



**AN ASSESSMENT OF FACTORS AFFECTING TVET TRAINEES’
CERTIFICATE OF COMPETENCE RESULT; THE CASE OF
LDETA MANUFACTURING COLLEGE AND TEGBARED POLY
TECHNICAL COLLEGE**

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**August, 2018
Addis Ababa**

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A Thesis Submitted to the College of Education and Behavioral studies in
Partial Fulfillment of the Requirements for the Degree of Master of Arts in
Management of Vocational Education

**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF CURRICULUM AND INSTRUCTION**

**August, 2018
Addis Ababa**

DECLARATION

This thesis is my original work and has not been presented in any other university or college. All sources and materials used are duly acknowledged.

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This thesis has been submitted for final examination with my approval as an advisor

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APPROVAL SHEET

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ACKNOWLEDGEMENTS

First thanks to my God next I wish to express my gratitude to associate professor Girma Zewde my thesis advisor, for his unreserved professional assistance, constructive comments, and moral support starting from the beginning of the study up to the completion. I am indebted to extend my sincere appreciation and thanks to Addis Ababa University. I want to thank all the respondent trainees, trainers, training coordinators, and Deans of Lideta Manufacturing College and Tegbared Poly technical college, who gave their precious time for providing relevant information to this study.

Zelalem Meless

June 2018

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LIST OF ACRONYMS AND ABBREVIATIONS

AU	African Union
CBE	Competency Based Education
COC	Certificate of Competency
CTDAT	Cooperative TVET Delivery and Apprenticeship Training
Cum.	Cumulative
DFID	Department of International Development
ESDP	Education Sector Development Program
ETB	Ethiopian Birr
ETQF	Ethiopian (TVET) Qualification Frame work
Freq.	Frequency
ICT	Information and Communication Technology
ILO	International Labor Organization
K4 TVC	keftegna 4 Technical Vocational College
MOE	Ministry of Education
PASDEP	Plan for Accelerated and Sustainable Development to End Poverty
TTVC	Tegbared Technical Vocational College
TVET	Technical Vocational Education and Training
UNESCO	United Nations Educational Scientific and Cultural Organization
VOE	Vocational Education

ABSTRACT

The purpose of this study was to assess the factors affecting TVET trainees' certificate of competence result taking; the cases of Lideta Manufacturing College and Tegbared Poly Technical College. The aim was to investigating the factor that cause low performance of trainees in COC assessment in lideta Manufacturing College and Tegibared Polytechnic Colleges in which the two colleges were selected as the study area. In order to develop detail conceptual framework, literatures were reviewed and analyzed. Descriptive study was employed to: assess the placement of trainees in relation to their interests and capacity to pass COC exam, assess the availability and utilization of facilities and instruction materials, evaluate the training process conducted during the implementation phase, evaluate how the management body performs its role for the accomplishment of the established policies and strategies of the training program, evaluate the contribution of cooperative training, and assess the results of trainees and possible reasons for their low performance in COC exam. The study revealed that some trainees were assigned to the field of studies in which they do not prefer to be trained, shortage as well as underutilization of training materials, excluding relevant courses from some field of studies, high turnover of trainers, skill deficiency of trainers and the management body. Though TVET program is designed to provide the necessary skilled manpower for the economy, the actual performance of the program failed to achieve its objectives due to misplacement of trainees, underutilization of available human and non-human resources, and lack of competent management body. Therefore the FTA (Federal TVET Agency) is required to give great emphasis at the practical area of the training program besides to the development of policies and strategies.

CHAPTER ONE

1. Introduction

This chapter consists of background of the study, statement of the problem including research questions and, objectives of the study, significance of the study, scope of the study, delimitation of the study, definition of terms, and organization of the paper.

1.1 Background of the Study

Education and training is one of the essential driving forces and a necessary condition for a country's economic, social and cultural development. Education plays such a role as it increases and strengthens the creative and productive capacity of human beings. Building on this, education is a tool for generating knowledge, raising living standards, and enriching, as well as transmitting, society's culture to future generations. As an essential and vital component of education, TVET plays a significant role in the social and economic transformation of society. It equips trainees with the technical skills that position them to contribute their best to technological changes. Amare and Temechegn (2002: 27)

The TVET program is designed to train individuals in different areas of knowledge and skills. The training offered is effective if proper infrastructure, adequate materials and competent instructors are available. Unless inputs are adequate and proper, and the process is well organized and conducted, achieving training objectives and producing competent trainees may be a difficult task.

Amare and Temechegn (2002: 27) pointed out that the profile of graduates from different training programs had come under attack by employers and researchers. They added that graduates who may be taken as problem solving ones were rarely observed in the Ethiopian context. As a solution to this problem, Zenawi (2007: 12) suggested that higher education, including TVET institutions, in Ethiopia need to have an acceptable quality assurance system to evaluate whether they are working toward achieving their main objectives of producing qualified professionals for the workplace. In addition, Atnafu and Eshete (2004: 83) indicated that a considerable number of graduates remained unemployed and were reluctant to see self-employment as an alternative. This is due to the competency that the trainees acquired during the training and the colleges produce trainees that could not satisfy the market demand.

In our modern era, sustained competitive advantage of a country in general and an organization in particular primarily relies on trained, skilled and competent human resources. Giving emphasis to this Craft (1992:13) points out that not only do we need more people moving skilled and technical occupations but the right kind of people: not potential engineers, not potential mechanics, but those whose ability and aptitude suit them best for the level of work. In an economy which allows fewer mistakes and in which an intelligent and systematic matching of our human talents and man power requirements becomes crucial, the best middle level manpower must be sought out and developed. To substantiate that the middle level occupation in numbers is the most significant in employment growth in the economy, he further states that it is this area to which young as well as older workers must look for jobs in expanding economy of the new technology.

Developed and developing countries recognize these economic benefits. Many countries have taken specific steps to develop occupational and training standards, and some are beginning to develop cross-national approaches and benchmark national standards to international requirements. Many nations, for several years, have been moving from a fragmented to a more coordinated system of standards (Ghedai 1991). During the past few years the trend has intensified in such countries as Australia, New Zealand, Canada, Denmark, Germany, Japan, the Netherlands, United Kingdom, and the United States. Similar initiatives are underway in developing countries, particularly middle income countries, as exemplified by the emergence of formal standard programs in a diverse range of countries including Chile and Malaysia as well as Romania, Philippines, and Turkey. Experiences in developing countries show that, in addition to addressing economic and social issues, definition of standards can open up previously underdeveloped areas for reform. These include assessment and recognition of prior learning, more flexible and relevant training, and encouragement of a broader range of stakeholder involvement in human capital development.

Ethiopia is among the poorest countries in the world (Lulat, 2003). According to Kahssay (2005), about 31 million of her people live below the defined poverty line and some millions of her people are at risk of starvation each year. The 2008 TVET strategy document reveals that, unemployment and underemployment is a persistent problem of the nation, and unemployment among youth is significantly higher than the rest of the workforce. Human resource deficiency is a major reason for the low state of industrial development

Ethiopia has a long and rich history and tradition of education. However, for the purpose of the study, the post war education system is summarized. After the defeat of Italian invasion Ethiopia

has experienced three systems of political governance. The first system of governance was the imperial system in which the country experienced it for a long period of time and lasted in 1974; the second was the military/socialist system that lasted until 1991 (Kahssay, 2005).

However, no study was conducted on which factor affect the frames CoC result those it was timely to conduct the study the sub city to fuel the know lose gap.

1.2 Statement of the Problem

Trained work force, as being one of the vehicles for national development, requires effective training to meet the requirements and need of employers. The Technical and Vocational Education and Training (TVET) system is responsible to provide the required labor force to the socio-economic development of one's country.

The economic policy and strategy of the country requires technical and professional skills in broad and specific occupational fields. To meet this demand ,public and private TVET institutions have increased in number, qualifications have been diversified, enrolment has increased and the trainees are prepared to perform functions valued and needed by the agricultural development led industrialization strategy of the country. Although the Education and Training policy of 1994 and ESDPII of 2005 showed the major educational issues such as relevance, quality, accessibility, and equity in general, the issues of quality in education as a whole and TVET in particular, have not yet been realized (MoE, 2004).

The question of delivering high quality technical and vocational training has now become an issue in Ethiopian TVET system. Training Colleges could not provide the expected quality training that can produce competent young graduates. The training given could not equip trainees

as much as expected with the required morale and entrepreneurial motivation to start confidently their own business or be employed in institutions relevant to their saleable skills. Skilled and qualified instructors, well-organized workshops, motivated and interested learners, updated and competency based curriculum are required parameters to sustain a high quality of TVET delivery.

It is obvious that not due attention to the overall procedures of the training program can make the achievement of the desired goal questionable. Therefore, when training is designed it has to take the strategic plan of the country into consideration. Based on that, the objective of the training has to be determined. Identification of the training content which fulfills the required competence of the trainees is another vital task. Allocation of necessary human and non-human resources is crucial factor to bring about expected change in the trainees ability to perform a specific task.

Trainees have to be recruited and selected according to their interest and ability. Appropriate training technique shall be employed. Furthermore, evaluating the training program is compulsory during and after conducting training.

When we see the outcome of the TVET program, a great number of trainees were involved and graduated from TVET institutions since 2002. But, according to Shaorshaze and Krishnan (2012), recent information on assessment show ineffectiveness TVET program with 74.6% incompetence and 25.4% competence in COC assessment that almost 75% percent of trainees are incompetent.

The TVET graduates have the option to go through official assessment of their skills. Currently the assessment is done for key competencies only. However, as it is clearly observed from

Occupational Competency Assessment and Certification Center (OCACC) data base from 2008-2011 around 78,311 and 59,746 candidates were registered and assessed respectively in 12 Occupations by the OCACC of Addis Ababa. Out of the above candidates, merely 10,163 (17.01%) were found to be competent during the indicated periods for the COC exams assigned to them which implies majority of the examinees failed the exam. This initiated the researcher to conduct his research.

This research paper tries to address the main question what are the major factors affecting COC exam failure. So based on the problem identified, this study attempts to answer the following questions.

Which factor affects the COC result of the trainees in the two technical college

1. The trainees placed according to their interest?
2. facilities and instruction materials available for the training program?
3. The preparation takes place during the training process?
4. Is the management body competent enough to run the training program so that to achieve its goals?
5. Lack of cooperative training contributes to the effectiveness of the training to pass COC exam?
6. performing in the COC assessment?

1.3 Objectives of the Study

The main objective of this study is to assess the factors affecting efficiency of TVET students for COC exam in keftegna 4 and Tegibared Polytechnic Colleges and obtain information which may contribute to the improvement of the training program.

Specific objectives include:

1. The trainees placed according to their interest?
2. facilities and instruction materials available for the training program?
3. The preparation takes place during the training process?
4. Is the management body competent enough to run the training program so that to achieve its goals?
5. Lack of cooperative training contributes to the effectiveness of the training to pass COC exam?
6. performing in the COC assessment?

1.4 Significance of the Study

Effective Training adds value to the skill, knowledge, and attitude of the work force required for the nation's development in that time easily pass COC exam. Thus, results of this research can be used as an input for the planners and implementers in governmental and non-governmental organizations who work in development area and reduce TVET students who fail COC exam. Therefore, all stake holders of the TVET program can benefit by reading this work. The study is important in indicating special focus areas that need improvement on TVET students COC grade. Moreover, the findings of this research can serve as sources and baseline for further studies.

1.5. Scope of the study

The study is delimited to collect information largely from industrial, construction, and home science fields since, at the time of the research almost all fields in business education stream are out of the training program, so the study concentrates in the remaining three departments. In addition the study includes only institutional factors that affect the quality of training and possibly reduce the effectiveness of the training program with available human and nonhuman

resources. For the study to be manageable; representatives of trainees, trainers, and administrative body are selected to provide the required information.

