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THE IMPLEMENTATION OF TECHNICAL
VOCATIONAL EDUCATION AND TRAINING PROGRAM,
THE CASE OF
NEFAS SILK AND TEGIBAREID POLYTECHNIC
COLLEGES

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List of Acronyms and Abbreviations

AU	African Union
CBE	Competency Based Education
COC	Center of Competency
Cum.	Cumulative
CTDAT	Cooperative TVET Delivery and Apprenticeship Training
DFID	Department of International Development
ESDP	Education Sector Development Program
ETB	Ethiopian Birr
ETQF	Ethiopian (TVET) Qualification Framework
Freq.	Frequency
G20	Group twenty countries
ICT	Information and Communication Technology
ILO	International Labor Organization
MOE	Ministry of Education
PASDEP	Plan for Accelerated and Sustainable Development to End Poverty
TVET	Technical, Vocational Education and Training
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNEVOC	International Centre for Technical and Vocational Education and Training

Abstract

TVET has been given an important place in the Education system of the country since 2002 in order to obtain the necessary skilled man power for the nations' economy. As a result Policies and strategies were designed and enormous TVET trainees involved in this sector. The purpose of this study was to assess the implementation phase aimed at investigating the problems that cause low performance of trainees in CoC assessment. Nefas Silk and Tegibare-id colleges were selected as the study area. In order to develop detail conceptual framework, literatures were reviewed and analyzed. Then descriptive study was employed to: assess the placement of trainees with relation to their interests, assess the availability and utilization of facilities and instruction materials, evaluate the training process conducted during the implementation phase, evaluate how the management body performs its role for the accomplishment of the established policies and strategies of the training program, evaluate the contribution of cooperative training, and assess the results of trainees and possible reasons for their low performance. The study revealed that some trainees are assigned to the field of studies in which they do not prefer to be trained, shortage as well as under utilization of training materials, excluding relevant courses from some field of studies, high turnover of trainers, skill deficiency of trainers and the management body. From this evidence the training program conducted in those colleges indicate that though TVET program is designed to provide the necessary skilled man power for the economy the actual performance of the program failed to achieve its objectives due to misplacement of trainees, under utilization of available human and non-human resources, and lack of competent management body. Therefore the respective government body is required to give great emphasis at the practical area of the training program besides to the development of policies and strategies.

CHAPTER ONE

INTRODUCTION

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

1.1. Background of the study

Education played an important role in the history of civilization, when we see back to the ancient Greek, Rome, or Egyptians. Many authors have mentioned that education creates improved citizens and helps to upgrade the general standard of living of a society. Therefore efficient utilization of the skilled and talented manpower plays a pivotal role in the advancement of country's overall economy and national income.

ILO (2010) stated that education has been identified as an important determinant of economic growth. Higher levels of educational attainment leads to a more skilled and productive workforce, that can produce higher standard of goods and services more efficiently. This in turn forms the basis for faster economic growth and rising living standards.

With regard to TVET, the UNESCO and ILO (2002) in their recommendation stated that quality TVET helps to develop the individual's knowledge of science and technology in a broad occupational area requiring technical and professional competencies and specific occupational skills. National TVET systems therefore need to develop the knowledge and skills that will help the workforce become more flexible and responsive to the needs of local labor markets, while competing in the global economy (UNESCO I.,2002).

Cognizant of this, these organizations also give directives to their member countries and allocate funds for the implementation of the designed education and training programs.

As it is indicated on the report of Education Resource Facility of Australia, during the period 1960 to 1980, World Bank loans for TVET increased from US\$929 million to US\$2,143 million in the early 1980s, though the social rate of returns and cost effectiveness of investments in pre-employment TVET became questionable (Aus AID, 2012).

The research undertaken by African Economic Outlook over the 1995 to 2006 period also shows that out of the total donor budget for education, around 3% to 4% of bilateral aid and a

slightly higher 10% of multilateral aid was given to TVET. Moreover, two thirds of these funds were given to 10 recipient countries including Ethiopia. Ethiopia received 2.53% of the total \$109 million committed to vocational training (AusAID, 2012, p. 22).

From the above pieces of evidences it can be observed that the concern of education and training is not bounded by Nations. The education system of individual nations is influenced by the programs of those international organizations.

