ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

FACTORS AFFECTING THE IMPLEMENTATION OF STUDENT CENTERED LEARNING APPROACH IN BUSINESS COURSES INSTRUCTIONS IN TVET: THE CASES OF ST. MARY'S UNIVERSITY COLLEGE AND ENTOTO TVET COLLEGE

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By:

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Factors Affecting the Implementation of Student Centred Learning Approach in Business Courses Instructions in TVET: The Cases of SMUC and Entoto TVET College

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Abbreviations

CSR:	Classroom Size Reduction
ILO:	International Labour Organization
MOE:	Ministry of Education
OECD:	Organization for Economic Cooperation and Development
SMUC:	St. Mary's University College
SSOM:	Secretarial Science and Office Management
TVET:	Technical and Vocational Education and Training

Acronyms

BRIC:	Battery, Rotation Integrated and Cooperative Plan
CRQA:	Center for Research and Quality Assurance
UNESCO:	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

This thesis research study is entitled "Factors Affecting the Implementation of Student Centred Learning Approach in Business Courses Instructions in TVET: The Cases of St. Mary's University College and Entoto TVET College." The purpose of the study is primarily to assess to what extent student-centred approach is being implemented in both TVET Colleges and to identify factors affecting its implementation. The desired level of practice in TVET program is that 70% instructional time is to be student-centred (practical learning) while only 30% is left for instructors to provide theoretical orientation, possibly through lecture method. Thus, for intensive investigation, the following basic research questions were raised and attempted: 1) what do the recruitment criteria and professional identity of instructors look like? 2) Are the instructors well acquainted with student-centred approach? 3) Is the class size and set-up manageable for instructors to implement student-centred approach? 4) Are there sufficient equipment and facilites in those institutions that promote student-centred approach? 5) What is the extent of implementation of student-centred approach in business instructions? Questioners were developed and pilot-tested. Finally certain modifications were made and then they were distributed to both students and teachers selected for the study. The population sizes of these respondents, respectively were 590 and 63, of which only 177(30%) and 50(80%) were sampled and contacted in that sequence. Stratified sampling technique was employed to address respondents proportionally from three departments selected for the study, namely: Accounting, Marketing and SSOM. All (100%) questionnaires distributed to students were returned and analyzed while only 43(86%) of the questionnaires distributed to instructors were returned and analyzed. The following major findings were obtained from the study: 1) Teaching experience and GPA were primarily considered as recruitment criteria and thus industrial experience does not get due emphasis. The professional identities (compositions) were found to be on the desired balance only for three departments: Accounting and SSOM at SMUC and SSOM at Entoto TVET College. 2) Most instructors do have pedagogical background but were not well acquainted with student-centred approach during their training. Pedagogical background and teaching experience alone were not found to bring significant difference in implementation of student-centred approach. 3) The class size and set-up were found to be inconvenient for implementation of student-centred approach in those institutions. The former is more serious at SMUC while the latter is more persisting at Entoto TVET College. 4) Instructional facilities and equipment were found to be insufficient in both institutions and this was found to bring about negative implications on student practical learning. 5) The intention to provide 70% practical training and 30% theoretical orientation was found to be not implemented to this extent because in classroom instructions maximum of 30% practical learning and minimum of 70% theoretical orientations were being practiced in most business instructions provided in those institutions. To this end, the researcher made some recommendations that are supposed to promote student-centred learning in business courses instructions.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1.1 Background of the Study

Education has always been the fundamental tool for social advancement and economic growth. Countries need qualified manpower at all levels for such economic growth and development. To achieve this higher objective, the quality of training expected at each level should be maintained.

The role of technical and vocational education and training (TVET) in meeting the labor market needs of a nation, especially at middle level is vital. TVET, according to the definition of ILO (1986: 72), is "a comprehensive term referring to the educational process when it involves in addition to general education, the study of technological and related sciences and the acquisition of practical knowledge relating to occupations in the various sectors of economic and social life." It is designed at upper secondary and lower tertiary level of qualification for one or a group of occupations, trade or jobs.

As it is clearly stated in the definition, one of the primary objectives of TVET is to train a skilled labor force that can adapt to the requirement of labor market. This implies that high quality training is needed to acquaint individuals with practical skills. To do so require the use of relevant teaching approach, which is student – Centred learning.

According to Aggarwal (1996:68) best teaching is enabling the learners learn by their own efforts. Teachers must fire the imagination of their students. He also cited Adam's statement that, "The whole business

is between the individual and his/her world's and the teacher is outside it. He/she may facilitate it." The statement implies that the essential activity in teaching is to enable the learner to adjust himself/herself to the environment. The teaching approach that the teacher uses must enable the child to work independently.

There are many factors that affect student-Centred learning for business courses. To mention some, instructors' pedagogical content knowledge and professional competence, the size of the class and classroom set-ups, the availability of material facilities, etc.

In connection to instructors pedagogical skill and subject matter, Hodkinson & Jephcote (ed) (1996:294) state, "bringing the gap between teachers pedagogical content knowledge, or subject matter knowledge, and pupils' understanding of the content involves a shift of focus from self-as a teacher to pupil learning." Thus, according to the authors, it is relevant to create awareness that the approach to teaching and the outcome of teaching are dialectically related; and relating the activities of teaching to the opportunities for the generation of meaning by pupils.

The authors claim that there is no difficulty in the use of student-Centred approach for the practical attainment of lessons. They confirm, "In business lessons where learning is active and where a variety of learning styles are employed, there would be plenty of opportunities for students to demonstrate the desired attribute." Therefore, what makes a difference here is that the use of variety of appropriate teaching strategies including the opportunity for students to learn through direct and practical experiences of the business world.

The need to promote student-Centred learning has been recognized since some decades. For instance, Aggarwal (1996:337) quotes the Commonwealth Report of 1974 as "In order to be competent, the teacher must have knowledge of child development, of the material to be taught and suitable methods; his/her skills must enable him/her to teach, advice and guide his/her pupils." This implies that TVET teachers must have relevant pedagogical background and have had some experience in the world of work from which the subjects are drawn (for which they are preparing their students).

UNESCO (1996:6) points out that the recommended amount of teacher to student in TVET is in the ratio of 1:7. Beyond the standards given for general classes, TVET requires small class size to guide individuals in acquisition of practical skills and knowledge's through student-centred approach. Instructors need to supervise learners while they are doing practical tasks and thus the class size should be manageable for him/her to do so.

As Byram and Wenrich (1956:339) states "The supervision of students practicing skill task presents an opportunity for the instructors to work with students so that the steps in the operation will be correctly followed. The instructors should give individual instruction during the practical period." This also confirms that for practical learning through learner-Centred to take place, the number of students within a class should be manageable for the instructors to provide individual supervision.

The availability of instructional materials is also one of influencing factors towards student-Centred practical leaning. For effective vocational training to be carried out, learners should have exposure to the actual tasks being performed. For this to happen there should be sufficient teaching and learning materials to perform the task.

It is generally accepted by many authors that Vocational education can be given best through jobs that are real, essential, representative, and challenging to provide quality in learning skills. The projects or jobs used for training purposes should be real and promote practical learning. But, the implementation of this is basically depending on material facilities. Quality in learning skills according to Hodkinson and Jephcote (1996:366) is related to how well students can apply their business knowledge and understanding to different contexts; the ability of students to select the correct tools, models, etc. for business analysis; the ability of students to select and organize resources for learning appropriately, etc.

In Ethiopia, the Ministry of Education (MOE) has taken various initiatives in conducting training needs assessment and identifying various areas of training that aimed at development of middle level technical that could address addressing socio-economic problem of the country. To this effect, various institutions have taken the initiative of providing training for students at TVET level. But, the curriculum guide requires from each institution that 70% of the allotted time for main courses of respective department should be devoted to students' practical work while only 30% of it is left for instructors to give theoretical orientation (MOE, 2003).

It is important that business education instructors are able to show clear evidence about the attainment of students embarking on their course if they wish to demonstrate improving standards in relation to both national norms and the abilities of their students by the completion of their courses.

1.2 Statements of the Problem

The TVET program of the Ethiopian educational system curriculum guide requirement for the main courses of every department designed at TVET level is that 70% of the instructional period ought to be allotted to students' practical learning while only 30% left for the instructors to provide theoretical orientation for students. But, what is practically seen in most of the instructional periods is the teacher-Centred approach, basically of lecture method in most instructions of business courses.

According to Gage and Berliner (1988:241), lecture method is simply a recreational learning, which is based on the traditional "Chalk and talk" method. In such learning, the students remain in a passive role and highly detached from practical self-learning.

The student-Centred approach, which is highly recommended for TVET program, is not to be observed being practiced and thus it is questionable that all programs of studies are providing students with practical learning. With few specific courses, which are by nature practical like typewriting in secretarial science training, the teaching-learning situation in most of main business courses within TVET institutions is mostly teacher dominant. This approach does not benefit much in producing the skilled manpower required at the level with practical attachment to their relevant occupations.

Therefore, this study attempted to assess the extent of student-centered approach implementation in teaching business courses instructions and to address factors affecting its implementation at both TVET institutions. In order to analyze the problem stated in this research study and to generate adequate information, the researcher has set the following basic questions:

1. What do the recruitment criteria and professional identity of the instructors look like for business courses instructors?
2. Are the instructors well acquainted with the student-Centred approach?
3. Is the class size and set-up manageable for instructors to implement the student-Centred approach in the given institutions?
4. Are there sufficient equipment and facilities in those institutions that promote the implementation of student-Centred approach?
5. What are the extents of student-centred instructional practices for the three departments selected for investigation?

1.3 Objective of the Study

The objective of the study is primarily to assess to what extent student-centred approach is being implemented in business courses instructions in both TVET Colleges by comparison and to identify factors affecting its implementation. Specifically the study was aimed:

1. To investigate the impact of professional identity and work experience of the instructors on the implementation of student-centred approach.
2. To investigate whether instructors were well aquinted with student-centred approach and to determine the impact of the given trend on the use of stated approach.
3. To determine whether the class sizes and set-ups of those institutions were manageable to implement student-centred approach.
4. To investigate whether there are sufficient instructional equipment and facilities in those institutions those promote student-centred approach in business courses instructions.

5. To investigate to what extent practical instructions in business courses were being implemented in those institutions.

1.4 Significance of the Study

The researcher believes that this study has the following significance:

- It can help policy makers, curriculum planners and TVET experts to make the necessary follow-ups as well as to give more support to the implementation of TVET according to the curriculum guide.
- It can help TVET instructors to reflect on their methods of teaching.
- It encourages trainees to appreciate practical learning.
- It helps those TVET institutions to improve their provision of business courses as well as to ensure quality.
- Finally the finding of this study would encourage other researchers to do further and intensive study on the area.

1.5 Delimitation of the study

The study could not cover all aspects of instructional processes in TVET program that may extend to apprenticeship training in business sectors. It was delimited to addressing major problems prevailing in the implementation of student-Centred approach during classroom instructions at institutional level.

In this research study, only two TVET institutions in Addis Ababa namely, St. Mary's University College (SMUC) from private institutions and Entoto TVET College from governmental institutions were included as cases.

Even in both institutions not all departments were incorporated for the study. The study was delimited to addressing the trends of three departments under the Faculty of Business: Accounting, Marketing

/Salesmanship/, and Secretarial Science and Office Management (SSOM). However, typing courses given in the department of SSOM was intentionally excluded from investigation as the training method is mostly manual and is entirely different from other business courses means of delivery.

TVET has three levels: level 1, 2 and 3. Since the issue raised is more serious for youths who have no practical attachment to the world of work, the study was delimited to this target group, that is, students attending the regular program. Among them in turn, only regular students at level 3 were selected for study since they can clearly comment /respond on the extent of student-Centred approach implementation during their preparation for the world of work in all the three stated levels.

1.6 Limitations of the Study

In this research study, only two TVET institutions were included due to financial constraints. Thus, the researcher believes that this study has a limitation, for it is hardly possible to make conclusions that pertain to the national TVET system as a whole or even to all TVET institutions in Addis Ababa City Administration.

Moreover the study does not cover all aspects of instructional process in the TVET program like apprenticeship training in various business sectors. It is limited to the instructional process at institutional level. Thus, the conclusion made addresses only the institutional practices in implementation of student-centred approach in business courses instructions.

Lack of sufficient, relevant and current data that addresses instruction in TVET in business context is also one possible limitation of the study.

Even though the researcher intended to make observation on the instructional process in classroom, there was lack of willingness of the instructors. Thus, this can be taken as another limitation of the study in making conclusion with this regard.

1.7 Operational Definitions of Terms

Technical and Vocational Education and Training (TVET):

TVET for this study refers to the learning of practical skills for occupation, which is designed at upper secondary education to prepare middle level personnel at lower levels of qualification.

Student-Centred Instructional Approach

It is an instructional approach that facilitates students' practical learning where teaching is directed towards class divided into groups rather than to whole class; learners are engaged in individual and small group work activities; learners interact with each other and with the teacher; the process of significant discussions and reactions is led by learners, etc.

Teacher-Centred Instructional Approach

This is the approach through which the teacher is more active than the learners, and dominates through explaining, monitoring and describing; the learners listen passively while the teacher pours knowledge into them; the desks are arranged in straight rows; the learners' main activity in class is listening or perhaps copying notes from the blackboard.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, the researcher tried to discuss some views and perspectives from the related literature under the following main headings or subdivisions to enrich the intended research study with valuable information that are drawn from relevant theories and prior findings in the work of other educators in the field of TVET.

2.1. Conceptual Framework of TVET

The world of work presents many problems of concepts and definitions, most of which arose from tradition and are resolved by common usage. These differences have resulted in various concepts of vocational education. These varying concepts have brought about differences, some of which are fundamental in nature, in programs and practices in vocational education. Based on these concepts, Roberts (1965:7-11) lists the varying definitions of vocational education as:

1. Vocational education is the education or training of workers. This implies that any type of education or training in which a worker participates is vocational education.

2. Vocational education is education for manual work, which suggests that vocational education is not concerned with work involving mental activity.

3. Vocational education is education for production in which it is contrasted with liberal education. Vocational education is designed to make a person an efficient producer, and liberal education is designed to make a person an efficient consumer.

4. Vocational education is a very inclusive term and, viewed broadly, may cover all those experiences whereby an individual learns to carry on successfully any useful occupation.

5. Vocational education is that aspects of education that aims at the development of human abilities in terms of knowledge, skills and understanding so that the individual may serve happily and efficiently in carrying out the activities in vocational pursuits of his/her choice.

6. Vocational education is education designed to develop skills, abilities, understandings, attitudes, work habits and appreciations encompassing knowledge and information needed by workers to enter and make progress in employment on a useful and productive basis. It is an integral part of total education program and contributes towards the development of all dimensional competencies.

The fifth and sixth definitions are more or less complementing one another, and are also similar with definitions in use currently. Fore example, technical and vocational education, according to UNESCO's (1996:3) Convention on Technical and Vocational Education,

> *"...refers to all forms and levels of the education process involving, in addition to general knowledge, the study of technologies and related sciences and the acquisition of practical skills, know-how, attitudes and understanding relating to occupations in the various sectors of economic and social life."*

In all cases, the acquisition of practical skill, know how, and understanding to enter into the world of work and performing efficiently in their vocational pursuits are emphasised. The second definition that limits vocational education as involving only the manual activity has no universal acceptance now a day. The reason is that it also involves

mental activity. To this effect, it is usually considered as an integral part of general education.

In its modern sense, vocational education is one of the components of total education system. It is imparted, as a rule, at the upper level of secondary schooling that is following of compulsory schooling. In connection with this, ILO (1986:94) defines it as the learning of practical skills for occupation, which is designed at upper secondary or post-compulsory education to prepare middle level personnel at lower level of qualification (usually does not require baccalaureate degree) and includes general education, practical training for the development of skills required by the chosen occupations, and related theory.

Deighton (1971:6679) also defines vocational education in its broadest sense as a process of communication and acquisition of those skills, areas of expertise, and procedures, which are needed to fulfil job requirements in the occupational sector.

2.1.1. Historical Foundation of Technical and Vocational Education

The history of vocational education is the history of human being's efforts to learn work. They learned early in their history that they could improve themselves by work. Work has enabled them to satisfy their ever-increasing needs and wants. (Roberts, 1965:31-32)

Before it comes to be part of formal educational system, vocational education in its informal form came into being when man began to live together and started to produce for his/her basic needs. Knowledge continued to be passed from father to son verbally. During this period, the process of learning was spontaneous imitation of skills.

As time passed, people gradually learned to use fire to cook and melt metals to produce tools. Consequently, these necessitated division of labour, which was non-existent in the earlier times. Some people work

as smiths, others carpenters, masons, or weavers. The new social development brought different craftsmen to form social groups and out of these social groups the guilds of Middle Ages evolved. (Ibid)

What is central to technical and vocational education and training in its modern context is, therefore, the learning of practical work that is related to the world of work. The learning is done by doing and involves both manual and mental activities at a certain appropriate balance.

2.1.2. The Beginning of TVET as Formal Educational System in Ethiopia.

Although vocational and technical education in its informal sense has a long history in Ethiopia, it was only in 1941 at the establishment of the Technical School of Addis Ababa, that the vocational subjects started to be offered in formal programmes in Ethiopia. (Girma & Mehari, 1990:9-12)

According to these authors, the establishment of TVET schools continued with commercial school of Addis Ababa in 1942, then with Ambo and Jimma Agricultural Schools in 1950's. Bahir Dar Polytechnic School was built in 1963 to increase the number of TVET schools established between 1940's to 1960's to about six.