1.6. Limitations of the study

Limitations are conditions beyond the control of the researcher that may place restrictions on the conclusion of the study (Best and Khan, 1998). The researcher was not able to control or manipulate the attitudes and perceptions of the respondents. However, the researcher mitigated this by giving assurance to respondent's confidentiality of their identity. The study was carried out in institutions from different areas with a large majority of mixed students and therefore, the finding and recommendation could not equally be applied to public institutions especially those in rural settings. Additionally, the study could not investigate all the possible factors affecting COC result of students like government policy, funding, social-cultural factors and role of community. It is however important to note that all the factors chosen in this study were significant. They could generate useful knowledge about factors. It took considerable length of time to gather information as well as to carryout data analysis.

1.7. Definition of Terms

Assessment:-The actual practice of technical, vocational education and training at the training institutes with regard to the evaluate effectiveness of National TVET objectives and goals.

Competence: Competence is the possession and application of knowledge, skills, and attitudes to perform work activities to the standard expected in the work place. (TVET strategy,p.21)

1.8 Organization of the paper

The study consists of five chapters. The first chapter includes: background of the study, Statement of the problem objectives of the study, significance of the study, scope of the study definitions of terms and organization of the paper. The second chapter reviews literatures that are related to the research topic. It consists of conceptual framework and historical background of TVET in Ethiopia. Under the conceptual framework ,four major areas are covered that include definitions of TVET, essentials of organizing TVET in education system and challenges of pass COC exam, training procedures and evaluation methods, and the role of management body in learning organizations. The third chapter deals with the research design and methodology. The fourth chapter consists of presentation and analysis of the data. The fifth chapter includes summary, conclusions, and recommendations.

CHAPTER TWO

2. Review of Related Literature

This chapter consists of two parts. The first part includes conceptual framework which consists of definitions of technical and vocational education and training (TVET), essentials of an assessment of TVET students for COC exam the case of Lideta sub city TVET school keftegna 4 and Tegbared College. The second part deals with historical background of TVET in Ethiopia and Summary of the review literatures.

2.1. Historical Background of TVET in Ethiopia

Education and training in Ethiopia has a long history. Young and Ross (1964) categorized the education system of Ethiopia in to three classes: the traditional that extends from early in the nation's history, the classical, covering the period from the last quarter of the nineteen century until 1935, and modern (post Italian invasion) covering since 1941. With regard to technical and vocational education, informal training has been taking place from parents to children during the ancient times.

After 1940 technical training begins to be provided in formal training institutes. Tegibareid technical school was the first institute established in 1940. Following that, some technical and vocational training institutes, such as Ethio-Swidish Institute of Building Technology, College of Business Administration, School of Fine arts (which were located in Addis Ababa); Bahir Dar Technical School; Agricultural Technical schools of Ambo and Jima were established up to

1964. By the time, Non- agricultural vocational and technical training schools were organized under Ministry of Education.

According to Young and Ross (1964), the number of enrollment in each institute was estimated based upon the required man power needs of the economy. For example, for the development plan which covers from 1963-1967, it was calculated that the special secondary schools have to run out additional specialists technicians; that was 1550 for manufacturing industry, 927 for agriculture and forestry technicians, and 1340 commercialists.

From 1962 to 1973, the education policy gave precedence to the establishment of technical training schools, although academic education was expanded. Curriculum revisions introduced a mix of academic and non-academic subjects. Under the revised system the two year junior secondary schools offered general academic program for individuals who wished to continue their education. A number of vocational subjects prepared others to enter technical or vocational schools. Some practical experience in the use of tools was provided, which qualified graduates as semi-skilled workers.

The curriculum in the four years senior secondary schools prepared students for higher education in Ethiopia or abroad. Successful completion of the cycle also qualified some of the trainees to join the specialized agricultural or industrial institutes. Others were qualified for intermediate positions in the civil service, the armed force, or private enterprises (Mongabay, 2010).

This system continued until 2002 and changed by a new education system. The main problems manifested by Ministry of Education, which initiated the alteration, at that time were highly linked with the relevance of the curriculum, the quality of teachers and the scope of vocational

and technical education. The information released by the Ministry of Education Shows that, the curriculum lacked to identify the learners profile, the corresponding educational structure and the necessary inputs to achieve it; the content was overloaded by theoretical knowledge; it did neither inspire creativity nor equip one with sufficient skill; the evaluation system did not enable the development of the student and the achievement of the desired profile at each level since it was not continuous and the examination lacked the necessary components of academic and practical test. To that effect, Education policies and strategies were revised aiming at promoting economic and technological development of the country (EMPDA, 2001).

The new education system also changed the structure as general education, technical and vocational education, and higher education. In the revised structure, general education consists, primary education which includes two cycles: first primary cycle being 1- 4 grades and second cycle 5-8 grades. Alternative basic education facilities offer three years of an alternative curriculum as a substitute for the four years regular primary first cycle. The secondary level consists of two cycles of two years each: 9-10 grades and 11-12 grades.

Those who complete ten years of schooling may either enter the second cycle to prepare for higher education or enter the TVET institutions to be trained for productive employment. Within this structure TVET has been placed as formal and informal system in the lower level education and as formal system at the middle level education. The intention of lower level TVET is to provide training for school leavers and dropouts. At the middle level it has been designed to accommodate those students who sit for national exam after completing grade ten and are not able to go through the preparatory program.

Following this, Ethiopia has achieved an increase of 1,200 % in TVET enrolment and ranges second country in Africa in terms of number of training institutions. But the massive enrollment of trainees, affect the quality of training and education. On the other hand, according to the Education public expenditure report, the composition of government education expenditure has moved in favor of general education (primary and secondary), and to a smaller degree in favor of higher education, during 2003-08. Looking at the shares of different sub-sectors in nominal terms, the decline in TVET's share was 9.6 percentage points, equal to the sum of 2 points rise in higher education's share and 7.6 in general education's share, in turn consisting of 5.5 points rise in primary and 2.1 in secondary.

The goal of the TVET system, as formulated in its vision and objectives is to create a competent and adaptable workforce which can be the backbone of economic and social development and to enable an increasing number of citizens to find gainful employment and self-employment in the different economic sectors of the country (MOE, 2008). Whereas, the implementation phase faces the following problems: lack of cooperation of the employers, lack of effectiveness and efficiency of TVET, un employment of TVET graduates even in those occupational fields that show a high demand for skilled manpower, and substantial resource wastages due to underutilization of equipment in public TVET institutions, and the shortage of a sufficient corps of TVET teachers/instructors (MOE, 2008). As a result a new education strategy was developed in 2008. To this end, the national TVET system, reorganized into an outcome-based system, aimed at identifying competences needed in the labor market to become the final benchmark of teaching, training, and learning.

Identified Competences were described in National Occupational Standards which define the outcome of all training and learning expected by the labor market. National occupational standards are also the benchmark of all quality management within the TVET system.

Output quality of TVET delivery is measured through a process of learner's achieved competence. This is done through occupational assessment, which is based on the occupational standards. A candidate who has proven, through occupational assessment is awarded a National Occupational Certificate, which is the official proof of a person's competence in a TVET relevant occupational area. Occupational assessment, and hence certification, is open to everybody who has developed the required competence through any means of formal and non-formal TVET or informal learning. The outcome-based system is aimed to be major tool to accord equal importance to all forms of TVET delivery.

Moreover that, the outcome-based TVET system authorizes TVET providers with detail guidelines to develop curricula that are based on the National Occupational Standards. Nonetheless, the strategy recommends the need of support; by developing curriculum development guides, model curricula or give orientation to TVET providers.

In order to develop the skills learned within the training institutes, the government also designed a Cooperative TVET Delivery and Apprenticeship Training (CTAT). Cooperative training encompasses all forms of training conducted jointly by TVET institutions and enterprises. The training takes place alternatively in a school environment and in the real-life environment of the workplace. Most of the training occurs in the enterprise where practical skills and applications of

theory take place. The trainee goes to TVET institutions for only a limited period of time, to acquire theoretical knowledge and basic skills in the specific training area.

Enterprises and TVET institutions are expected to cooperate in planning, implementing, and assessing CT: In the planning phase, enterprises are asked to state their expectations for training outcomes: what skills, knowledge, and attitudes do they wish trainees to acquire at the end of their training. These expectations help set occupational standards and develop curricula to meet the standards. Enterprises are further expected to contribute their expertise to how the desired training outcomes will be achieved. In the implementation phase, enterprises participate in implementation by providing practical training on their premises.

They communicate with TVET institutions and other enterprises regarding the achievement of training objectives; further training needs, problems experienced during training, and other issues. In the assessment phase enterprises take part in the committees that perform the final assessment of training outcomes, e.g. through occupational assessment. From the above discussion it is evidenced that TVET has got significant attention in the education system of the country since 2002. Policies are developed and strategies are designed.

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

TVET is defined by UNESCO as a comprehensive term referring to those aspects of educational process involving, in addition to general education, the study of technologies and related science, and the acquisition of practical skills, attitudes, understanding, and knowledge relating to occupations in various economic and social lives (UNESCO I., 2002, p.8). This definition is further elaborated in the document that technical and vocational education is further understood

to be: an integral part of general education; a means of preparing for occupational fields and for effective participation in the world of work; an aspect of lifelong learning and a preparation for responsible citizenship; an instrument for promoting environmentally sound sustainable development; and method of facilitating poverty alleviation.

From the above definition and explanation it can be concluded that TVET is aimed an assessment of tvet students' for COC exam the case of ldeta sub city tvet school keftegna 4 and tegbared college aimed at enhancing one's ability to perform a given task and be competent in the world of work. Therefore, through educating citizens in TVET, a nation will be able to come up to sustainable development and reduce poverty.

With this regard, in order to address the above mentioned visions, TVET is organized in three forms: formal, non-formal, and informal learning. Formal TVET is conducted in formal educational institutions and facilities. Non-formal TVET is carried out of the framework of the formal system like community-based training and NGO programs. Informal TVET is vocational learning that takes place at work place or at home with less organized and less structured manner.

Therefore, TVET can take place across a wide range of institutional settings, including schools, public and private vocational institutes, tertiary education institutions, community projects, at home and in the workplace, both in the formal and informal methods. TVET enables people to develop skills and knowledge from basic to advanced levels. This means that, these institutions can respond to the different background, and prepare them for gainful employment and sustainable livelihoods of the youth, the poor, and the vulnerable of societies.

On the other hand, though education and training contribute to an individual's personal development, increase her/his productivity and incomes at work, and facilitate everybody's participation in economic and social life, as it is indicated by Kenneth King (2012), there is nothing automatic about the utilization of skills, whether basic literacy or more specialized vocational; they both require supportive local economic environments. And these are in turn affected by the wider international, national (economic, political, socio-cultural) environments, and especially the labor market environment. This in turn makes the vocational student to pass COC exam of TVET more complicated.

2.3. Essentials of Organizing TVET in Education System and the Challenges of TVTT Student Pass COC Exam.

International organizations as well as nations give great emphasis to the TVTE student pass COC Exam. International organizations promote the implementation of TVET from different point of views: one is the human capital approach, which is the dominant approach adopted by global financial institutions such as the World Bank (WB), the International Monetary Fund (IMF), the International Labor Organization (ILO), as well as by national governments.