Ethiopia has a long and rich history and tradition of education. However, for the purpose of the study, the post war education system is summarized¹. After the defeat of Italian invasion, Ethiopia has experienced three systems of political governance. The first system of governance was the imperial system in which the country experienced it for a long period of time and lasted in 1974; the second was the military/socialist system that lasted until 1991. The third and current federal system of governance became fully operational after 1994. With relation to the education system of the country, education policies and strategies varied following the replacement of each mode of governments and the political system.

In the case of technical and vocational education, though informal education was given in the early times, from parents and professionals to descendents, it was organized formally following the re establishment of ministry of education in 1942. By the time, some technical and vocational institutes were established. But, these institutions were not in a position to provide the necessary manpower for the economy due to lack of attention and shortage of budget. After 1962, a curriculum change was introduced to deliver a mix of academic and non-academic subjects which led to the overflow of unemployed twelve grade graduates. Then, in 1972, education sector review was designed which emphasizes on providing primary education for all and reducing the number of higher education entrants though it was not in effect because of the revolution.

In 1977, the revolutionary regime issued proclamation No 109, which created the commission for higher education with outlines of three main objectives regarding higher education institutions. The first one was to train individuals for higher level positions in accordance with the national plan for development and to provide qualified medium-level personnel to meet the immediate need of the economy. The second objective was to improve the quality of education, strengthen and expand tertiary-level institutions, and establish new research and

¹ By post war I am referring to the time after the Italian occupation

training centers. And, the third one was to contribute to a better standard of living among the mass by developing science, technology, arts and literature. At that time there were nine technical and vocational schools most of which were operated by government. In 1985/86, the enrollment of trainees in those schools reached more than 4,200. Graduates of these schools were highly demanded by industries (Mongabay, 2010).

In 2002, the education policy and strategy was changed by a new version aiming at improving the education system. The main problems manifested by the Ministry of Education, which initiated the alteration, were highly linked with the relevance of the curriculum, the quality of teachers and the scope of vocational and technical education (EMPDA, 2001).

Meanwhile, after the implementation of the new education policy and strategy, revision of education strategy became necessary due to the continuity of some of the problems that initiated the change in policy, strategy, and educational system structure. These include lack of relevance of the training programs to the work place reality, inadequacy of the programs to address actual competency needs in the economy, programs of low quality and theory driven due to resource constraints and lack of skilled TVET teachers, and unemployment of TVET graduates (MOE, 2008). Thus, in 2008 a new National Education Strategy has been developed which places quality and relevance of TVET as its priority. Based on this strategy, a National Qualification Framework has been designed. The National Qualification Framework (NTQF) rationalizes all TVET into a single nationally recognized qualification. It defines the different occupational qualification levels to be awarded, the scope and composition of these qualifications and the degree of responsibility a qualified person can assume in the work place. In order to achieve the expected quality of trainees, occupational standards, and curricula have been developed. Center of competency offices established and competency based assessment has started to be employed.

From the above evidence it can be concluded that policies and strategies are revised from time to time in order to improve the quality of education. But when it comes to the actual performance of the trainees, recent findings show that only ten percent of the candidates who sat for competency assessment are able to perform the required standard. Shaorshadze and Krishan (2012) This brings the need of further national investigation on the causes of the poor performance of trainees at the practical area. Though, some researches were done after the revision of TVET strategy, these researches are not sufficient enough to provide the

necessary information when compared to the ESDP IV expansion program, in terms of the inclusion of new occupations in the training program. So the study tries to assess possible reasons which impede the achievement of TVET objectives, therefore important information can be obtained from a single document for further investigation. Thus, the researcher believes a case study will contribute to this information need.

The study comprises the implementation of TVET in Nefas Silk and Tegibareid polytechnic colleges, which are situated in Nefas Silk Lafto and Lideta sub-cities of Addis Ababa city administration, respectively. Before the implementation of the new TVET program in 2002, Nefas silk polytechnic college was a comprehensive high school which provides education and training in academic and some technical and vocational fields. Tegibare-ed Polytechnic College was the first technical school, established in 1940 that contribute a considerable amount of required skilled manpower for the labor market.

Starting from 2002, when the new TVET program was implemented, these institutions continue to provide education and training with the newly developed curriculum in different occupations categorized as: business, industrial, construction, and home science.

1.2. Statement of the problem

TVET institutions are designed to provide education and training in specific areas of fields in which the industry requires. As it is indicated in TVET strategy (2008), the vision of Technical, Vocational Education and Training (TVET) in Ethiopia is to create competent and self-reliant citizens to contribute to the economic and social development of the country, thus improving the livelihoods of all Ethiopians and sustainably reducing poverty.(TVET Strategy, 2008, p.3) According to this document, the mere expansion of TVET does not solve the problems of unemployment and low productivity of the economy unless it is able to respond to the competence needs of the labor market and create a competent, motivated and adaptable workforce capable of driving economic growth and development.