In those decades although an attempt was made to increase the number of skilled manpower and at the same time to increase the number of educated people, the increase of enrolment and subsequent graduation of those in general education quoted outweighed the corresponding increase of enrolment and subsequent graduation from the technical/vocational schools. As a result, an attempt was made to make vocationalisation of high school education between the 1960's and 1980's. To do this effectively, the concept of comprehensive program was

introduced beginning the implementation with W/ro Siheen School in 1962.

It was realized in the 1980's that the comprehensive high school were unable to address the problem of unemployment effectively. Thus, it was decided to strengthen a number of selected comprehensive as well as other vocational and technical schools. It was during this period that 17 technical and vocational schools were consolidated. The programmes in these schools had been giving three years of training to students who completed grade 10 in academic streams. As a result, the programmes in these institutions were referred to as 10+3.

In 2001, there were 13 government and 10 non-government TVET schools in the country enrolling a total of 4561 students of which 2631 students were enrolled in non-government TVET institutions. (MOE, 2002:14)

According to MOE (2005/6) as cited in Bizuneh (2006), the TVET institutions were increased from 17 in the year 1996/7 to 206 in the year 2004/5 of which 111 were government and 95 were non-government and private institutions in addition to 25 governmental Agricultural TVET Colleges.

In the present day context, TVET programme ranges from 10+1 to 10+3 with differing admission requirements. It was initiated by the Ethio-German TVET program. Although the policy has been still in the process of change, so far it is arranged in the duration of 1-year training programme for successive promotion to the next higher level based on their admission point and their academic performance at the existing level. (MOE, 2003)

2.2. The Importance of Technical and Vocational Education

The need is usually arisen to resolve the manpower problem of the nation. Roberts (1965:312) states that the rapid increase in the nation's population and the consequent expansion of the labour force, the persistent problems of unemployment, the critical need for more and better trained workers in many vital job classifications, automation and its resultant need for retraining workers—all these and others have directed attention to the nation's manpower problem.

Thus, according to Evans (1971:20-53), vocational education is in a position to resolve the above stated problems through achieving the following objectives.

1. **Meeting manpower needs.** The earliest and most widely accepted objective is to meet the manpower needs of the local community. Today the needs of the nation and of the society as a whole are recognised.

2. **Increasing individual options.** Not all education is designed to increase individual options. Some designed to increase knowledge and others designed to maintain the status quo. Education, which has the increasing of individual options as a major goal, must also have the increasing of individual occupational options as an explicit goal. Thus vocational education serves a purpose.

3. **Lending intelligibility of the general education.** It can and should consciously interpret general education to vocational students.

4. **Providing each individual with a sense of control over his/her environment.** As it is an integral part of general education, it has the objective of controlling the environment.

As recommended in ILO (2001:2), given the necessity for new relationships between education, the world of work and the community as a whole, TVET should exist as part of a system of lifelong learning adopted to the needs of each particular country and to the world technological development. It is directed to improve the quality of life by creating a learning culture that permits individuals to expand their intellectual horizons, to acquire and to constantly improve professional skills and knowledge, and to engage positively in society to utilize the fruits of economic and technological change for the general welfare. It is also directed to abolish the barriers between levels and areas of education, between education and the world of work, and between school and society.

The most important areas of need are in industry, business, agriculture, health and public service. According to Roberts (1965:367-368), some of the most industrial occupations in which technical workers are needed include technical salesmen and factory accountants, who need technical training along with other vocational or professional training. Many business occupations require supplementary technical knowledge of the industry and its products in addition to special business information.

The sale and distribution of building materials, clothes, household appliances, farm products, and many other items require technical information for effective selling. Accountants and auditors frequently must have knowledge of the plant and its products if they are to be successful in their occupation. The business field also needs a type of technical training for advanced secretarial positions requiring specialized knowledge of related fields in effective handling of secretarial office procedures.

Regarding the group for which vocational education is needed; Robert (Ibid) categorizes them into four. First, programs are needed for the

group of young people attending the full time secondary school. Second, they are also needed for youth and adults attending a post secondary school, such as a junior college or technical institutes, where they may secure education or training for the more highly skilled trades and technical positions. A third type of vocational education is needed for the group of young people who have left the full-time school for their first regular employment. The last major group in need of vocational education is composed of older adults who have been employed for a number of years.

In general, vocational education in its area of emphasis, in forms of delivery, in financing structure, etc may vary from country to country and from time to time due to the impact of technology on occupations. However, it is possible to summarize certain common features in all cases as:

- It involves both manual and mental activities;
- It emphasizes practical learning (learning by doing);
- It emphasizes dignity of labour;
- Its curriculum needs more linkage with labour market;
- Its program needs higher unit cost;
- Its rate of return varies with levels, modes and duration of program.

2.3 The Basic Types of Instructional Approach

The basic elements that are found in any teaching situation consist of a teacher, at least one student, and learning objectives that the teacher expects the student/s to achieve. The problem that the teacher faces is how to get the student to learn in a given instructional approach. (Laska & Goldstein, 1973:1)

Different authors on the area of instruction come up with varied classification of instructional approaches. These include: Teacher-Centred Vs Student-Centred, Direct Instruction Vs Indirect Instruction, Conventional Vs Non-Conventional, Traditional Vs Modern, etc. All of them, however, have a common basis of classification that is the degree of learner involvement in the teaching learning process. The most common and familiar classification among them to which many authors pertain is Student-Centred Vs Teacher-Centred Approach (Arends, 1997).

2 .3.1. Teacher-Centred Approach

Teacher - Centred approach according to Anderson (1989:9) is where teaching is directed towards whole class; learners do not interact with each other and with the teacher; learners do not have significant involvement in the teaching learning process, etc. Central to this approach is the lecture method that is mostly followed by instructors at upper-secondary education extending to tertiary level. The maximum step that teachers move in this approach is usually limited to demonstration of certain procedural steps of doing certain learning materials.

Demonstration according to Means (1968:60) is a process of graphic explanation of a selected idea, fact, relationship, or phenomenon that involves the use of materials and provides a visual experience, which is usually increased in value by verbal explanation. This has the advantage of creating a high degree of attention, concentration, and interest. It provides a concrete and realistic visual picture of what is being presented to supplement word images and this is particularly valuable in learning specific skills.

The problem here is that if students are not given sufficient chances to do the things themselves immediately after demonstration, they cannot

acquire the desired and desirable skills that would help them in the world of work.

As Brown, (2003:8) points out, this approach is associated chiefly with the transmission of knowledge. Student achievement is the forefront of teacher-Centred curriculum, but teachers are driven to meet the accountability standards and often sacrifice the needs of the students to ensure the exposure to the standards. They focus more on content than on student processing.

In teacher-Centred approach, according to Macharia & Waria (1994: 39), the teacher is more active than the learners, and dominate through explaining, monitoring and describing; the learners listen passively while the teacher pours knowledge into them; the desks are arranged in straight rows; the learners main activity in class is listening and perhaps copying notes from the blackboard.

Ingleton et al. (2000:5) also support this view by stating as "teachers who believe their job is to cover their course systematically by transmitting information to students are more likely to encourage surface learning approaches among their students, where retention is temporary, generalization of knowledge poor and learning how to learn is minimal."

2.3.2. Student-Centred Approach

Student-Centred approach, according to Macomb and Whistler as cited in Tsegaye (2001:35), focuses equally on the learner and the learning. The ultimate goal of schooling is to foster the learning to learners, and the learners learn best when they are an integral part of the learning situation. Thus, basically student-Centred teachers see each student as a unique and capable of learning, have perspective that includes the learner, understand basic principles, defining learners and learning, and accept the learner's point of view.

One of the prominent scholars mostly cited for this approach is John Dewey. Dewey's basic view of the teaching process is that of the student must be an active learner. His conception of the teaching method gives considerable attention to the question of how to secure student involvement in the instructional process. According to him, the student should have a genuine interest in what he/she is to learn, and that his/her interest will be presented if the subject matter of the lesson be such as to have an appropriate place within the expanding consciousness of the learner if it grows out of his/her past doings, and thinking, and grows into application in further achievements. (Arends, 1997:162)

Learning a skill usually includes the necessity of acquiring knowledge and understanding, but there is also the necessity, usually, of much effort and time devoted to purposeful and controlled practice. Thus, for a learning to occur, the learners should be given the chance to do (practice) the learning material for him/her, and it should be relevant to practical application into the world of work. This should be the concern and primary objective of institutions providing vocational education.

In line with this, Evans (1971:38) points out that it is more common for schools to accept responsibility for presenting material to all students than to assume the responsibility for seeing that all students master certain specific skills, knowledge and attitudes. This implies that mastery certification rather than mere institutional certification is very essential for both the trainees and their prospective employers.

In emphasizing the essentiality of student Centred learning, Melaku states in SMUC, Centre for Research and Quality Assurance (CRQA) quarterly Newsletter (2006:7) that:

> *Educational quality refers to the quality of the student learning itself: both the extent to which the institution provides an environment conducive to student learning, and the extent to*

which this environment leads to the development of knowledge, skill, behaviour and predisposition of the value to students and the society they are preparing to serve.

Thus, it can be possible to see from his feelings that a high quality instruction is one that maximizes students' participation in the instructional process in order to develop the skills needed for the world of work.

In the learner-Centred approach, according to Anderson (1989:9), the following conditions are expected to be fulfilled:

- Learners are engaged in individual and small group work activities;
- Learners interact each other and with the teachers;
- Teaching is directed towards class divided into groups rather than to whole class;
- Learners have more freedom to move, express opinion and needs, ask questions and respond to questions;
- Chairs and tables are light and moveable and the seating arrangement is in clusters of desks or around a table rather than in rows;
- Learners evaluate their progress, and the teaching learning process as well;
- The process of significant discussions and reactions led by learners.

ILO (2001:7) extends recommendation with respect to the implementation of student-Centred learning in technical and vocational schools, as it should include an appropriate balance between theoretical and practical work. To implement this:

- It should be based upon problem solving and experimental approach, and involve experience in planning methods.

- It should introduce the learner to a broad spectrum of technological fields and to productive work situations.
- It should develop a certain command of valuable practical skills such as tool use, model, and a respect for values.

2.3.2.1. Need for Student-Centred Approach and Its Implication

Most present day scholars and writers on the area claim that student Centred learning is preferred over the other approach for various reasons. For example, Aggarwal (1996:65) forwards many reasons for the need of this approach, some of which are:

- ✓ *Learners learn best when they are active*
- ✓ Knowledge or information is not the goal; rather self-realization is the goal. To possess all the knowledge of the world and lose one's own self is an awful fate in education.
- ✓ It gives freedom to the learner under the creative and sympathetic direction of the teacher.
- ✓ A learner is a unique being and can function only by remaining in the world in which he/she has a specific role. The teacher's role is to help the learner to conform to its unique role.

According to Barr and Tagg as cited in Ingelton (2000:5), to say that 'the purpose of colleges is to provide instruction' is likely saying that General Motors' Business is to operate assembly lines or that the purpose of the medical care is to fill hospital beds. We now see that school mission is not instruction but rather that of producing learning with every student by whatever means work best.

It follows then that if learning, rather than instruction, is at the heart of learning institutions, student-Centred approaches over passive, teacher-Centred approach is highly needed.

Mekasha (2005:125) adds on the advantage of having this approach stating that active learning or task-based learning creates interest and prolongs the attention span of learners as they are essentially the doers of the activities or tasks, far better than traditional lecture-based college classrooms where learners are not active for about 40% of the period.

The benefits of student-Centred approach can be summarized from Plass (2000), and Pitrik et al. (2004) as cited in Wassihune (2006:16-17) as follows:

- Students develop skills which are transferable and strengthen their competence in their subject area;
- Students become aware of how to become successful learners; can apply the resulting knowledge and understanding to the classroom situation they will encounter in their professional lives as well as to other areas of their own learning;
- A rich choice of materials can be made available to all quite easily;
- Various and individual proofs of learning are a lot more feasible;
- Students tend to be more active taking on different roles;
- Learning becomes more conceptualised and more relevant to students as they can engage with topics and materials more easily;
- Students will be able to seek information when faced with problems and make rational use of it;
- Students will exhibit great willingness to try and practice different activities, which are compatible with other abilities;
- Students will develop good experience of working cooperatively for common purpose.

2.3.2.2. Limitations of Student-Centred Approach

As Mutassa & Wills (1994), cited in Wassihune (2006:52-53), student-Centred approach has the following limitations:

- It consumes a lot of time so that teachers find it difficult to cover the prescribed syllabus;
- It requires very cable and well-trained teachers so as to provide effective guidance to students;
- It may not possible to use it all the time in all situations;
- It is not economical in that it requires sufficient space and is necessary to use some educational resource/material;
- It requires more communication and activities throughout the term;
- It requires a lot of training material and time;
- Students and teachers have to work more than usual, etc.

Nonetheless, most of the factors stated above, as limitations are explicit in vocational education programs that all stakeholders are expected to bear. It requires strong teachers' commitment and institutions' readiness to provide every necessary support and cooperation to implement this approach. Institutions providing vocational education should not compromise the quality of training for commercial interest in trying to get ride of these limitations.

2.3.2.3. Principles of Teaching related to Student-Centred Approach in TVET

Certain basic principles have proved helpful in selecting teaching procedures in vocational education classes. As one of the objectives of vocational education is to acquaint learners with practical knowledge and skill, any instruction in vocational classes should have practice related principles.

According to Roberts (1965:213), the following principles are helpful:

1. The learner should understand the goal;
2. The instructor should know well his/her subject matter;
3. The learner should recognize successful accomplishment of the objectives;
4. Methods of instruction should be varied;
5. Opportunities for learner participation should be provided;
6. Experience of the learner should be utilized;
7. Opportunities for the progress of the learner, according to ability, should be provided; and
8. The physical environment should be conducive to learning.

These principles show that for a practical learning to take place, the learning approach should be student-Centred. Towards the implementation of this, learners should clearly know what to learn, and should be given sufficient opportunity for participation. The instructor should effectively utilize the experience of the learners after identifying them according to their abilities.

When students complete their courses, they should have a competence of applying their knowledge and skills on the field of work they are trained for. For young people in education, there is a need in many cases to improve preparation for all aspects of working life, especially of those groups, which experience the greatest difficulty in making the transition to employment. To this end, the report of OECD (1977:9) proposed the following strategies to achieve the objective effectively:

1. Increasing the extent to which the teaching force has direct experience to the realities of work in the business sector, and
2. Improving opportunities for pupils to obtain first-hand experience of work as an essential part of their education.

2.4. Teaching Vocational Business Courses through Student-Centred Approach

Vocational business is a program of education which equips the student with the marketable skills, knowledges, attitudes needed for initial employment and advancement in business occupations. It usually encompasses, according to Douglass et al. (1965:29), a series or sequence of related courses and subjects. This series of courses or subjects usually constitutes a fairly well defined separate pattern for main employment areas of business education. These series of courses include, for example in Ethiopian MOE, TVET programs:

1. In Accounting Department: Bookkeeping and Introduction to Accounting on the first year; Introduction to Financial Accounting, Cost Accounting, Management Accounting, and Budgetary Accounting on the second year; Introduction to Fund Accounting, Tax Accounting, Computerized Accounting, and Auditing on the third year.

2. In Marketing (Salesmanship) Department: Marketing and Salesmanship, and Sales Clerical and Record Keeping on the first year; Work and Work Force Supervision, Customs and Bank Clearing Operation, Managing Lower Level Marketing Activities on the second year; Basics of Marketing Research, Managing Promotion, Managing Distribution, Managing Sales, and Principles of Marketing on the third year.

3. In SSOM: Keyboarding, Principles of Typing, Intermediate Typing, Office Records Management, and Reception on the first Year; Production Typing, Office Automation, and Accounting for Secretaries on the second year; Secretarial Procedures and Office Administration, and Application of Office Automation & PC Troubleshooting on the third year.

Thus, instructional activities proposed as to be performed/ practiced by students in their respective departments are drawn from these courses.

The objectives of Business courses as pointed out by Douglass et al. (1965:31-32) are to:

> *Enable students to acquire certain knowledge and skills in business subjects for personal use; prepare students to handle business activities common to many professional, commercial, and industrial activities, prepare students to enter and succeed in a business occupations, assist students to acquire marketable skills sufficient for the initial position, and with understanding of means of growing in vocational competence after employment, and the like.*

In implementing student-Centred learning in the instruction of business subjects, analysis should be based on employed workers in business occupations. According to Byram & Wenrich (1956:336), the following points out to be considered:

- Student's activities in the practice of his/her occupation;
- Student's needs for knowledge in his/her occupation;
- Student's actions in his/her relation with classmates and teacher;
- Knowledge and attitude required by the student for the occupation.

According to Douglass et al. (1965:102), there is no one best method or procedure in teaching business subjects. They states that the method to be used by a teacher will depend upon many things: the objectives to be attained; the number of students to be taught and their stage of developments; the nature and availability of resources, such as reading materials, visual aids, equipments; the ability of teachers to use various methods and the like.

Nonetheless, the common methods they suggest as proper for use in teaching business are discussion, problem solving, demonstration, drill, and question-and-answer. Drill, problem solving and demonstration are best suit for secretarial practice and marketing action; discussion method,

questioning and answering (recitation), and problem solving are best suit for bookkeeping and related courses.

