in 1970s the trend changed to the provision of comprehensive schooling with a number of academic and vocational choices. The introduction of comprehensive schools lead to the phasing out of the selection examination provided to allocate students to either grammar or secondary schools in England and Wales. In the United States similarly, selective admission into public vocational schools has desolation in all but a handful of institutions.

The student selection examination either as a complete or partial prerequisite is used for placement in countries like Turkey. Candidates are essentially evaluated on the basis of their performance on the examinations together with their academic achievement (grade-point averages) in high school. ÖSYM (2006) has mentioned the following four factors that are taken into consideration in the selection and placement of students in different educational programs:

- a) The quota, i.e., the maximum number of students to be admitted to each education program.
- b) The rank of the scores of candidates wishing to enter the same higher education programs.
- c) The candidates' list and ranking of education programs.
- d) Special requirements of the education or training programs, if any (e.g., females only; foreign language test must have been taken in a specific foreign language, etc.).

The placement system to place candidates in higher education programs and Technical and Vocational education by using two different methods: Central Placement, and selection through a Special Skills Examination. ÖSYM (2006) has mentioned the two type of placement as follows:

Under the Central Placement, candidates receive an extra weight for their high school grade point averages when they are being considered for a direct continuation of their high school majors and the composite scores of the candidates, on the personal preferences they have listed, and on the quotas and prerequisites of the higher education programs. The aim of the Central Placement is to place the candidates in the education programs highest on their list of preferences, as is compatible with their scores.

Special skill examination undertaken by a few higher education institutions which require special talents have different admission policies. These institutions use the first stage results for initial screening. For the final selection, they may conduct their own tests which are designed to measure the talents or special skills required. Higher education institutions offering programs in Fine Arts, Physical Education and Sports, Industrial Arts, and also the military academies, etc. are the present examples of higher education institutions with special admission practices of this kind.

Many African countries such as Ghana, Nigeria and Central Africa Republic run technical and vocational school along side junior and senior secondary schools , however since access to secondary education and vocational education severely limited, it is in these developing countries that the need for selection has been greatest in the 1990s, though rigid entry requirement are cited as a among drawbacks expressed in national systems of technical and vocational education and training system in Africa (ILO,2004, Yoloje,1955 , Mulat and Wolday, 1997 in Getachew, 2005).

In general as the practice of different countries is considered, the placement of students in to academic and vocational streams is not free of biases. In most cases students are not placed according to their interest and aptitudes. Rather they were highly dependent on the basis of their academic achievement, where better achievers are usually assigned to

academic track while those who are academically slower and most un motivated are assigned to technical vocational streams, therefore most of the secondary school students become less interested to join these programs which in most cases are less likely to lead to a universal level profession (Antoniotes, 2006).

2.7. TVET in Ethiopia

2.7.1 Historical Background

Prior to the 20th century the educational system was predominantly religious oriented to serve the manpower need of the church and the state. There was no significant sign of vocation training at that time. However during the regime of emperor Tewodros there has been a demand for foreign craftsman and emperor Menelik II also brought some Swiss artisans to Ethiopia (Assefa, 1993).

Modern education in Ethiopia was first introduced by Emperor Menelik II. The subjects offered were academic in general and language in particular in order to train administrators for government organization and to produce interpreters required for contact with Western countries (Nigat, 1997 in Assefa, 1993). After the Italian invasion, in 1941 for the objective of fulfilling the skilled manpower requirements in different sectors the Technical School of Addis Ababa was established (Girma 1990). Generally Wana (1998) categorizes the development of technical and vocation education in Ethiopia into three periods.

I 1940s-1960s

During this period the country was building six TVET institutions namely Addis Ababa Technical School, Addis Ababa Commercial School, Ambo and Jima Agricultural School, Addis Ababa Building Trade School and Bahar Dar Polytechnic School. This was a period TVET schools introduced to different part of the country for the first time.

II 1960s-1980s

This is a period which expansion and introduction of comprehensive high school took place. The period mainly characterized the attempt to vocationalize the education of compressive high schools. In Ethiopia context, compressive secondary schools had two major purposes that were to provide academic education to prepare young individual for tertiary education and to provide technical and vocational education and training for the young people for the word of work.

III After 1980s

This period was mainly characterized by reorganization and consolidation of TVET schools since the reorganization of compressive secondary school wasn't successful, the alternative step has taken to establish new technical and vocational trading centers and to provide options for the increasing number of school leavers, the government of Ethiopia embarked on a massive expansion of formal TVET schools. Between 1996/97 and 2004/5 the number of formal non-agriculture TVET schools increased from 17 to 199 and the enrolment from 3000 to 106,300 of these 31% were trained in non-government TVET institution and around 60% of formal TVET is provided in the form of regular program and 40% in evening classes (MOE,2005)

2.7.2 The Policy Framework

With the Plan for Accelerated and Sustained Development to End Poverty (PASDEP), the industrial development strategy and other sector development strategies the Ethiopia government has initiated a new push towards creating frameworks conducive to economic and social development. Therefore comprehensive capacity building and human capital formation are key pillars in all these efforts (MOE, 2006).

The PASDEP's main thrust is to fight poverty through accelerated economic growth to be achieved mainly through commercialization of agriculture as well as economic growth

and employment creation through private sector development. TVET is expected to play a key role through building the needed skilled, motivated and competent work force. According to NTVETS (2006), PASDEP envisages TVET to provide the necessary relevant and demand driven education and training that corresponds to the needs of economic and social sectors for employment and self employment. The strategy further stresses the need for an increasing role and involvement, in the delivery of educational service.

Since the introduction of the current educational and training policy, technical and vocational education and training for the production of middle level manpower is given a paramount consideration. During the 1990s government committed itself to drive having and reforming the basic framework conditions of the TVET system. This recognized the fact that while the country was in outrageous need of skilled technicians, training programs lacked relevance to the workplace reality. However, the reform process was slower and limited by the fact that all efforts and resources were directly towards the massive expansion of public TVET supply (MOE, 2006.)

Recognizing importance of developing sufficient supply of skilled and productive manpower for the economic development, the education and training policy and educational sector strategy assign high priority for the development of TVET programmes in the country. The policy and strategy stipulate the provision of technical and vocational training in different areas to student who have completed the primary and secondary level of education. (MOE, 1993)

2.7.3 The Guiding Principle of Ethiopia's TVET System

The general objective of the national TVET strategy is to create a competent motivated adaptable and innovative work force in Ethiopia contributing to poverty reduction and social and economic development through facilitating demand driven, high quality TVET, relevant to all sectors of the economy at all levels and to people in needed of skilled development (NTVETS, 2006)

In order to achieve these objectives, the NTVETS have stated the following guiding principle:

Demand-Orientation: All TVET in Ethiopia have to respond to the skills needs and qualification requirements in the labor market TVET is geared towards behaving the competitiveness of all economic sector through a competent work force and towards improving people's employability in the labor market and with regard to self employment.

Quality and Relevance: The TVET system struggle for the highest quality and relevance of all TVET offers. It will develop effective means of quality management, will continuously monitor the relevance of TVET programmes and will provide support and guidance to TVET institution to achieve defined quality standards.

Equal Access Vs Equal Opportunity: The TVET system struggle for social inclusion by increasing over all access to relevant formal, non-formal and informal TVET opportunities by all target groups in need of skill development while ensuring equality of access the previous neglect of people without relevant schooling school dropouts, people living in the rural areas, people with special needs and people who are already in work will be gradually overcome. In the future, TVET will be accessible irrespective of the level of educational attainment, sex, ethnic and religious affiliation.

Permeability: The TVET system will promote vertical and horizontal mobility and progression between different TVET occupation and different qualification level, but also between TVET and general and higher education. TVET should always create the possibility of career progression and continuation of learning.

Flexibility: To respond the changing occupational requirement and to accommodate the different circumstance and per conditions of the various targets group, the TVET system will allow for and encourage flexibility and dynamic development of the training offers. This applies to the organization of TVET programmes as well as to the way in which

people can pursue their individual occupational or professional career. However principles and procedures for flexible entry and exit as well as for recognition of prior learning are yet to be developed (EGTVETP, 2003).

2.7.4 The Current Status of TVET

The government of Ethiopia undertook an extensive effort at restructuring the technical and vocational education and training program during the past years. The restructuring envisages expansion of the intake through addition of new course, institution and rehabilitation of the existing ones, and increasing the entry opportunities in to TVET programs.

The previous TVET in Ethiopia has been fragmented and delivered by different providers at various qualification levels. Public TVET institutions under the education sector, concentrating on middle level technical training at post grade 10 level, are complemented by the employer-based in house TVET schemes of public and private companies (MOE, 2006).

Ethiopia put a compressive human resources development program aimed at strengthening its capacity through TVET. To meet this demand, TVET institutions have increased in number and the training areas have been diversified, enrolment has gone up, and the trainees are prepared to perform functions valued market and society(NTVETS 2006).

According to the Education Statistics Annual Abstract MOE (2007), there were 113 government and 156 non government TVET institutions in the country enrolling a total of 123,557 students in regular and evening programmes. Enrollment is estimated to be higher than what is indicated in the abstract because some government and non - government institution are not responded in the abstracts (MOE, 2007).

For instance in Addis Ababa more than 45,665 students enrolled in government and non-government TVET institutions among them 21,997 were females .Beside in 2006 the enormous expansion formal TVET programs show a fair gender balance with 48.17% female students, however, girls are over proportionately represented in busier traders and typical female occupation such as textile and hospitality and under presented in traditional technical trade (MOE, 2007). In addition to these at the current moment, only the middle level programmes are developed and implemented (EGTVETP, 2003).

2.7.5 Area of Middle Level TVET

According to the National TEVET strategy (2006), to create a competent motivated, adaptable and innovative workforces in Ethiopia contributing to poverty reduction and social and economic development, there should be demand-driven high quality technical and vocational education and training relevant to all sector of the economy, at all levels and to all people in need of skill development.

In order to achieve the above objective, the country provides three types of TVET program at different levels. They are Basic vocational training program, junior technical and vocational training program and middle level technical and vocational programs.

According to the Educational Statistics Abstract of MOE (2005) the middle level technical and vocational training is carried out in 33 fields of specialization. These fields of study are:

1. **Business and Information Technology:** under this department's main area of study are Accounting, Banking and Insurance, Marketing, Purchasing, Secretarial Science and Information Technology;
2. **Construction technology:** the main field of studies are Building Construction, Drafting, Surveying, Road Construction and Machine Technology;
3. **Industrial Technology:** It contains to Auto-Mechanics, General Mechanics Electricity, Electronics and Machine Technology;

4. **Home Economic:** it includes Textile Technology, Male Garment, Dress Making Cooking, Bakery and Confectionery House Holding Service and Hair Dressing and
5. **Other:** these include Health Training (Clinical Nurse, Pharmacy Technician, Laboratory Technical and Health Extension) Water technology (Electro Mechanical, small scale irrigation), Law and human resource management.