So it is essential to find out the optimal way for the successfulness of the designed program. It is obvious that lack of due attention to the overall procedures of the training program can make the achievement of the desired goal questionable. Therefore, when training is designed it has to take the strategic plan of the country into consideration. Based on that, the objective of the training has to be determined. Identification of the training content which fulfills the required competence of the trainees is another vital task. Allocation of necessary human and non-human resources is crucial factor to bring about expected change in the trainees ability to perform a specific task. Trainees have to be recruited and selected according to their interest and ability. Appropriate training technique shall be employed. Furthermore, evaluating the training program is compulsory during and after conducting training.

When we see the outcome of the TVET program, a great number of trainees were involved and graduated from TVET institutions since 2002. But, according to Shaorshaze and Krishan (2012), recent information shows that almost ninety percent of trainees are incompetent. However, the possible reasons for this failure in the training system are not thoroughly explored and documented. This research tries to contribute to this information gap by conducting case study at the ground level or practical area. So based on the problem identified, this study attempts to answer the following questions.

1. To what extent are the trainees selected according to their interest?
2. To what extent are facilities and instruction materials available for the training program?
3. Did the necessary preparation take place during the training process?
4. Is the management body competent enough to run the training program so that to achieve its goals?
5. To what extent did cooperative training contribute to the effectiveness of the training?
6. To what extent are trainees performing in the CoC assessment?

1.3. Objectives of the study

TVET institutions are the practical areas to implement the designed training and education policies and strategies. Training especially requires high investment. Therefore it is essential to work towards the effectiveness of training programs. So the main objective of this study is to assess the actual practice of technical, vocational education and training program in Nefas Silk and Tegibare-id polytechnic colleges and obtain information which may contribute to the improvement of the training program.

Specific objectives include:

1. Assess the placement of trainees with relation to their interests.
2. Assess the availability and utilization of facilities and instruction materials.
3. Evaluate the training process conducted during the implementation phase.
4. Evaluate how the management body performs its role for the accomplishment of the established policies and strategies of the training program.
5. Evaluate the contribution of cooperative training.
6. Assess the results of trainees and possible reasons for their low performance.

1.4. Significance of the Study

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

1.5. Scope of the study

The study is delimited to collect information in large from industrial, construction, and home science fields since, at the time of the research almost all fields in business education stream are out of the training program, so the study concentrates in the remaining three departments. In addition the study includes only institutional factors that affect the quality of training and possibly reduce the effectiveness of the training program with available human and non-human resources. For the study to be manageable; representatives of trainees, trainers, and administrative body are selected to provide the required information.

1.6. Limitation of the study

The study attempts to collect information from large number of respondents in order to include representatives from different field of studies involved in the training program. So it takes considerable length of time to gather information as well as to carryout data analysis.

1.7. Definition of Terms

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

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

1.8. Organization of the paper

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

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter consists of two parts. The first part includes conceptual framework which consists of definitions of technical and vocational education and training (TVET), essentials of organizing TVET in education system and the challenges of implementation, training procedures and evaluation methods, and the role of management body in learning organizations. The second part deals with historical background of TVET in Ethiopia and Summary of the review literatures.

2.1. Conceptual framework

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

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

- (a) an integral part of general education;
- (b) a means of preparing for occupational fields and for effective participation in the world of work;
- (c) an aspect of lifelong learning and a preparation for responsible citizenship;
- (d) an instrument for promoting environmentally sound sustainable development; and
- (e) a method of facilitating poverty alleviation.

From the above definition and explanation it can be concluded that TVET is implemented aimed at enhancing one's ability to perform a given task and be competent in the world of work. Therefore, through educating citizens in TVET, a nation will be able to come up to sustainable development and reduce poverty.

With this regard, in order to address the above mentioned visions, TVET is organized in three forms: formal, non-formal, and informal learning. Formal TVET is conducted in formal educational institutions and facilities. Non-formal TVET is carried out of the framework of the formal system like community-based training and NGO programs. Informal TVET is

vocational learning that takes place at work place or at home with less organized and less structured manner.