Douglass et al. (1965:102) underscore the value of student Centred learning as:

> *An important point to remember in teaching business subjects is use a method that is a student-Centred. Learning will be most effective if the methodology used places its greatest emphasis upon the activities and actions of the students rather than those of the teacher. The skill full business teacher will guide and direct the learning of his students while remaining in the background and not being the dominant person in the room.*

Thus, it would follow that there is little if any place for the lecture method or for excessive illustration, demonstration, or explanation, which are more of teachers' activities than learners.

2.4.1. Methods of Implementing Student-Centred Approach in Teaching Business Courses

Student-Centred approach can be expressed by different teaching method. The most commonly cited methods include: Problem solving (problem based learning), simulation and role-play exercise, case study, project work method, etc.

a. Problem Solving Method

Problem solving method according to Heinich et al. (19996) is an instructional method where the students reflect on and discuss problems that are particularly relevant to professional training. The aims are to increase students' participation in the learning process and improve student problem solving and communication skills. It also aims at improving student abilities of critical thinking, identifying the nature of problem, collecting information needed to tackle it, and synthesizing a solution.

With problem solving, according to Heinch et al. (1996:12-13) the learner:

- Must define the problem clearly (perhaps state hypothesis);
- Identifying information needed to understand the problem;
- Identify resources to be used to gather information;
- Examine data (possibly with the aid of a computer);
- Generating solution.

Problem solving according to Means (1968: 21-23) is a complex integration of many kinds of responses that vary from one situation to another and take many different forms. It involves the presentation and analysis of a real or hypothetical problem to arouse curiosity, interest, and student activity. (Heinch et al., 1996).

b. Simulation and role-play exercises

Role-play can allow students to empathize with the case scenario while making demands that are affective as well as cognitive. The teacher can move literally off-stage and becomes 'producer', facilitator and observer. The students can become far more intensively engaged with the problem than would be likely in a conventional exercise. It can be particularly effective method when confronting a topic that students find 'difficult' or excessively theoretical. (Hodkinson & Jephcote, 1996:148).

There is a relation ship between role-play and simulation. Role-play involves the deliberate taking of a role for specific educational objectives and is a spontaneous acting out of a situation, whereas simulation refers to the overall structure within which a role-play occurs.

In secretarial science training, for example, students can simulate the secretary-public relationship in telephone handling, and customer handling that comes physically to their offices. Likely, students in

marketing training can simulate the role of salesperson in promoting sales action.

In order to make role-play or simulations effectively, teachers should consider three distinct phases. These include according to Ramsden (1992): Planning and preparation, Interaction, and Reflection and evaluation.

In planning and preparation, students need to research information likely to have a bearing upon the problem and contribute to the session after deciding on the purpose of the session. In interaction phase, identification of teacher and students expectations and processes is made after establishing rules for interaction. In the reflection and evaluation phase, students need to identify and analyze the major issues that developed as a conclusion of the session.

c. BRIC Plan Method

It contains four-method planning according to Douglass et al. (19652:79-284) that help to teach certain business courses by combining some or all of them. These are referred to as BRIC that include: Battery, Rotation, Integrated or Model Office Plan, and Cooperative Plan. In battery planning method, sufficient machines, equipment and supplies are needed to enable all students to work in the same unit at one time. Students may progress more rapidly because class-time is utilized effectively and the teacher can give instruction on a group basis.

Rotation plan provides for individual instruction on each unit. The class is divided into small groups with each group working on a different unit. Then the teacher is expected to instruct each group individually.

Integrated or model offices plan attempts to simulate office conditions in the classroom by integrating knowledge and skills already acquired. Students are given job assignments similar to those they would encounter on the job in the business world. This emphasizes the importance of production of work that meets office standards. It also provides an opportunity for students to work cooperatively in completing these job assignments, and makes it possible to teach students to apply good work habits in the production of these jobs.

In cooperative plan, one semester is ordinarily devoted to instruction in schools and the second semester is assigned to work in business offices. First students are taught how to do the jobs they are expected to perform in the business offices. Then they are given an opportunity to apply the skills and knowledge that they have learned in an actual business setting. This is actually equivalent to apprenticeship training given for all TVET students in Ethiopian context even though the duration varies.

d. Case Study Method

This method is based upon a participatory analysis and diagnosis of certain problems that that might emerge in an actual working environment, and is help to intensify students understanding of a complex situation.

According to Curzon (1990) as cited in Terefe (2005), it is aimed at the creation of an active, participatory teaching learning situation in which the subject matter closely mirrors the outside world; the improvements of student's ability to identify principles, to think swiftly under pressure and to apply his or her insight and learned principles to a complex problems or events that he or she may encounter in realistic working condition.

2.5. Factors that Affect the Implementation of Student-Centred Learning Approach

There might be many and varied factors that may affect the implementation of student-Centred learning approach. To call some: pedagogical competence and work related experience of the instructors, class size, availability of learning materials that promote students' self – learning, etc.

According to MOE (2002:15), the quality of training and implementing this approach can be poor due to: lack of appropriate and adequate equipment and facilities; insufficient number of qualified instructors; inflexible and outdated occupational standards; lack of adequate functional relationship between training centers and the real world of work; limited funding; and inefficient management; lack of stakeholders' participation in curriculum design and implementation.

According to Wassihune (2006:99), the most serious problems that hinder the implementation of student-Centred include, teachers' education and training components, lack of teaching resources, aid or facilities, large class size and classroom setup. Thus, among all those stated factors, some of them are discussed in detail here under.

2.5.1. Pedagogical Competence and Work Related Experience of TVET Instructors

To ensure the high quality of TVET, priority should be given to the recruitment of adequate number of qualified teachers/instructors that can effectively prepare their students for relevant occupations.

Many research findings show that learning is enhanced if students are more active, have attachment to the practical learning materials and independent self-learning that encourages the learners creatively. To do so

requires the instructors' pedagogical competence plus the inductors knowledge of the learning experience.

To this end, Smith (1989:27) states: The teacher should know the content he/she is to teach as well as that of the disciplines from which his/her instructional subject matter may be taken. The first is necessary for teaching any thing at all. The second applies a depth of knowledge essential to the teachers feeling of intellectual security and his/her ability to handle instructional content with greater understanding.

The above assertion implies that, if fore-example, an instructor teaches marketing, in addition to the academic qualification he/she has had, needs to be involved in marketing activities to have a feeling of intellectual security to lead his/her students to the practical learning rather than simply feeding only the theories and principles with 'spoon'.

Furthermore, according to Wassihune (2006:101), implementing student-Centred learning in improving the quality of education depends primarily on the role of the teacher, who has enough experience, knowledge and skills in handling instructional methodologies in general and student-Centred in particular.

In most cases, what confront teachers is not the theories put before them are unworkable, but that they simply have not internalised these theories to the point where they can be used to interpret and solve practical problems. In such cases, they have not been provided with sufficient opportunities to apply the knowledge, to translate it from theory into practice and thereby master it.

Vocational teachers need first-hand contacts with the world of work. They are necessary in order to keep their instruction up-to-date. It would be wise not only to encourage teachers to make community contacts that will be helpful to their teaching but to recognize such contacts as

evidence of professional growth, and of what is expected of progressive teachers. (Struck, 1958:135)

The issue of teacher competence is better described by Rayns, as cited in Aggarwal (1996:2) who considered teaching as complex and many sided, demanding a variety of human traits and abilities. He grouped them into two major categories: first those involving the teacher's mental abilities and skills, his/her understandings of psychological and educational principles and his/her knowledge of general and specific subject matter to be taught, and second those qualities stemming from the teacher's personality, his/her interest, attitudes and beliefs, his/her behaviours in working relationships with learners and other individuals and the like.

It is not sufficient for instruction of business courses to have only pedagogical competence. Occupational related experience to the subject of study is as crucial as that of pedagogical experience. According to Douglas et al. (1965:102), "It is preferred that business experience gained be in positions directly related to the subject area that is to be taught, and that it include position in different firms."

According to Hodkinson et al. (1996:368), quality in the delivery and assessment of learning would require a competent teacher to have the following:

> *Good teacher knowledge and understanding of business; a variety of teaching strategies to be employed, including the opportunity for students to learn through direct and practical experiences of the business world; appropriate pace and level of delivery which meets the needs and abilities of students; high expectation of students (high but attainable challenges); efficient use of learning resources to reinforce learning; good relationship with learner to promote learning; the use of assessment to give students regular positive feedback which helps them make progress; work is set and marked regularly, consistently, and fairly; assessments are devised at an appropriate standard and clearly aligned to the assessment objectives, etc.*

This shows that effective and competent teacher should plan for clearly identifiable instructional goals and objectives that are both attainable and understood by students; incorporate specific activities or work to be performed to accomplish that objectives; arranging for essential resources that promote those learning materials; and setting criteria and conditions of assessment that should consider learner as a centre.

Mekesha (2005:122) in his contribution on the Ethiopian Journal of Education states that the individualized, experiential learning or learning by doing along side cognitive learning may be melt through two ways: By increasing the availability of sound pedagogical system and by supplying educational sector with well-trained and motivated teachers who are the most vital component of any high quality education. He states that it is almost universal that well-trained and motivated teachers in education make a difference.

UNESCO (1973), as cited in Bizuneh (2006:26) also identifies technical and vocational teachers/trainers as the key elements in implementing training programs and are linking device between industry, the real world and the education system. In order to play this role, it is stated that they must possess knowledge of their field and have had some experience in the real world of work for which they are preparing the students. They also must have knowledge and skills in pedagogical and practical teaching.

2.5.2. Class size

Some writers claim that having large class size has the advantage of providing exposure to wide views that may be forwarded from learners. However, its limitations are more emphasized by many authors.

As Yonas (2006:56) cites Ayalew (1991), whether a large or small class is appropriate depends on the following factors, alone or integrated: Learning objectives that are to be realized, nature of subject to be taught, students attention and learning resources. Other educators consider the influence of organizational culture of the institution, learning styles, lifestyles as well as the professional identity of the teacher.

Based on the number of learners at whom teaching is directed, Gage (1978:14) forwarded four categories of class sizes where each of them consists of a set of teaching methods.

a) Tutoring, seat work, and computer-assisted instruction: methods where teaching is directed at one learner at a time.
b) Discussion methods, role-playing, simulations and games: methods where teaching is directed at 2 to 20 learners at a time.
c) Classroom teaching (such as recitation): methods where teaching is directed at 20 to 40 students.
d) Lecture, film shows, television and radio: methods where teaching could be directed at 40 or more learners.

It can be easily inferred from the above classification that if the size of the class is 40 or more, instructors have no better chance than to use lecture or related methods like film shows, which are usually one-way communication. If students' practical learning is required, it is important to have a class size of at most 40 especially for TVET students.

Although already stated that demonstration is more of teacher-Centred approach, for courses that have manipulative nature it is very important. However, this requires immediate supervised practice by students.

The finding of one research project done by CSR Research Consortium in http//www.classsize.org/resplan/resplan2.htm, clarifies the advantage of having small class size over larger ones as:

> *It reduce teachers' burden associated with discipline, paperwork, and other non-instructional duties and free them to devote more class time to instructional activity. It permits more contact, more feedback, and more exposure to curriculum. It allows teachers to engage in different kinds of interactions, including student-Centred learning in which the teacher acts as facilitator rather than dispenser of knowledge, extended project based learning, increased emphasis on higher order skills such as problem solving.*

It follows that reduced class size permits changes in the nature of teacher-student interactions and in the focus of implementing the content of curriculum.

Smith, (1996:59) also strengthen this view in that the disadvantages of having large class over small size include:

- Individualization of instruction is limited;
- Instruction is limited to lecture without involving group participation;
- Oral communication within the classroom from learner to learner and/ or to teacher is minimized;
- Practical work is assigned less frequently and when assigned, receives less teacher attention.

As cited by Byram & Wenrich (1956:339), the supervision of students practicing new manipulative skill presents an opportunity for the instructor to work with the students so that the steps in the operation will be correctly followed. The instructor should give individual instruction during the practice period. This provides the chance for instructor to examine the work and progress of each student and questioning him/her to determine if he/she understands what he/she is doing and why he/she is doing in a particular way.

However, the implementation of such instruction requires reasonable class sizes that allow the teacher to interact individually with students within limited period of instructional time. The instructor can better manage small class sizes than large class sizes both for individual instruction and for group formation.

2.5.3. Availability and Adequacy of Relevant Equipment and Instructional Materials

Instructional materials, as Abraham (2001:21) quotes Heinich, are all sorts of physical means used to carry instructional contents, knowledge, skills and attitudes from various sources to students and they aim to realizing a set of instructional objectives. They are instruments with which a teacher teaches and from which students learn.

Instructional materials/ teaching facilities include building, machines, equipment and supply, libraries, laboratories, workshops, classrooms, demonstration classes, offices of different purposes, and the like that can promote student-Centred learning either through complementing or supplementing classroom instruction. In the absence of relevant instructional materials, it is not ideal for TVET students to acquire the required skill for the field of work.

Teaching materials are an essential part of an effective educational program. They provide a good first hand experience, and, when properly used, do much to foster learning. Through their varying appeals, they are an important asset in extending and enriching the curriculum at all educational levels. Instructional materials that are well planned and used in the classroom are significant adjunct to meaningful learning experiences. They assist in encouraging students to find answers to problems, to discover, and to extend understandings. (Means, 1968:69)

Regarding specific and practical values of perceptual materials, Abraham also quoted Kinder on the same page as they:

> *Overcome the limitations of restricted personal experiences of pupils; overcome the limitations of the classroom; provide for the direct interactions of the pupils with the realities of the social and physical environment; provide uniformity of percept; give initial concepts which are correct, real, and complete; awaken new desires and interests; provide motivation and stimulation; and provide integrated experiences which vary from concrete to abstracts.*

The uses of instructional devices enable students to learn more quickly and effectively. As Means (1968:83) points out such instructional aids render service by "Creating more vivid impressions; utilising additional organ of senses: getting and holding students' attention through change of pace; simplifying the knowledge to be learned; and improve the quality of instruction given.

From the above assertions, it can be possible to conclude that instructional materials or devices increase the performance of learning, provide a uniformity of percept and thought, stimulate self-activity, and reduce verbalism, and provide experiences not easily obtained through other means. Thus it plays vital role in implementing student-Centred learning approach.

In teaching office records management, fore example, instructors should not be limited to delivering theoretical orientation about filing equipments and supplies. It is very challenging for students to learn practically those learning materials without looking at them and doing themselves, especially in regular classes where students have no background at all. Students need to see files, folders, guides captions etc., in their actual existence and then asked to prepare a similar one or simulations from cartoons and papers.

ILO (2001:14) underscores that the challenges facing TVET in the twenty-first century demand learner Centred innovative and flexible approaches. Theory and practice should form an integrated whole and be presented in a manner that motivates the learners. Experience in laboratory, workshop and /or enterprises should be illustrated through their practical applications.

This implies that machines and equipment used in workshops in educational institutions should be geared to the needs of the workplace, and should simulate it as closely as possible; and learners should be capable of operating and maintaining them.

Douglass et al. (1956:79) claim that technical skill and know-how must enter into the preparation of the business teacher who is to make use of them in the classroom. The necessity of teaching larger classes, at the same time giving greater attention to individual student needs and achieving more learning in shorter time all add up to a positive need for the availability of modern instructional facilities and equipment, and knowing how to make use of this very helpful modern equipment. This shows that instructional materials and equipment play vital role in promoting learning even in unfavourable condition of teaching in large classes.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

This study was designed in such a way that a comparative analysis was to be made regarding the extent of implementation of student-Centred approach in two TVET institutions. One is St. Mary's University College (SMUC) and the other is Entoto TVET College. The latter was selected, as it is one of the famous governmental TVET institutions, both in terms of duration of its establishment and scope of program expansion. SMUC was also selected, as it is one of the famous private intuitions providing technical and vocational training widely. Thus, a comparative study was used to assess the extent of students' actual practice of the learning material and factors affecting those institutions in the implementation of student-Centred learning in teaching business courses.

3.2 Research Methodology

In this study the researcher employed a descriptive survey method for it was found to be appropriate to generate adequate information. The gathered data were organized and analyzed using SPSS and the following statistical techniques were employed:

i) Percentage and frequency counts were used to analyze various characteristics of population such as academic qualifications and work experience of instructors, sex, age, etc of all respondents.

ii) Over all and/ or particular Mean comparisons were made in analyzing the ratings of the respondents.

iii) Rankings were also made for respondents' nature of questions that were responded in ranking order.

iv) T-test and One-way Analysis of Variance (ANOVA) were employed to determine whether there is significant mean difference between and among the teachers and students based on their views concerning the availability of training facilities, actual practice of learning materials by students and convenience of class size in the use of learner-Centred approach in classroom instruction, etc.

3.3. Sources of Data

As stated above, the two institutions were selected for study and thus Deans, instructors, students, and supervisors from both institutions were used as sources of data. There are three business departments that are common to both institutions. These are Accounting, Marketing (Salesmanship), and Secretarial Science and Office Management (SSOM). Thus, only students, instructors and supervisors belong to these departments were served as source of data collection.

3.4 Sampling Techniques

There were 63 instructors in both institutions altogether. Since their size is small and also the view of majority of them is essential for the finding of this study, 80% of instructors were included from those respective departments.

Stratified random sampling was used to select proportionally both instructor and student respondents from the three departments. Then, simple random sampling was used to select respondents proportionally from the strata of respective departments.