2.8.6 The Criteria for Selection of Trainees

The technical and vocational institution that Ethiopia currently has could not accommodate all the students who fail to join the preparatory program to higher education. In the place where the supply cannot meet the demand; a form of mechanism has to be advised to match the two concepts. Therefore, to select the eligible trainees, the main criterion for admission is established by the regional education bureau. The major criterion for admission is used the Ethiopian General Secondary Education Certificate Examination (EGSECE). ÖSYM (2006) mentioned the two objectives of Student Selection Examination, and these are:

1. To select those candidates who will be considered in the placement decisions.
2. To select and place those candidates qualifying for the placement decisions, in the higher education programs of their highest preference, compatible with their relevant weighted composites as the criterion measures.

According to the TVET guideline (MOE, 2004), the selection and streaming of students to various level of middle level TVET program is based on the following criteria.

- Who is physically fit for course s/he applies.
- Who has an interest and desire to be trained in technical and vocational field
- Who want to work by creating a job or by searing it by him/herself
- Who has completed grade 10 and take the general education completion examination and got greater than or equal to 1.2 for girls, and 1.4 for boys for 10+1, 1.6 for girls and 1.8 for boys for 10+2 and greater or equal to 2.0 for both girls and boys for 10+3 level.

To sort out the applicant and to assign the trainees to different fields of the study for government TVET institutions, the committee is organized from department and TVET institution. The committee is expected to announce the type of training fields the selection criteria and time of registration to the students before the registration time. Also student are given a chance to fill there fields of study that they want to be trained in.

CHAPTER THREE

3. Research Method

As it has already been mentioned at the outset, the purpose of this study is to investigate the placement service activities for perspective and assigned TVET students in Addis Ababa government TVET institutions. Accordingly, the descriptive survey method was employed on the ground that it would help to disclose the current status of the placement services in the government TVET institutions of Addis Ababa.

3.1. Sources of Data

In order to get appropriate data both primary and secondary data sources were used. Primary data were collected through questionnaires and interviews from different respondents. In the secondary data literature like, journals books, universal publications and documents that reflect the experience of placement services in various countries and issues related to vocational education were consulted to supplement and to serve as the bases for the instruments and findings of the study. In addition to these, various reports and documents in TVET institutions reviewed to get important data such as the number of trainees, the number of teachers and etc.

3.2 Sampling Technique

In Addis Ababa, there were 12 Government Technical and Vocational institutions, which run 10+3, 10+2, and 10+1 training programs. These colleges were located in different areas of the city. Out of the five institutions two from middle level TVET and three from college level were selected using purposive sampling technique as source of pertinent, adequate and reliable information for the study. The main reasons behind using purposive sampling technique were the large number trainees, the diversity of training areas in these institutions and program level.

There are two groups of respondents. One group contains those who are engaged in placement and delivery of technical vocational education. The second group of respondents consists of students who are recipients to placement and training services. The subject of this study are trainees, vocational counselors, major area teachers and personnel who carried out placement services in Addis Ababa City's Education Bureau. Regarding the respondent samplings all vocational counselors, major area teachers and personnel that carried out placement services in Addis Ababa City's Education Bureau included in the study.

The second group of respondent, students sampled to represent 11,200 TVET students enrolled into various TVET programs level and field of studies. Stratified sampling technique was employed in determining the number of samples 3% from each field of study and program level, with an attempt to incorporate ideas of trainees from all areas of training in the study was taken. Accordingly 97 trainees enrolled in Business Education, 67 in Industrial Art Technology, 86 in Construction Technology and 70 in Information Technology, Dress Making, Hair Dressing, Hotel Service and Cooking constitute the sample respondent. Then quota sampling technique was used to draw sample respondent from each field of study and program level.

3.3 Data Collection Instruments

As mentioned earlier the subjects of the study are principals or deans, vocational guidance and counselors, major area teachers, Personnel who carried out placement services in Addis Ababa City's Education Bureau and trainees. In order to gather first hand information, questionnaires and interview were prepared and administered based on the review of related literature important to the subject of the study. Questionnaire was used to collect data from large number of people at a time and for its natural characteristics that allow respondents express their ideas and opinions freely and confidently. Thus questionnaires were composed of both open ended and close ended items, addressing basic questions set and administered. Besides, interview used as an instrument to get information from vocational counselor major area teachers, personnel who carried out placement services in Addis Ababa City's Education Bureau.

3.4 Procedures

The data gathering instruments were used in this study drafted on the basis of review of literature and the intended data to be collected. Before distributing them to the sample respondents, it was checked essential correction and maintains their validity. Then all items, the distribution and follow up during the collection processes were made. To enhance the quality of response and the rate of responses convenient time for the respondents were arranged. The objectives of the study were cleared to all of the sample respondents at the beginning of questionnaires administration in order to avoid confusion and facilities easy of administration. A close follow-up was made to immediately correct problems that face during the filling of the questionnaires.

6.5 Methods of Data Analysis

The entire instruments were categorized under the major and sub-objectives of the study. Various types of methods of analysis, relevant to each variable were used to analyze the data gathered through the questionnaire. Appropriate statistics were identified in line with the research questions. Frequency counts and percentages were used to analyze various characteristic of the sample population such as work experience of respondents, educational qualification, sex and program level of the TVET trainers, administrative staff and vocational guidance and counselors. More over frequency distribution and percentage were used to compute the response against each item.

CHAPTER FOUR

4. Data Presentation and Analysis

In the previous chapter, we have seen the emergence of vocational education, placement and selection of trainees, the experience of placement activity in various countries, the admission criterion, the history of vocational education in Ethiopia and the status of vocational education in Ethiopia and some other relevant topics related with vocational Education. In this chapter data were gathered by means of questionnaires and interview were analyzed and interpreted as follows.

4.1 General Characteristics of Respondent

Three types of questionnaires were prepared and distributed to major area teacher, vocational guidance and counselors and trainees in the five selected TVET institutions. The number of questionnaires distributed and returned back is shown as follows.

Table 1: Number of Questionnaires Distributed and Returned

No	Institution	Trainees			Major area teachers			Vocational counselors		
		Distributed	Returned	Percent (%)	Distributed	Returned	Percent (%)	distributed	Returned	Percent (%)
1	General Wingate	70	51	72.86	30	15	50	1	1	100
2	Entoto	80	62	77.5	40	22	55	3	2	67
3	Addis Ababa Technical School	70	49	70	30	18	60	2	2	100
4	Higher 7	50	38	76	20	12	60	2	2	100
5	Higher 12	50	38	76	22	14	63.64	2	2	100
Total		320	238	74.38	142	81	57.04	10	9	90

To investigate the placement of trainees undertaken by the Addis Ababa Education Bureau three hundred twenty questionnaire for trainees, one hundred forty two questionnaires for major area teachers and ten questionnaires for vocational counselors totally four hundred seventy two questionnaires were distributed to five technical and vocational institutions. Of these, 238 (89.4%) students, 81(57.04%) teachers and 9 (90%) the total number of vocational counselors were returned. Hence, the response rate is sufficient enough for collecting the necessary data. The general characteristics of the respondents are shown in the following table.

Table 2: General Information about the respondents

Item	Trainees		Major Area Teacher		Vocational Counselors	
	No	Percent	No	Percent	No	Percent
Educational Qualification						
• Diploma	—	—	12	14.81	--	--
• Bachelor	—	—	67	82.72	9	100
• Masters	—	—	2	2.47	--	--
Total	—	—	81	100.0	9	100
Total Years of Service						
• Below 5 years	—	—	28	34.57	--	--
• 5-10 years	—	—	19	23.46	--	--
• 11-15 Years	—	—	12	14.81	1	11.11
• 16-20 Years	—	—	13	16.05	3	33.33
• Above 21 years	—	—	9	11.11	5	55.56
Total	—	—	81	100.00	9	100.0
Program						
• 10+1	69	28.99	—	—	—	—
• 10+2	98	41.18	—	—	—	—
• 10+3	71	29.83	—	—	—	—
Total	238	100.00	—	—	—	—
Sex						
• Male	116	48.74	—	—	—	—
• Female	122	51.26	—	—	—	—
Total	238	100.00	—	—	—	—

Concerning the educational qualification of the respondents, the majority of the respondents, 67 (82.72%) of the teacher respondents and 9 (100%) of vocational counselor were found with Bachelor Degree and the rest of the teachers 12 (14.81%) and 2 (2.47) of teachers with Diploma and Masters Degree respectively. The educational levels of the respondents were expected to have a good level of awareness of the problem related with trainees' placement activities encountered by trainees and TVET institutions. As a result, the information obtained from them has been considered to be relatively suitable and trustworthy.

Considering the teachers' total years of service at TVET institution, 28 (34.57%) of them have served below five years, while 19 (23.47%) and 12 (14.81%) of the teachers have served 5-10 and 11-15 years respectively. The rest 13 (16.05%) and 9 (11.11%) teachers have served 16-20 and more than 20 years service respectively. With regards to vocational counselors, 3 (33.33%) and 5 (55.56%) have served 16-20 years and more than 20 years service respectively. This indicates that the majority of the teacher and counselors have adequate years of service to understand problems related to students' placement activities.

When we observe trainees educational level, 69 (28.99%), 98 (41.18%), 71 (29.83%) of the trainees are enrolled in 10+1, 10+2 and 10+3 programmes respectively. Regarding to sex, there were 116 (48.74%) male and 122 (51.26%) females among the trainees respondents. This may suggest that there isn't a wider variation in proportion between the two sexes in the sample TVET institutions. The reason for equal proportion may be due to less EGSECE result for females to join the TVET institutions

Table 3: Responses to the Provision of Vocational Guidance Service in the High School

Item	Trainees	
	NO	Percent
(1) Have you got guidance and counseling service when you were high school student?		
A Yes	180	75.63
B No	58	24.37
Total	238	100.00
(2) If your answer is 'yes' what type of service/s was /were given?		
A. Solving problem related to academic	76	42.22
B. Solving psychological problem	43	23.89
C. Create awareness about different vocation	18	10.00
D. Informing the skills required by various training programme	12	6.67
E. A & B	31	17.22
Total	180	100.00
(3) If your answer for the above question is 'C' or 'D' or both		
A the service were Satisfactory	7	23.33
B Average	9	30.00
C unsatisfactory	14	46.67
Total	30	100.00
(4) Did you get some information about the various fields of study out side of the school?		
A Yes	107	44.96
B No	102	42.86
No response	29	12.18
Total	238	100.00
(5) If your answer is 'yes' from where?		
A Friends	40	37.38
B Families	38	35.51
C Neighbors	7	6.54
D Mass Media	10	9.35
E Others	7	6.54
No response	5	4.67
Total	107	100.00

Concerning the provision of guidance and counseling services in the high schools, a question was forwarded whether trainees have got vocational guidance and counseling service when they were in high school. Most of the respondents 180 (75.63%) trainees respondents said 'yes' while 58 (24.37) of them said 'no'. This indicates the majority of the respondents agree with the availability of the provision of guidance service. These respondents who have agreed with the existence of the service were asked to identify the type of service given in the high school. The data reveal that most of the services given in the high school were as follows. 76 (42.22%) trainees said they relate to solve academic problem, 43 (23.89%) trainees said solving psychological problems. Only 18(10%) of trainees said they related to creating awareness about different vocational fields and 12s (6.6%) of trainee replied informing the skills needed by different vocational fields.