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

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

2.1.2. Essentials of organizing TVET in education system and the challenges of implementation

International organizations as well as nations give great emphasis to the implementation of TVET. International organizations promote the implementation of TVET from different point of views: one is the human capital approach, which is the dominant approach adopted by global financial institutions such as the World Bank (WB), the International Monetary Fund (IMF), the International Labor Organization (ILO), as well as by national governments. According to Anderson (2009) as mentioned in UNESCO-UNEVOC (2013, p.5), TVET first emerged in the context of the industrial revolution in Europe and North America as part of a philosophy of 'productivism'. He argues that the quest for efficiency and profit was the principal dynamic of the new industrial mode, and that in this context TVET was perceived to have a fundamentally instrumental function in providing the necessary human capital required by industry

DfID (2008) and World Bank (2011) cited in UNESCO-UNEVOC,2013),stated that though human capital theory has changed in form and emphasis over time, the central rationale for investing in education including TVET within a human capital framework has remained the same. That lies in the contribution that different kinds of skill can make to economic growth.

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

The concept of sustainable development has been linked over the years with a variety of issues and concerns with implications for TVET. For example, since the Seoul conference sustainable development has been linked with the concept of lifelong learning, which is perceived as a means to promote sustainable economies and livelihoods in the context of the advent of the information age and knowledge economy. Further, in the context of concern about growing youth unemployment, the growth of the informal sector and the failure of basic education to impact even basic skills, there have been calls for TVET to be included in a conception of education for all (Hughes, 2005). More recently, the sustainable development approach has been linked to issues of human security (Alkire, 2003; Paris, 2001).

UNESCO's Strategy for TVET (2010-2015) integrates policy experience, conceptualization and evidence, research and knowledge-sharing, and actions for developing Member States' capacities in the field of TVET. The strategy defines three core areas for UNESCO's work in TVET: (i) to provide upstream policy advice and to help develop capacity at the country level; (ii) to facilitate conceptual clarification and improve the monitoring of TVET; and (iii) to act as a clearing house and inform the global debate on TVET (UNESCO, 2013).

It is argued that while both approaches offer valuable insights, they also have limitations. Thus, while human capital approaches emphasize the instrumental role of skills in relation to economic growth they often lack a normative basis and do not take account of the environmental, social or cultural dimensions of skills. The sustainable development approach on the other hand has been key in addressing some of these omissions through emphasizing the role of skills to support economic, social, and environmental sustainability. Sustainable development, also focuses on universal solutions and does not sufficiently address the processes by which policies and values relating to TVET can be made relevant for local

contexts. It is argued that the third one which is capabilities and social justice approach, while still in its infancy, can offer a fresh way of conceptualizing TVET in relation to human-centered development in a way that draws on and extends aspects of dominant approaches and addresses emerging agendas (UNESCO-UNEVOC, 2013).

Due to the different point of views on TVET, arguments arise on the implementation of TVET and allocation of funds by the donor organizations. In the case of financial institutions such as the World Bank, for example, policies to promote TVET are principally seen as an investment in human capital and as a means for supporting economic growth. The underlying view of development in operation is an economic one in which ‘progress’ is measured in relation to levels of economic growth and prosperity. As a result, during the last couple of decades, the World Bank's advice to developing countries seems to be that basic education should be the top priority, and that public expenditure on TVET should be reduced (Bennell & Segerstrom, 1998). Such advice is based on the proposition that provision and funding of TVET is best left to the individuals, private enterprises, and private institutions. This is justified by the fact that the demand-driven training systems have outperformed supply-driven systems.

From the above discussions it can be observed that Federal Ministry of Education may face shortage of financial resource to run TVET at the desired level since sustainable fund cannot be obtained from international organizations. As a result Regional Education offices as well as public TVET institutions suffer from lack of budget. Therefore it requires considerable effort to utilize available human as well as non-human resources at every level in the training process.

UNESCO's long-standing interest in TVET, on the other hand has been linked to a more human-centered view of TVET as a means for supporting sustainable development. However, though the interest in TVET was low during the last couple decades within the donor community, because of its low effectiveness in comparison to the required cost for implementation, recently, it has returned to be the international development policy agenda.

Under ‘Revised Recommendations Concerning Technical and Vocational Education’ UNESCO and ILO(2002) state that, Quality TVET helps to develop the individual's knowledge of science and technology in a broad occupational area requiring technical and professional competencies and specific occupational skills. In the document it is also suggested that, National TVET systems need to develop the knowledge and skills that will

help the workforce to become more flexible and responsive to the needs of local labor markets while competing in the global economy.