Thirty percent (30%) of student respondents were included in the study. From the sum total of 588 students in both institutions in the third year, 177 (30%) were sampled and contacted. Thus, Only 30% were

sampled using stratification from each department also. The population sizes and corresponding sample sizes for each department's of the institutions are as follows:

Table 1: Population Sizes (N) with Corresponding Sample Sizes (n)

Institutions	Departments							
	Accounting		Marketing		SSOM		Total	
	N	n	N	n	N	n	N	n
SMUC								
Teachers	18	15	10	7	10	8	38	30
Students	165	50	90	27	120	36	375	113
Entoto TVET College								
Teacher	9	7	7	6	9	6	25	19
Students	102	30	60	19	51	15	213	64

At a time only some instructors may teach those students at a given level. However in most cases, instructors are assigned to teach at all levels. Thus, the need of increasing the sample sizes arises out of this reason to survey their trends of implementation of student-centred learning in business instructions in those levels.

3.5 Instruments of Data Collection

The data for this study were obtained from both primary and secondary sources. As a secondary source relevant books, journals or some other publications, which indicate the practice of vocational and technical training, especially for business courses, were consulted to support the findings of the study.

As a primary source, questionnaires were prepared and distributed to instructors, students and supervisors. Department specific questions that were drawn from TVET curriculum guide were forwarded to student respondents to assess the extents of instructional practice. These activities were what the curriculum designers proposed for students to be able to perform at the end of completion of their major courses at each level. Thus, three questionnaires were distributed to the three departments. Students were asked some common questions but presented with attachment of distinct and department specific questions. Moreover, interview was made with one responsible administrative bodies of each institution.

Observation was also made. The researcher personally observed the availability and adequacy of equipment and supplies, the convenience of classroom setup and arrangement, and other training facilities that would promote students' practical leaning. Observation checklist was prepared and used here.

3.6 *Pilot Study*

The researcher has undertaken a pilot test in SMUC so as to evaluate whether the questionnaires were appropriate to generate adequate information, and to make the necessary modifications. To this end, some modifications were made. Some questions that were found not to bring any reliable information to the study were omitted. Moreover, some modifications were made on the language clarity, and item rearrangements.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of data which is entirely based on the findings of interview, questionnaire, and observation result. To this end, two types of questionnaires were distributed to teachers and students in three departments found within business faculty (stream).

One type of questionnaire was distributed students. These include 50 SMUC students and 30 Entoto TVET College students found in the department of Accounting; 27 Marketing students SMUC and 19 Marketing students at Entoto TVET College; and 36 SMUC students in the department of SSOM and 15 Entoto TVET college students found in the same department. All (100%) questionnaires distributed to students were filled out and returned.

The other type of questionnaire was prepared and distributed to instructors selected from both institutions. At SMUC it was distributed to 15 instructors in the department of Accounting, to 8 instructors in the department of Marketing, and 8 instructors in the department of SSOM. At Entoto TVET College, it was distributed to 9 instructors in the department of Accounting, 6 instructors in the department of Marketing, and to 9 instructors in the department of SSOM. Out of those respondents, only 10, 7, 8 at SMUC, and 7, 5, 6 at Entoto TVET College were filling out and return the questionnaire. Out of all the questionnaires distributed to SMUC respondents, only 10(66.67%), 7(87.5%), 8(100%) in the department of Accounting, Marketing and SSOM respectively were filled out and returned the questionnaire. At Entoto TVET College, 7(77.78%), 5(83.3%), and 6(66.67%) in the department of Accounting, Marketing a

nd SSOM

respectively were fill out and return the questionnaire.

Table 2: Characteristics of Student and Instructor Respondents

Nature of Respondents	Institution	Classification	Department					
			Accounting		Marketing		SSOM	
Student			No.	%	No.	%	No.	%
Age	SMUC	16-18	9	18.00	0	0.00	1	2.78
		19-21	28	56.00	16	59.26	9	25.00
		22-24	11	22.00	9	33.33	19	52.78
		25-27	0	0.00	1	3.70	6	16.67
		28-30	2	4.00	0	0.00	0	0.00
		>30	0	0.00	1	3.70	1	2.78
		Total	**50**	**100.00**	**27**	**100.00**	**36**	**100.00**
	Entoto TVET College	16-18	10	33.33	9	47.37	5	33.33
		19-21	18	60.00	10	52.63	7	46.67
		22-24	2	6.67	0	0.00	2	13.33
		28-30	0	0.00	0	0.00	1	6.67
		Total	**30**	**100.00**	**19**	**100.00**	**15**	**100.00**
Sex	SMUC	Male	13	26.00	13	48.15	0	0.00
		Female	37	74.00	14	51.85	36	100.00
		Total	**50**	**100.00**	**27**	**100.00**	**36**	**100.00**
	Entoto TVET College	Male	15	50.00	15	78.95	1	6.67
		Female	15	50.00	4	21.05	14	93.33
		Total	**30**	**100.00**	**19**	**100.00**	**15**	**100.00**
Instructor								
Age	SMUC	20-24	1	10.00	1	14.29	0	0.00
		25-29	5	50.00	4	57.14	2	25.00
		30-34	3	30.00	2	28.57		0.00
		35-39	0	0.00	0	0.00	2	25.00
		40-44	1	10.00	0	0.00	2	25.00
		>45	0	0.00	0	0.00	2	25.00
		Total	**10**	**100.00**	**7**	**100.00**	**8**	**100.00**
	Entoto TVET College	20-24	0	0.00	1	20.00	0	0.00
		25-29	2	28.57	3	60.00	0	0.00
		30-34	1	14.29	1	20.00	2	33.33
		35-39	1	14.29	0	0.00	2	33.33
		40-44	2	28.57	0	0.00	1	16.67
		>45	1	14.29	0	0.00	1	16.67
		Total	**7**	**100.00**	**5**	**100.00**	**6**	**100.00**
Sex	SMUC	Male	8	80.00	6	85.71	6	75.00
		Female	2	20.00	1	14.29	2	25.00
		Total	**10**	**100.00**	**7**	**100.00**	**8**	**100.00**
	Entoto TVET College	Male	4	57.14	5	100.00	5	83.33
		Female	3	42.86	0	0.00	1	16.67
		Total	**7**	**100.00**	**5**	**100.00**	**6**	**100.00**

The age composition of student respondents indicated in the table 2 above shows that in department of Accounting, 28(56%) at SMUC and 18(60%) at Entoto TVET College are found in the age category of 19-21 years. In Marketing department, 16(59.26%) and 10(52.63%); and in SSOM department, 9(25%) and 5(33.33%) are found within the stated age category at SMUC and Entoto TVET College respectively.

In the department of SSOM, 19(52.78%) at SMUC and 7(46.67%) at Entoto TVET College are found within the age category of 22-24 years. In both institutions and in all those departments, the number of respondents found within age category of 25 years or above is very insignificant.

Therefore, it can be possible to infer that those students are youths who directly joined TVET program without any attachment to the field of work. To prepare effectively for the world of work, those youngsters require practical training in their respective institutions that really simulate the occupation that they are aspiring for.

Their sex composition shows that in the department of SSOM, all respondents from both institutions are female, except one male respondents from Entoto TVET College. This shows that this field is considered by many individuals as female stereotyped field.

In Accounting department, 37(74%) from SMUC and 15(50%) from Entoto TVET College are again female. In department of Marketing, 14(51.85%) at SMUC and 4(21.05%) at Entoto TVET College are female. Thus, except in the department of Marketing at Entoto TVET College, the number of female students exceeds that of male.

Thus, it is possible to say that the number of female participation in TVET Program is very high, especially in SMUC where it is significantly higher than that of male.

Regarding instructor respondents, it can be observed from the table that many respondents are found within the age category of 25-29. At SMUC, 5(50%) in the department of Accounting, 4(57.14%) in Marketing and 2(25%) in SSOM are found within the stated age category. At Entoto TVET College, 3(60%) in Marketing and 2(28.57%) in Accounting are within this age group.

Relatively speaking, many older respondents are found in the department of SSOM from both institutions, because at SMUC all the remaining, that is, 6(75%) of the respondents are above 35 years of age. At Entoto TVET College 2(33.33%) are found within 30-34 age category and the remaining, 4(66.67%) are found within the age group of 35 years and above. To the contrary, many younger instructors are found in the department of Marketing in both institutions. At Entoto TVET College, 4(80%) and at SMUC 5(71.43%) are below 30 years.

Concerning the sex composition of instructor respondents, it was observed as indicated in the table that the number of male instructor significantly exceeds that of female instructors. For example, in the department of Marketing, except one female respondent from SMUC, all are found to be male. In the department of Accounting, 8(80%) at SMUC and 4(57.14%) at Entoto TVET College are male. In SSOM, 6(75%) at SMUC and 5(83.33%) at Entoto TVET College are male.

Therefore, it is clearly indicated that at least in those institutions within the departments under study, the number of female instructors is very low as compared to male. This discrepancy is significantly observed even in the department of SSOM, where almost all students are female. This can have its own negative implication for those students who want to observe female role-model instructors in their own field of study.

Instructors were asked about their qualification, teaching experience and non-teaching experience, to infer the implication of these variables on the implementation of student-Centred learning approach in TVET. Their responses are indicated in the following table.

Table 3: Professional Identity of Instructors

Items	Institution	Classification	Department					
			Accounting		Marketing		SSOM	
			No.	%	No.	%	No.	%
Teaching Experience	SMUC	0-3	4	40.00	6	85.71	2	25.00
		4-7	5	50.00	1	14.29	0	0.00
		12-15	1	10.00	0	0.00	3	37.5
		>20	0	0.00	0	0.00	3	37.5
		Total	**10**	**100.00**	**7**	**100.00**	**8**	**100.00**
	Entoto TVET College	0-3	2	28.57	5	100.00	0	0.00
		4-7	0	0.00	0	0.00	1	16.67
		8-11	1	14.29	0	0.00	0	0.00
		12-15	0	0.00	0	0.00	1	16.67
		16-19	1	14.29	0	0.00	2	33.33
		>20	3	42.86	0	0.00	2	33.33
		Total	**7**	**100.00**	**5**	**100.00**	**6**	**100.00**
Non teaching experience	SMUC	0-3	8	80.00	6	85.71	5	62.5
		4-7	2	20.00	1	14.29	3	37.5
		Total	**10**	**100.00**	**7**	**100.00**	**8**	**100.00**
	Entoto TVET College	0-3	5	71.43	5	100.00	5	83.33
		4-7	2	28.57	0	0.00	0	0.00
		8-11	0	0.00	0	0.00	1	16.67
		Total	**7**	**100.00**	**5**	**100.00**	**6**	**100.00**
Qualification	SMUC	BA/Bsc	5	50.00	5	71.43	4	50.00
		MA/Msc	5	50.00	2	28.57	4	50.00
		Total	10	100.00	7	100.00	8	100.00
	Entoto TVET College	BA/Bsc	6	85.71	5	100.00	3	50.00
		MA/Msc	1	14.29	0	0.00	3	50.00
		Total	7	100.00	5	100.00	6	100.00

It is indicated in the table 3 that of all the respondents, 50% of instructors found in Accounting and SSOM department at SMUC, and SSOM at Entoto have secured their MA/M. Sc. The remaining respondents in these departments have their B.A/B. Sc. This really shows their qualification balance with those departments that meets the MOE policy requirements. The policy requires that there should be 50 to 50 B.A/B. Sc and M.A/M. Sc

qualified instructors in institutions accredited to run 10+3 TVET program. But, it is possible to infer that many of those respondents that have M.A/M. SC have secured their masters recently. For example, 3 instructors in SMUC and 3 instructors in Entoto TVET College put their field of specialization as Management in Vocational Education. Thus, even though the composition is fair enough, they have not been working in this qualification for long.

Less qualification composition is observed in the department of Marketing in both institutions. At Entoto TVET College, there is no MA/MSC qualified instructors and at SMUC, only 2(16.7%) of the respondents have secured their MA/M. Sc. In Accounting department at Entoto TVET College, there is better qualification composition as compared to Marketing department even though it doesn't meet the requirement.

Regarding their teaching experience, instructors working in the department of SSOM in both institutions are observed to be better experienced than others. Of all the respondents in the given department, 6(75%) of them from that of SMUC instructors, and 5(83.2%) of them from Entoto TVET College instructors have greater than 12 years of experience. Again the lowest experience is observed in the department of Marketing where 5(100%) of instructors from Entoto TVET College and 7(85.7%) from SMUC have 0 to 3 years of experience.

In terms of teaching experience, instructors working in SMUC department of Accounting are less experienced than those found in Entoto TVET College within the same department. In SMUC, 9(90%) of the respondents do have teaching experience of below 8 years, where as 5(71.5%) in Entoto do have greater than 8 years of experience. That is, many experienced instructors in teaching are found more in Entoto TVET College than in SMUC in the given department.

It is not sufficient for instruction of business courses to have only pedagogical competence. Occupational related experience to the subject of study is as crucial as that of pedagogical experience. According to Douglas et al. (1965:102), "It is preferred that business experience gained be in positions directly related to the subject area that is to be taught, and that it include position in different firms." To this end, it is indicated in the table that majority of instructors do not have experience. From Accounting department, 2(20%) of SMUC instructor respondents and 2(28.6%) of that of Entoto TVET College respondents do have four to seven years of experience in industry. Similarly, 3(37.5%) of respondents in SSOM from SMUC responded that they have 4-7 years of experience in industry.

But, on the open ended question given for the instructors to write for their industry experience, in Accounting department, 5(50%) and in SSOM, 4(50%) from SMUC have stated that they do have relevant industrial experience for the field they are engaged in to teach now. Respondents from Accounting department specified that they are either working as or had been working as Accountants. Two of the respondents from SSOM specified that they had been working as Secretary before they secured their B.A and joined the institute. The two respondents who have stated to have 2-7 years of non teaching experience from Entoto TVET College in department of Accounting also specified that they had been working as Accountant.

Nonetheless, in Marketing department at both institutions, there seems that instructors do not have industry experience since they do not specify their non-teaching experience except one who stated that he used to work as Clerk Accountant. In department of SSOM at Entoto TVET College also, 5(83%) of the respondents do not mentioned their non-teaching experience and are supposed to have no relevant industrial experience.

The trained and experienced instructors according Bizuneh (2006:26) are the key element in implementing TVET program and are the linking device

between industry, the real world and the education system. They must possess the knowledge of their field and have had some experience in the real world of work for which they are preparing their students. Thus, instructors were asked whether these diversified experiences were given due emphasis during their recruitment.

The table on the next page shows instructors' response on some of the criteria considered for their recruitment.

Table 4: Selection and Recruitment Criteria of Instructors

			Department							
			Accounting		Marketing		SSOM		Total	
	Institution	Resp.	No.	%	No.	%	No.	%	No.	%
Is there selection criteria?	SMUC	yes	10	100.00	7	100.00	8	100.00	25	100.00
	Entoto TVET College	yes	7	100.00	5	100.00	6	100.00	18	100.00
G.P.A	SMUC	No	4	40.00	1	14.29	2	25.00	7	28.00
		yes	6	60.00	6	85.71	6	75.00	18	72.00
		Total	10	100.00	7	100.00	8	100.00	25	100.00
	Entoto TVET College	No	4	57.14	0	0.00	3	50.00	7	38.89
		yes	3	42.86	5	100.00	3	50.00	11	61.11
		Total	7	100.00	5	100.00	6	100.00	18	100.00
Teaching experience	SMUC	No	4	40.00	2	28.57	3	37.50	9	36.00
		yes	6	60.00	5	71.43	5	62.50	16	64.00
		Total	10	100.00	7	100.00	8	100.00	25	100.00
	Entoto TVET College	No	1	14.29	2	40.00	0	0.00	3	16.67
		yes	6	85.71	3	60.00	6	100.00	15	83.33
		Total	7	100.00	5	100.00	6	100.00	18	100.00
Non teaching experience	SMUC	No	5	50.00	5	71.43	8	100.00	18	72.00
		yes	5	50.00	2	28.57	0	0.00	7	28.00
		Total	10	100.00	7	100.00	8	100.00	25	100.00
	Entoto TVET College	No	6	85.71	4	80.00	6	100.00	16	88.89
		yes	1	14.29	1	20.00	0	0.00	2	11.11
		Total	7	100.00	5	100.00	6	100.00	18	100.00
Other criteia?	SMUC	No	8	80.00	6	85.71	7	87.50	21	84.00
		yes	2	20.00	1	14.29	1	12.50	4	16.00
		Total	10	100.00	7	100.00	8	100.00	25	100.00
	Entoto TVET College	No	7	100.00	3	60.00	6	100.00	16	88.89
		yes	0	0.00	2	40.00	0	0.00	2	11.11
		Total	7	100.00	5	100.00	6	100.00	18	100.00

Table 4 indicates that all (100%) of all the respondents confirm that there is selection criteria. Nonetheless, the criteria considered are different in some context. At SMUC, G.P.A, as major criteria, was selected by many respondents, teaching experience ranked second and non-teaching experience came third. Here, of all the respondents, 18(72%) selected GPA as major criteria; 16(64%) selected teaching experience and 4(16%) stated some other reasons like: through recommendation of friends, proximity with leaders, etc.

At Entoto TVET College, teaching experience was selected by most respondents; G.PA came next and non-teaching experience ranked third. Of all the respondents, 15(83.33%) selected teaching experience; 11(61.11%) selected G.PA; 2(11.11%) selected non-teaching experience; and 2(11.11%) stated some other reasons like transfer and assignment.

Therefore, it can be possible to see that due emphasis are given to G.P.A and teaching experience rather than industrial experience in selection and recruitment of business courses instructors.

Nine instructional methods were given to respondent instructors to rank among them the top three in terms of their frequency of use when they were trained. These include, group work, discussion, problem-solving, simulation, lecture method, demonstration, individual assignment, project method and case study method. To this end, all (100%) respondents were ranked lecture method first. Among the remaining eight methods, some of the most frequently item ranked second or third are indicated hereunder in table below.