According to Anderson (2009) as mentioned in UNESCO-UNEVOC (2013, p.5), TVET first emerged in the context of the industrial revolution in Europe and North America as part of a philosophy of 'productivism'. He argues that the quest for efficiency and profit was the principal dynamic of the new industrial mode, and that in this context TVET was perceived to have a fundamentally instrumental function in providing the necessary human capital required by industry DfID (2008) and World Bank (2011) cited in UNESCO-UNEVOC,2013), stated that

though human capital theory has changed in form and emphasis over time, the central rationale for investing in education including TVET within a human capital framework has remained the same. That lies in the contribution that different kinds of skill can make to economic growth.

Like the human capital approach, sustainable development approach which has been the dominant approach of UNESCO, has evolved over time. A key driver for the concept of sustainable development is to develop a human centered response to globalization that is based on principles of environmental, economic, and social sustainability.

The concept of sustainable development has been linked over the years with a variety of issues and concerns with implications for TVET. For example, since the Seoul conference sustainable development has been linked with the concept of lifelong learning, which is perceived as a means to promote sustainable economies and livelihoods in the context of the advent of the information age and knowledge economy.

Further in the context of concern about growing youth unemployment, the growth of the informal sector and the failure of basic education to impart even basic skills, there have been calls for TVET to be included in a conception of education for all (Hughes, 2005). More recently, the sustainable development approach has been linked to issues of human security (Alkire, 2003; Paris, 2001). UNESCO's Strategy for TVET (2010-2015) integrates policy experience, conceptualization and evidence, research and knowledge-sharing, and actions for developing Member States' capacities in the field of TVET. The strategy defines three core areas for UNESCO's work in TVET: (i) to provide upstream policy advice and to help develop capacity at the country level; (ii) to facilitate conceptual clarification and improve the monitoring

of TVET; and (iii) to act as a clearing house and inform the global debate on TVET (UNESCO, 2013).

It is argued that while both approaches offer valuable insights, they also have limitations. Thus, while human capital approaches emphasize the instrumental role of skills in relation to economic growth they often lack a normative basis and do not take account of the environmental, social or cultural dimensions of skills. The sustainable development approach on the other hand has been key in addressing some of these omissions through emphasizing the role of skills to support economic, social, and environmental sustainability. Also focuses on universal solutions and does not sufficiently address the processes by which policies and values relating to TVET can be made relevant for local contexts. It is argued that the third one which is capabilities and social justice approach, while still in its infancy, can offer a fresh way of conceptualizing TVET in relation to human centered development in a way that draws on and extends aspects of dominant approaches and addresses emerging agendas (UNESCO-UNEVOC, 2013).

Due to the different point of views on TVET, arguments arise an assessment of tvet students' for COC exam the case of Ideta sub city tvet school keftegna 4and tegbared such as the World Bank, for example, policies to promote TVET are principally seen as an investment in human capital and as a means for supporting economic growth. The underlying view of development in operation is an economic one in which 'progress' is measured in relation to levels of economic growth and prosperity. As a result, during the last couple of decades, the World Bank's advice to developing countries seems to be that basic education should be the top priority, and that public expenditure on TVET should be reduced (Bennell & Segerstrom, 1998). Such advice is based on the proposition that provision and funding of TVET is best left to the individuals, private

enterprises, and private institutions. This is justified by the fact that the demand-driven training systems have outperformed supply driven systems.

From the above discussions it can be observed that Federal Ministry of Education may face shortage of financial resource to run TVET at the desired level since sustainable fund cannot be obtained from international organizations. As a result Regional Education offices as well as public TVET institutions suffer from lack of budget. Therefore it requires considerable effort to utilize available human as well as non-human resources at every level in the training process. UNESCO's long-standing interest in TVET, on the other hand has been linked to a more human-centered view of TVET as a means for supporting sustainable development. However, though the interest in TVET was low during the last couple decades within the donor community, because of its low effectiveness in comparison to the required cost for improve TVET student pass to exam, recently, it has returned to be the international development policy agenda.

Under 'Revised Recommendations Concerning Technical and Vocational Education' UNESCO and ILO(2002) state that, Quality TVET helps to develop the individual's knowledge of science and technology in a broad occupational area requiring technical and professional competencies and specific occupational skills. In the document it is also suggested that, National TVET systems need to develop the knowledge and skills that will help the workforce to become more flexible and responsive to the needs of local labor markets while competing in the global economy. Tshukudu (2009) stated that, developments in the last three decades have made the role of TVET more decisive. The globalization process, technological change, and increased competition due to trade liberalization necessitate requirements of higher skill and productivity among workers in both modern sector firms and Micro and Small Enterprises (MSE). The role of

TVET in furnishing skills required to improve productivity, raise income levels, and improve access to employment opportunities has been widely recognized.

In its Plan of Action for the Second Decade of Education, African Union (AU)(2007), also characterized TVET as a means of empowering individuals to take control of their lives, as one of the most important features of TVET is its orientation towards the world of work and the emphasis of the curriculum on the acquisition of employable skills. The African Union, (2007) also stated that, the primary objective of all technical and vocational education and training programs is the acquisition of relevant knowledge, practical skills and attitudes for gainful employment in a particular trade or occupational area. The need to link training to employment (either self or paid employment) is at the base of all the best practices and strategies observed world-wide.

In recent years, in view of the rapid technological advances taking place in the labor market, flexibility, adaptability, and lifelong learning have become the second major objective. The third objective, which is particularly important for Africa, is to use TVET as a vehicle for economic empowerment and social mobility and for the promotion of good governance and regional integration. From this discussion it can be concluded that though the present TVET practice does not match the required standard to bring about the desired change in the nations' economic development, the need of skilled manpower is essential to go in line with the fast changing technology. TVET is also one of the mechanisms to cope up the challenge of globalization.

Several countries, developed and developing, such as Italy, Brazil, China, Sweden, and Japan have given more recognition to TVET through adequate funding. As a result, students get

exposed to vocational training and to a culture of scientific investigation and application at an early age. In Europe, at least 50 percent of the students in upper secondary education pursue some form of technical or vocational education. In China, India and South East Asia the figure is 35-40 percent where as in Africa it is less than 20 percent (UNESCO-UNEVOC, 2013).

According to the AusAID Education Resource Facility report on current issues in education (AusAID, 2012), over the past 10 years the developing world has experienced a growth in the provision of TVET and skills programs. This growth is due to increased investments in this area by governments and donors who view it as a solution for the many complex socioeconomic problems that developing countries face. Rising population levels, growing school completion rates and a lack of employment opportunities have increased the demand for vocational-oriented skills training by young people. Youth unemployment in the Asia-Pacific region has risen rapidly, with rates reaching around 36 million for those between the ages 15 and 24.

This has a gender dimension with youth unemployment for females standing at around 15.7%, compared to 14% for males. ILO comments that this situation can lead to a lost generation who detach themselves completely from the labor market. The so called spring uprising in parts of North Africa and the Middle East demonstrates the role that excluded youth could play in bringing political instability. It is on this background that governments are investing a considerable amount of resources to reform their TVET systems and provide young people with the skills to gain productive employment.

On Current Issues in Education, ILO's statement on Skills Development and Technical and Vocational Education, state that, *Employability encompasses the skills, knowledge, and*

competencies that enhance a young person's ability to gain and retain a job, progress at work and cope with change, secure another job if she/he so wishes or has been laid off, and enter the labor market at different periods of the life cycle. Young people are most employable when they have broad-based education and training, basic and portable skills, including core skills, such as teamwork, problem solving, knowledge of information and communication technologies, and communication language. (AusAID, 2012, p. 2)

Moreover, the same document clearly put the argument of ILO on the reasons of investment in this area through its proposals for a training strategy to the G20 leaders: *Each country's prosperity depends on how many of its people are in work and how productive they are, which in turn rests on the skills they have and how effectively those skills are used. Skills are a foundation of decent work (AusAID, 2012, p. 6).*

According to the National TVET Strategy of our country, TVET is geared towards enhancing the competitiveness of all economic sectors through a competent workforce and towards improving people's employability in the labor market and with regard to self-employment. (TVET Strategy 2008, p.13). While the above discussions indicate that TVET is essential to overcome diverse problems with relation to a nation's social, economic, and political aspects, when it comes to practice, the desired goal is not achieved. According to Middleton and Zideerman (1992), The worldwide shift in economic policies and economic crises accelerated technological change which may lead to skill obsolescence and occupational change and globalization.

The result of a study conducted in Sweden in 2006 released that implementation of educational policy making is not a single linear development, but rather a complex, sometimes fierce process

where different ideological beliefs, motives, and commitment are clashed against each other(Lindell, in Berhanu 2006). The World Bank research also indicates that, while different countries made effort to an assessment of TVET students' for COC exam and TVET reform, they faced challenges like inadequate financing of public TVET system, incomplete information on private training supply, fragmentation of TVET system, weak information link between training providers and employers, and weak institutional capacity. (Grill and Dar 1999)

From these discussions it is clear that the economic, cultural, and political aspects of a nation have their influence on the implementation and effectiveness of TVET. Moreover, the AU recommended that it is necessary for a nation to assess the existing national TVET system capacity, including funding levels and budget utilization, strengths, weaknesses, and deficiencies before embarking a large-scale system (African-Union, 2007).

UNESCO and ILO Recommendation (UNESCO I , 2002) stated that in some developing countries decision-making processes have been totally devolved to TVET institutions or skills centers, providing managers with increased autonomy and accountability for the performance of their institution, albeit within the applicable qualification framework. And, they suggest that under such circumstances, institutions need to develop their own business or strategic plans; and managers will be responsible for the management of budgets at their own institution.

Some form of external accreditation and quality assurance would need to be a fundamental component of such devolution to ensure standards. But when the dimension of the problem for implementing TVET is compared to the capacity of a school principal, it is questionable to achieve the desired goal.

Generally, the above indicators show that the role of TVET in the economic development of a country is high. As a result, it requires well designed policies and strategies which fit to individual country's economic, social, and cultural aspects.

2.4. Training Procedures and Evaluation Methods

The above discussions about the definition of TVET, essentials of organizing TVET in the education system, and an assessment of TVET students' for COC exam the case of Ideta sub city TVET school keftegna 4 and tegbared shows that TVET has a broad objective towards resolving the social, economic, and political problems which brings sustainable development for a country, even though its improve COC student incised COC grade asks considerable human and non-human resources. Therefore the actual practice needs proper planning, implementation, and evaluation. The following section presents how training is conducted as a process.

Burcley and Caple (in Tshukudu, 2009) define training as systematic effort to modify or develop knowledge, skills, abilities, and attitudes through the learning experience, to achieve effective performance in an activity or range of activities.

Training enhances and improves person's skills, imparts knowledge to change person's attitudes and values towards a particular direction. Systematic modification of behavior through the learning event, program, and instruction enables individuals to achieve the levels of knowledge, skill, and competence needed to carry out their work effectively. It is a technique which properly focuses and directs towards the achievement of particular goals and objectives of the organization (Pattanayak, 2001).

From the above discussion it can be understood that education and training is a means to develop the required knowledge of the learner which in turn determines his competence and performance and brings him in the line of others or takes him ahead of others. Good performance, better competence, desirable qualities are all products of knowledge. People with knowledge add value to anything. They change the worthless to worthy one. Knowledge enhances personal traits as creativity, skills, intelligence, and commitment to work.

Therefore, training programs should be designed so as to provide learning opportunities that are effective and efficient. Any training program, if systematically developed and introduced, brings a desirable change in behavior. Any training undertaken should be well planned, structured, and directed towards the real need. Armstrong in Tshukudu (2009) states that a systematic training is one that is specifically designed planned and implemented to meet the defined needs. Thus, training process consists of planned programs designed to improve competence and performance at the individual employee, group, and organizational levels.