The data reveal that the guidance and counseling service was not adequate to guide students by providing necessary information about different vocation and support trainees by creating awareness about the skills needed by different vocational fields. According to the response of the trainees, the guidance and counseling services lack vocational or occupational guidance services result from the non-availability of organized unit of guidance and counseling services in the high school.

These respondents who have answered the service were given on creating awareness about different vocational fields and informing the skill needed by different vocational fields were asked to mention their satisfaction about the service. From these respondents 7 (23.33%) of them said it was satisfactory and 9 (30%) of respondents believed that the service trainees get was average and the remaining 14 (46.67%) trainees respondents said the service was unsatisfactory.

It is observed from the data that vocational guidance services given in the high schools were not adequate to prepare trainees for taking vocational decisions. At the level of secondary and university education, such information is important. This service help students to make a selection of the vocation or a job in an appropriate manner, it also

enables students to understand their potentials and interest in relation to identified field of study which they may join (Visnja,2003).

Trainees get some information about different vocational fields from various sources. Item 4 in table 3, shows that 107 (44.96%) trainees' respondents said they got information about the various fields of study out side of the school. Among which, 40 (37.38%), 38 (35.51%), 7 (6.54%), 10 (9.35%) of trainees got information about different vocational fields from friends, family, neighbors and mass media respectively.

This indicates that many of the trainees used different sources of information to select their major fields of study. This by itself has its own impact on the training program. Most of trainees of TVET institutions are obliged to either choose their major fields of study blindly or seek advice from unauthorized sources. In relation to this as Bose (1983), in Abosetengne (2000) indicated possible sources of advice for the students, in relation to their area of study involve parents, relatives, teachers, mass-media, career masters, previous employment and so on. He also noted in his study the role of parents, teachers and friends in the provision of labor market information was found very important. Parents as advisors, however, could be a problem because according to Ethiopian situation, the educational levels of most of parents have been found to be very low and thus their roles of advisors to their children depend on vocational choice is thought to be minimal.

Table 4: Teachers and Vocational Counselors Response about Trainees Awareness of TVET Programs

Item	Major area Teachers		Guidance Counselors	
	No	Percent	No	Percent
(1).Are trainees, at high school level, aware of their interest and ability to help them prepare for occupational training?				
A. Yes	7	8.64	2	22.22
B. No	69	85.19	7	77.78
No response	5	6.17	0	0.00
Total	81	100.00	9	100.00
(2). Did trainees have adequate information about different vocational fields before placement took place?				
A. Yes	18	22.22	1	11.11
B. No	59	72.84	8	88.89
No response	4	4.94	0	0.00
Total	81	100.00	9	100.00
(3). Did trainees have adequate information about labor market before placement?				
A. Yes	29	35.80	3	33.33
B. No	42	51.85	6	66.67
No response	10	12.35	0	0.00
Total	81	100.00	9	100.00

Table 4 item 1, is about trainees awareness of their interest and ability. 7 (8.64%) and 2 (22.22%) of the teachers and vocational counselors believed they are well aware of their interest and ability when they were in the high school and the same group of respondents 69(85.19%) and 7 (77.78%) of the trainees and counselors said they were not aware of their interest and ability during high school career.

Concerning trainees' knowledge of vocational fields before they join TVET program a question was forwarded to teachers and vocational counselors. And the responses are

had adequate information about different vocational fields before placement activities took place while 59 (72.84%) and 8 (88.89%) teachers and vocational counselors believed that trainees didn't have adequate information about different vocational fields before placement activities take places. This indicates trainees' awareness about different fields of study is limited.

The third item in table 4 is about trainees' knowledge about labor market information. The data revealed that 42 (51.85%) and 6 (66.67%) teachers and vocational counselors believed trainees had insufficient information about labor market information while 29 (35.80%) and 3 (33.33 %) teachers and vocational counselors believed trainees had adequate information about the labor market information. From the responses of trainees, teachers and counselors, one can understand that there weren't given adequate guidance and counseling services in the high school that can aware trainees about their interest, ability, skill, vocational fields and labor market information.

Table 5: The organization of vocational guidance service in TVET institutions

Item	Vocational Guidance Counselors	
	No	Percent
(1). Is there vocational guidance service department in your institution?		
A. Yes	9	100.00
B. No	0	0.00
Total	100	100.00
(2).The tasks given to vocational Counselors		
A .Only guidance and counseling	1	11.11
B. administration, as well as guidance and counseling	8	88.89
C. Teaching, as well as guidance and counseling	0	0.00
Total	9	100.00
(3) Have you received training in vocational counseling?		
A. Yes	2	22.22
B. No	7	77.77
Total	9	100.00
(4) Do you have a role when students placed to various fields of study?		
A. Yes	0	0.00
B. No	9	100.00
Total	9	100.00

Concerning the provision of vocational guidance, respondents were asked and all of the counselors responded that there was vocational guidance unit in the TVET institutions. However, from the data we observe the total number of vocational counselors in the five TVET institutions is nine. These numbers are not adequate enough to give quality guidance services for more than 10,000 trainees.

In order to identify the tasks were given to vocational counselors, a question was forwarded for these counselors only 1 (11.11%) of the counselors engaged on only for the

task he was assigned, while 8 (88.89%) counselors assigned for both administrative and vocational guidance service.

Those counselors who engaged on vocational guidance service and administrative task were asked whether they got training on vocational counseling. Only 2 (22.22%) counselors said that receive training on the field while the majority of the counselors 7 (77.78%) hadn't get any training on the field.

As we observe from the data there was not organized unit of vocational guidance in the TVET institutions that involves providing assistance to trainees to select the vocational fields and job in accordance with their characteristics in the sample TVET institutions. As a result trainees may reach an immature vocational decision (Visnja, 2003).

Table 6: Responses Concerning Placement Criterion Used During Placement

Item	Trainees		Major area Teachers		Vocational Guidance Counselors	
	No	Percent	No	Percent	No	Percent
(1). Criterion is used to determine the number of trainees to be admitted?						
A. The capacity of the institutions	--	--	56	69.14	5	55.56
B. The manpower needs of the country	--	--	9	11.11	1	11.11
C. interest	--	--	2	2.47	0	0.00
D. MOE guideline	--	--	9	11.11	3	33.33
No response	--	--	6	7.41	0	0.00
Total	--	--	81	100.00	9	100.00
(2). Methods were employed to select and place trainees to different TVET institutions						
A. Entrance examination	0	0.00	2	2.47	0	0.00
B. High school result (9-10)	35	14.71	16	19.75	2	22.22
C. EGSECE result	131	55.04	32	39.51	4	44.44
D. Interview	0	0.00	0	0.00	0	0.00
E. Interest	13	5.46	0	0.00	0	0.00
F. Chance/draw	4	1.68	3	3.70	0	0.00
♦ C & B	51	21.43	21	25.93	3	33.33
♦ No response	4	1.68	7	8.64	0	0.00
Total	238	100.00	81	100.00	9	100.00
(3). methods were employed to place trainees to Various vocational fields?						
A. Entrance examination	6	2.52	5	6.17	0	0.00
B. High school result (9-10)	47	19.75	18	22.22	2	22.22
C. EGSECE result	103	43.28	26	32.10	4	44.44
D. Interview	0	0.00	0	0.00	0	0.00
E. Interest	7	2.94	3	3.70	0	0.00
F. Chance/draw	49	20.59	7	8.64	1	11.11
♦ C & B	20	8.40	19	23.46	2	22.22
♦ No response	6	2.52	3	3.70	0	0.00
Total	238	100.00	81	100.00	9	100.00
(4) What type of students is favored by the placement guide lines?						
A. Academically competent	--	--	49	60.49	4	44.44
B. Academically incompetent	--	--	17	20.99	2	22.22
C. It gives equal chance for both	--	--	11	13.56	3	33.33
No response	--	--	4	4.95	-	--
Total	--	--	81	100.00	9	100.00

Item 1 in table 6, discloses that 56 (69.14%) teachers and 5 (55.56%) vocational counselors said that the criterion is used to determine the number of trainees to be admitted to TVET institutions is based on the intake capacity of the institutions while 9 (11.11%) teachers and 1 (11.11%) counselor said that it is decided on the basis of the man power need of the country. Only 2 (2.47%) teachers said interest of the student and 9 (11.11%) teachers and 3 (33.33%) counselors stated MOE guideline used to decide the number trainees to be admitted in TVET institutions.

Concerning the criterion used to determine the number of trainees admitted to TVET institutions made an interview with officials of Addis Ababa Education Bureau indicated that the number of trainees admitted to TVET institution is determined based on the intake capacity of the training institutions. However (Dessalenge ,1996) stated before we determine the number of trainees enrolled in TVET institutions, the educational planners should provide the number of skills requires by various economic sectors for the economy to be able to produce the anticipated skilled man power.

Table 6 item 2, shows the methods were employed to select and place trainees to different TVET institutions. The data reveals that 35 (19.75%) trainees, 16 (19.75%) teachers and 2 (22.22%) counselors said that the basic criterion used to select and place trainees to different institution is trainees' high school result. The majority of trainees respondents,131 (55.04%) ,32 (39.51%) teacher and 4 (44.44%) counselor said the EGSECE result of the trainees while 51 (21.46%) trainees 21 (25.93%) teachers and 3(33.33%) counselors said both trainees high school result and the EGSECE result of the trainees are used as the criterion for placing trainees to various vocational institutions. Only 13 (5.46%) and 4 (1.68%) trainees and 0 and 3 (3.7%) teachers said interest and chance/draw used as a criterion for placing trainees to various vocational institution respectively. only 4(1.68%) trainees and 7 (8.64%)teachers didn't give response for the item. According to Mekonnen who had a hand in placement activity said that students' ability and personality are not measured before placement is made.

Regarding the methods employed to place trainees to various vocational fields, the data discloses that 6 (2.52%) trainees and 5 (6.17%) teachers said that the basic criterion used to place trainees to different vocational field is entrance examination while 47 (19.75%) trainees 18 (22.22%) teachers and 2 (22.22%) counselors said trainees' high school result. Other group of respondents 103 (43.28%) trainees, 26 (32.13%) teachers, 4 (44.44%) counselor said the EGSECE result of the trainees. For the same question 20 (8.4%) trainees, 19 (23.46%) teachers and 2 (22.22%) counselors said both trainees High school result and the EGSECE result of the trainees are used the criterion for placing trainees to various vocational fields. 49 (20.59%) and 20 (8.40%) of the trainees, 7 (8.64%) and 19 (23.46%) teachers, 0 and 2 (22.22%) counselors said interest and chance/draw used as a criterion for placing trainees to various vocational fields respectively.