Table 5: Methods used to be in use when Instructors were Trained

Item	Rank	SMUC		Entoto TVET College	
		No.	%	No.	%
Individual Assignment	2	6	24	5	27.77
	3	2	8	2	11.11
Group Work	2	5	20	4	22.22
	3	2	8	1	5.55
Discussion	2	3	12	3	16.67
	3	1	4	0	0.00
Project Method	2	4	16	2	11.11
	3	1	12	0	0.00

Table 5 above shows for the given items, 18(72%) of the respondent from SMUC and 14(77.77) from Entoto TVET College ranked second the above four instructional methods. Thus, next to lecture method, these four methods were supposed to be used to train those respondent instructors. The rest items were selected by only few respondents and it is supposed that those methods were not significantly used when those respondent instructors were trained.

Those respondents were also asked to mention the most frequently methods that they are employing now in the classroom instruction. Here, very large number of respondents again stated that they are using lecture method in classroom instruction primarily. Significant number of respondents stated also project method.

Table 6. Instructors Pedagogical Background and Exposure

Item	t-test for Equality of Means						
	Institution	N	Mean	SD	t	Sig.	Mean Diff.
Their View whether they were trained though student-Centred	SMUC	25	2.680	1.435	-1.121	0.270	-0.487
	Entoto TVET College	18	3.167	1.383			
How they rate that impact on their method of teaching	SMUC	25	3.200	0.913	-1.056	0.298	-0.300
	Entoto TVET College	18	3.500	0.924			
How far they agree that they have taken sufficient pedagogical training?	SMUC	25	3.280	1.308	-0.297	0.768	-0.109
	Entoto TVET College	18	3.389	1.092			
Frequency of participation in any seminar, or training about student-Centred?	SMUC	25	2.960	1.060	3.448	0.001	1.071
	Entoto TVET College	18	1.889	0.963			
How do they rate the training impact?	SMUC	19	3.737	0.653	4.916	0.000	0.737
	Entoto TVET College	4	3.000	0.000			

SD=standard deviation, t=t-score, Sig. =level of significance difference, Mean Diff=Mean difference, N=number of respondents

Instructors were asked whether the training methods they went through during their learning at higher institute were student-Centred or not. They were asked to forward their degree of agreement whether they went through this approach or not. The mean value of SMUC instructors is 2.68 while it is 3.17 at SMUC. But, this is not significant to suggest that there is a difference between the two groups. This implies that they were almost gone through the same teaching approach. Significant number of respondents believes that they were not passing through student-centred approach.

Concerning the impact of the training (learning) methods used on their teaching methods, again there are 0.3 mean differences: a mean of 3.50 at Entoto TVET College and 3.2 at SMUC. Nonetheless, this difference is tested to be insignificant.

Instructors were also asked whether they have received sufficient pedagogical courses during their learning. When they forwarded their level of agreement to this question, the mean values of both groups are almost the same showing that there is no significant difference

In addition to pedagogical courses offered in higher learning institutions for the would be teachers, it is important that sandwich courses, workshops, short-tem training, etc are to be given to teachers as on-job-training. To this end, instructors from both groups were asked whether there is such provision or not. They were asked the frequency of such provision. The mean value of the response of SMUC instructors' is 2.96 and that of Entoto is 1.89. When this is tested using t-test, significant difference is observed between the two groups. A 1.07 mean difference is observed at a 0.01 level of significance. This shows that many instructors of SMUC do have such privilege at least sometimes while for those that at Entoto TVET College there exists less provision.

There might be some factors that have contributed for the difference. Entoto TVET College is government run institution that is within the system of government program. Even though it has the mandate of organizing training or workshop programs to some extent, the institution is not observed to do so. The interview conducted with vice dean of Entoto TVET College has also supports this. According to him, the government has been playing vital role to empower institutional capacity with trained and experienced instructors. He stated that they are working hard to implement the government agenda of instructors' capacity building with this regard. Thus, it shows that in most cases, the training and skill building role of the institution is basically based on the program of MOE.

However, SMUC is private higher learning institute that can freely move on its own program. The response obtained from the interview conducted with the Faculty Dean of SMUC also signify that the institute has both short-

term and long-term plans to empower the skill of academic staff through different and diversified training programs. He stated for instructors joining the institution without pedagogical background short-term training has been given to them for two weeks. This has been regularly made twice a year.

Moreover, according to him, training has been organized for the whole instructors based on the needs assessment to be made by the research department of the institution. He has supported his statement by citing one specific example where training on "Teaching in Large Classes" where organized and given to the instructors recently.

Those who have participated in workshops or training in their institution were asked as to the impact of such training on their methods of teaching. This is again tested using t-test and very strong level of significance is observed between the two in that instructors who have got access to such training were responded that the training has high impact on their methods of instruction.

One of the influential factors towards the implementation of student-Centred learning is the number of students (class size) and the classroom set-up. Instructors were asked whether these variables have an impact on their classroom instruction towards implementing the desired program.

Table 7. Impact of classroom size and set-up

	t-test for Equality of Means						
Instructors View	Institution	N	Mean	SD	t	Sig.	Mean Diff.
Average number of students in the classroom	SMUC	25	3.560	0.768	2.562	0.015	0.671
	Entoto	18	2.889	0.900			
The given size is a hindrance towards implementing student-Centred approach	SMUC	25	4.080	0.909	1.189	0.243	0.358
	Entoto	18	3.722	1.018			
Classroom setup and arrangement	SMUC	25	3.680	1.069	-3.098	0.004	-0.876
	Entoto	18	4.556	0.784			
Students View							
Number of students in class is conducive to address each students	SMUC	111	3.694	1.182	1.408	0.162	0.272
	Entoto	64	3.422	1.257			
Classroom set-up is conducive to implement student-Centred approach	SMUC	111	3.649	1.203	1.160	0.248	0.227
	Entoto	64	3.422	1.270			

SD=standard deviation, t=t-score, Sig.=level of significance difference, Mean Diff=Mean difference, N=number of respondents

According to the response obtained from the respondents, the mean value for the average number of students is 3.56 for SMUC and 2.89 for Entoto TVET College. Serial number is given for classroom size categories beginning with 1 for the first classification (21-30), 2 for the next classification (31-40) and goes in that sequence. With this sequence, 3.56 lie between 41-50 and 51-60. This is to mean that the average number of students in SMUC is above 50 while it is below 50 in Entoto TVET College. Significant difference is observed between the two groups. The average class size is significantly bigger in SMUC than in Entoto TVET College.

According to Smith, (1996:59) having large class over small size has the following disadvantages:

- Individualization of instruction is limited;
- Instruction is limited to lecture without involving group participation;
- Oral communication within the classroom from learner to learner and/ or to teacher is minimized;

- Practical work is assigned less frequently and when assigned, receives less teacher attention.

Those respondents were asked whether the given size is a hindrance to implement the student-Centred approach in TVET program. The mean value of SMUC is 4.08. This is to mean that instructs are strongly agree that the given size is a hindrance to implement student-Centred learning approach. This mean value is 3.72 for Entoto TVET College respondents. This response is still inclined to strong agreement that the given variable is a hindrance to implement student-Centred approach. This implies that even 40-50 students in a single class were not convenient for those respondents to implement student-Centred learning. The bigger the class size the stronger is instructors agreed that it has an impact on the implementation of student-Centred approach.

Concerning the classroom set-up and arrangement, instructors forwarded their view whether it is appropriate to implement student-Centred approach in classroom instruction.

When their rating scale is computed as their degree of agreement, the mean value of SMUC instructors is 3.68 while it is 4.56 for that of Entoto TVET instructors. When their rating is seen at mean face value, both groups do not feel convenient to the classroom set-up and arrangement. Yet, there is very significant difference between the two groups.

There are some factors that can be cited as contributing for the difference. The observation result made by the researcher also reveals that in Entoto TVET College, chairs are not moveable and three students sit on a single desk while at SMUC, chairs are movable and one chair is only for one student.

In student-Centred approach according to Anderson (1989:9), one essential condition to be fulfilled is that chairs and tables should be light and moveable and the seating arrangement is in clusters of desks or around a table rather than in rows. This requirement is totally missing in Entoto TVET College and thus it is not a surprise if instructors strongly deny the convenience of classroom set-up and arrangement to implement student-Centred approach.

Even in SMUC, though chairs are light and moveable, the arrangement is not in a cluster, rather it is in rows. The number of students in a single class can be one of influencing factors towards such arrangement.

To this end, students were also asked to forward their own feeling regarding the convenience of classroom size and set-up to implement student-Centred learning approach in class. The above table shows students' reflection also on this view.

As can be possible to observe, the response obtained from student respondent does not show significant mean difference to both variables to mean that students do not have common understanding of the impact of the given variables on classroom instruction.

It seems that students do not significantly recognize the impact of classroom size and set-up towards implementing student-Centred approach. There might no attempt made on the side of instructors towards awareness creation on students so that they appreciate student-Centred approach and cooperating with instructors towards its implementation. Had instructors made visible efforts in implementing student-Centred approach in class, the impact of classroom size and set-up would have been made clear to the students. Students do not clearly notice the impact while instructors are claiming that the two given factors are a hindrance to implement student-Centred approach.

Instructors were asked to suggest instructional facilities to be equipped for their respective institutions that are not available at the moment. Many lists were given, among which, model offices, workshop rooms, audiovisual materials, supplies and equipment, LCD projector, various instructional films, flip charts, internet facilities and access, computer access, etc were the most frequently listed items as material facilities that were not believed to be sufficient or not available for the moment.

Those respondents were asked to put their reflection on the impact of lack or shortage of those materials and equipment. This is indicated in the following table in addition to other variables supposed to have negative implications.

Table 8: Factors Hindering the Implementation of Student-Centred Learning in both TVET Colleges

Items	t-test for Equality of Means						
	Institution	N	Mean	SD	t	Sig.	Mean Diff.
Lack of teaching resources	SMUC	25	3.880	0.833	-1.603	0.119	-0.453
	Entoto	18	4.333	0.970			
Lack of administrative support	SMUC	25	3.680	1.030	-1.201	0.237	-0.376
	Entoto	18	4.056	0.998			
Rigidity of time table/time constraint	SMUC	25	3.720	0.891	0.177	0.860	0.053
	Entoto	18	3.667	1.029			
Shortage of facilities such as the libraries, laboratories, etc	SMUC	25	3.720	1.173	-1.246	0.221	-0.447
	Entoto	18	4.167	1.150			
The nature of test and examination	SMUC	25	3.640	0.757	0.554	0.583	0.140
	Entoto	18	3.500	0.857			
Emphasis on course content coverage	SMUC	25	3.680	0.852	-1.959	0.059	-0.598
	Entoto	18	4.278	1.074			
Teacher education and training Component unrelated	SMUC	25	3.320	1.180	0.969	0.339	0.376
	Entoto	18	2.944	1.305			

SD=standard deviation, t=t-score, Sig.=level of significance difference, Mean Diff=Mean difference, N=number of respondents

Table 8 shows that the mean value of the response to the item that asks the impact of lack /shortage of learning materials and equipment is 4 for both groups. According to the rating scale, this implies that most instructors feel that shortage of those materials has strong (high) impact on the implementation of student-Centred learning in class. Significant difference does not occur between the mean of the two institutions. Under the unfavorable conditions of having large class sizes, lack or shortage of instructional materials and equipment makes the implementation of student-centred learning more challenging.

Douglass et al. (1956:79) claim that technical skill and know-how must enter into the preparation of the business teacher who is to make use of them in the classroom. The necessity of teaching larger classes, at the same time giving greater attention to individual student needs and achieving more learning in shorter time all add up to a positive need for the availability of modern instructional facilities and equipment, and knowing how to make use of this very helpful modern equipment.

The table also reveals that the mean values for most of the remaining variables are near to 4 except for one, which is whether the teacher's educational and training component is unrelated. The mean value 4 or figures near to 4 implies that according to the respondents, the given variables are a hindrance to implement student-Centred learning. Thus, in both institutions, lack of teaching resource, lack of administrative support, rigidity of time table, shortage of facilities such as libraries, the nature of test and examination, and emphasis on course content are all believed to be as hindrance factors to implement student-Centred approach. In all cases again, significant difference is not observed between the two institutions.

However, the faculty dean of SMUC and vice dean of Entoto TVET College claim that instructors do have administrative support; when and where they request, to implement practical learning in TVET program. The Business

Faculty dean of SMUC stated that for instructors organizing special practical learning sessions, the institute writes appreciation letter, provide some amount of financial reward, and recognizes the effort of instructors in any possible ways.

Those factors were again tested (compared) using ANOVA and it was obtained that for the variable "emphasis on course content and coverage" the significance level of difference is 0.048. Thus, this shows that slight significance difference is observed between the two institutions in that emphasis on course content coverage is more influencing factor in Entoto TVET College than in SMUC.

One of the contributing factors against implementation of student-Centred learning in classroom instruction is the attitude and awareness that the instructors have towards the given approach. For student-Centred learning approach to be implemented, the implementer, obviously the instructor should believe in the values and benefits that both the learner and the instructor himself/herself can gain from it. The selected (sampled) groups were asked some questions related to this. The following table shows their reflection on each variable.

Table 9: Instructors Views Regarding the Benefits of Student-Centred Learning

Items	Institution	N	Mean	SD	t-test for Equality of Means: t	Sig.	Mean Diff.
It enables learners to understand and solve problems	SMUC	25	4.680	0.557	1.093	0.281	0.180
	Entoto	18	4.500	0.514			
It provides a better and concrete experience	SMUC	25	4.480	0.823	-0.647	0.521	-0.131
	Entoto	18	4.611	0.502			
It involves a democratic relationship between the teacher and the learner	SMUC	25	4.280	0.936	0.009	0.993	0.002
	Entoto	18	4.278	0.669			
It provides the room for the learners to participate actively	SMUC	25	4.600	0.577	0.266	0.791	0.044
	Entoto	18	4.556	0.511			
It shifts from facts memorization to self exploration and practice	SMUC	25	4.360	0.952	-1.054	0.298	-0.251
	Entoto	18	4.611	0.608			
It enables the teacher to guide practical learning	SMUC	25	4.480	0.770	0.769	0.449	0.258
	Entoto	18	4.222	1.263			

SD=standard deviation, t=t-score, Sig.=level of significance difference, Mean Diff=Mean difference, N=number of respondents

The mean value for each variable is above 4 in both institutions. Significant difference is not observed between the two institutions. This implies that those respondents at least agree that student-Centred learning approach enables learners to solve problems; involves democratic relationships between students and teachers; provides room for learners to participate actively; shifts from facts memorization to self exploration, and enables the teacher to guide the practical learning.

This follows then that most instructors have given recognition for the values of student-Centred approach. However, the preceding analysis shows that there are many factors that stand against the implementation of this approach. This being so, it is important to address the extent of its implementation.

As already stated previously, the MOE TVET program policy requires that 70% of the instructional time should be given to learners to perform instructional activities themselves for their main courses and instructors

are remaining with 30% of instructional time to provide theoretical orientation. This program can be implemented when students are given the chance to discuss in groups, solve problem, simulate and actively participate in role play.

Based on the field of study and nature of the course, the methods to be implemented may vary, but the use of one or combinations of the given methods is one form of implementing student-Centred in classroom instruction. Therefore, it is supposed that students are involved in such or similar activities in classroom for 70% of instructional period. The only spare of time left for instructors to provide theoretical orientation, possibly through lecturing, is 30% of instructional period.

For this investigation, two consecutive periods which are equivalent to 100 minutes, were taken into consideration and instructors and students were asked to forward their view on the extent of such practice. Their reflection is indicated in the table below.

Table 10: Instructional Time Utilization

Instructor's View	t-test for Equality of Means						
Items	Institution	N	Mean	SD	t	Sig.	Mean Diff.
How much minutes on average are usually used by you?	SMUC	25	7.440	1.895	-1.559	0.127	-0.727
	Entoto	18	8.167	1.150			
How much of the allotted time On average is usually left to students?	SMUC	25	2.960	1.369	-0.104	0.917	-0.040
	Entoto	18	3.000	1.138			
Students View							
Items							
How much minutes on average usually used by your instructors?	SMUC	111	8.063	2.006	2.271	0.025	0.672
	Entoto	64	7.391	1.814			
How much of the allotted time On average is usually given to you?	SMUC	111	3.351	1.456	-0.915	0.362	-0.211
	Entoto	64	3.563	1.479			

SD=standard deviation, t=t-score, Sig.=level of significance difference, Mean Diff=Mean difference, N=number of respondents

The response obtained from instructors shows that the mean value of SMUC instructors is 7.44 and that of Entoto TVET instructors is 8.17. This means that 61-70 minutes are used by SMUC instructors on average and 71-80 minutes are used by Entoto TVET instructors on average. To do this, number 1 is given for the first range 0-10 and goes in that sequence when computed using SPSS. The standard deviation shown is high in all cases, especially for the amount of time usually used by instructors. This shows that there are some variations (deviations) from the mean values computed.

To check the reliability of their response, they were also asked the amount of instructional time they leave for students to perform instructional activities themselves. The mean value of SMUC is 2.96 and that of Entoto is 3.00. Even though there is some sort of overlaps, the instructional time left for students is 21-30 minutes. The standard deviation is still high but relatively less deviated here.

The response of students also indicated that the mean value for amounts left for students to do practical exercise themselves is 3.35 at SMUC and 3.56 at Entoto TVET College. This implies that instructors use 71-80 minutes on average at SMUC and 61-70 minutes at Entoto TVET College.