Improved competence and performance imply that there have been measurable changes in knowledge, skill, abilities, attitudes, and behavior. Tshkudu (2009), stated that, various authors develop training models about training and development procedures to be followed. The majority of training models are systematic in that they describe the training and development undertaken as a logical series of steps. Before the training program is conducted, it is necessary that the training needs are identified. Identification of training needs is first and probably the most important step towards the identification of training techniques. Once it is established, that need for training is a necessity, then the question arises ‘what type of training is required?’

Learning and performance are best fostered when students engage in practice that focuses on a specific goal. Therefore, the trainer must be clear on what type of behavior is required for the learners as the learning outcome (Eberly, 2013).

Another important question that comes to a mind is whether the training programmed is able to change the pattern of behavior for which it was trained and how effectiveness will be measured. The next step is to determine the objectives of the training. Objectives of the training must be determined to pave way for the assertion of proper techniques of training. Statement of objective for the development of a training course should express the performance expected of the trainees upon completion of the program. The analysis of training requirements acts as an input to the process of developing objectives.

Training and development objectives guide the training to be relevant. And, these objectives are directly linked to the individual trainee's and the overall strategic goals of the organization. This link is important in the sense that training should be aimed at a particular achievement. And therefore, there is a need for the establishment of training objectives (Tshukudu, 2009, 275). After the development of training objectives, designing and developing programs is followed. This includes the course content, duration, timing and method of training. The technique and process of training programs should be related to the needs and objectives of the program.

With regard to the Ethiopian TVET system, occupational standards are prepared for each occupation included in the training program. Occupational standards define the competence that a person must possess to be able to perform and be productive in the world of work. Contents of the training focus on competencies required by the occupation. Competencies describe specific

work activities, the condition under which they are conducted, and the work outcome. Then curriculum is designed which specifies: entry requirements, duration of training, scope and sequence of learning, training resources, delivery method, and institutional assessment methods. So it can be concluded that in this system, the objectives, content, duration, and training methods of the TVET training program are so far identified.

The actual delivery of the program comes after all these preparations. At this stage the trainer should be well prepared to handle the session. Pattanak (2001,154) stated that, When an instructor is required for a training program, the person should have a comprehensive understanding of the training material, the subject matter, and the techniques necessary for the effective presentation of the material. According to Tshukudu (2009) the trainer must take stock of the impact that the training has on the trainees' attitude, behavior, skill, and knowledge. Tshukudu also emphasized that it is important for the trainer to be able to understand the difference between knowing principles and techniques and using those principles and techniques on-the-job. The amount of learning which must be absorbed to produce new behaviors is used to develop the training program.

Having knowledge of and understanding learning principles, designing and conducting training sessions is only relevant when trainees learn material that they can subsequently transfer to their actual jobs. Selecting appropriate training method and communication media has also a significant impact on the training effect. The trainer needs to ensure that the right learning climate is created at the commencement of the program. The trainer may consider using the pre-tests and posttests to assist in the evaluation of trainees. The trainer must also make the trainees

aware of the results he expects, as communicating these expectations can influence the results to be achieved (Tshukudu, 2009).

From these discussions it is understood that the trainer takes high responsibility to bring the required performance of the trainees. Generally, in the training process mentioned above, it is clear that each task has its own impact for the effectiveness of the training program. So training as a procedure needs step by step preparation and implementation. In addition, the training process has to be evaluated. Evaluation is traditionally represented as the final stage in a systematic approach with the purpose being to improve interventions (formative evaluation) or make a judgment about worth and effectiveness (summative evaluation) (Gustafson & Branch, 1997).

Evaluation involves the assessment of the effectiveness of the training program. This assessment is done by collecting data on whether the participants were satisfied with the deliverables of the training program, whether they learned something from training and are able to apply those skills at their work place. Evaluation goals involve multiple purposes at different levels. These purposes include student learning, instructional material, transfer of training, and return on investment. Attaining these multiple purposes may require the collaboration of different people in different parts of the organization.

Timely feedback to participants on the effectiveness of particular methods and on the attainment of objectives set for the program will help in the development of the programs those are currently being run and those planned for future. Feedback gives the following information which needs to be collected for evaluation: the extent to which the objectives are being or have been met; before

and after measures of levels of knowledge, concepts used, skills, attitudes and behavior; sufficient detail about content to be able to estimate the effectiveness of each topic; evidence of transfer of learning back to the workplace; and some identification of those for whom the program was of most and least benefit; so that the target population can be more closely defined.

Bramley (1991) in Tshukudu (2009) concludes by noting that the main purpose of feedback evaluation is the development of learning situations and training programs in order to improve what is being offered. There are different approaches to training evaluation technique. But for the purpose of the study the use of competency exam will be presented. Competency exams are administered at the completion of training. Competency exams attempt to measure how well knowledge and skills are transferred in training.

According to (Kathleen, 2006), Competency exams can be written or practical. And, they are excellent ways to measure the training program's success. They benefit organizations by requiring employees to actively demonstrate their understanding of new knowledge and new skills. Competency exams can also increase trainees' motivation levels, because a "testing hurdle" is required at the end of training. When trainees know they will be tested at the completion of the training, they are more likely to attend sessions, actively participate, concentrate, and study course materials. In this way, trainees are made accountable for their learning (Kathleen, 2006).

Trainers are also held accountable for their instruction. Competency exams provide trainers with valuable feedback for improving training. For example, consistently low scores by trainees on certain parts of an exam may indicate that the training should be revised, more information may

be needed, exercises may need clarification, or more time may be required to cover a particular topic. Confusion or misunderstanding on the part of trainees can provide trainers with direction for improving subsequent training efforts (Kathleen, 2006).

Trainers who develop competency-based training and use competency exams must ensure that the content of each of their exams is valid. Content validity asks the question: "Does the exam adequately measure a trainee's performance on a job-relevant aspect of trained knowledge, skills, and behaviors?" With a content valid approach, those who know the requirements of the job try to ensure relevancy in training. They then check exam items against content (Kathleen, 2006).

With regard to Ethiopian TVET system, occupational assessment is employed by an authorized office (COC). Output quality of TVET delivery is measured through a process of learner's achieved competence. This is done through occupational assessment, which is based on the occupational standards. A candidate who has proven, through occupational assessment (which may be one assessment or a series of assessments), that he is competent will be awarded a National Occupational Certificate, which is the official proof of a person's competence in a TVET relevant occupational area. From the above discussion it can be understood that the training evaluation is concentrated only on the performance of the trainee and the trainer where as other factors that influence the effectiveness of the COC grade program are not taken into consideration. To that effect the evaluation process may lack completeness.

2.5. The Role of Management Body in Learning Organizations

Managers have critical roles in the creation, implementation, and management of an organization. According to Ayalew in Eyayu (2009: p.14), "All managers/leaders at various

levels of education system have definite tasks to perform though they may use different skills because of difference in the nature of the task, competence and skill they have. They can do their jobs effectively when they have the required management skill and competence.”

Szilagy in Eyayu (2009) states that the role of the manager to his/her job has two important aspects namely: a set of managerial functions (planning, organizing, and controlling) and a set of crucial management skills (technical, human, and conceptual). Planning anticipates future activities. The purpose of planning TVET is to establish objectives and translate them into a schedule of operational activities for a specific period of time.

Briscoe in Tshukudu (2009) identifies specific reasons for planning being an important management function. Planning contributes to the effective handling of change. And, if one is to consider the degree to which an organization needs to change to strive to become a learning organization, planning becomes crucial. The planning process can be divided into seven phases which include assessing the situation, establishing objectives, determining an alternative course of action, evaluating and selecting alternatives, implementing selected plans and evaluating the progress of the plan in terms of assessed needs, the stated objectives and set control standards.

After the planning process, managers must organize resources in order to achieve their plan. Organizing can be defined as the arranging and grouping of jobs, the allocation of resources, and the assignment of work in the department in order to ensure that functions are implemented according to the plan Fullan (in Eyayu,2009) noted the following:

The principals’ skill in organizing and coordinating the efforts of teachers and other school community members ensures proper utilization of resources and successful achievement of

instructional goals. They exercise their management proficiency through shaping the organizational climate and resource of the school rather than by direct involvement in each activity. (Fullan in Eyayu, 2009: p.20)

To be effective in the TVET management, both human and nonhuman resources must be coordinated to accomplish the objectives of the TVET institutes. This means, the disorganized human, material and financial resources must be converted into useful outputs (Gasskov, 2000; 25). Managers are also required to control systems and activities in the organization to promote learning. Control intends to ensure optimal utilization of resources. The main aim of control is to ensure that departmental effectiveness and efficiency are promoted. Control is implemented to ensure that departmental activities are implemented according to a predetermined standard. Plunkett and Attner (1989, p.359) emphasize that control is the systematic effort of identifying performance standards and comparing the actual performance with the planned performance goals and objectives.

Performance standards and measures are developed for the key performance areas. Critical performance areas are responsibilities or accountabilities of such importance that unacceptable performance will result in a poor performance appraisal. Key performance areas must be formulated thoughtfully because an employee's unacceptable performance can result in disciplinary action.

Individual performance is the foundation of organizational performance and the understanding of individual behavior is therefore critical for the effective management of performance. Managers must, through team building and communication, co-ordinate and adjust the performance

activities of teams to maximize effectiveness. Team performance must continually be reviewed, analyzed and evaluated. Organizations also need to establish a reward system for teams. Team rewards must be commensurate with the value of organizational performance and team contribution.

The above discussions realize that for a learning organization to be effective, first the management body should set goal, develop plan, organize human as well as non-human resources, and control the overall process.

With regard to the Ethiopian TVET system, policies and strategies are developed at the national level by the Federal TVET agency. As it is stated in the TVET Strategy (2008), the state TVET authorities plan, coordinate, support and supervise the TVET provision in their respective Regions, secure funding for the public TVET institutions in the regions. Moreover the system intends to delegate major responsibilities directly to the TVET institutions. To that effect Both keftgna 4 and Tegibareid colleges are delegated operational autonomy in terms of use of resources, overall management, and planning of TVET programs. As a result authorities of these institutes are more responsible to run the training program according to the designed strategy in order to achieve the desired goal. So it is obvious that the deans and vice deans of these institutes have to enhance the required management skills.

In addition to planning, organizing, and controlling activities, managers have to acquire technical, human, and conceptual skills. Human relation skill is one of the necessary skills to managers. Human relation skill contributes a lot for the designed plan since work is done together with all stake holders of the school society. Musaaazi in Eyau states that human relations

effectiveness is based on knowledge and understanding of social values and practices and the dimensions of human behavior. Managers should spend more time recognizing the value of the people who work for them. When organizations concern themselves with developing their employees, they are more successful. People will work harder when they feel they have more control and say in their work. They work smarter when they are encouraged to build skills and competence.

They work more responsibly when responsibility is placed in the hands of employees farther down in the organization (ICR, 2010). Human dynamics play a pivotal role in surmounting obstacles, defusing complex situations and achieving organizational goals. It is because of this reason that some organizations succeed in spite of major obstacles, environmental changes and challenges, while others crumble rather quickly under external pressures. (pattananayak, 2001)

In addition to that the school principal, has the responsibility of developing effective communication system; downward, upward, as well as horizontal. The principal should know that effective communication cannot be secured by sending more orders and directives downward. But he should initiate and encourage his staff to send their opinions, criticism, questions, and information upward” (Kenezovich, 1969:67, in Eyayu, 2009)

Rainey and Watson in Tshukudu (2009) identified specific strategies to enforce effective communication. Firstly, managers should develop a vision for the desired future by examining past experiences, the present situation, and the future goals. All information should be disseminated and the vision communicated to all employees. Secondly, communication of the vision should lead to the creation of meaning and trust among all employees. Thirdly,

management should choose the best course of action so as to instill trust, identity, and integrity by being consistent in the application of the communication. Fourthly, the manager should always keep his or her own skills and weaknesses in mind and strive to overcome his or her limitations by using employees that will compensate for managerial weaknesses.