Mekonnen who had a hand in placement activity said, " based on seats available in TVET institution the Regional Education Bureau allots a quota for each TVET institutions" As we observed from the data the regional education bureau used trainees' EGSECE-GPA and high school results as a basic criterion to place trainees to various vocational institution and vocational fields. As Visnja (2003) mentioned in relation to methods of selection of trainees, the best method of selection involves the following steps within the selection process, a proper interviewing technique is of particular importance since it enables direct contact with the applicant and the observation of his appearance, behavior, and ways of expression, thinking, and reasoning. When he continued his discussion, an insight is attained into the applicant's vocational preferences, his level of competence in relation to the required knowledge and abilities for the performance of specific tasks, his vocational targets and plans regarding his/her career development.

The last item in table 6 is about who is favored by placement guideline. The table disclosed that 49 (60.49%) teachers and 4 (44.44%) counselors agreed with academically competent trainees are favored by the placement guideline while 17 (20.99%) teacher and 2 (22.22%) counselors said that academically incompetent trainees favored by the placement guideline. The rest 11(13.56%) teachers, 3 (33.33%) counselors and only 4 (4.95%) teachers replied that both academically competent and incompetent trainees were favored equally by the placement guideline.

Table 7: The Availability of Training Facilities in TVET Institutions

ITEM	TRAINEES		MAJOR AREA TEACHERS		VOCATIONAL GUIDANCE COUNSELORS	
	No	Percent	No	Percent	No	Percent
1. Equipment/ Machine						
a. Very adequate	56	23.53	14	17.28	2	22.22
b. Adequate	68	28.57	26	32.10	3	33.33
c. Inadequate	95	39.92	35	43.21	3	33.33
No response	19	7.98	6	7.41	1	11.11
Total	238	100.00	81	100.00	9	100.00
2. Raw materials						
a. Very adequate	58	24.37	28	34.38	1	11.11
b. Adequate	64	26.89	21	25.93	3	33.33
c. Inadequate	103	43.28	26	32.10	2	22.22
No response	13	5.46	6	7.41	3	33.33
Total	238	100.00	81	100.00	9	100.00
3. Shops/ laboratories						
a. Very adequate	58	24.37	3	3.70	2	22.22
b. Adequate	79	33.19	32	39.51	3	33.33
c. Inadequate	86	36.13	42	51.85	3	33.33
No response	15	6.30	6	7.41	1	11.11
Total	238	100.00	81	100.00	9	100.00
4. Classrooms						
a. Very adequate	84	35.29	30	37.04	3	33.33
b. Adequate	110	46.22	29	35.80	4	44.44
c. Inadequate	34	14.29	14	17.28	3	33.33
No response	10	4.20	8	9.88	0	00.00
Total	238	100.00	81	100.00	9	100.00
5. Table/desk/ chair						
a. Very adequate	91	38.24	12	14.81	4	44.44
b. Adequate	54	22.69	47	58.02	3	33.33
c. Inadequate	80	33.61	15	18.52	3	33.33
No response	13	5.46	7	8.64	0	00.00
Total	238	100.00	81	100.00	9	100.00
6. Vocational guidance services						
a. Very adequate	49	20.59	6	7.41	0	00.00
b. Adequate	60	25.21	14	17.28	2	22.22
c. Inadequate	111	46.64	55	67.90	7	77.78
No response	18	7.56	6	7.41	0	00.00
Total	238	100.00	81	100.00	9	100.00

In order to know the availability of training facilities in vocational institutions different types of questions were forwarded and the following data were collected. Regarding to the availability of equipment /machinery,56 (23.53%) trainees,14 (17.28%) teachers, 2 (22.22%) vocational counselors said very adequate and 68(28.57%) trainees , 26 (32.10%) teachers, and 3 (33.33%) counselors said adequate, while large number of respondents replied 95 (39.92%) trainees,35(43.21%) teachers and 3 (33.33%) counselors said the facility of machinery and equipment is inadequate. The data tells us there is problem of equipments and machineries in the selected sample TVET institutions.

Concerning the supplies of raw materials, 58 (24.37%) trainees, 28 (34.38%) teachers and 1 (11.11%) counselor, said that the availability of raw material is very adequate while 64 (26.89%) trainees, 21 (25.93%) teachers, and 3 (33.33%) counselors responded there is adequate amount of raw material in TVET institutions. Large portion of the respondents, 103 (43.28%) trainees, 26(32.10%) teachers and 2 (22.22%) counselors said there is shortage of raw materials in TVET institutions.

According to the responses given, on the availability of shops and laboratories 58 (24.37%) trainees, 3 (3.70%) teachers and 2 (22.22%) vocational counselors said very adequate. For the same item 79 (33.19%) trainees, 32 (39.51%) teachers, and 3(33.33%) counselors said enough while 86(36.13%) trainees, 42(51.85%) teachers, 3 (33.33%) counselors said there is inadequate shop and laboratories in the sample TVET institutions.

Item 4 of table 7, is about the availability of classrooms in TVET institutions. The data reveals that 84 (35.29%) trainees, 30 (37.04%) teachers and 3 (33.33%) counselors said that the availability of classrooms in TVET institutions is very adequate and 110 (46.22%) trainees, 29 (35.80%) teachers and 4 (44.44%) counselors responded that there are adequate classroom while 34 (14.29%) trainees, 14 (17.28%) teachers and 3 (33.33%) counselors said that there aren't inadequate classrooms in the sample TVET institutions.

Respondents were asked to measure the availability of table desk chair in TVET institutions, many of the respondents indicated that there isn't severe problem on the above mentioned materials. The data reveals that 91(38.24%) trainees,12(14.81%) teachers and 4(44.44%) vocational counselors said the availabilities of these materials very adequate and 54(22.69%) trainees , 47(39.51%) teachers, and 3(33.33%) counselors said adequate, while large number of respondents, 80(33.61%) trainees15(18.52%) teachers,3 (33.33%) counselors said there is inadequate shop and laboratories in the institutions. One can understand from the data the availability of table, desk, chair and classroom found better than other mentioned facilities however there is still a problem in these training facilities.

The last item in Table 7, is concerning on the availability of vocational guidance service in TVET institutions. The data reveals that 49 (20.59 %) trainees and 6 (7.41%) teachers said that the vocational guidance service is very adequate. The other group of respondents 60 (25.21%) trainees, 14 (17.28%) teacher and 2 (22.22%) counselors responded that the service is adequate, though the majority of the respondents 111 (46.64%) trainees, 55 (67.90%) teachers and 7 (77.78%) counselor said there is inadequate vocational guidance service in TVET institutions. Tyres (2001) indicated the importance of vocational guidance service in TVET institutions as follows. Vocational guidance helps trainees to acquire flexibility in decision-making concerning their occupations, in the initial and later stages, for developing a satisfying career, to facilitate transitions back and forth as needed, between education, training and the world of work.

Table 8: The Availability of Human Resources in TVET Institutions

ITEM	TRAINEES		MAJOR AREA TEACHERS		VOCATIONAL GUIDANCE COUNSELORS	
	No	Percent	No	Percent	No	Percent
1. teachers						
a. Very adequate	94	39.50	29	35.80	3	33.33
b. Adequate	65	27.31	27	33.33	4	44.44
c. Inadequate	59	24.79	22	27.16	2	22.22
No response	20	8.40	3	3.70	0	0.00
Total	238	100.00	81	100.00	9	100.00
2. qualification of teachers						
a. Very adequate						
b. Adequate	86	36.13	41	50.62	5	55.56
c. Inadequate	98	41.18	27	33.33	3	33.33
No response	29	12.18	5	6.17	0	0.00
Total	238	100.00	81	100.00	9	100.00
3. Availability of vocational counselors						
a. Very adequate	49	20.59	12	14.81	1	11.11
b. Adequate	60	25.21	19	23.46	2	22.22
c. Inadequate	117	49.16	41	50.62	6	66.67
No response	12	5.04	9	11.11	0	0.00
Total	238	100.00	81	100.00	9	100.00
4. Competencie of counselors						
a. Very adequate	39	16.39	12	14.81	1	11.11
b. Adequate	77	32.35	20	24.69	6	66.67
c. Inadequate	93	39.08	42	51.85	2	22.23
No response	29	12.18	7	8.64	0	0.00
Total	238	100.00	81	100.00	9	100.00

Table 8, is concerning on the availability of human resources in the sample TVET institutions. The first item of the above table deals with the availability of teachers. The data reveals that 94 (39.50%) trainees, 29 (35.80%) teachers and 3 (33.33%) counselors said that the availability of teacher is very adequate while 65(27.31%) trainees 27 (33.33%) teacher and 4 (44.44%) counselors replied that there is adequate number of teachers. Another group of respondents, 59 (24.79%) trainees 22 (27.16%) teachers and 2 (22.22%) counselors said there is inadequate number of teachers in TVET institutions.

Concerning teacher's qualification the data reveal that 86 (36.13%) trainees, 41(50.62%) teachers and 5 (55.56%) counselors agree with the qualification of the teachers is very adequate while 98(41.18%) trainees, 27 (33.33%) teachers and 4 (44.44%) counselors said the qualification of teachers is adequate Very small number of respondents 29 (12.18%) trainees and 5 (6.17%) teachers agree with the qualification of the teachers is inadequate. Regarding to this, (UNESCO, 1973 in Desalenge, 2000) recommended for teaching staff of TVET program is that they should possess a high education up to university level. Teaching staff for the education of technicians should possess either a degree or a high technicians qualifications in an appropriate field and should have industrial or comparable experiences in their particular discipline.

The third item in table 8 is concerning on the availability of vocational counselors in the TVET institutions. The data reveals that 49 (20.59%) trainees and 12 (14.81%) teachers said that the availability of counselors is very adequate while 60 (25.21%) trainees 19 (23.46%) teacher and 2 (22.22%) counselors replied that there is adequate number of counselors. Large number of respondents, 117 (49.16%) trainees, 41 (50.62%) teachers and 6 (66.67%) counselor said there is inadequate number of vocational counselors in TVET institutions. (Visnja, 2003).indicated the need for counselors' assistance in colleges, high schools and TVET institutions is growing all over the world, due to fast technological changes of vocations and due to the need to adjust human resources to these changes. On the other hand, the data reveals that there aren't adequate number of counselors in the sample TVET institutions.

Concerning competency of counselors the data reveals that 39 (16.39 %) trainees, 12 (14.81%) teachers and 1 (11.11%) counselors agree with the competency of the counselors is very adequate while 77 (32.35%) trainees 20 (24.69%) teachers 6(66.67%) counselors said the competency of counselors is adequate. while 93 (39.08%) trainees, 42 (51.85%) teachers and 2 (22.22%) counselors agree with the competency of counselors is inadequate. However having professionally trained counselors is an important aspect of human resources in TVET institutions.