Regarding the amount left for students, the mean value obtained is about 3.5 in both institutions. This implies that about 30 minutes are left for students to perform instructional activities themselves. Although slight mean variation is observed between the two groups, there is no significant difference between them.

The response from both groups (instructors and students) at both institutions shows the view that the issue of 70% to 30% instructional time utilization is not observed to be implemented to the desired extent. In most classroom instructions, the extent of time utilization was found out to be maximum of 30% practical learning and minimum of 70% theoretical

orientation. Thus, being the time ratio reversed to that extent, it is not possible to infer that student-Centred learning approach is being implemented in those institutions.

The interview conducted with those concerned bodies of both institutions reveals the fact that in business instructions, the implementation of 70% to 30% instructional time proportion is questionable. The faculty dean of Entoto TVET College stated that this extent has been fully implemented in technical courses like wood work, metal work, auto mechanic, etc than in business courses instructions.

To check that whether there exists any difference between and among departments, departmental mean values were computed. The following table shows the face values of means computed for instructors' response in each department.

Table 11: Departmental Mean Comparison of Instructional Time Utilization

Departments	Institution		Instructor Time	Students Time
Accounting	SMUC	Mean	7.800	3.000
		N	10.000	10.000
	Entoto	Mean	8.429	3.000
		N	7.000	7.000
	Total	Mean	8.059	3.000
		N	17.000	17.000
Marketing	SMUC	Mean	7.286	3.000
		N	7.000	7.000
	Entoto	Mean	8.200	3.000
		N	5.000	5.000
	Total	Mean	7.667	3.000
		N	12.000	12.000
SSOM	SMUC	Mean	7.125	2.875
		N	8.000	8.000
	Entoto	Mean	7.833	3.000
		N	6.000	6.000
	Total	Mean	7.429	2.929
		N	14.000	14.000
Total	SMUC	Mean	7.440	2.960
		N	25.000	25.000
	Entoto	Mean	8.167	3.000
		N	18.000	18.000
	Total	Mean	7.744	2.977
		N	43.000	43.000

In terms of instructional time utilization, there seems no difference across departments and institutions. Regarding the average time usually taken by instructors, the mean values obtained ranges from 7 to 8. When these are seen against the value labels, given for the ranges of items, 7 shows 61-70 minutes and 8 shows 71-80 minutes.

However, regarding the time left for students to perform practical activities in class, invariably, the mean value is either 3 or very approaching to 3. Mean value 3 implies that students are left with 21 to 30 minutes out of 100 minutes to perform practical exercises/ activities in class. That is, students are usually given maximum of 30 minutes in class and the remaining

minutes are instructors' portion to lecture, to take attendance, to demonstrate and the like.

All the above assertions show that, instructors are mainly using lecture methods in class and students devote most of their time, listening to lectures and copying notes. There could be questioning and answering for the interaction to occur. However, since the instructor alone utilizes 70 minutes, students do not have sufficient time to perform practical tasks like discussions, problem solving, simulation and role play.

Student respondents were asked to rank among four instructional activities according to their degree of engaged time. These include: listening to lecture, copying lecture notes, responding and asking questions, and discussion/problem solving. Number 1 is given for the most carried out activities in class. It is computed and indicated in the table presented below.

Table 12: Nature of Instructional Activities in Class

Activities	Institution	Rank	Department						Total	
			Accounting		Marketing		SSOM			
			No	%	No.	%	No.	%	No.	%
Listening	SMUC	1	21	42.00	17	62.96	24	66.67	62	54.87
		2	20	40.00	9	33.33	9	25.00	38	33.63
		3	2	4.00	1	3.70	0	0.00	3	2.65
		4	7	14.00	0	0.00	0	8.33	10	8.85
		Total	50	100.00	27	100.00	36	100.00	113	100.00
	Entoto	1	16	53.33	8	42.11	5	33.33	29	45.31
		2	10	33.33	11	57.89	7	46.67	28	43.75
		3	2	6.67	0	0.00	3	20.00	5	7.81
		4	2	6.67	0	0.00	0	0.00	2	3.13
		Total	30	100.00	19	100.00	15	100.00	64	100.00
Taking/ copying	SMUC	1	13	26.00	7	25.93	8	22.22	28	24.78
		2	24	48.00	12	44.44	16	44.44	52	46.02
		3	11	22.00	3	11.11	10	27.78	24	21.24
		4	2	4.00	5	18.52	2	5.56	9	7.96
		Total	50	100.00	27	100.00	36	100.00	113	100.00
	Entoto	1	9	30.00	5	26.32	4	26.67	18	28.13
		2	11	36.67	6	31.58	5	33.33	22	34.38
		3	7	23.33	7	36.84	5	33.33	19	29.69
		4	3	10.00	1	5.26	1	6.67	5	7.81
		Total	30	100.00	19	100.00	15	100.00	64	100.00
Asking/res ponding	SMUC	1	9	18.00	1	3.70	0	0.00	10	8.85
		2	3	6.00	3	11.11	5	13.89	11	9.73
		3	28	56.00	12	44.44	21	58.33	61	53.98
		4	10	20.00	11	40.74	10	27.78	31	27.43
		Total	50	100.00	27	100.00	36	100.00	113	100.00
	Entoto	1	1	3.33	4	21.05	2	13.33	7	10.94
		2	7	23.33	2	10.53	2	13.33	11	17.19
		3	11	36.67	8	42.11	3	20.00	22	34.38
		4	11	36.67	5	26.32	8	53.33	24	37.50
		Total	30	100.00	19	100.00	15	100.00	64	100.00
Discussion /problem solving	SMUC	1	7	14.00	2	7.41	4	11.11	13	11.50
		2	3	6.00	3	11.11	6	16.67	12	10.62
		3	9	18.00	11	40.74	5	13.89	25	22.12
		4	31	62.00	11	40.74	21	58.33	63	55.75
		Total	50	100.00	27	100.00	36	100.00	113	100.00
	Entoto	1	4	13.33	2	10.53	4	26.67	10	15.63
		2	1	3.33	0	0.00	1	6.67	2	3.13
		3	10	33.33	4	21.05	4	26.67	18	28.13
		4	15	50.00	13	68.42	6	40.00	34	53.13
		Total	30	100.00	19	100.00	15	100.00	64	100.00

As it is indicated in table 12, listening to lecture was selected as either number 1 or 2 by most respondents. For example, it was selected by

41(82%) and 26(86.67%) of Accounting students from SMUC and Entoto TVET College respectively. Likely, 26(96.3%) and 19(100%) of Marketing students in the given sequence, ranked it either first or second. Moreover, 36(100%) and 12(80%) of SSOM students from SMUC and Entoto TVET College ranked it accordingly.

The next selected item as mostly carried out activity in class was taking or copying lecture note. It was selected either first or second by, 27(54%) of Accounting students, 19(70.37%) of Marketing students, and 24(66.67%) of SSOM all from SMUC. From Entoto TVET College also this activity was selected by many respondents as either first or second. In the department of Accounting, Marketing, and SSOM respectively, 20(66.67%), 11(57.89%) and 9(60%) ranked accordingly.

Discussion/problem solving was the least selected item in both institutions as the mostly carried out activity. Of the total respondent from SMUC, only 25(22.12%) ranked this as either 1 or 2. Similarly, only 12(18.76%) from Entoto TVET College ranked the given item as either first or second.

In teacher-Centred approach, according to Macharia & Waria (1994: 39), the teacher is more active than the learners, and dominate through explaining, monitoring and describing; the learners listen passively while the teacher pours knowledge into them; the desks are arranged in straight rows; the learners main activity in class is listening and perhaps copying notes from the blackboard.

Therefore, it implies that in those institutions for most of the instructional periods, students remain passive in listening to lectures and copying lecture note rather than performing practical tasks. Asking and responding was given better rank than discussion/ problem solving. In questioning and answering, active classroom instruction can be gained but it is not the

essence of student-centred learning. Thus, classroom instructions in both institutions were found to be primarily teacher-centred.

The quality of learning business courses relates to a range of attributes. These include according to Hodkinson & Jephcote (1996:367):

- How well students can apply their business knowledge and understanding to different contexts;
- The ability of the students to select and organize resources, correct tools, models, etc. for business analysis and learning appropriately;
- How far students understand the purpose of activities undertaken;
- The ability to evaluate their own work, make suggestions for improvement, etc.

Thus, to address the extent of instructional practices and applications in those selected departments under the faculty of business, respondents were asked to forward their view. The instructional activities were drawn from the Ministry of Education Curriculum Guide that proposed what specific functions and roles that the learners are expected to perform after the completion of certain levels.

It is divided into three comparable groups in the two institutions: Accounting with Accounting, Marketing with Marketing, and SSOM with SSOM. The first table shows the responses of Accounting students in the two institutions on their extent of instructional practice.

Table 13: The Extent of Instructional Practice in Accounting Department

Instructional Activities	t-test for Equality of Means						
	Institution	N	Mean	SD	t	Sig.	Mean Diff.
Start an accounting system	SMUC	50	4.340	0.688	3.041	0.004	0.640
	Entoto	30	3.700	1.022			
Record common business Transaction	SMUC	50	4.220	0.815	3.012	0.004	0.653
	Entoto	30	3.567	1.006			
Summarize and complete an accounting system	SMUC	50	4.140	0.990	2.423	0.019	0.607
	Entoto	30	3.533	1.137			
Prepare financial statements	SMUC	50	4.240	0.960	2.983	0.004	0.740
	Entoto	30	3.500	1.137			
Perform accounting controls over assets and liabilities	SMUC	50	4.100	1.074	1.813	0.074	0.400
	Entoto	30	3.700	0.877			
Account for payroll data	SMUC	50	3.920	1.140	2.383	0.020	0.620
	Entoto	30	3.300	1.119			
Prepare journal vouchers, post journal entries, etc	SMUC	50	3.960	0.925	1.605	0.115	0.393
	Entoto	30	3.567	1.135			
perform accounting for deferral and accrual	SMUC	50	3.620	1.123	2.148	0.036	0.587
	Entoto	30	3.033	1.217			
Apply accounting concepts for departmental operations	SMUC	50	3.440	1.053	1.778	0.081	0.440
	Entoto	30	3.000	1.083			
Determine production costs in business companies	SMUC	50	3.320	1.151	2.609	0.012	0.720
	Entoto	30	2.600	1.221			
Apply accounting for Construction type industry	SMUC	50	3.420	1.197	4.167	0.000	1.020
	Entoto	30	2.400	0.968			
Assist in preparing operations	SMUC	50	3.880	1.023	3.324	0.002	0.813
	Entoto	30	3.067	1.081			
Involve in budgetary process in Ethiopian context	SMUC	50	3.900	1.182	3.960	0.000	1.100
	Entoto	30	2.800	1.215			
Provide relevant information for making decision	SMUC	50	3.720	1.031	2.131	0.038	0.587
	Entoto	30	3.133	1.279			
Relate revenues, costs and profits	SMUC	50	3.820	1.101	2.382	0.020	0.553
	Entoto	30	3.267	0.944			
Record, classify, summarize and report the financial activities.	SMUC	50	3.980	1.000	2.845	0.006	0.680
	Entoto	30	3.300	1.055			
Prepare taxes and consider the tax consequences .	SMUC	50	3.740	1.046	2.026	0.047	0.507
	Entoto	30	3.233	1.104			
Prepare tax returns	SMUC	50	3.740	1.139	1.963	0.054	0.507
	Entoto	30	3.233	1.104			
Apply computer system to accounting	SMUC	50	3.660	1.451	4.797	0.000	1.527
	Entoto	30	2.133	1.332			
Assist in planning, executing the audit work and reporting finding	SMUC	50	3.420	1.295	0.843	0.403	0.287
	Entoto	30	3.133	1.570			

SD=standard deviation, t=t-score, Sig.=level of significance difference, Mean Diff=Mean difference, N=number of respondents

Table 13 shows, when mean is seen at face-value, the first five activities are found to be good in both institutions. The mean values are above 4 for all those activities at SMUC while they are above 3.5 at Entoto TVET College. This implies that the extents to which they have practiced those activities are high in SMUC and at least above average for Entoto TVET College. Yet, significant difference is observed between the two groups for the first four activities.

In all the remaining cases, the mean value is below 4 even though only slightly below 4 at SMUC for some activities. The mean value of 4 or near to 4 implies that the extent to which students practiced those activities by themselves is high. Thus, to those selected variables, students at SMUC believe that the extent to which they have practiced those instructional activities themselves is high. Students at Entoto TVET College also share the same view for those described activities where level of significances is not observed.

Respondents at Entoto TVET College genuinely responded that the extents to which they have practiced some instructional activities are below average level. For instance, the mean value for determining production costs in manufacturing is 2.6, for applying accounting for construction type industry is 2.4, for involving in budgetary process is 2.8, and for applying computer system to accounting is 2.13.

Thus, it follows that on basic applications of accounting theories and principles, significant number of students at Entoto TVET College do not believe that they have practiced those activities to the desired level. Even at SMUC where students rate high value to the extent of many instructional activities, the extent of their practice of accounting application is rated to be moderate. There is significant difference between the two institutions.

Table 14: The Extent of Instructional Practice in Marketing Department

Instructional Activities	t-test for Equality of Means						
	Institution	N	Mean	SD	t	Sig.	Mean Diff
Sell industrial goods in industrial markets	SMUC	27	3.111	1.476	4.305	0.000	1.585
	Entoto	19	1.526	1.020			
Sell customer goods in wholesale and retail firms	SMUC	27	3.519	1.528	3.627	0.001	1.361
	Entoto	19	2.158	1.015			
Sell service	SMUC	27	3.407	1.279	3.046	0.004	1.302
	Entoto	19	2.105	1.524			
Display goods for sale appropriately	SMUC	27	3.630	1.305	0.929	0.359	0.366
	Entoto	19	3.263	1.327			
Pack/wrap and label items appropriately	SMUC	27	2.630	1.363	3.527	0.001	1.209
	Entoto	19	1.421	0.961			
Handles customers Appropriately	SMUC	27	4.148	1.292	0.803	0.427	0.306
	Entoto	19	3.842	1.259			
Administer sales related records properly	SMUC	27	3.037	1.556	-0.290	0.773	-0.121
	Entoto	19	3.158	1.259			
Conduct inventory properly	SMUC	27	2.815	1.360	0.537	0.594	0.183
	Entoto	19	2.632	0.955			
Demonstrate professional behaviors	SMUC	27	3.630	1.471	0.454	0.652	0.209
	Entoto	19	3.421	1.575			
Assist to coordinate sales related work flows	SMUC	27	3.000	1.569	-0.785	0.436	-0.316
	Entoto	19	3.316	1.157			
Assist to supervise sales related activities	SMUC	27	3.185	1.469	0.339	0.736	0.133
	Entoto	19	3.053	1.177			
Assemble sales data in a desired way for decision	SMUC	27	2.889	1.368	1.244	0.220	0.468
	Entoto	19	2.421	1.170			
Assist to perform bank clearing activities	SMUC	27	3.148	1.512	2.315	0.025	0.938
	Entoto	19	2.211	1.228			
Assist to perform marketing mix activities	SMUC	27	3.444	1.251	1.940	0.059	0.655
	Entoto	19	2.789	1.032			
Purchase merchandise items from the right source	SMUC	27	3.259	1.723	1.732	0.090	0.786
	Entoto	19	2.474	1.349			
Coordinate promotional Activities	SMUC	27	3.407	1.338	0.349	0.729	0.144
	Entoto	19	3.263	1.408			
Organize promotion with advertising agencies	SMUC	27	2.815	1.495	0.409	0.685	0.183
	Entoto	19	2.632	1.499			
Organize and coordinate distribution activities	SMUC	26	3.538	4.282	1.767	0.088	1.538
	Entoto	19	2.000	1.000			
Supervise the sales process and sales activities	SMUC	27	3.333	1.359	0.548	0.587	0.228
	Entoto	19	3.105	1.410			
Analyze marketing environment and customer behavior	SMUC	27	3.556	1.219	1.170	0.249	0.450
	Entoto	19	3.105	1.329			
Administer customer service activities	SMUC	27	3.111	1.368	1.875	0.068	0.690
	Entoto	19	2.421	1.121			
Collect and organize external Marketing data for decision	SMUC	27	3.148	1.680	1.746	0.088	0.780
	Entoto	19	2.368	1.342			

As clearly indicated in table 14 above, the maximum mean value obtained among all the instructional activities presented here for investigation is 4.15 at SMUC and 3.84 at Entoto TVET College which is given for customer handling activities. The next maximum value is given for instructional activities related to demonstration of professional behavior. The value obtained for this is 3.63 at SMUC and 3.42 at Entoto TVET College. Thus, with very insignificant difference, students in both institutions believe that they have highly practiced customer handling activities appropriately; and the extent of demonstration of professional behavior practice is above average.

Significant difference is observed between the two institutions only for five instructional activities under study. These include, selling industrial goods in industrial markets; selling customer goods in wholesale and retail selling; packing and labeling; and assisting to perform bank clearing.

However, the mere level of significance difference cannot lead to the conclusion that students at SMUC are performed well on those activities. It simply shows that they are relatively more satisfied with the level of practice on those activities than those at Entoto TVET College. For example, for instructional activity related to packing and labeling items, the mean value is 2.63 at SMUC and 1.42 at Entoto TVET College. This implies that both groups marked low rating but that of Entoto TVET College is even marked significantly lower rating than that at SMUC.