School principals are also responsible to conflict management activity. Conflict is inevitable. Not all conflict is bad. Some conflicts support the goals of the group and improve its performance; these are functional, or constructive, forms of conflict. But there are conflicts that hinder group performance; these are dysfunctional, or destructive, forms of conflict. As a whole, conflict in the workplace can affect the effectiveness of individuals, teams, and the entire organization. So the manager's conflict handling skill can result in negative or positive effect in the school environment.

The above discussions show that TVET authorities have broad responsibilities in which they share with their subordinates as the management function is doing things through people. According to the ESDP, IV program, 100% of national and regional TVET managers and experts are going to be trained in 2014/15(ESDP,IV p59).This program does not include capacity development of management body at the institution level. So it may be difficult to get competent principals at the institution level unless the necessary skills are not identified and training is not given to lower level managers.

2.6 Summary of the Review Literatures

In general, the literature review insights the relevance of TVET with regard to social, economic, environmental, and political aspects. To that effect international organizations such as the ILO

and UNESCO give directions and recommendations to nations on the implementation of TVET. It is also observed that some developed and developing countries give emphasis to TVET in their education systems though Africa takes the list percentage as it is indicated in the literature. In addition to that the challenges of COC grade and possible solutions are forwarded. According to the AU recommendation, it is necessary for a nation to assess the existing national TVET system capacity, including funding levels and budget utilization, strengths, weaknesses, and deficiencies before embarking a large-scale system.

The UNESCO and ILO improve that in some developing countries decision-making processes have been totally devolved to TVET institutions or skills centers, providing managers with increased autonomy and accountability for the performance of their institution, and they suggest that under such circumstances, institutions need to develop their own business or strategic plans. Moreover, managers will be responsible for the management of budgets at their own institution.

And some form of external accreditation and quality assurance would need to be a fundamental component of such devolution to ensure standards. Ethiopia is one of those countries which implement TVET in a broad base. As a result, since 2002 the education policy is revised to tackle the previous problems encountered in the education system. Based on that, TVET is integrated with in the education system as formal and informal system. Besides that, to enable the TVET trainees get more practice at the work place, cooperative training is designed. Moreover, to control the quality of the training outcome, assessment centers of competencies are established, though the result of trainees who sat for COC assessment is poor.

In the literature review it is also observed that the training program has to be designed according to manpower requirements of the society. Moreover, different tasks that have to be performed in the training process are identified. In the training process the first action to be taken is need identification. Objectives of the training have also to be identified. Preparation of necessary training materials as well as competent trainers is also another task. Evaluation of the training program is vital to take corrective actions at every step. In addition the role of management body in planning, organizing, leading, and controlling available human as well as non-human resources has also its influence for the training program to be effective.

Based on this information, the study attempts to investigate possible reasons for the low performance of TVET trainees who sat for COC assessment. Then questionnaires were developed to gather information on the current TVET practices in keftegna4 and Tegibareid Colleges.

CHAPTER THREE

3. Research Design and Methodology

This section is devoted to present the principles and procedures followed to address the research questions and the justification for the methodology selected by considering the research questions.

3.1 Research Design

This study uses both quantitative and qualitative approaches. A quantitative research requires that data be expressed in numbers. Thus it is suitable since large amounts of data are collected from a large target group. For the empirical study a self-administered questionnaire was used as the data collection method. A self-administered questionnaire is easier to administer and allows for greater anonymity than interviews. The qualitative approach involves open ended questions in order to get detail information from the respondents. With this regard the study employed mixed approach so as to make it complete. This research is descriptive study that employed self-report survey and document review. These methods were selected because they are among the most preferred methods for describing the existing situation.

3.2. Research Area

The research area comprises former keftegna 4 lideta Manufacturing College and Tegibareid poly technical colleges which are situated in Addis Ababa city administration lideta sub city. The rationale to select these colleges was their background in providing technical and vocational

training for a significant period of time since technical and vocational education has been employed in the country. Moreover these institutions are convenient for the study since they are nearby to the researcher in vicinity and information about the trainers which involve in different field of studies. Therefore, valuable primary and secondary data can be collected with available budget and time.

3.3 Sources of Data

The main sources of the information for the survey were TVET trainees, trainers, training coordinators, and vice-deans and deans of Tegibareid and keftegna 4 TVET colleges Deans and vice-deans.

3.4. Population and Sampling Technique

3.4.1 Population of the Study

The total population of the study is presented hereunder in table 3.1

Table 0.1. Population of the Study

TVET	Trainee	Trainer	Dean, Vice Dean or Coordinator	Total
Tegbared	2035	123	5	2163
Lideta Manufacturing	934	186	9	1129
Total	2969	309	14	3292

3.4.2. Sample Size

The researcher wants to get response from enough of the above mentioned target population, in order to come up with the conventionally accepted minimum sample size. Then, by considering the time and budget 12% of the population is taken to remedy some of the expected non-responses. Simple random sampling method was used to maximize the representativeness of the sample. In addition it is preferable to provide equal chance for the participants to be selected. With regard to the training coordinators, since each college has one for each, both of them are involved. Concerning deans, the information is collected from them since their number is easy to handle.

3.5. Data Collection Tools and Procedures

3.5.1 Instruments of Data Collection

An extensive literature that could serve as a conceptual framework was reviewed to identify the points to be included in the study and to develop instruments. Both primary and secondary sources are used. The primary sources include trainees, trainers, training coordinators, vice-deans, and deans. The main data gathering method employed for this study to get the data required from primary sources are questionnaires that contain both close ended and open ended questions. The questionnaires were used to explore the extent to which the objectives of TVET are addressed. The secondary sources include education sector policies and strategies, TVET strategies and various reports.

3.5.2. Procedure for Data Collection

In order to obtain valid, reliable, complete, and accurate data on time, the following procedure was employed. In conducting the survey, first questionnaire developed for each type of respondents. The development of questionnaires for this study is emphasized on those factors that may preclude the training program from being effective according to its objectives and goals. Based on that the questionnaires were divided into three parts; the first part provides instruction for the respondents in order to ease the way responses are given, the second part includes general background information about personal data of the respondents, and the third part contain the questionnaire which includes detail information of the research questions. Likert- type questions were used in order to get ordinal data.

The questionnaires were pilot tested in Higher 20 respondents of other TVET institute Wingate General Poly Technic. The responses received from pilot study served as test re-test method in order to judge the reliability of the questionnaire. After modifying the questionnaire to its reliable and valid state, the researcher distributed the questionnaire and collected data.

Then time adjustment was done with the respondents of keftegna 4 and Tegibare TVET college respondents in order to clarify and distribute the questionnaires. Most of the questionnaires were filled and collected on the day of distribution. Moreover, documents were searched in the websites of national and international organizations, journals in order to get various reports, strategies, action plans, and research articles. Additionally, the researcher looks for various books, journals, and thesis that have conceptual and methodological relation with her research focus.

3.6 Data Analysis

After the data are collected, it is coded and entered into questionnaire forms developed using EpiData2. Then, the record in EpiData is transferred into Stata3 to conduct the analysis. The transferred data are then analyzed by running syntaxes of descriptive statistics. Frequencies and percentages that are required for the analysis of these research data are found in this way.

And, the results found are described in tables, graphs and in narration. EpiData is software which is used for simple programmed data entry and data documentation. It has optimized documentation and error detection features.

CHAPTER FOUR

4. Presentation, Analysis & Interpretation of Data

In this chapter the data analyzed after it was coded and entered is presented in the following sections. Finally the discussions were presented in another section. From the selected 500 respondents of trainees 478 (95.6%) responded to the questionnaires with a response rate of 95.6%. And from the selected respondents of 23 trainers, 6 coordinators, and 2 deans all of them responded to the questionnaires which made a response rate of 100%.

4.1. Characteristics of the Respondents

Table 0.1: Characteristics of Respondents

Respondents	Categories	Frequency	Percentage	Cumulative
Qualification of trainers	Level IV	3	11.11	11.11
	BA/BSc	22	81.48	92.59
	MA/MSc	2	7.41	100.00
Qualification of deans and training coordinators	MA/MSc	5	100.00	100.00
Experience of trainers (in years)	0-5	0	0.00	0.00
	6-10	4	14.81	14.81
	11-15	16	59.26	74.07
	16-20	0	0.00	74.07
	21- 25	2	7.41	7.41
	26-30	2	7.41	88.89
	31-35	3	11.11	100.00
Gender of Trainers	Female	9	33.3	33.3
	Male	18	66.6	100.00
Gender of Trainees	Female	127	35.28	33.28
	Male	233	64.72	100
Age of trainees (in Years)	< 18	71	19.72	19.72
	≥ 18	289	80.28	100.00

Table 4.1, depicts that qualification of the trainer and dean respondents ranges from level IV to up to MA/MSc which indicates that representatives from all qualifications of the trainers are included. In this table it is also evidenced that, more than 80% of the trainers are first degree holders which implies that, most of the trainers fulfill the required standard to provide training in accordance with the designed curriculum. With regard to their experience, most of the respondents have more than 5 years' experience. So, their familiarity to the COC training program can help them to give better justification, which in turn increases the quality of information provided by them.

The table also shows male respondents are 66% of the total respondent trainees which is almost similar to the case of the population, which is 60%. This shows the representativeness of the sample in terms of gender.

The data also revealed that most of the trainees are above 18 years old which indicates that they are in a position to provide valuable information with relation to the problem of COC exam in which they are involved.

Recruitment and Selection of the Trainees



Figure 0.1: Reasons of trainees to join TVET

Figure 4.1 shows that, most of the respondents are involved in this training program aspiring to be employed or start their own business after they are graduated from the institute which indicates that most of the TVET trainees enrolled in these colleges have identified their objectives and goals when they participate in the training program. The figure also depicts that significant number of trainees joined in this training program because they have no other choice which implies that some trainees are involved in the training program either without their interest or clear understanding of the training program.