Item	Trainees		Major area Teachers		Vocational Guidance Counselors	
	No	Percent	No	Percent	No	Percent
(1) Do most trainees have interest to attend TVET programmes?						
A. Yes	103	43.28	31	38.27	2	22.22
B. No	128	53.78	48	59.26	7	77.78
No answer	7	2.94	2	2.47	0	00.00
Total	238	100.00	81	100.00	9	100.0
(2) If the answer is 'yes' what is /are the reason/s						
A. It creates employment opportunities	36	34.95	6	19.35	0	00.00
B. The program is interesting	25	24.27	6	19.35	0	00.00
C. It invites for further education.	17	16.50	12	38.71	1	50.00
D. The institutions have good facilities	15	14.56	5	16.13	1	50.00
No answer	10	9.71	2	6.45	0	00.00
Total	103	100.00	31	100.00	2	100.0
(3) If the answer is 'no' what is your reason						
A. It promised less employment opportunities	27	21.09	17	35.42	3	42.86
B. The society has negative attitude to TEVT	42	32.81	15	31.25	2	28.56
C. Limited access to further education	39	30.47	6	12.50	1	14.29
D. The institution has poor facilities	12	9.38	4	8.33	0	00.00
E. The program is not interesting	5	3.91	3	6.25	1	14.29
F. Other	3	2.34	3	6.25	0	0.00
Total	128	100.00	48	100.00	7	100.0
(4) Does Addis Ababa Education Bureau place trainees to different vocational fields and institution according to trainees' abilities?						
A. Yes	41	17.23	26	32.10	4	44.44
B. No	189	79.41	51	62.96	5	55.56
No answer	8	3.36	4	4.94	0	00.00
Total	238	100.00	81	100.00	9	100.0
(5) Do many trainees withdraw from the training program?						
A. Yes	98	41.18	48	59.26	5	55.56
B. No	136	57.14	27	33.33	4	44.44
No response	4	1.68	6	7.41	-	--
Total	238	100.00	81	100.00	9	100.0
(6) If the answer is 'yes' what is the reason?						
A. Limited job opportunity after graduation	41	41.84	21	43.75	2	40.00
B. Lack of interest	39	39.80	15	31.25	2	40.00
C. Lack of adequate skills	17	17.35	10	20.83	1	20.00
D. Financial problem	5	5.10	7	14.58	-	-
E. Transportation problem	11	11.22	8	16.67	-	-
F. Health problem	4	4.08	3	6.25	-	-
No response	10	10.20	4	8.33	-	-
Total	98	100.00	48	100.0	5	100.0

Concerning the trainees interest towards to the training program, 103 (43.28%) trainees, 31 (38.27%) teachers and 2 (22.22%) counselors said trainees have interest towards to training program while the majority of the respondent, 128 (53.78%) trainees, 48 (59.26%) teachers, and 7 (77.78%) counselors said most of the trainees don't have interest towards to the training program. One can easily understand from the data many of the trainees do not have interest towards the training program .However, the interest of the trainees in the TVET institution can be a vital asset. To have quality output, training institution have to have best inputs like any other production systems (Visnja, 2003).

Among the respondents who have answered trainees have interest towards the training programme, were asked to give their reasons, 36 (34.95%) trainees and 6 (19.35%) teachers replied that the training programs create employment opportunities.. Other groups of respondents 42 (24.27%) trainees, 15 (19.35%) teachers and 2 (22.22%) counselors ,and 39 (30.47%) trainees, 6 (12.50%) teachers and 1 (14.29%) counselors point out the program is interesting and invites future education respectively. Still other group of respondents 15(14.56%) trainees, 5(16.13%) teachers and 1(50.00%) counselor said the institutions have good facilities.

Among the respondents who have answered trainees don't have interest towards the training programme, were asked to give their reasons, 27 (21.09%) trainees, 17 (35.42%) teachers and 3 (42.86%) counselors replied that the training program creates less employment opportunity. Other groups of respondents 42 (32.81%) trainees, 15 (31.25%) teachers and 2 (28.56%) counselors said the society has negative attitude towards to TVET programs, and 39 (16.50%) trainees 6 (38.71%) teachers and 1 (50.00%) counselor point out the training programmes create limited access for further education. Still other groups of respondents' 12 (9.38%) trainees, 4 (8.33%) teachers and 5 (3.91%) trainees and 3 (6.25%) teachers said the institutions have poor facilities and the training program is not interesting respectively.

As one can see from table 9 item 4, the majority of the respondents 41 (17.23%) trainees, 26 (32.10%) teachers and 4 (44.44%) counselors replied the placement of trainees

undertaken by the city's education bureau to different vocational fields and vocational institution take the trainees' ability in to consideration. However quite significant number of trainees 189 (79.41%) trainees, 51 (62.96%) teacher and 5 (55.56%) disclosed that trainees' ability don't take in to consideration during trainees placement. This shows the placement guideline don't give any attention for trainees ability. Though, the interest and ability of the trainees are the two important qualities, which help for the completion of the training program in a certain period of time and also enabling them to be self employed in the world of work (Visnja, 2003).

With reference to trainees' drop-out 98 (41.18%) trainees, 48 (59.26%) teachers and 5 (55.56%) counselors said many trainees withdraw from the training program and 136 (57.14%) trainees, 27 (33.33%) teachers and 4 (44.44%) counselors replied many trainees don't withdraw from the training program. Different reason were given for the drop-outs, 41 (41.84%) trainees, 21 (43.75%) teachers and 2(40%) counselors said limited job opportunity after graduation while 39 (39.80%) trainees, 15 (31.25%) teachers and 2 (40%) counselors said lack of interest while 17 (17.35%) trainees, 10 (20.83%) teachers and 1 (20%) counselor said lack of adequate skill. The rest of the respondents said financial problem, health problem and transportation problem

Table 10: Trainees' responses to their field of studies

Item	No	Percent
1). How did you join this field of study?	83	34.87
A. With interest	149	62.61
B. Without interest	6	2.52
No answer	238	100.00
Total		
2) If your answer for the above question is 'B' what are you planning for the future?	65	43.62
A. to continue in this field	19	12.75
B. To withdraw from the training	60	40.27
C. To change the field of study	5	3.36
No answer	149	100.00
Total		
3). If you get a chance to change the current field of study, do you take the advantage?		
A. Yes	120	50.42
B. No	97	40.76
No answer	11	4.62
Total	238	100.00

Concerning the field choice, 83 (34.87%) trainees have confirmed that they were joined the current field of the study with their interest while large number of the trainees 149 (62.61%) said that they join without their interest. Among the trainees who have joined without interest, 65 (43.62%) of them want to continue within that field, 19 (12.75%) trainees are planning to withdraw from the training program and 60 (40.27%) trainees said to change the current field of study in the near future.

Regarding trainees' satisfaction towards the training program after placement, the data disclosed that large number of trainees wants to change their field of studies even they are nearer to complete the training program. Item 3 of table 10 indicates, 120 (50.42 %)

trainees wanted to change their field of study and 97(40.76%) trainees didn't want to change their field of study. This indicates that large number of trainees is not satisfied with the program they are placed or streamed.

Table 11: Responses concerning the competencies of trainees

Item	Major area Teachers		Vocational Guidance Counselors	
	No	Percent	No	Percent
(1). Are the right type of trainees placed for each vocational field?				
A. Yes	24	29.63	3	33.33
B. No	53	65.43	6	66.69
No response	4	4.94	0	--
Total	81	100.00	9	100.00
(2) If the answer is 'yes' what is the reason?				
A. most of them have good skill	5	20.83	1	33.33
B. most of them have good interest	7	29.17	2	66.67
C. most of them are physically capable	9	37.50	0	----
No response	4	16.67	0	----
Total	24	100.00	3	100.00
(3) If the answer is 'no' what is the reason?				
A. Many of them don't have adequate skill	11	20.75	1	16.67
B. Many of them don't have interest	31	58.49	5	83.33
C. Many of them are not physically capable	7	13.21	0	0.00
No response	4	7.55	0	0.00
Total	53	100.00	6	100.00

In table 11 item 1, teachers and counselors were asked to evaluate the type of trainees that are assigned to various vocational fields. Accordingly 24 (29.63%) teachers and 3

(33.33%) counselors said that the right type of trainees were placed for each vocational fields while 53 (65.43%) teachers and 6 (66.67%) counselors said the right type of trainees were not placed for each vocational fields. TVETs must focus on the selection and placement of trainees because both trainees and institution benefited when individual assigned to training that match their abilities, personality and health conditions takes in to consideration (Cascio, 1987).

Among the respondents who said the right types of trainees were placed to the right vocational field were asked to give their reasons. Accordingly 5 (20.83%) teachers, 1 (33.33%) counselors, and 7 (29.17%) teachers and 2 (66.67%) counselors said most of the trainees had enough skill and interest respectively while large number of teachers respondents from this group of respondents said trainees were physically fit for the training programme.

In the same way, those who responded earlier that the right types of trainees were not assigned to the right vocational fields were asked to give their reasons. The large majority of teachers 31 (58.49%) and 5 (83.33%) counselors said many of the trainees don't have interest to the training programme. Other groups of respondents, 11 (20.75%) teachers and 1 (16.67%) counselor said trainees don't have adequate skill for the training program. Only 7 (13.21%) teachers' respondents said trainees weren't physically fit for the training programme.

Table 12: Responses concerning the placement activities

Item	Trainees		Major area Teachers		Vocational Guidance Counselors	
	No	Percent	No	Percent	No	Percent
(1) Do the placement guidelines encourage female students?						
A. Yes	134	56.3	56	69.14	7	77.78
B. No	99	41.6	18	22.22	2	22.22
No response	5	2.1	7	8.64	-	--
Total	238	100	81	100.00	9	100.00
(2) Does the placement activity take trainees living area in to consideration?						
A. Yes	37	15.55	18	22.22	2	22.22
B. No	183	76.89	49	60.49	6	66.67
No response	18	7.56	14	17.28	1	11.11
Total	238	100.00	81	100.00	9	100.0
(3) Is the Regional Education Bureau received feedbacks and complains from parents or trainees with concerning the placement activities?						
A. Yes	33	13.87	9	11.11	1	11.11
B. No	196	82.35	78	96.30	8	88.89
No response	9	3.78	4	4.94	-	--
Total	238	100.00	81	100.00	9	100.00
(37) . Is the placement made by Regional Education Bureau fair?						
A. Yes	81	34.03	13	16.05	2	22.22
B. No	119	50.00	24	29.63	2	22.22
C. Can't decided	31	13.03	32	39.51	5	55.56
No response	8	3.36	12	14.81	-	--
Total	238	100.00	81	100.00	9	100.00

Regarding placement guideline, the data disclose that 134 (56.3%) trainees, 56 (69.14%) teachers and 7 (77.78%) counselors said females were favored by the placement guideline than boys to join the TVET program, while 99 (41.6%) trainees, 18 (22.22%) teachers and 2 (22.22%) counselors replied females were not favored by the placement guideline than boys. Mekonnen also noted that females and disable students got a chance to attend TVET program with lesser GPA than others. It is not debatable that admitting female trainees with lesser EGSECE-GPA could contribute in promoting female enrollment in TVET institutions

Item 2 in table12, the aim was to evaluate to what extent the placement activities take the trainees living area in to consideration. The response of the significant majority of trainees (76.89%), teachers (60.49%) and vocational counselors (66.67%) replied that the placement activities didn't take student living area in to consideration. Of course, there is other are group of respondents, 37 (15.55%) trainees, 18 (22.22%) teachers, and 2 (22.22%) counselors who pointed out the placement activities takes the student living area in to consideration. Gill and Dar (2000) mentioned locations of training institution and travel problems should be identified by the placement organizers during placement.