On the remaining variables, significant differences are not observed. For example, average or near to average mean values are given for activities like administrating sales related records, assisting to supervise sales related work flows, assisting to perform marketing mix activities. This implies that students in both institutions share common view that the extent of practice to those identified activities is computed to be moderate. It looks then that they are fairly satisfied with the level of practice. In the remaining cases,

even though significant differences are not observed, slight mean differences are obtained.

The third department presented here for investigation, preferably as comparison, is SSOM. The following table again reveals students feelings towards the extent of the instructional practice.

Table 15: Extent of Instructional Practice in the Department of SSOM

Instructional Activities	t-test for Equality of Means						
	Institution	N	Mean	SD	t	Sig.	Mean Diff
Answer telephone calls in the office and makes calls	SMUC	36	3.111	1.237	0.686	0.498	0.244
	Entoto	15	2.867	1.125			
Receive and handle office visitors and schedules appointments	SMUC	36	3.417	1.360	1.354	0.188	0.560
	Entoto	14	2.857	1.292			
Prepare and maintain office supplies	SMUC	36	3.472	1.341	2.036	0.049	0.672
	Entoto	15	2.800	0.941			
File and retrieve recorded documents.	SMUC	36	3.889	1.214	1.688	0.105	0.689
	Entoto	15	3.200	1.373			
Perform activities related to file Arrangements in general	SMUC	36	3.778	1.124	0.761	0.455	0.311
	Entoto	15	3.467	1.407			
Use word processor	SMUC	36	4.000	0.926	0.958	0.350	0.400
	Entoto	15	3.600	1.502			
Make appointment properly	SMUC	36	3.611	1.202	1.393	0.178	0.611
	Entoto	15	3.000	1.512			
Handle telephone messages properly	SMUC	36	4.028	1.082	1.598	0.125	0.628
	Entoto	15	3.400	1.352			
Handle office records properly	SMUC	36	3.639	1.199	2.749	0.011	1.039
	Entoto	15	2.600	1.242			
Assist executive in planning and facilitate meeting	SMUC	36	3.889	1.116	6.396	0.000	2.022
	Entoto	15	1.867	0.990			
Manage administrative assistant duties/responsibilities	SMUC	36	3.528	1.183	1.971	0.057	0.594
	Entoto	15	2.933	0.884			
Perform desk top publishing	SMUC	36	3.000	1.146	0.773	0.448	0.333
	Entoto	15	2.667	1.496			
Organize power point and other messages	SMUC	36	3.278	1.233	2.630	0.015	1.078
	Entoto	15	2.200	1.373			

As table 15 above reveals, the maximum mean value obtained for SMUC is 4 for two activities: for handling telephone messages properly and for the use of word processor. The mean values obtained for Entoto TVET College are 3.4 and 3.6 respectively for the two activities. This means that most

students at SMUC are highly satisfied with the level of practice with those identified activities. Students at Entoto TVET College also rate their extent of practice is above average for the two activities. This again implies that relatively those students are some what satisfied with the given instructional practice. Significant differences do not occur in both cases.

There are also some other instructional activities that are rated high in SMUC. For example, for activities related to filing and retrieving recorded documents, and for assisting executive in planning and facilitating meeting, 3.89 mean values is obtained for both. Practice related to performing filing arrangements rated 3.7. The mean values for those activities at Entoto TVET College are 3.2, 1.87 and 3.47 respectively.

Out of the three identified activities, significant difference is observed only on activities related to assisting executive in planning and facilitating meeting. This implies that while students at SMUC respondents inclined to say the extent of their practice is high, students at Entoto TVET College respondents claim that the extent of their practice is low.

The other areas on which significant differences observed between the two groups include, handling office records properly and organizing power point and other messages. The levels of significances are 0.011 and 0.015 respectively. The mean differences are in turn 1.04 and 1.08 respectively. This implies that while student respondents at SMUC rated their level of practice to handle office records properly is high; the response of that of Entoto is below average.

For organizing power point and other messages, 3.23 and 2.20 mean values are obtained at SMUC and Entoto TVET College. This implies that while most SMUC student respondents are somewhat satisfied with the activity, student respondents at Entoto TVET College argue that their practice level

is low. This shows that they are not satisfied with the level of the given instructional practice.

In all the remaining cases, significant differences are not observed. In most cases, their mean values are 3 or near 3 to mean that students are some what happy (satisfied) with the level of their practice.

To assess the overall practices of each department in the two institutions, overall means were computed and tested using t-test whether there is any significant difference between the two pairs of departments per institutions. This is indicated in the table below.

Table 16: Departmental Overall Mean Comparison of Instructional Practice

Departments	t-test for Equality of Means						
	Institution	N	Mean	SD.	t	Sig.	Mean Diff.
Accounting	SMUC	50	3.829	0.627	4.523	0.000	0.669
	Entoto TVET College	30	3.160	0.649			
Marketing	SMUC	27	3.264	1.050	2.276	0.028	0.597
	Entoto TVET College	19	2.667	0.729			
SSOM	SMUC	36	3.583	0.673	3.829	0.001	0.731
	Entoto TVET College	15	2.852	0.599			

SD=standard deviation, t=t-score, Sig.=level of significance difference, Mean Diff=Mean difference, N=number of respondents

As indicated in the table 16 above, there are significant differences between the two institutions for all parallel departments. However, very significant difference is observed between Accounting department found in the two institutions. The level of significance at 0.669 mean difference is 0.000. The mean value is 3.829 at SMUC while it is 3.160 at Entoto TVET College. This implies that students' level of satisfaction to their extents of instructional practice is high for SMUC students while it is average for Entoto TVET College students found within the stated department.

The next significant difference is observed between SSOM departments of the two institutions. Here, the level of significance is 0.001 at a mean difference of 0.731. For these two groups in this department the mean values obtained are 3.583 at SMUC and 2.852 at Entoto TVET College. This means, students at SMUC are more satisfied with their level of practice than those that are at Entoto TVET College. The response of SMUC students are more skewed to higher level while that of Entoto TVET College is to average level.

The third rank is given for Marketing department in terms of the level of significance. Here the mean value is 3.264 at SMUC and 2.667 at Entoto TVET College. Here, 0.597 mean difference, at 0.028 levels of significance difference, is observed. This is to mean that there is significant difference between students of the two institutions in Marketing department in their feeling and rating of extents of the stated instructional practice.

Thus, all the above analysis implies that students of SMUC in those selected departments are more satisfied with their level of practice than those that are at Entoto TVET College. When these mean values are compared on their face value, the following ranks can be assigned from 1 to 6 for the six groups:

Table 17: Departmental Mean Ranking

Institution	Department	Mean Value	Rank
SMUC	Accounting	3.829	1
	Marketing	3.264	3
	SSOM	3.583	2
Entoto TVET College	Accounting	3.160	4
	Marketing	2.667	6
	SSOM	2.852	5

Therefore it can be possible to say that students of Accounting department in SMUC are the most satisfied groups with their extent of instructional practices for the stated duration (from level 1 to level 3). Students of SSOM department at SMUC are the next satisfied groups. Marketing department of SMUC and Accounting department of Entoto TVET College are somewhat satisfied and come third and forth in that sequence. SSOM department of Entoto TVET College ranks fifth and their rating is only slightly below average. The least satisfied group is Marketing department of Entoto TVET College. If compared within institutional basis, Marketing department of SMUC is also the least satisfied group. Here Accounting ranks first, and SSOM comes second in both institutions.

Those students from the three departments were asked similar question that whether they have received sufficient practical skill that would enable them to enter into the world of work. It is indicted in table 18 below.

Table 18: Students Outlook of their Practical Skills

You have received sufficient practical skills that would enable you to enter into the world of work	t-test for Equality of Means						
	Institution	N	Mean	Std. Dev	t	Sig.	Mean Diff
	SMUC	113	3.858	0.934	0.274	0.784	0.046
	Entoto	64	3.813	1.139			

SD=standard deviation, t=t-score, Sig.=level of significance difference, Mean Diff=Mean difference, N=number of respondents

It was indicated in the preceding investigations that there were significant differences between those parallel departments and between the institutions as a whole for their feelings of extents of practice. However, when their own skill is concerned, students believe that they are equipped with sufficient entry skills to enter into the world of work. The mean values obtained here are 3.858 at SMUC and 3.813 at Entoto TVET College. Let alone significant difference, the mean difference observed was almost nil.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

From the analysis made, the major findings of this research study are summarized as follows:

1. Almost all student respondents are below 24 years old. This means, they are youths who do not have practical attachment to the field of work when they joined TVET program. The sex composition of these respondents shows that the participation of female students in TVET, at least within the two institutions, is found to be high.

   However, in the case of instructor respondents, the participation of female instructors in TVET is found to be low in both institutions. Regarding the age composition of those respondents, it was found out that many young instructors have been teaching in the department of Marketing in both institutions. Relatively, adult instructors are available in the department of SSOM. In department of Accounting, there is a combination of younger and adult instructors in both institutions.

2. In terms of both teaching and non-teaching experience, Marketing department in both institutions was found to be not adequately equipped with experienced instructors. In these two aspects, better combination was found in the department of Accounting and SSOM at SMUC.

   In teaching experience alone, instructors from Entoto TVET College in SSOM department are found to be better experienced, followed by those that are found within the same department at SMUC.

Better qualification balance was also observed in the departments of Accounting and SSOM at SMUC, where 50% of the respondents do have MA in both departments. The same finding was obtained for instructors in SSOM at Entoto TVET College. Thus, there is qualification balance for those three groups. However sever qualification imbalance was observed in the department of Marketing in both institutions.

3. All instructors from both institutions believe that there are selection criteria. Regarding what criteria would enable them to be employed in their respective institutions, many respondents selected G.P.A. and/ or teaching experience.

   Thus, it was found out that industrial/commercial experience as a major criteria of recruitment was not given due emphasis during instructors selection and recruitment.

4. Instructors pedagogical background and exposure shows, most instructors do not believe that they were trained through student-Centred learning approach. But, significant number of respondents do not have clear picture of the impact of this factor on the methods they are employing now to teach.

   It was also found out that while instructs at SMUC do have access to short–term trainings related to pedagogy, rare chances where found to exist for instructors at Entoto-TVET College. Many respondents from SMUC responded that, the trainings, workshops, symposium that they have attended have significant impact on their classroom instruction in implementing student-Centred learning.

5. The average number of students in a class (class size) is found to be 41-50 at Entoto TVET College and 51-60 at SMUC. Instructor

respondents from both institutions agreed that the given size is a hindrance to implement student-Centred approach. Although significant difference was not obtained, the mean value is higher at SMUC, to mean that they more agree that the given size is hindrance.

Concerning classroom set-up and arrangement, respondents from Entoto TVET College strongly agree and those that are from SMUC tend to agree that it is a hindrance to implement-student Centred learning.

However, majority of student respondents are either feel that the two factors are conducive or at least they do not feel that they are hindrances. Significant numbers of respondents do not agree nor disagree to the convenience of this variable. Thus, unlike instructors, students do not clearly notice the impact of the given factors on the implementation of student-Centred learning in classroom instruction.

6. It was found out that many essential instructional facilities that are required for effective implementation of TVET are either not available or inadequate in those institutions for business instructions. Model offices, workshop rooms, computer access, etc are some of the basic facilities better to exist but found to be not for business courses instructions.

   Invariably, instructors from both institutions agree that lack/ or shortage of those materials and other related facilities has significant negative implications on their classroom instruction in implementing the desired learning approach.

   In addition to this, lack of administrative support, rigidity of time table/time constraint, nature of test and examination and emphasis

on course content coverage are also found to be additional hindrance factors to implement student-Centred learning in class.

7. It was found out that instructors do have sufficient awareness about the values and benefits of student Centred learning approach. They were at least agree that it enables learners to understand and solve problems, provides a better and concrete experience, enables the teacher to guide practical learning, etc. The mean values obtained were above 4 for all variables and this shows that instructors highly recognize the values of the given approach although there are some hindrance factors and influencing variables towards its implementation.

8. Regarding instructional time utilization, it was found out that students are using the maximum of 30% instructional period to perform practical activities in class. This was found to be so in both institutions, from both groups (instructors and students), and in all departments under investigation. Students devote most of their time listening to lectures or copying lecture notes.

9. With respect to instructional practice, Accounting department students at SMUC were found to be better satisfied with their level of practice than those at Entoto TVET College. Significance differences were obtained both for the overall mean and for each instructional activity stated, except for only five of them. However, for instructional activities related to application program, the mean values obtained were relatively lower for both institutions. This shows that even though there are significant differences between the two groups of students in their level of practice and satisfaction, students from both institutions did not perform well in applying accounting theories and principles to basic programs.

10. The overall mean values obtained for the extent of instructional practices in the department of Marketing at SMUC was found to be average while it was below average at Entoto TVET College. Significant difference was observed between the two groups for the overall mean. Nonetheless, such significances were not occurred for about 17 instructional activities stated here particularly. Thus, out of the 22 instructional activities given, significance difference was observed only for five of them. Of those five activities, four of them were drawn from the courses designed to be offered at level one. Thus, in instruction of Marketing and Salesmanship in action course, Marketing department at SMUC significantly performed better than that of Entoto TVET College.

    In the remaining cases, most instructional activities requiring practical implications were rated to be either average or low. Especially for Entoto TVET College, most instructional activities were rated to be low practiced by students during their stay in the institution.

11. In terms of the overall mean comparison, significant difference was obtained between SSOM also. The level of significance at 0.731 mean difference is 0.001. The mean value is 3.583 at SMUC while it is 2.852 at Entoto TVET College. However, out of the 14 specific instructional activities presented for comparisons, significance differences were observed only on four of them.

    The differences were observed on activities like handling office records, in facilitating meeting, in preparing and maintaining office supplies and organizing messages. The practice of these activities requires the presence of model office that is equipped with adequate supplies and equipment

12. When compared using mean face value, the ranking of student respondents were as follows for their respective instructional practices: Accounting first, SSOM second, and Marketing third all from SMUC. The forth is Accounting, the fifth is SSOM and the Sixth is Marketing all from Entoto TVET College.

However, those students were asked to rate their degree of agreement whether they have received sufficient practical training to enter into the world of work. Although their rating scales to their extents of practices were significantly different, surprisingly there was no difference with this regard between student feedbacks of the two institutions even on mean face values. The mean obtained is 3.858 at SMUC and 3.813 at Entoto TVET College. Thus, some sorts of optimism are reflected on them for their desire to join field of work.

5.2. Conclusions

1. In terms of teaching experience, significant differences were not observed between institution and department except for Marketing department. Recruitment criteria in both institutions significantly consider academic achievement (GPA) and teaching experience. However, industrial experience as one major criteria does not get due emphasis.

At SMUC, in the department of Accounting 5(50%) do have industry experience. Thus, here better experience composition has been observed. Next better experience composition is observed in SSOM at SMUC. Regarding professional identity also, the desired level of combinations were found to exist in the two departments. Students' extents of practice have ranked first and second in Accounting and SSOM respectively at SMUC. Thus, it can be possible to inter that a combination of teaching experience, industry experience and

appropriate professional balance is better to bring about significant difference in implementing student-Centred learning in business course instructions.

The objectives of business courses are to prepare students to handle business activities and to assist them to acquire marketable skills sufficient for the initial position, and within the understanding of means of growing in Vocational competence after employment.

Thus, for students extent of practice to increase relatively in those stated departments, the contribution of diversified experience and professional identity of instructors is vital, especially for business instructions. In the department of Marketing where majority of teaching staff were employed primarily with their G. P. A. and secondly with their teaching experience, the performance (extent of practice) is found to be low. Therefore, the combination of teaching and industrial experience is found to bring about a difference in implementing student – Centred approach

2. It was found out that most instructors do have pedagogical background. It was also found out that most instructors were not trained through student-centred approach. Although some of the respondents state that they do not have clear picture of the impact of such background on the methods that they are employing now, it is possible to infer that it has significant impact. All ranked lectured method number 1 both as the method that they trained through and the method that they are employing now in their classroom instruction. Thus, even though it can be possible that the two variables can correlate by chance, the response dimension of those respondents can lead to a conclusion that the method that they went through has some degree of influence on their selection of teaching methods they think are convenient to them.

3. Classroom size and set-up are found to be a hindrance to implement student-Centred learning in classroom instruction. It was found out that the given size and set-up is not convenient for instructors to effectively implement student-Centred approach to the desired extent.

   The classroom size is bigger at SMUC and the mean value obtained is also bigger here. Classroom set-up is found to be less convenient at Entoto TVET College than at SMUC. Here, higher mean value was obtained for Entoto TVET College. Thus, it can be possible to infer that the higher the class size, the lower is convenient to implement student-Centred approach in class. Similarly, the more the classroom set-up looks traditional nature and layout, the lower is instructors in those institutions find it convenient to implement the stated approach.

4. It was also found out that instructional facilities are inadequate for practical business instructions in those institutions. The impact of this factor was observed for students' extent of instructional practice requiring instructional materials and tools. For example, in the department of Marketing, the role of workshop rooms, for students to practice selling, displaying, packing goods is high. The role of model office is high for instructions in the department of Accounting and SSOM. These and other related facilities are found to be inadequate in both institutions, and the impact of this condition has clearly prevailed on instructions that really require practical applications.

5. Concerning the extent of instructional practice, significant differences have been observed between the two institutions within those parallel departments under study. However, in both institutions, from both groups (students and instructors), and in all departments, the

maximum identified time period to be student's time in classroom instruction in both institutions was 30%. Students devote most of their time listening to lectures or copying lecture notes rather than involved in discussions or problem solving.