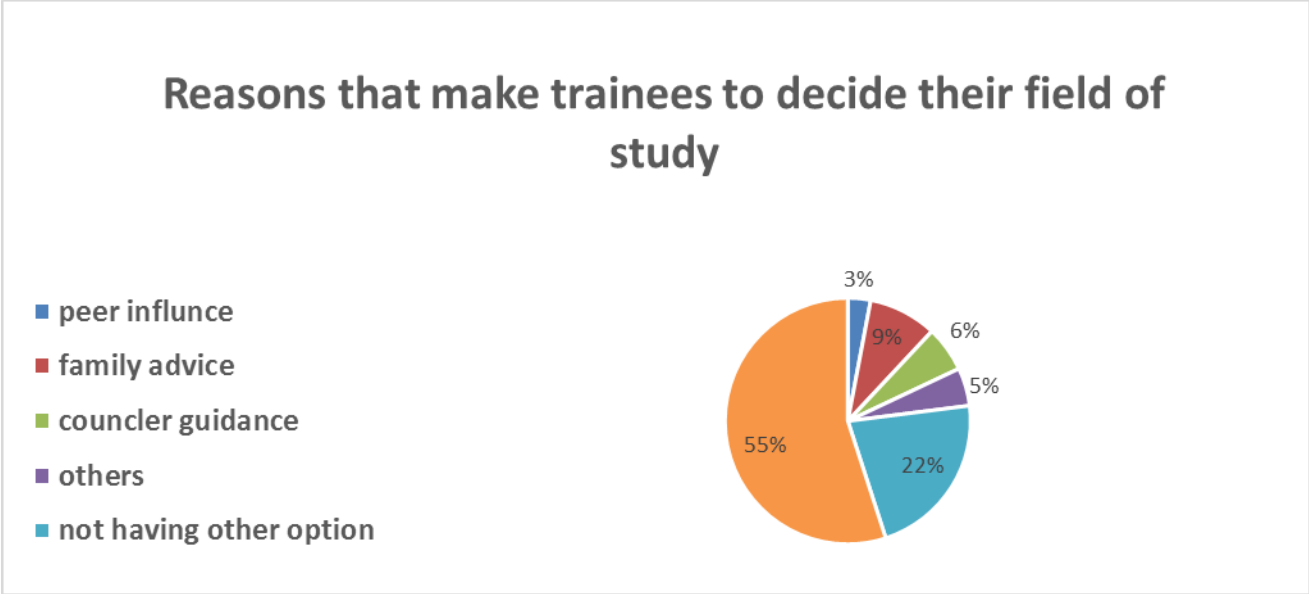


Figure 0.2: Reasons that Make Trainees to Decide their Field of Study

Source: Addis Ababa City TVET Agency

As it can be evidenced from figure 4.2., most of the respondents were enrolled in their field of studies by their own decision, or by getting advice from their families and guidance of educational counselors. But almost one-fourth of the trainees are involved in the field of study in which they are trained because they have no other alternative. Therefore it can be concluded that the recruitment and selection of trainees is mostly done according to their interest. On the other hand, the number of trainees involved in those fields of studies in which they are not interested cannot be neglected. Since it implies that there is some problem in recruitment and selection process or the type of trades that are not selected by the trainees.

4.2. Availability of Facilities and Training Materials

Table 0.1: The Degree of Availability of Facilities and Training Materials

Variable	response	Trainees			Trainers			Trialing coordinator			Deans		
		F	%	C	F	%	C	F	%	C	F	%	C
Availability of standardized workshop	Not available	53	15	15	1	4	4	-	-	-	-	--	-
	Not adequate	102	28	43	8	30	34	2	100	100	-	-	--
	Moderate	119	33	76	9	33	67	-	-	-	3	100	100
	Adequate	86	24	100	9	33	100	-	-	-	-	-	-
Availability of tools and equipment'	available	75	21	21	-	-	-	-	-	-	-	-	-
	Not available	75	21	21	-	-	-	-	-	-	-	-	-
	Not adequate	116	32	53	3	37	2	100	100	-	-	-	-
	Moderate	110	31	83	-	-	-	-	-	-	-	-	-
Availability of raw materials	Adequate	59	16	100	3	11	100	-	-	-	3	100	100
	available												
	Not available	64	18	18	-	-	-	-	-	-	-	-	-
	Not adequate	113	32	50	10	40	40	2	100	100	1	67	100
Availability of electric supply	Moderate	125	35	85	12	48	88	-	-	-	2	67	100
	Adequate	56	15	100	170	48	100	7	27	100	-	--	-
	Not available	37	10	10	-	-	-	-	-	-	-	-	-
	Not adequate	39	11	21	5	19	19	-	-	-	-	-	-
Availability of water supply	Moderate	111	31	52	14	54	73	-	-	-	-	-	-
	Adequate	170	48	100	7	27	100	-	-	-	-	-	-
	Not available	54	15	15	8	32	32	-	-	-	-	-	-
	Not adequate	58	16	31	11	44	76	-	-	-	-	-	-
Standard of the library with relation to the availability of reference books	Moderate	98	28	59	4	16	92	-	-	-	-	-	-
	Adequate	145	41	100	2	100	-	-	-	-	-	-	-
	Not available	34	10	10	1	4	4	1	50	50			
	Not adequate	54	15	25	9	33	37	1	50	100	1	33	33
Availability of standardized health and safety service	Moderate	111	31	56	9	33	70	-	-	-	2	67	100
	Adequate	156	44	100	8	30	100	-	-	-	-	-	-
	Not available	97	27	27	6	22	22	-	-	-	-	-	-
	Not adequate	91	25	52	13	48	70	-	-	-	-	-	-
Convenience of the training compound	Moderate	105	29	81	7	26	96	-	-	-	-	-	-
	Adequate	67	19	100	8	30	100	-	-	-	-	-	-
	Not adequate	32	9	9	11	41	41	-	--	-	-	-	-
	Moderate	59	16	25	10	37	78	2	100	100	-	-	-
Convent	Adequate	105	29	54	6	22	100	-	-	-	3	100	100
	Convent	164	46	100	-	-	-	-	-	-	-	-	-

Source: Own Computation (2018)

The main input variables are material resources (textbooks, classrooms, libraries, school facilities and other non-human resources) and (human resources (managers, head teachers, teachers,

supervisors, and support staff). (Yaw Ankomah, 2005, p. 8). The success of teaching and learning is likely to be strongly influenced by the resources made available to support the process and the direct ways in which these resources are managed. It is obvious that schools without teachers, text books, or learning materials will not be able to do an effective job. In that sense, resources are important for education quality and easily pass COC exam. Inputs are intrinsically interrelated to teaching and learning processes, which in turn affect the range and the type of inputs used and how effectively they are employed. The following table shows the response of participants as to what extent training materials and facilities are available in Ldeta Manufacture College and Tegbared Poly Technic College.

According to the data shown in Table 4.2 most of the respondents disagree about the adequacy of the workshop for the designed training program. Moreover that some of the respondents mentioned in their narrative response, workshops are neither wide enough nor standardized to do practical exercise, which implies that the COC training program suffers from conducting practical exercise due to lack of appropriate lay out of the training workshop.

Lay out of any working area has its own impact on the process of doing things. It also gives safety if designed according to the requirements of working conditions. It is clearly stated in implementation of quality education wont to be qualified of COC Exam that the standard of construction, the conditions of the facilities and the specialized rooms are all important areas which significantly determine the outcome of educational provision.

With regard to tool and equipment's the data obtained from the respondents show that though the deans believe tool and equipment's are adequate, most of the trainees, trainers and training

coordinators agree about the scarcity of tools and equipment's. Moreover, the narrative responses of trainees indicate that most of the available tools and equipment's are obsolete and outdated which cannot be used to the training. And, they suggest that the management body shall follow up, evaluate, as well as control the adequacy and quality of training materials when training materials are purchased, stored, and distributed. Therefore it can be concluded that the management body of these institutes does not understand or is not able to improve the state of tools and equipment that can affect the problem of COC exam.

The data also shows that most respondents agree on inadequacy of raw materials, electric power, and water supply. In addition, the narrative responses of trainees indicate that trainees and trainers remain idle for long period of times. To that effect, trainees are discouraged and even desperate to come up with the expected performance of the unit of competencies.

When students find positive value in a learning goal or activity, expect to successfully achieve a desired learning outcome, and perceive support from their environment, they are likely to be strongly motivated to learn. (Eberly, 2013)

4.3. Training Process

Training is a process. As it can be understood from the literature review, it requires proper planning, implementation, and evaluation. Based on that questionnaires were developed to evaluate the actual performance of basic activities conducted in Lideta Manufacture College and Tegbared Poly Technic College, The following table shows the degree of agreement of the respondents in each activity of the training process.

Table 0.1: Related Activities in Performing Training Process ...

Variable	Response	Trainees			Trainers			Trialing coordinator			Den		
		F	%	C	F	%	C	F	%	C	F	%	C
Clarity of training objectives	Strongly dis agree				-	-	-	-	-	-	-	-	-
	Disagree				-	-	-	-	-	-	-	-	-
	Partially agree				5	18	18	-	-	-	-	-	-
	Agree				15	56	74	2	100	100	3	100	100
	Strongly agree				7	26	100	-	-	-	-	-	-
Orientation given to the trainers on the developed occupational standard	Strongly dis agree				5	19	19	-	-	-	-	-	-
	Disagree				5	19	38	1	50	50	-	-	-
	Partially agree				8	30	52	1	50	100	-	-	-
	Agree				10	37	89	-	-	-	-	-	-
	Strongly agree				8	31	92	-	-	-	3	100	100
Relatedness of the model curriculum with the developed occupational standard	Strongly dis agree				1	4	4	-	-	-	-	-	-
	Disagree				5	18	22	1	50	50	-	-	-
	Partially agree				8	30	52	1	50	100	-	-	-
	Agree				10	37	89	-	-	-	3	100	100
	Strongly agree				3	11	100	-	-	-	-	-	-
Identification and inclusion of required supportive courses in the syllabus	Strongly dis agree				1	4	4	-	-	-	-	-	-
	Disagree				7	26	30	1	50	50	-	-	-
	Partially agree				9	33	63	-	-	-	-	-	-
	Agree				8	30	93	1	50	100	-	-	-
	Strongly agree				2	7	100	-	-	-	3	100	100
Training of trainers	Strongly dis agree				2	7	7	-	-	-	-	-	-
	Disagree				12	44	51	2	100	100	-	-	-
	Partially agree				5	19	70	-	-	-	1	33	33
	Agree				7	26	96	-	-	-	-	-	-
	Strongly disagree				1	4	100	-	-	-	2	67	100
Orientation, consultation, recruitment and selection of trainees	Strongly dis agree	149	41	41	6	22	22	-	-	-	-	-	-
	Disagree	79	22	63	10	37	59	2	100	100	1	33	33
	Partially agree	63	17	80	5	19	78	-	-	-	1	34	67
	Agree	31	9	89	5	18	96	-	-	-	1	33	100
	Strongly disagree	38	11	100	1	4	100	-	-	-	-	-	-
Timely distribution of instructional materials to the trainees	Strongly dis agree	20	6	6	4	15	15	-	-	-	-	-	-
	Disagree	58	16	22	10	37	52	2	100	-	-	-	-
	Partially agree	113	31	53	4	15	67	-	-	-	1	33	33
	Agree	88	24	87	7	26	93	-	-	-	1	34	67
	Strongly agree	82	23	100	2	7	100	-	-	-	1	33	100
Selection of proper instructional media	Strongly dis agree	35	10	10	5	21	21	-	-	-	-	-	-
	Disagree	60	17	27	4	17	38	2	100	100	-	-	-
	Partially agree	93	25	52	8	33	71	-	-	-	1	33	33
	Agree	95	26	78	4	17	88	-	-	-	-	-	-
	Strongly agree	78	22	100	3	12	100	-	-	-	2	67	100

Source: Own Computation (2018)

Note: F=frequency, C=cumulative

4.4. Clarity of Training Objectives and Occupational Standards

According to the data shown in Table most of the respondents agree about the clarity of training objectives. Similarly they agree that orientation has been given on occupational standards. But, they disagree on the adequacy of the orientation given. As it is indicated in revised TVET strategy (2008), occupational standards are prepared by industries. In addition according to ESDP IV the number of occupations that will be included in the training program are planned to be increased in number. But, the current implementation shows that trainers are not well oriented about those occupational standards in which they are expected to provide training. Occupational standards are prepared by industries and the actual training on these occupations is given by trainers of the colleges. Therefore it can be concluded that trainers lack adequate information to provide training at the required level. In principle, each training institution or enterprise is entitled to prepare its own curricula reflecting the specific occupational standards (Training Hand Book, p.15)

According to the data obtained from the respondents, about half of (52%) the respondents did not participate in the preparation of curriculum. (UNICEF, 2000, p. 14) stated that “Teachers often find curricular integration and inter- disciplinarily difficult, especially when the teacher does not have a role in curriculum design COC Exam program.”