Item 3 of table 12 disclosed that whether the Addis Ababa Education Bureau had received feedback and complains about placement activities from trainees or parents. Accordingly 33 (13.87%) trainees, 9 (11.11%) teachers and 1 (11.11%) counselor said the bureau received feedbacks complains from trainees and their parents, while 196 (82.35%) trainees, 78 (96.30%) teachers and 8 (88.89%) counselors said the bureau received feedbacks and complains from trainees and their parents . Concerning the fairness of the placement activities, a question was forwarded for a group of respondents, 81 (34.03%) trainees, 13 (16.05%) teachers and 2 (22.22%) counselors said the placement activities made by the Regional Education Bureau is fair while 119 (50%) trainees 24 (29.63%) teachers and 2 (22.22%) counselors said the placement of trainees wasn't fair. Other group of respondents 30 (13.03%) trainees 32 (39.51%) teachers and 5 (55.56%) counselors said it could not able to decided the fairness of placement.

CHAPTER 5

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The objective of this paper was to investigate the placement activity for assigned and prospective TVET trainees in government TVET institutions. It tried to indicate the limitation of the placement activity of trainees made by Addis Ababa Education Bureau. Therefore, this chapter gives the summary, conclusion and recommendations based on the major findings.

The study contains five chapters. The first chapter includes problems and its approach. Under this topic a brief background on the development of TVET was given. Moreover, the theme of the study, the basic questions that the study attempted to answer and significance of the study were included.

The second chapter comprises review of literature. In this chapter, the emergence of TVET, placement of trainees, selection of trainees, points to be considered during placement, vocational choice, vocational guidance, placement practice in different countries and TVET in Ethiopia were the major main topic that have been reviewed from relevant books, journals, encyclopedias, thesis and other documents to provide solid theoretical ground to the study and in support of findings.

The third chapter, the research design and methodology, comprises research method, source of the data, sampling technique, data collection instruments, procedures and methods of data analysis. Descriptive survey method was chosen and used for its appropriateness to the research topic. Questionnaires and interviews were the instrument used in the process of data collection. Three sampling techniques were used. The subjects for this study were chosen using stratified and available sampling techniques. To determine the number of samples institutions purposive sampling techniques were used.

Moreover various Frequency and percentage were used as an instrument of data analysis. The sample populations were TVET trainees, major area teachers, vocational guidance and counselors. In addition to this officials who undertaking placement activities in Addis Ababa Education Bureau were also included.

The fourth chapter includes presentation, analysis and interpretation of data gathered. Accordingly, the data were tabulated in twelve tables, analyzed and interpreted. The fifth chapter contains summery, conclusion and recommendation.

The major findings of the study are summarized as follows.

- Vocational guidance service prior to vocational placement was not given adequately to trainees. Trainees choose their field of studies without having enough information about their interest, aptitudes, capability, information about different vocational fields, opportunities, and labor market information. Only 10% of the student received information from vocational guidance services about different vocation. Moreover, there was not properly organized guidance and counseling unit in the high school to provide vocational guidance service.
- The vocational guidance service unit in the TVET institutions also had no roles when the placement activities took place. Although there were limited counselors in the sample TVET institutions, most of them were engaged in other administrative tasks. Furthermore, they did not get any training in providing vocational guidance service.
- The main criterion used to determine the number of new applicants to different TVET institutions in placement guideline has been reported to be restricted to only a single factor. That is, the intake capacity of TVET institutions considered as the only means to determine the number of trainees placed to different TVET institutions.

- Trainees' EGSECE-GPA and high school results used as major criteria for selecting trainees to place trainees to different vocational institutions and different vocational fields. This recruitment technique favors only academically competent trainees. Trainees who have lesser EGSECE-GPA but higher motivation and interest are not placed in the field they were interested. Only trainees with higher EGSECE-GPA easily join in any vocational fields of their interest.
- The availability of training facilities such as raw materials, laboratories, shops, equipments and machineries were not adequate enough in the sample TVET institutions.
- According to MOE standards the minimum requirement of teacher qualification for Technical and Vocational Education Training is first degree and above. However, there were some teachers in the sample institutions who were below the expected standards. Furthermore, the availability of vocational guidance counselors in the sample institution was not adequate. For example, it was found that one guidance counselor served more than one thousand five hundred trainees in one of the sample TVET institutions. Moreover, the competencies of counselors as evaluated by teachers and trainees were not satisfactory.
- Trainees' abilities, skills and personalities are not measured before placement activities are made. Trainees' EGSECE results and high schools transcripts are mainly used to place trainees to various vocational fields.
- 53.78% of the trainees do not have interest to join TVET programs. The main reasons for having less interest towards the training are society's negative attitude to TEVT programmes. Moreover, the training programmes promised less employment opportunities and create limited access for further education.

- 79.41% of the trainees are placed to the current field of studies in accordance with their interest. Because of this, large number of trainees' planed to withdraw from the training and to change their field of studies.
- Regarding the placement guideline 56.3% trainees, 69.14% teachers and 77.78% of vocational counselors asserted that the placement guide line favor female trainees. Admitting females to join TVET with low EGSECE-GPA has contributed to their increased presence in the TVET institutions.
- The placement activity made by the regional education bureau does not take in to consideration the trainees living areas. 76.89% of the trainees are not placed to the near by TVET institution. However, the placement guideline stated that as much as possible trainees are placed to the near by TVET institution.
- Regarding the fairness of the placement activities,50% of the total respondents believed that the placement activity was not fair. Moreover, the Regional Education Bureau did not receive feedbacks and complains from parents or trainees concerning the placement activities.

5.2 Conclusion

Based on the findings of the study the following conclusions were achieved.

- The guidance and counseling service given in the high schools was not enough to assist trainees to understand their potential and interest in relation to identified vocational training and to analyze occupational information and make suitable choice by using appropriate career information effectively. Moreover, the organization of guidance and counseling service in the high school is not adequate enough to provide adequate information about the characteristics of different vocational fields, labor market information, and

skills required by different vocational field. Guidance service through traditional consultancy service from parents, elders and peer friends may lead trainees to make irrational choices. Technical and vocational education training recommend that new trainees should be offered with the necessary vocational guidance services before placing or assigning to any vocational fields. This counseling and guidance help to get necessary information about the course of the study, information about world of work, labor market information and relevant information about abilities and skills in terms of related qualification and competencies required to take up the identified training programme.

- Vocational guidance service is important in serving trainees to know job opportunities, job availabilities in the area of their studies and it enables trainees to avoid wasting of time in training for vocations which they are unsuited. Converse to its importance, the study revealed that vocational guidance service was not given adequately in the sample TVET institutions. Therefore, the availability of the service is limited. As a result, this reality has adversely affected the training programme as a whole.
- Even though the criterion used to determine the number of new entrants to TVET institution is based on the intake capacity of TVET institutions, there are facility problems in the sample TVET institutions. Using the intake capacity of TVET institutions as a major criterion can be a cause for some problems like unemployment of trained personnel.
- The placement guideline used trainees' EGSECE-GPA and high school results to enroll to different TVET institutions and to stream to various vocational fields. If trainees score good grades, there is a possibility to enroll in their first choice. This criterion disfavor trainees who have lower GPA but better skills and interest. Inappropriate placement method of trainees among TVET institutions results in poor quality of training. Various literatures

pointed out test, past academic achievement and interviews as most frequently employed criterion for selection.

- Many trainees do not have interest towards the training programme. Trainees' motivation towards their field of studies has been reported by teachers, vocational counselors and even by trainees themselves to be low. As respondents mentioned in the open ended questions trainees motivation towards their studies is quite low. This has resulted in high drop-out rate in TVET institution and lack of interest to create a job after the training programme. Training programs in TVET institutions should bring about prestige, economic prospects and create opportunity for further education. Ensburg(1992) has point out that the interest of trainees in the TVET institutions can be an essential asset. To have quality output, training institution have to have best inputs like any other production systems. The interest and abilities of the trainees are the two important qualities, which help for the completion of training in a certain period of time and also enabling them to be self employed in the world of work. Training selection should be appropriate. Otherwise, placing trainees to different TVET program without their interest in a given field of specialization, the training will be unattractive to them, and it will become a rather demoralized them(Lauglo 1993 in Getachew 2005)
- The availability of adequate training facilities has its own contribution towards the quality of the training program. However, the study has shown that training facilities provided by the Regional Education Bureau is not adequate enough. Placing too much trainees in limited facilities will have a negative impact on quality of training programme.
- Moreover, the availability of adequate human resource in the training institutions has relevant contribution towards the quality of training program. The availability of counselors in the sample TVET institutions was not

adequate to give vocational guidance services. Counselors can help trainees to know their career goals and able to understand the world of work. However, this inadequate number of vocational counselors can adversely affects the training programme. Other human resource problem in TVET institutions is teachers' qualification. Teachers who teach in this level either degree or above qualifications.. However there are teachers with diploma level below the seated standards.

- The placement guideline favors female trainees. Admitting females to join technical and vocational training with lesser EGSECE-GPA help to promote their enrollment in the TVET institutions. As a result the numbers of female trainees are not lower than the males. Moreover, the placement guideline used to place trainees to different vocational institution gives attention to the living area of trainees during placement activities being undertaken. However, large numbers of trainees were not placed to the nearest institutions. Therefore, this can be a cause for discontinuing the training programme due to transportation problem

5.3 Recommendation

To make the TVET program effective and enable producing competent and qualified middle level workers or technicians, the placement guide line used by the Regional Education Bureau has to be improved. Thus, based on the findings and conclusions reached the following recommendations were forwarded.

- Improving the status of vocational guidance service both in high schools and TVET institutions by employing adequate number and professionally competent vocational guidance counselor. In order to provide trainees with the required information through orientation, the management of each school has to encourage the guidance works. Moreover this service help individuals to cope with their

personal, social and vocational problems trainees face during the training program. Therefore, prior orientation on the area of trainings in each TVET institution, their demand in the labor market, the selection criterion should be imparted a head of time through various means.