Therefore, it can be possible to conclude that only lecture method, as a method of instruction, is significantly being used in both institutions during classroom instruction. Most students devote most of their time either listening to lectures or copying/taking lecture notes. This implies that students are remaining passive for above 70% instructional period.

This time ratio was found to be similar almost for all departments in both institutions. However, significant differences were obtained between and among departments. Therefore, it can be possible to infer that what the instructor provides for students and what students perform within the 30% instructional period even can make a difference on the extent of relevant instructional practice. The role of experienced and qualified instructors, to make such instruction practical and meaningful to learners, was found to be vital.

5.3. Recommendations

1. Institutions' recruiting committee/administration should give due emphasis to incorporate industry experience as a major criteria for recruitment of teaching staffs in business instructions, in addition to academic achievement and pedagogical experience. Moreover, both institutions should work hard to upgrade the qualification of the academic staff to result in appropriate balance of professional identity of instructors.

2. Short term training workshops, symposium, etc that aims to effective implementation of student-Centred learning in class should be frequently organized for TVET instructors in those institutions.

3. Institutions, especially Entoto TVET College should work hard to replace fixed chairs and desks with moveable and light ones. Moreover, both institutions should strictly revise the class size in TVET instruction. Instructors, who are prime implementers of the curriculum, should be consulted when the class size is determined. Thus, through determining the appropriate class size, instructors should work hard to reform the nature of classroom instruction from directing teaching to the whole class to class divided into groups to perform practical tasks like discussion, simulation, role-play, etc.

4. For young learners who do not have any significant attachment to the field of work, the presence of sufficient and relevant instructional materials at institutional levels, are crucial. Without sufficient instructional materials and equipment, instructors could not guide/lead practical learning and students cannot have exposure to relevant and practical training.

   Therefore, model office and workshop rooms should be well organized equipped with basic facilities and equipments. These include, filing equipments and supplies, telephone line and instruments, computer with basic accessories, typewriter, etc for the department of SSOM. Workshop rooms where students of Marketing may practice or demonstrate selling activities, making displays and shows etc, should be established. Equipment and supplies should also be provided for their practice of sales clerical record keeping. For Accounting department, there should be computer access in the model office that would enable them to make accounting systems being computerized.

Filing equipment and supplies are also required to keep and maintain financial records.

5. It was found out that instructors are using 70% of instructional time during which students remain passive. In such instances students can not be effectively preparing for work because practical learning is being replaced (dominated) by teachers' theoretical orientation.

All the constraints are being so, it can be possible to implement student-Centred learning in class although its extent of implementation is significantly different where conditions are conducive or not. It requires the instructors' commitment to plan for how much time to give to students and how much to use to instruct; what activity or topic to be relevant to students and which of them can be appropriate for discussion, for problem solving, or simulation, etc.

Therefore, as far as they believe in the values and benefits that the student-Centred learning approach provides for the learning, instructors should take/assume responsibility for implementation of student-Centred learning in teaching business courses in TVET program. To this end, instructors can use Battery, Rotation, and Integrated or Model Office Plan during discussion, problem-solving, or simulation sessions in classroom instructions.

Instructors' effort alone may not bring significant effect in implementing the given approach. Therefore, the management staff/administration should be strongly cooperative to instructors in assisting students' practical learning. Awareness creation should also be made for students so that they appreciate student-Centred learning rather than enjoying instructors' lecture tone.

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Appendices A: **Instructors' Questionnaire**

Addis Ababa University
School of Graduate Studies
Department of Business Education

A QUESTIONNAIRE TO BE FILLED BY TEACHERS/INSTRUCTORS

It is stated in Ethiopian TVET curriculum that students should use 70% of instructional time to perform practical tasks for their major courses while only 30% is left for instructors to provide theoretical orientation. Thus, the main objective of this study is to assess the extent of student-centered approach implementation in teaching business courses as of policy requirement and to address factors affecting such implementation.

Your correct, complete and genuine answer for each question is essentially contributing factor for successful accomplishment of this study.

Note:
- **No need of writing your name and be sure that confidentiality of your information will be maintained.**
- **The study doesn't include typing courses that are given in the department of SSOM**

The researcher thanks you in advance for your cooperation.

Direction: Please put a tick/✓/ mark in the boxes of your choice for alternative answers or write serial numbers in the boxes where sequencing is needed.

1. Name of your institution: **SMUC** ☐ **Entoto** TVET College ☐
2. Department: Accounting ☐ Marketing ☐ SSOM ☐
3. Age: 20-24 ☐ 30-34 ☐ 40-44 ☐
   25-29 ☐ 35-39 ☐ 45 & above ☐
4. Sex: Male ☐ Female ☐
5. Qualification: Diploma ☐ MA/M. Sc /ME ☐
   BA/B. Sc/BE ☐ PHD/DE ☐
6. Field of Study: Major_____
   Minor/Focus Area_____
7. Teaching Experience: (in year)
   0-3 ☐ 8-11 ☐ 16-19 ☐
   4-7 ☐ 12-15 ☐ 20 & above ☐
8. Non-Teaching Experience in business sectors/ organizations related to your field of specialization: (in year)
   0-3 ☐ 8-11 ☐ 16-19 ☐
   4-7 ☐ 12-15 ☐ 20 & above ☐

   Specify your occupation in non-teaching experience_____

9. Are there selection and recruitment criteria in your institution?

Yes ☐ No ☐

10. What do you think is the major criteria for your employment in your institution? (You can tick more than once?

G.P.A. ☐ Non-Teaching Experience ☐

Teaching Experience ☐ If others, specify_____

11. Have you taken course/s on teaching methods while you were student at higher education institutions?

Yes ☐ No ☐

12. What were your instructors' methods of teaching during your training for the major courses that you are teaching now? Rank only the top three according to their frequencies, putting the most frequent at first.

Group Work ☐ Demonstration ☐

Discussion ☐ Individual Assignment ☐

Problem Solving ☐ Project method ☐

Simulation and Role Play ☐ Case Study Method ☐

Lecture Method ☐

13. Among the three ranked items, which of them you are frequently using in classroom instruction? _____

14. Most of your instructors used to implement student-centered approach in their instruction when you were trained.

Strongly agree ☐ Neither agree nor disagree ☐

Agree ☐ Disagree ☐ Strongly disagree ☐

15. How do you rate the impact of your instructors' method of teaching on the methods you are employing now to teach your students?

Very High ☐ Moderate ☐

High ☐ Low ☐ Very Low ☐

16. To what extent you agree that you have taken sufficient pedagogical training about implementing student-Centered approach during your training?

Strongly agree ☐ Neither agree nor disagree ☐

Agree ☐ Disagree ☐ Strongly disagree ☐

17. How often you have participated in any seminar, workshop, or training about student-centered approach after you have employed in your institution?

Frequently ☐ Sometimes ☐

Often ☐ Rarely ☐ Not at all ☐

18. If you have participated at least sometimes in such training, how do you rate the impact of the training in your classroom instruction to implement this approach?

Very high ☐ Moderate ☐

High ☐ Low ☐ Very Low ☐

19. If your answer for the above question is low or very low, what do you think is/are the reason/s? Your answer can be more than one.

Low competence of trainers ☐ Shortage of practical implication ☐

Short Training Period ☐ Shortage of training facility ☐

If others, specify_____

20. What are the instructional facilities or equipment that you require to implement student-centered approach but are not available in your institution?

_____

_____

_____

21. What do you feel is the impact of lack/shortage of those materials and equipment?

Very high ☐ Moderate ☐

High ☐ Low ☐ Very low ☐

22. What is the average number of students in the classroom when you are teaching the major courses of your respective department?

21-30 ☐ 41-50 ☐ 61-70 ☐

31-40 ☐ 51-60 ☐ 70 & above ☐

23. The given size is a hindrance towards implementing student centered learning approach.

Strongly agree ☐ Neither agree nor disagree ☐

Agree ☐ Disagree ☐ Strongly disagree ☐

24. Taking a two period class, how much minutes on average do you think are usually used by you to take attendance, to write or dictate notes, to demonstrate, and speak in teaching your major course in sum total?

0-10 ☐ 31-40 ☐ 61-70 ☐

11-20 ☐ 41-50 ☐ 71-80 ☐

21-30 ☐ 51-60 ☐ 81-90 ☐ 91-100 ☐

25. Taking the same period of time, how much of the allotted time is usually given to students on average to do practical exercises in class, to involve in group discussion, to do individual work, to simulate, to solve problems, etc.?

0-10 ☐ 31-40 ☐ 61-70 ☐

11-20 ☐ 41-50 ☐ 71-80 ☐

21-30 ☐ 51-60 ☐ 81-90 ☐ 91-100 ☐

26) Reflect your degree of agreement for each of the following in relation to the factors that hinder the successful implementation of student-centered approach in TVET.

No.	Items	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	Teacher education and training component unrelated					
2	Lack of teaching resources (teaching aids)					
3	Lack of administrative support					
4	Rigidity of time table/time constraint					
5	Classroom set-up and arrangement					
6	The nature of test and examination					
7	Shortage of facilities such as the libraries, laboratories, etc					
8	Emphasis on course content coverage					

27) Indicate your degree of agreement to each of the following variables about Student-centered approach:

No.	Items	Strongly agree	agree	Neither agree nor disagree	Disagree	Strongly disagree
1	It enables learners to understand and solve problems					
2	It provides a better concrete experience					
3	It involves a democratic relationship between the teacher and the learner					
4	It provides the room for the learners to participate actively and share their experience					
5	It creates a heavy load on the part of the teacher					
6	It shift from facts memorization to self-exploration and practice.					
7	It enables the teacher to guide practical learning					

Appendices B: **Students' Questionnaire**

Addis Ababa University
School of Graduate Studies
Department of Business Education

A QUESTIONNAIRE TO BE FILLED BY STUDENTS

It is stated in Ethiopian TVET curriculum that students should use 70% of instructional time to perform practical tasks for their major courses while only 30% is left for instructors to provide theoretical orientation. Thus, the main objective of this study is to assess the extent of student-centered approach implementation in teaching business courses as of policy requirement and to address factors affecting such implementation.

Your correct, complete and genuine answer for each question has a very significant contribution for successful accomplishment of this study.

Note: ❗ **No need of writing your name and be sure that the confidentiality of of your information will be maintained.**

❗**The study doesn't include typing courses that are given in the department of SSOM**

The researcher thanks you in advance for your cooperation.

Direction: Please put a tick/✓/ mark in the boxes of your choice for alternative answers or write serial numbers in the boxes where sequencing is needed.

1. Name of your institution: SMUC ☐ Entoto TVET College ☐
2. Department: Accounting ☐ Marketing ☐ SSOM ☐
3. Age: 16-18 ☐ 25--27 ☐
   19-21 ☐ 28-30 ☐
   22-24 ☐ 31 & above ☐
4. Sex: Male ☐ Female ☐
5. Which of the following instructional activities do you think most of your instructors encourage in classroom? (Begin with no. 1 for the mostly carried out activities)
   Listening to lectures ☐ Asking/responding to questions ☐
   Taking/copying lecture notes ☐ Discussion/problem solving in groups ☐
6. Most instructors' teaching approach invites you to participate actively and to perform practical task.
   Strongly agree ☐ Neither agree nor disagree ☐
   Agree ☐ Disagree ☐ Strongly disagree ☐

7. The distributions of textbook, equipment and reference materials are suitable to involve you to participate actively to the teaching-learning process.

Strongly agree ☐ Neither agree nor disagree ☐

Agree ☐ Disagree ☐ Strongly disagree ☐

8. You believe that the number of students in class is conducive for your instructors to address you to actively participate in the learning process.

Strongly agree ☐ Neither agree nor disagree ☐

Agree ☐ Disagree ☐ Strongly disagree ☐

9. Classroom set-up is conducive to implement student-centered approach in class that can really involve you.

Strongly agree ☐ Neither agree nor disagree ☐

Agree ☐ Disagree ☐ Strongly disagree

10. Taking a two period class, how much minutes on average do you think are usually used by most of your instructors to take attendance, to write or dictate notes, to demonstrate, and speak in teaching your major course in sum total?

0-10	☐	31-40	☐	61-70	☐		
11-20	☐	41-50	☐	71-80	☐		
21-30	☐	51-60	☐	81-90	☐	91-100	

11. Taking the same period of time, how much of the allotted time is usually given to students on average to do practical exercises in class, to involve in group discussion, to do individual work, to simulate, to solve problems, etc.?

0-10	☐	31-40	☐	61-70	☐		
11-20	☐	41-50	☐	71-80	☐		
21-30	☐	51-60	☐	81-90	☐	91-100	☐

12. You have received sufficient practical skills that enable you to enter into field of work effectively as a result of relevant instructions in your major courses.

Strongly agree ☐ Neither agree nor disagree ☐

Agree ☐ Disagree ☐ Strongly disagree ☐

To be filled by Only Accounting students: As a student of Accounting, to what extent you have practiced the following skills in your institution?

No.	Items	Very High	High	Average	Low	Very Low
1	Start an accounting system					
2	Record common business transactions					
3	Summarize and complete an accounting system					
4	Prepare financial statements					
5	Perform accounting controls over assets and liabilities					
6	Account for payroll data					
7	Prepare journal vouchers, post journal entries to the ledger, summarize ledger balance, and assist in preparing financial statements of partnership and corporate business organizations					
8	Perform accounting for deferral and accrual					
9	Apply accounting concepts for departmental operations					
10	Determine production costs in manufacturing and agricultural businesses					
11	Apply accounting for construction type industry					
12	Assist in preparing operation, financial and other types of budgets					
13	Involve in budgetary process in Ethiopian context					
14	Provide relevant information for making decisions					
15	Relate revenues, costs, and profits					
16	Record, classify, summarize and report the financial activities of governmental and NGOs					
17	Prepare taxes and consider the tax consequences of proposed business transactions					
18	Prepare tax returns					
19	Apply computer systems to accounting					
20	Assist in planning, executing the audit work, and reporting finding					

To be filled by Only Marketing students: As marketing student, to what extent you have practiced the following skills in your institution?

No.	Items	Very High	High	Average	Low	Very Low
1	Sell industrial goods in industrial markets					
2	Sell customer goods in wholesale and retail firms					
3	Sell services					
4	Display goods for sale appropriately					
5	Pack/wrap and label items appropriately					
6	Handles customer appropriately					
7	Administer sales related records properly					
8	Conduct inventory properly					
9	Demonstrate profession behaviors expected from a sales person					
10	Assist to coordinate sales related work flows					
11	Assist to supervise sales related activities					
12	Assemble sales data in a desired way for decision					
13	Assist to perform bank clearing activities related to imports and exports					
14	Assist to perform market mix activities for lower decision making					
15	Purchase merchandise items from the right source by the right price					
16	Coordinate promotional activities					
17	Organize promotion with advertising agencies					
18	Organize and coordinate distribution activities					
19	Supervise the sales process and sales activities					
20	Analyze marketing environment and consumer behavior					
21	Administer customer service activities					
22	Collect and organize external marketing data for decision					

To be filled by only SSOM students: As a student of secretary, to what extent you have practiced to the following skills in your institution?

No.	Items	Very High	High	Average	Low	Very Low
1	Answer telephone calls in the office and makes calls					
2	Receive and handle office visitors and schedules appointments					
3	Prepare and maintain office supplies					
4	File and retrieve recorded documents using efficient filing system					
5	Perform activities related to file arrangements in general					
6	Use word processor					
7	Make appointment properly					
8	Handle telephone messages properly					
9	Handle office records properly					
10	Assist executives in planning and facilitating meeting, conferences and perform related activities					
11	Manage administrative assistant duties/responsibilities					
12	Perform desk top publishing					
13	Organize power point and other messages					
14	Organize Secretarial office environment for payroll data					

Appendices C: **Observation checklists**

Observation checklists on classroom set-up and arrangement, and on instructional facilities and equipment.

1. Name of the institution: SMUC ☐ Entoto TVET College ☐
2. Department: Accounting ☐ Marketing ☐ SSOM ☐

No.	Items	Adequate	Moderate	Inadequate	Not exist
1	Model office				
2	Equipment and supplies in model office				
3	Libraries				
4	Books and reference materials in the library				
5	Blackboard				
6	Whiteboard				
7	Teaching aids and other facilities required in class				
8	Spaces/room size for arranging desks in cluster form and group work in class				
9	Movable chairs and desks				
10	Offices with required facilities like chairs, desks, drawers				

Appendices D: **Interview Checklist**

Addis Ababa University
School of Graduate Studies
Department of Business Education

Interview Checklist

1. How do you compare and contrast student-centered approach and teacher-centered approach in meeting national, institutional and instructional goals of TVET program in business courses?

2. Which approach do you think is widely used in your institution in teaching business subjects as major courses in the three departments (Accounting, Marketing, and SSOM)?

3. Do you believe that 70% of the instructional time is given for those learners of the selected departments to perform practical tasks themselves?

4. Do you have any control measure to assess the extent of this curriculum plan implementation in business courses instructions?

5. What are the moral, material and financial supports you have ever provided for instructors to promote this type of learning approach?

6. How often you have arranged workshops, seminars or any training about the implementation of student-centered learning, especially in business courses?

I, the undersigned, declare that this thesis is my work and that all sources of material used in this thesis have been fully acknowledged.

Name: TEREFE FEYERA

Signature: _____

Place: A.A.U./BLIED

Date: JULY 2007

Advisor's Approval

This Thesis has been submitted for Examination with my approval as University advisor

Name: Dr. Dessu Wirtu

Signature: _____

Date: 21/08/07