The research data also shows that most of the trainers did not take the necessary training to fill their skill gap before they are assigned to COC exam, though there is contradiction between the response of deans and other respondents. This is against what is recommended .For example, Pattanayak (2001, p. 154) stated, “When an instructor is required for a training program, the

person should have a comprehensive understanding of the training material, the subject matter, and the techniques necessary for the effective presentation of the material”.

This means that teachers are principal factors in education provision and thus affect the quality of education in a significant way. Qualified teachers and trainers are the fundamental keys to provide quality education that help children and adults to reach high standards in academic and vocational competencies.

With regard to placement of trainees, the data show half of the trainees are assigned in those fields of studies without proper orientation, though it is sated that a trainee should be trained for the kind of job he likes and is suitable to perform.

According to the data obtained from the respondents, most of them agree that continuous assessment is conducted and feedback about their performance is provided to the trainees consistently. “Good teachers are skilled not only in instructional methods, but also in evaluation and assessment practices that allow them to gauge individual student learning and adapt activities according to student needs. This process should include both performance assessment and assessment of factual knowledge.” (Yaw Ankomah, 2005, p. 17)

Although this has to be the case, the data obtained from the respondents about evaluation of the COC program shows, all respondent training coordinators and deans agree that evaluation is conducted, though trainers partially agree about it. Whereas, the narrative responses indicate that even though evaluation is conducted and feedback is provided to the management body corrective actions are not taken which implies that though the problems of the training program are raised by the participants the necessary action does not take place to improve the situation.

In addition, the narrative responses show that there is mismanagement of training materials; such as procurement of poor quality materials, lack of maintenance for damaged equipment and tools, and holding unnecessary inventories.

4.5. The Role of Management Body

In the process of training people, materials, and money are essential inputs to come up with the expected outcome. Therefore, proper management system shall be designed and implemented for the designed program to be effective.

According to the data obtained from narrative responses, some respondents believe that those problems encountered in the COC training program are due to lack of well-structured management body and qualified leaders.

In order to assess the performance of management activities with relation to the COC training process in Ldeta Manufacturing College and Tegbared Poly Technic College, questionnaires were developed and distributed to the participants of the training program. The following table shows the evaluation result of the respondents. Moreover that, narrative responses of the trainees were analyzed.

Table 0.1: Related Factors on Performance of the Management Body

Variable	Measurement	Scale				
		V. Poor	Poor	Fair	Good	V. Good
Vision and goal setting ability of the leaders	Frequency	1	6	6	9	5
	Percentage	4	22	22	33	19
	Cumulative	4	26	46	81	100
Leaders' ability to perform management functions	Frequency	2	8	48	4	4
	Percentage	7	29	10	14	14
	Cumulative	7	36	72	86	100
Leaders' Leading role	Frequency	3	10	7	5	3
	Percentage	11	36	25	18	11
	Cumulative	11	46	71	89	100
Leaders' communication skill	Frequency	2	6	11	5	4
	Percentage	7	21	40	18	14
	Cumulative	7	28	68	85	100
Leaders' interpersonal skill	Frequency	0	7	9	7	3
	Percentage	0	27	35	26	11
	Cumulative	0	27	63	89	100
Conflict handling skill of the leaders	Frequency	3	10	4	7	3
	Percentage	11	37	15	26	11
	Cumulative	11	48	63	89	100
Motivating skill of the leaders	Frequency	4	11	5	4	4
	Percentage	14	40	18	14	14
	Cumulative	14	54	72	86	100

Source: Own Computation (2018)

According to the data obtained from the respondents slightly more than half of them agree that the vision and goal setting ability of their leaders is good. The response of the remaining lies below this degree. On the other hand, the data gathered about the ability of leaders to perform management activities shows that more than fifty percent of the respondents agree their leaders perform their functions moderately. But, the narrative responses of the trainees indicate that there is lack of follow up and control of the training program. Moreover, the data gathered on the degree of leading role of the leaders of these colleges show that three fourth of the respondents rate it is fair and below.

Therefore, it can be concluded that though leaders of these institutes are to some extent visionaries they are not able to influence their subordinates as the actual performance is under question. With regard to the communication skill of the leaders, almost three fourth of the respondents rate the communication skill of the leaders is below good. This is also evidenced in the above discussions. Communication should be encouraged especially across departmental boundaries ensuring that all employees have equal access to pertinent information (Farago & Skyrme in Tshakudu, 2009).

Improving relational communication increases job satisfaction and worker involvement. And, openness in communication develops good interpersonal working conditions. The data gathered about the degree of interpersonal skill of the leaders shows that though the degree of interpersonal skill of the leaders is not very good most of the respondents agree that it is moderate. On the other hand almost half of the respondents rate their leaders' conflict handling skill is poor and the remaining rate them below good which implies that leaders of these colleges lack proper decision making.

“Effective managers do not give orders and discipline staff. They draw the best from their people through encouragement, support and personal charisma for individual employees to develop.” (Price 2004, p.18) Blake and Mouton (2005) perceive an effective manager as one that has concern for both employee and task and can integrate personal needs and organizational Needs. Situational leadership theory, such as that of Hersey and Blanchard, postulates that an effective leader is one who has the ability to organize and spell out the task to the group and maintain a constructive interpersonal relationship with group members (Werner 2003, p.193).

As it is shown in Table 4.4., the data obtained from the respondents indicate that 54 percent of the respondents agree that the motivation skill of their leaders is poor, 18 percent of the respondents agree that the motivating skill of their leaders is fair, and 28 percent of them agree that the motivating skill of their leaders is good. From this result it can be concluded that leaders of these college are not able to motivate their subordinates properly in order to achieve the goal of the designed training program. Trainers are direct participants in the training activity so their knowledge, skill, and attitude have high influence on the effect of the designed training program. In order to assess the attitude of trainers, deans and training coordinators are asked to give their idea on the following characters of trainers.

The data shown depicts that, most of the respondents partially agree that trainers are motivated towards the accomplishment of the COC objective. They also evaluate the degree of accepting necessary change without resistance with a similar degree. Moreover, the data gathered to evaluate the degree of trainers' attitude to retain in the college shows that trainers don't want to stay in the college. With the same degree, respondents agree that trainers are not committed for the accomplishment of the training program and pass COC exam. So the negative attitude of the trainers towards their working condition implies that there is poor communication between the management body and the trainers in these colleges.

Bramley (1991, p.75) states that the feeling of belonging and commitment often predisposes people to put in extra effort to achieve organizational goals. Oplatka (2004) suggests that physical and human resource requirements need to be satisfied prior to any attempt on behalf of the principal to promote quality teaching in his school. A person with a high level of job

satisfaction holds positive attitudes toward the job, while a person who is dissatisfied with his or her job holds negative attitudes toward the job. (ICR, 2010, p. 84)

4.6. Contribution of Cooperative Training

As it is indicated in the review literature, cooperative training is designed to enable the trainees get more practical exercise at the real work place as well as get exposure to those sophisticated machines which are not affordable by the training institutes. So enterprises are taken as part of the training areas to fulfill the skill gap of trainees in the place of work. To that effect training institutes send their trainees to different companies. In order to evaluate the effectiveness of cooperative training, questionnaires were developed and distributed to participants. The following table shows the responses of participants on the degree of relevance of cooperative training to the designed TVET training.

Table 0.5: The Degree of Relevance of Cooperative Training in Helping Trainees to Improve Their Skill

Response	Trainees			Trainers			Trianling Coordinator			Deans		
	F	%	C	F	%	C	F	%	C	F	%	C
V. Low	35	10	10	2	7	7	-	-	-	-	-	-
Low	60	17	27	4	15	22	1	50	50	-	-	-
Moderate	83	25	52	10	37	59	1	50	100	2	67	67
High	85	26	85	5	19	78	-	-	-	1	33	100
v. high	78	22	100	6	22	100	-	-	-	-	-	-

Source: Own Computation (2018)

As it is shown in the above table almost most of the respondents agree that contribution of the current implementation of cooperative training is moderate. But, the narrative responses of the respondents indicate that there is mismatch between the training given in training colleges and the required skills to be developed in enterprises since the training provided in enterprises does not take in to consideration the unit of competencies covered in the training institutes, rather, the trainees involve in those duties which are not relevant to their training. In principle, any qualified enterprise staff member participating in cooperative training may act as a trainer for trainees. However, to ensure quality of enterprise based training, enterprise trainers are encouraged to participate in further training for themselves and be certified as trainers. In order to be certified as a trainer, staff members have to be personally, technically and pedagogically qualified to supervise the training of trainees in the framework of cooperative training.

Cooperation between institution training and enterprise training is designed to solve different problems such as shortage of training materials, lack of skilled trainers in training institutions, as well as the challenge of ever changing technology to developed training curriculum. But the data obtained from the respondents reveal that there is mismatch between the schedule of the training institute and the training program of enterprises which implies that the training program conducted in enterprises does not complement to the training program conducted in training institutes.

4.7. The Status of Trainees' Result with Relation the COC Assessment

According to the National Quality Frame Work policy, TVET trainees are required to sit for competence based assessment provided by center of competency office. The Centers of

Competence (COC) are the responsible bodies for quality assurance of the outcome of training through their occupational assessment at the end of the training. The following table shows the number of TVET graduates who sat for COC assessment and the number and percentage of competent candidates of Addis Ababa city administration in 2012.

Table 0.6 : Assessment of TVET Graduates in Addis Ababa (2012)

	NC	TNG	No .G .ass	% of ass.	N.of Compass	%of com ass.	%of com ass.
Group A(>80% of graduates assessed)	9	718	688	96%	129	19%	18%
Group B (40%60% assessed)	10	3012	1526	51%	549	36%	18%
Group B(<40% graduates assesse)	19	6358	1290	20%	339	26%	5%
Total	38	10085	3504	35%	1077	29%	10%

Source: Addis Ababa City TVET Agency (2018)

Nc=Number of colleges, TNG=Total number of Graduates, N.G ass.=Number of Graduates assessed % of ass.= % of graduates assessed, N.of comp. ass.=Number of competent assessed, % of com. ass.=% of competent assessed,% of G.com.=% of graduates found competent.

Table 0.7: Lideta Manufacturing College COC Exam from 01/ 07/ 2017 - 30/05/2018 G.C

Institute Name	Sex	competent	incompetent	Grade total
Lideta Manufacture College	F	193	135	328
	M	304	142	446
Total		497	277	774

Source: Addis Ababa City TVET Agency North Brach

Table 0.8: Tegbared Poly Techenic Collge COC Exam from 01/ 07/ 2017 - 30/05/2018 G.C

Institute Name	Sex	competent	incompetent	Grade total
Tegbared Poly Techenic Collge	F	203	239	442
	M	669	487	1156
Total		872	726	1598

Source: Addis Ababa City TVET Agency North Brach

Ten month of lideta and tabard college COC result not only one exit COC exam pass each COC examiner average 7 – 8 repeated tray to pass to the exam. The Average one COC exam not more than 10 % competent because of many reason.

According to Shaorshadze and Krishan (2012), currently the assessment COC is done for key competencies only. It appears that most graduates currently do not get assessed. Of the graduates in Addis Ababa, about 10% were found competent in the core skills. With regard to Lideta Manufacher College and Tegbared Poly Techenic Collge, participants were asked to provide information on the possible reasons for being the result of trainees low in the COC assessment. Their response indicates that shortage of training materials, less preparation of trainees for the assessment, and grading system of the assessment are some of the reasons for their low performance.

CHAPTER FIVE

5. Summary, Conclusion, and Recommendations

5.1 Summary

The purpose of the study was to assess the factors affecting TVET trainees' certificate of competence result; the case of Ldeta Manufacturing College and Tegbared Poly Technical College, which are both located in Addis Ababa city administration. Both of these colleges have provided education and training for a considerable length of time. But there are indicators for the training program not to be effective as compared to the objectives of TVET. Therefore, the study focused on the following specific objectives.