- The Addis Ababa Regional Education Bureau should give responsibility to TVET institutions to place and stream trainees to various TVET institutions. It is also better, before the placement decision made, the one who undertake this activity must consider variety of information about each trainee. This information can be produced by TVET institutions through aptitude and achievement test, teachers' recommendation, report on the trainees' physical condition, and by assessing trainees' ability and skill.
- To bring about the desired success in TVET, up-grading teachers' technical and instructive knowledge in line with the quick changing technology is undeniable. Staff-development program through the in-service course is an easy way to upgrade the qualification and the competencies of teachers.
- Shops, laboratories and other training facilities in the sample institutions should be improved. A well equipped training institution will attract the attention of trainees through providing the necessary materials for practicing what they taught in the classroom and develop their skills.
- The intake capacity of TVET institutions as the merely factor for the determination of the number of new candidates has not been based on a development-oriented planning. Before determining the number of trainees enrolled in TVET institution the manpower need of the nation should be identified. Hence, the regional education bureau should evaluate situation analysis survey; clients need survey and investigation of economic and social development plane of the regional government. Therefore, the bureau has to collect such

information from the concerned parties before deciding the number of trainees enrolled into the various TVET programs.

- Special attention has to be given for talented and highly motivated trainees who have lesser EGSECE results. Using one type of criterion to select trainees favor certain group of individuals. The placement guideline gives more emphasis for academically competent trainees. Possibly, this erroneous belief could originate to admit trainees who have good competences. In contrast, academic ability alone would bring no change or success in vocational training unless priority is given to the interest of trainees.
- Trainees would be productive if they join a programme on the basis of his/her interest and abilities. It gives mental satisfaction and increases one's creativity. It is also a means to attract others if trainees are made to continue their study or work in the field of their interest. Trainees possess numerous vocational related characteristics including abilities, interest, values and personalities. Therefore, assessment of vocational abilities has to be made through vocational counselors before placement activity is made. A variety of methods are existing for measuring ability. Most frequently, it is assessed through psychological testing. Among many methods of testing abilities a multiple test battery is the popular one. The batteries of the test, which include different psychological, personality, vocational interest, skill intelligence and aptitude test, help the students to assess their goals, personal strengths and weakness, interests, skills and aptitudes. Likewise(Stuart, 2002) pointed out that the most frequently used admission criteria during the selection and placement process are entrance examinations, post academic achievement and interview standardize test. In as much as possible it is advisable to consider the interest and merits of students during the selection of placement process.

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Appendixes

ሀ. ተማሪዎች በትምርት ሂደት ላይ የሚያጋጥማቸውን የተለያዩ ችግሮች እንዲፈቱ ለማስቻል

ለ. ተማሪዎች ለተለያዩ የሙያ ዘርፍ ፍላጎት እንዲያደርግባቸው ማድረግ

ሐ. የሙያ ዘርፎች የሚያስገኙባቸውን የስራና የትምህርት እድል መግለፅ

መ. የሙያ ዘርፎች የሚያስፈልጋቸውን የችሎታ አይነት መግለጽ

ሠ. ሌላ ካለ-----

3. ለተራ ቁጥር 2 መልስህ/ሽ ከ ለ-መ ከሆነ የተጠህ/ሽ መመሪያ ወይም ገለጻ ምን ያህል ነበር?

ሀ. በቂ ለ መካከለኛ ሐ. አነስተኛ

4. አሁን ስለምትሰለጥንበት/ኚበት የሙያ ዘርፍ ከት/ቤት ሌላ ያገኘከው/ሽው መረጃ አለ?

ሀ. አዎ ለ. አይ

5. ለተራ ቁጥር 4 መልስህ/ሽ አዎ ከሆነ የተረዳከው/ሽው

ሀ. ከጓደኞቼ ለ. ከቤተሰቦቼ ሐ. ከጎረቤቶቼ መ. ከመገናኛ ብዙሃን

ሠ. ሌላ ካለ-----

6. በተራ ቁጥር 5 መሰረት ያገኘከው/ሽው ግንዛቤ የምትፈልገውን/ጊውን ሙያ በሚገባ ለመምረጥ ረድቶሃ/ሻል ትላለህ/ያለሽ?

ሀ. አዎን ለ. በመጠኑ ረድቶኛል

ሐ. ምንም አልረዳኝም መ. ሌላ ካለ-----

7. አሁን ባለህበት/ሽበት ማሰልጠኛ ስትገባ/ቢ እድሜህ/ሽ ስንት ነበር

ሀ. 15 በታች ከ15-16 ሐ. 17-18 መ. ከ19-20 ሠ. ከ20 በላይ

8. ለቴክኒክና ሙያ ትምህርት በቂ ፍላጎት አለህ/ሽ?

ሀ. አዎ ለ. አይ

9. ለተራ ቁጥር 8 መልስህ/ሽ "አዎ" ከሆነ ከሚከተሉት ውስጥ በየትኛው ምክኒያት (ከአንድ በላይ መልስ መስጠት ይቻላል)::

ሀ. ስልጠናው በቀላሉ ስራ ፈጣሪ ስለሚያደርግ

ለ. ስልጠናው አስደሳች ስለሆነ

16. ለተራ ቁጥር 15 መልስህ አዎ ከሆነ ለምን?-----

17. ስልጠናው ሲያልቅ ሥራ ለመያዝ ወይም ለመፍጠር ያለህ/ሽ ጉጉት ምን ያህል ነው?

ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ

18. ለተራ ቁጥር 17 መልስህ/ህ ዝቅተኛ ከሆነ ምክንያት-----

19. በምደባው ሰዓት እንትመርጥ/ጭ የተሰጠህ/ሽ የሙያ መስኮች ብዛት

ሀ. በቂ ለ. መካከለኛ ሐ. አነስተኛ

20. ምደባው የተማሪዎችን ችሎታና ፍላጎት ያማከለ ነው?

ሀ. አዎ ለ. አይ

21 ምደባው ሁሉንም ተማሪዎች በእኩል ያሳተፈ ነው?

ሀ. አዎ ለ. አይ

22. ምደባው ሴት ተማሪዎችን ያበረታታል

ሀ. አዎ ለ. አይ

23. ከምደባው ጋር በተያያዘ ሁኔታ ትምህርትህን/ሽን አቋርጠህ/ሽ ወይም ለማቋረጥ ወስነህ/ሽ ነበር?

ሀ.አዎ ለ.አይ

24. ለተራ ቁጥር 22 መልስህ/ሽ አዎ ከሆነ ምክንያቱ ምን ነበር?-----

ሀ. በርቀት ምክንያት ሐ. በፍላጎት ማነስ

ለ. በችሎታ ማነስ ምክንያት መ. ሌላ ካለ-----

25. ባንተ/ቺ አስተያየት ምደባው ነፃና ግልጽ ነው ትላለል/ያለሽ

ሀ. አዎ ለ.አይ

26. ለተራ ቁጥር 24 መልስህ/ሽ አይ ከሆነ በምን ምክንያት?-----

27. ለወደፊቱ የተሳካና የተቃና የተማዎች ምደባ ለማድረግ ምን መደረግ ይኖርበታል ትላለህ/ያለሽ?-----

ቀጥሎ በቀርበው ሠንጠረዥ ውስጥ አሁን በምትሰለጥንበት/በምትሰለጥኒበት/ ተቋም ውስጥ ያለውን የሰው ኃይልና የመገልገያ መሣሪያ አቅርቦትን ይመለከታል። እያንዳንዱን ነጥብ በማንበብ ተቋሙ አሁን ካለበት ሁኔታ ጋር በማዛመድ ለተዘረዘሩት ነጥቦች

5= በጣም አጥጋቢ,

4= አጥጋቢ,

3= መካከለኛ,

2= አነስተኛ

1= በጣም አነስተኛ በማለት ከተሰጡት አማራጭ ፊት ለፊት የ(✓)

ምልክት በማድረግ ይመልስ/ሺ

ተራ ቁጥር	ጥያቄዎች	5	4	3	2	1
2.8	መምህራንን በተመለከተ					
28.1	የመምህራን ብዛት					
28.2	የመምህራን ችሎታ/ብቃት					
29	ቮኬሽናል ጋይዳንስ በተመለከተ					
29.1	የቮኬሽናል ጋይዳንስ ስርቪስ አገልግሎት					
29.2	የቮኬሽናል ካውንስለሮች ብዛት					
29.3	የቮኬሽናል ካውንስለሮች ብቃት					
29.4	የስራ ላይ ልምምድ የማፈላለግ ብቃት					
30	የመማሪያ መገልገያ መሣሪያ አቅርቦት					
30.1	ጠረጴዛዎች					
30.2	የመማሪያ ክፍል					
30.3	የመጻሕፍት አቅርቦት					

30.4	የመቀመጫ መገልገያዎች					
30.5	የተግባር ልምድ መገልገያ መሣሪያዎች					
30.6	የኮምፒውተር አቅርቦት					
30.7	የመገልገያ ማሸፍኞች አቅርቦት					
30.8	የጥሬ እቃዎች አቅርቦት					
30.9	የሰርቶ ማሳያ የተሸጥ ብዛትና ሥፋት/ሰርቶ					
30.10	ማሳያ/ቦታዎች					
30.11	የመብራትና የውሃ አቅርቦት					

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES INSTITUTION OF
EDUCATIONAL RESEARCH

QUESTIONNAIRE B: For major area teachers

Dear Respondent;

I am a Masters candidate at the School of Graduate Studies of Addis Ababa University. The purpose of the questionnaire is to gather data for my thesis towards completion of my Masters degree. The data to be gathered in this questionnaire will focus on student placement activities in government TVET institutions. It is my belief that the success of this study depends on your sincere and frank response. Thank you for responding to my questionnaire.

Bedru Temam Shafi

General Instruction

1. No need of writing your name
2. Where alternative answers are given please respond by putting a check mark '✓' in the corresponding space
3. Where written responses are required, please answer briefly in the given spaces.
4. Please be as brief as possible in answering the open ended questions

Part One-Data on respondent's personal profile

1. Name of the school _____

2. Academic qualification

- | | |
|-----------------------------------|--|
| 1. <input type="checkbox"/> TTI | 5. <input type="checkbox"/> B.A /BS.C |
| 2. <input type="checkbox"/> 12+ 1 | 6. <input type="checkbox"/> M.A/ M.sc |
| 3. <input type="checkbox"/> 12+2 | 7. <input type="checkbox"/> Others _____ |
| 4. <input type="checkbox"/> 12+3 | |

3. Position

1. Teacher 2. Principal

3. Total years of service

- | | |
|--|---|
| 1. <input type="checkbox"/> 5 years below | 2. <input type="checkbox"/> 5-10 years |
| 3. <input type="checkbox"/> 11-15 years | 4. <input type="checkbox"/> 16-20 years |
| 5. <input type="checkbox"/> above 21 years | |

4. Department _____

Part Two

1. Did trainees have adequate information about different vocational fields before placement took place?
A. Yes B. No

2. If your answer for question no '1' is 'No' what is the possible reason?

3. Are trainees, at high school level, aware of their interest and ability to help them prepare for occupational training?
A. Yes B. No

4. Were the trainees well oriented during selecting of vocational fields?
A. Yes B. No

5. Did trainees get adequate information about labor market before Placement?
A. Yes B. No

6. Major Criterion is used to determine the number of trainees to be admitted to TVET institution?
A. The accommodation capacity of TVET institution
B. The manpower needs of the country
C. interest
D. MOE guideline
E. Other _____

7. Which of the following methods were employed to place trainees to different TVET institutions? (You may choose more than one answer)
A. Entrance examination B. High school result (9-10)
C. EGSECE result D. Interview
E. Interest F. Chance/draw
G. Other _____

8. Which of the following methods were employed to place trainees to Various vocational fields? (You may choose more than one answer)
A. Entrance examination B. High school result (9-10)
C. EGSECE result D. Interview
E. Interest F. Chance/draw
G. Other _____

9. How do you rate the adequacy of the following facilities in your institution.

A. Equipment/Machine

- a. More than enough b. Enough
c. Not enough d. I cannot decide

B. Hand tools

- a. More than enough b. Enough
c. Not enough d. I do not know

C. Raw materials

- a. More than enough b. Enough
c. Not enough d. I cannot decide

D. Shops/laboratories

- a. More than enough b. Enough
c. Not enough d. I cannot decide

E. Classrooms

- a. More than enough b. Enough
c. Not enough d. I cannot decide

F. Table, chairs and desks

- a. More than enough b. Enough
c. Not enough d. I cannot decide

G. Vocational guidance services

- a. More than enough b. Enough
c. Not enough d. I cannot decide

10. How do you rate the adequacy of the following human resources?

A. The number of teachers

- a. More than enough b. Enough
c. Not enough d. I cannot decide

B. The qualification of teachers

- a. More than enough b. Enough
c. Not enough d. I cannot decide

C. The number of vocational counselors

- a. More than enough b. Enough
c. Not enough d. I cannot decide

D. The qualification of vocational counselors

- a. More than enough b. Enough
c. Not enough d. I cannot decide

11. What types of students are favored by the placement guide lines?

- A. academically competent
 B. academically less competent
 C. It gives equal chance for both

- D. Financial problem
- E. Transportation problem
- F. Health problem
- G. Other _____

20. Are the right type of trainees placed for each vocational field?
A. Yes B. No

21. If your answer for question 20 is 'yes', what is/are the possible reason/s? (You can choose more than one answer)
A. most of the trainees have good skill.
B. most of the trainees have good interest.
C. most of the trainees are physically capable.
D. Other _____

23. If your answer for question 20 is 'No', what is/are the possible reason/s? (You may choose more than one answer)
A. Many of the trainees do not have adequate skill.
B. Many of the trainees do not have interest.
C. Many of the trainees are not physically capable.
D. Other _____

24. Is the Regional Education Bureau received feedbacks or complains from parents or trainees with concerning the placement activities?
A. Yes B. No

25. If your answer for question '24' is 'yes' what types of complains are raised by parents and students?

26. If your answer for question '24' is 'yes' what types of measures have been taken by the bureau?

27. Is the placement made by Regional Education Bureau fair?
A. Yes B. No C. Cannot be decided

28. If your answer for question No '28' is "No" what factors make unfair?

29. In order to make the placement of trainees more effective and efficient what should be done?

Thank You Very Much!!

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES INSTITUTION OF
EDUCATIONAL RESEARCH

QUESTIONNAIRE C: For Vocational Guidance and Counselors

Dear Respondent;

I am a Masters candidate at the School of Graduate Studies of Addis Ababa University. The purpose of the questionnaire is to gather data for my thesis towards completion of my Masters degree. The data to be gathered in this questionnaire will focus on student placement activities in government TVET institutions. It is my belief that the success of this study depends on your sincere and frank response. Thank you for responding to my questionnaire.

Bedru Temam Shafi

General Instruction

1. No need of writing your name
2. Where alternative answers are given please respond by putting a check mark '✓' in the corresponding space
3. Where written responses are required, please answer briefly in the given spaces.
4. Please be as brief as possible in answering the open ended questions.

Thank you!

Part-One: Data on respondents' personal profile

1. Name of the Institution _____

2. Academic qualification

- | | |
|-----------------------------------|--|
| 4. <input type="checkbox"/> TTI | 5. <input type="checkbox"/> B.A /BS.C |
| 5. <input type="checkbox"/> 12+ 1 | 6. <input type="checkbox"/> M.A/ M.sc |
| 6. <input type="checkbox"/> 12+2 | 7. <input type="checkbox"/> Others _____ |
| 4. <input type="checkbox"/> 12+3 | |

3. Total years of service

- | | |
|---|---|
| 1. <input type="checkbox"/> 5 years below | 2. <input type="checkbox"/> 5-10 years |
| 3. <input type="checkbox"/> 11-15 years | 4. <input type="checkbox"/> 16-20 years |

5. above 21 years

Part-Two

1. Is there vocational guidance service in your institution?
A. Yes B. No

2. If your answer is 'yes' for question number '1' how many counselors are assigned in the institution?
A. 1 B. 2 C. 3 D. 4 E. More than 5

3. The task given to these counselors is
A. Only guidance and counseling
B. administration, as well as guidance and counseling
C. teaching, as well as guidance and counseling
D Other _____

4. Have you received training in vocational counseling?
A. Yes B. No

5. If your answer is 'yes' state the time, type and length of the training.

6. Do you have a role when students placed to various fields of study?
A. Yes B. No

7. If your answer for question number '6' is 'yes', state your role?

8. Did trainees have adequate information about different vocational fields before placement took place?
A. Yes B. No

9. If your answer for question no '8' is 'No' what is the possible reason?

10. Are trainees, at high school level, aware of their interest and ability to help them prepare for occupational training?

A. Yes B. No

11. Were the trainees well oriented during selecting of vocational fields?

A. Yes B. No

12. Did trainees get adequate information about labor market before placement?

A. Yes B. No

13. Major Criterion is used to determine the number of trainees to be admitted to TVET institution?

A. The accommodation capacity of TVET institution

B. The manpower needs of the country

C. interest

D. MOE guideline

E. Other _____

14. Which of the following methods were employed to place trainees to different TVET institutions? (You may choose more than one answer)

A. Entrance examination

B. High school result (9-10)

C. EGSECE result

D. Interview

E. Interest

F. Chance/draw

G. Other _____

15. Which of the following methods were employed to place trainees to various vocational fields? (You may choose more than one answer)

A. Entrance examination

B. High school result (9-10)

C. EGSECE result

D. Interview

E. Interest

F. Chance/draw

G. Other _____

16. How do you rate the adequacy of the following facilities in your institution?

A. Equipment/Machine

a. More than enough

b. Enough

c. Not enough

d. I cannot decide

B. Hand tools

a. More than enough

b. Enough

c. Not enough

d. I do not know

C. Raw materials

a. More than enough

b. Enough

c. Not enough

d. I cannot decide

D. Shops/laboratories

- a. More than enough b. Enough
c. Not enough d. I cannot decide

E. Classrooms

- a. More than enough b. Enough
c. Not enough d. I cannot decide

F. Table, chairs and desks

- a. More than enough b. Enough
c. Not enough d. I cannot decide

G. Vocational guidance services

- a. More than enough b. Enough
c. Not enough d. I cannot decide

17. How do you rate the adequacy of the following human resources?

A. The number of teachers

- a. More than enough b. Enough
c. Not enough d. I cannot decide

B. The qualification of teachers

- a. More than enough b. Enough
c. Not enough d. I cannot decide

C. The number of vocational counselors

- a. More than enough b. Enough
c. Not enough d. I cannot decide

D. The qualification of vocational counselors

- a. More than enough b. Enough
c. Not enough d. I cannot decide

18. What types of students are favored by the placement guide lines?

- A. academically competent
 B. academically less competent
 C. It gives equal chance for both

19. Do the placement guidelines encourage female students?

- A. Yes B. No

20. Do trainees in your department or institution have adequate ability to complete the training program?

- A. Yes B. No

21. Does Addis Ababa Education Bureau place trainees to different vocational fields and institution according to trainees' interest?

- A. Yes B. No

22. If your answer for question No '21' is 'yes' what percent of the trainees were placed on the basis of their interest and ability?

- A. 100 B. More than 75

C. 75- 50

D. less than 50

23. Do trainees have interest to attend the TVETs program?

A. Yes B. No

24. If your answer is 'yes' for question 23, what is/are the reason/s?
(You may choose more than one answer)

- A. The training programme creates employment opportunities
- B. The training program is interesting.
- C. The training invites for further education.
- D. The institution has good facilities
- F. Other _____

25. If your answer for question 23 is 'No', what is/are the reason/s?
(You may choose more than one answer)

- A. TVET programmes do not create employment opportunities.
- B. The society has negative attitude to TEVT program.
- C. The institution has poor facilities.
- D. The institution has good facilities.
- E. The programmes are not interesting.
- F. Other _____

26. Do trainees withdraw from the training programs?

A. Yes B. No

27. If your answer for question 24 is 'yes', what is/are the possible reason/s? (You may choose more than one answer)

- A. Limited job opportunity after graduation
- B. Lack of interest
- C. Lack of skills
- D. Financial problem
- E. Transportation problem
- F. Health problem
- G. Other _____

28. Are the right type of trainees placed for each vocational field?

A. Yes B. No

29. If your answer for question 28 is 'yes', what is/are the possible reason/s? (You can choose more than one answer)

- A. most of the trainees have good skill.
- B. most of the trainees have good interest.
- C. most of the trainees are physically capable.
- D. Other _____

30. If your answer for question 28 is 'No', what is/are the possible reason/s? (You may choose more than one answer)
A. Many of the trainees do not have adequate skill.
B. Many of the trainees do not have interest.
C. Many of the trainees are not physically capable.
D. Other _____

31. Is the Regional Education Bureau received feedbacks or complains from parents or trainees with concerning the placement activities?
A. Yes B. No

32. If your answer for question '31' is 'yes' what types of complains are raised by parents and students?

33. If your answer for question '31' is 'yes' what types of measures have been taken by the bureau?

34. Is the placement made by Regional Education Bureau fair?
A. Yes B. No C. Cannot be decided

28. If your answer for question No '28' is "No" what factors make unfair?

25. In order to make the placement of trainees more effective and efficient what should be done?

Thank You Very Much!!

I hereby declare that this thesis is my original work, and has not been presented for a degree to any university and that all relevant sources used are duly acknowledged.


Name Bedru Temam

Signature 

Date of Submission Aug 4, 2007

This thesis has been submitted for examination with my approval as a university advisor

Name Wegayehu Teheje

Signature 

Date July 20, 2007