1. The trainees placed according to their interest?
2. facilities and instruction materials available for the training program?
3. The preparation takes place during the training process?
4. Is the management body competent enough to run the training program so that to achieve its goals?
5. Lack of cooperative training contributes to the effectiveness of the training to pass COC exam?
6. performing in the COC assessment?

In order to develop detail conceptual framework, literatures were reviewed and analyzed then, descriptive study was employed. The main sources of the information for the survey were trainees, trainers, training coordinators, vice-deans and deans. The researcher used simple random sampling method. From the total of 2969 trainees and 223 trainers, 360 of trainees and 27 trainers were involved, which is 12% of the total population.

Regarding the training coordinators, since each college has one for each, they are all involved. Concerning deans the researcher decided to collect information from half of them since their number is small to handle. The researcher considered deans and vice-deans as they have the same rank. Based on the data obtained from the respondents the following findings were revealed.

It is evidenced that during recruitment of trainees they were oriented to get a sort of knowledge and skill that enable them to perform a kind of job in a work place. But the actual training program fails to provide the required knowledge and skill for those trainees. It is found that the training program had been conducted without adequate facilities and training materials. As a result workshops are not designed and constructed depending on the requirement of the training program, especially to take practical exercise. Tools and equipment are scarce, and even some are obsolete. Raw materials, electric, and water supply are not adequate. Moreover that, available training materials are not utilized properly since they are not maintained on time. Obsolete machines, tools, and equipment are cost to the training institutes unless there is consistent disposal procedure. On the other hand, they can be sources to generate income for the training program. Trainees remain idle for a significant period of training time because of scarcity of raw materials. There is lack of internet service as well as reference books in the library both for the trainers and trainees. As a result, trainees are not able to acquire new technologies that are related to their field of studies. And there is poor health and safety provision.

The implementation of training throughout its' process shows lack of proper preparation. Objectives of the training are clear. But, some trainers are not properly aware about the contents of occupational standards since occupational standards are developed by actual workers of

enterprises. There is no means of communication between trainers of the institute and those who develop the occupational standard. Curricula are changing within short period of time and, the unit of competencies included in one occupation varies accordingly. There is lack of coordination in curriculum development process. Trainers are not participating in the preparation of the curriculum. In some field of studies necessary courses are not included which enable the trainees to perform their duties in the work place and make them competent in the actual practice. Trainers do not get the necessary training to fill their skill gap whenever new occupations are included in the training program which completely contradicts the teaching – learning principles. Some of the trainees are not assigned in the training programs in accordance with their interest. There is lack of proper evaluation system on the implementation of the training program.

The management body does not properly play its role. Leaders of the institutes lack influencing ability of their subordinates and there is loose communication among management body, trainers and trainees in which motivating skill of the leaders is inclined to be poor and there is poor conflict handling system

The weakness of management body is reflected on high turnover of trainers, trainers' resistance for necessary changes, trainers are with lack of commitment. With regard to co-operative training, trainees are not assigned in a job which is related to their field of studies and here is mismatch of the training provided by the training institutes and training given in the actual work place.

5.2 Conclusions

TVET has been given great emphasis on the education system of Ethiopia since 2002 aimed at an ambitious vision of creating competent and self-reliant citizens that contribute to the economic and social development of the country which in turn improves the livelihoods of all Ethiopians and sustainably reducing poverty. Based on this vision, TVET policies and strategies are developed. The study tries to assess the effectiveness of COC TVET at the practical area by selecting two public training institutions. Findings of the research show that the COC training program currently conducted lacks proper preparation in all aspects of the training process. Stakeholders' involvement is poor. Respective bodies of the training program are not committed. On the other hand, most of the graduates of the TVET institutes did not perform the required standard which is expected to be fulfilled at the work place. Extensive efforts are done in the preparation of TVET reform by FTA (Federal TVET Agency). Therefore, it can be concluded that though extensive efforts are done in the preparation of TVET reform in the education system the actual performance is far from its vision and objectives.

5.3 Recommendations

Based on the findings, and conclusion made the following area of training activities to be revised and get corrective actions.

The low performance of trainees revealed in the result of the COC assessment and the findings of this research indicate that the TVET program needs to be evaluated from up to down within its structure. As a result the TVET structure revised and include the involvement of expected experts from respective government bodies. It also requires the development of proper guidelines

and, assigns responsibilities to the stakeholders' relation to the accomplishment of the long term National economic plan. Therefore, restructuring the management body and assigning proper person in the proper place is mandatory.

In order to accomplish the broad based objectives of TVET, respective bodies from governmental and non-governmental organizations should actively participate in the program. Therefore Deans of the institute shall: develop better communication system among the participants of the training program in the college and with those stakeholders outside the implement proper motivation system, and design proper controlling system for human as well as non-human resources in order to come up with better result.

It would be better to give educational opportunity at least for every trainer to degree holder. If can masters, to give special trailing motivation and wanted and interesting to teach, to provide necessary feedback to the responsible body directly and fairly, to update oneself by using any alternative to enhance the required skills and knowledge.

It would be very good if the trainees of the TVET institutions are motivated enough to learn anything in their field of study and take everything seriously that would challenge them both during the COC exam and after the COC exam. It would be very good if they use the education system provided to the as a way of changing one's own life by properly taking the trainings so that they can pass COC exam and to be entrepreneurial person in life. It is very good to use all the available resources efficiently and effectively both in and out of the TVET institutes. If things are needed to change it would be very good to forward the necessary feedback to the

responsible body directly and fairly. It would be very great to have complete information about the COC exam and get well prepared both in time and in questions.

It would be very good if there is a general standard to all Examinees to be tested with the same standardized environment and questions throughout the country. Ofcourse it needs to be studied further more. But the COC centers and the TVET institutes should work together in standardization of both the education system and COC exams then after. And it would be better to dentify focus area to know trialing for trainer.

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APPENDICES

Addis Ababa University

College of Education and Behavioral Studies Department of Curriculum and Instruction

An Assessment of Factors Affecting TVET Trainees' Certificate of Competence Result; the Case of Ldeta Manufacturing College and Tegbared Poly Technical College

Appendix A: Questionnaire for Deans

Dear Respondent, the purpose of this study is to gather information on “An Assessment of Factors Affecting TVET Trainees' Certificate of Competence Result; the Case of Ldeta Manufacturing College and Tegbared Poly Technical College”. Even though the study is conducted as a fulfillment of MA degree requirement in Management of Vocational Education, it is hoped that the information obtained will contribute a lot for further improvement of the system. And hence your response has a great impact on the value of the study. So you are kindly requested to provide relevant, rigorous, and sincere information. It shall as well be clear that no personal secrets will be revealed. The questionnaire consists of three parts; the first part is instruction, the second part includes general background information, and the third part contains detailed information which is intended to measure the effectiveness of the training process.

I, Instruction

1. No need of writing your name
2. Circle the letters of your choice for multiple-choice questions.
3. Show your answer by putting an "x" sign in the column you agree for the questions Provided in the table.

Thank you in advance for your time and concern.

II, General background information

Name of the Training Center _____

4. Personal Data:

4.1. Sex

male	Female

1.2 Qualification

10+3	level IV	BA/BSC	MA/MSC

5. Year of service:

5.1. As an administrator: ___ years

5.2. As a coordinator: ___ years

5.3. As a trainer: ___ years

5.4. In other profession: ___ years

6. Your current position/career status _____

III, General Questions related to training process

1. How do you relate the curricula currently implemented with the occupational standards designed for units of competence?

a, completely related b, relatively related c, completely not related

2, Facilities and instruction materials have their own impact for the effectiveness of the training process. How do you evaluate the degree to which these resources are available?

Please rate by putting an “x” sign in the column of your choice.

5=strongly agree	4=agree	3= have no idea	,	2=disagree	1=strongly disagree

3, How do you rate the evaluate COC of training process in your college? Please indicate your response by putting an “x” sign in the column provided.

Rating scales: 5=strongly agree, 4= agree,3=have no idea, 2=disagree, 1=strongly disagree

5=strongly agree	4=agree	3= have no idea	,	2=disagree	1=strongly disagree

4, how do you rate the trainers of your institute on the following traits? Please indicate your rate by putting an “x” sign in the column you agree.

5=strongly agree	4=agree	3= have no idea	,	2=disagree	1=strongly disagree

5, to what extent do cooperative training help the trainees to improve their skill?

a, very high b, high c, moderate d, low e ,very low

6, if your answer to question no 5 is below moderate, please indicate the possible reasons for their poor performance.

7, did trainees of your college sit for COC exam?

a, yes b, No

8, if your answer to question No. 7 is yes, on average, how do you rate their results?

a, high b, moderate c, low

9, if your answer to question No. 8 is low, please indicate the possible reasons for their poor performance?

10. What is the main Cause for most TVET student failed COC exam?

Thank you for your concern and cooperation.

Appendix B: Questionnaire for Trainers

Addis Ababa University

College of Education and Behavioral Studies Department of Curriculum and Instruction

An Assessment of Factors Affecting TVET Trainees' Certificate of Competence Result; the Case of Ldeta Manufacturing College and Tegbared Poly Technical College

Dear Respondent, the purpose of this study is to gather information on “An Assessment of Factors Affecting TVET Trainees' Certificate of Competence Result; the Case of Ldeta Manufacturing College and Tegbared Poly Technical College”. Even though the study is conducted as a fulfillment of MA degree requirement in Management of Vocational Education, it is hoped that the information obtained will contribute a lot for further improvement of the system. And hence your response has a great impact on the value of the study. So you are kindly requested to provide relevant, rigorous, and sincere information. It shall as well be clear that no personal secrets will be revealed. The questionnaire consists of three parts; the first part is instruction, the second part includes general background information, and the third part contains detailed information which is intended to measure the effectiveness of the training process.

I, Instruction

1. No need of writing your name
2. Circle the letters of your choice for multiple-choice questions.
3. Show your answer by putting an "x" sign in the column you agree for the questions Provided in the table.

Thank you in advance for your time and concern.

II, General background information

Name of the Training Center _____

1. Personal Data:

1.1. Sex:

male	Female

1.2 Qualification

10+3	level IV	BA/BSC		MA/MSc

2. Year of service:

2.1. As a trainer _____

2.2. In other profession_____

3. Your current position/career status_____

III, General Questions related to training process

1) How do you relate your field of study with the training you provide?

- a) Completely related
- b) Relatively related
- c) Completely not related

2) Facilities and instruction materials have their own impact for the effectiveness of the training process. How do you evaluate the degree to which these resources are available?

Please rate by showing an “x” in the column of your choice. 3=adequate, 2=moderately adequate, 1= not adequate, 0=not available

3=adequate	2=moderately	1=not adequate	0=not available

3) In your field of training how do you rate the implementation of training process? Indicate your response by using an “x” sign. Rating scales: 5=strongly agree,4= agree,3=have no idea, 2=disagree, 1=strongly disagree

5=strongly agree	4=agree	3= have no idea	,	2=disagree	1=strongly disagree

4) How do you rate the leaders of your institute on the following traits? Please indicate your rate by using an “x” sign in the column you agree.

5=strongly agree	4=agree	3= have no idea	,	2=disagree	1=strongly disagree

5, To what extent do cooperative training help your trainees to improve their skill?

a, very high b, high c, moderate d, low e ,very low

6, If your answer for question no 5 is low, please indicate the possible reasons.

7, what weaknesses do you observe in TVET student COC exam problem ?

8. What is the main Cause TVET student failed COC exam?

9, Please suggest possible solutions for the problems you observe.

Thank you for your concern and cooperation.