Tshukudu (2009) stated that, developments in the last three decades have made the role of TVET more decisive. The globalization process, technological change, and increased competition due to trade liberalization necessitate requirements of higher skill and productivity among workers in both modern sector firms and Micro and Small Enterprises (MSE). The role of TVET in furnishing skills required to improve productivity, raise income levels, and improve access to employment opportunities has been widely recognized.

In its Plan of Action for the Second Decade of Education, African Union(AU)(2007), also characterized TVET as a means of empowering individuals to take control of their lives, as one of the most important features of TVET is its orientation towards the world of work and the emphasis of the curriculum on the acquisition of employable skills.

The African Union, (2007) also stated that, the primary objective of all technical and vocational education and training programs is the acquisition of relevant knowledge, practical skills and attitudes for gainful employment in a particular trade or occupational area. The need to link training to employment (either self or paid employment) is at the base of all the best practices and strategies observed world-wide. In recent years, in view of the rapid technological advances taking place in the labor market, flexibility, adaptability, and lifelong learning have become the second major objective. The third objective, which is particularly important for Africa, is to use TVET as a vehicle for economic empowerment and social mobility and for the promotion of good governance and regional integration.

From this discussion it can be concluded that though the present TVET practice does not match the required standard to bring about the desired change in the nations' economic development, the need of skilled manpower is essential to go in line with the fast changing technology. TVET is also one of the mechanisms to cope up the challenge of globalization.

Several countries, developed and developing, such as Italy, Brazil, China, Sweden, and Japan have given more recognition to TVET through adequate funding. As a result, students get exposed to vocational training and to a culture of scientific investigation and application at an early age. In Europe, at least 50 percent of the students in upper secondary education pursue some form of technical or vocational education. In China, India and South East Asia the

figure is 35-40 percent where as in Africa it is less than 20 percent (UNESCO-UNEVOC, 2013).

According to the AusAID Education Resource Facility report on current issues in education (AusAID, 2012), over the past 10 years the developing world has experienced a growth in the provision of TVET and skills programs. This growth is due to increased investments in this area by governments and donors who view it as a solution for the many complex socio-economic problems that developing countries face.

Rising population levels, growing school completion rates and a lack of employment opportunities have increased the demand for vocational-oriented skills training by young people. Youth unemployment in the Asia-Pacific region has risen rapidly, with rates reaching around 36 million for those between the ages 15 and 24. This has a gender dimension with youth unemployment for females standing at around 15.7%, compared to 14% for males. ILO comments that this situation can lead to a lost generation who detach themselves completely from the labor market. The so called spring uprising in parts of North Africa and the Middle East demonstrates the role that excluded youth could play in bringing political instability. It is on this background that governments are investing a considerable amount of resources to reform their TVET systems and provide young people with the skills to gain productive employment.

On Current Issues in Education, ILO's statement on Skills Development and Technical and Vocational Education, state that,

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

Moreover, the same document clearly put the argument of ILO on the reasons of investment in this area through its proposals for a training strategy to the G20 leaders:

Each country's prosperity depends on how many of its people are in work and how productive they are, which in turn rests on the skills they have and how effectively those skills are used. Skills are a foundation of decent work (AusAID, 2012, p. 6).

According to the National TVET Strategy of our country, TVET is geared towards enhancing the competitiveness of all economic sectors through a competent workforce and towards

improving people's employability in the labor market and with regard to self employment. (TVET Strategy, 2008, p.13)

While the above discussions indicate that TVET is essential to overcome diverse problems with relation to a nation's social, economical, and political aspects, when it comes to practice, the desired goal is not achieved. According to Middleton and Zideerman (1992), the implementation of TVET reform has faced a multicultural constraint: The worldwide shift in economic policies and economic crises accelerated technological change which may lead to skill obsolescence and occupational change and globalization.

The result of a study conducted in Sweden in 2006 released that implementation of educational policy making is not a single linear development, but rather a complex, sometimes fierce process where different ideological beliefs, motives, and commitment are clashed against each other (Lindell, in Berhanu 2006).

The World Bank research also indicates that, while different countries made effort to implement TVET reform, they faced challenges like inadequate financing of public TVET system, incomplete information on private training supply, fragmentation of TVET system, weak information link between training providers and employers, and weak institutional capacity. (Grill and Dar 1999)

From these discussions it is clear that the economic, cultural, and political aspects of a nation have their influence on the implementation and effectiveness of TVET.

Moreover, the AU recommended that it is necessary for a nation to assess the existing national TVET system capacity, including funding levels and budget utilization, strengths, weaknesses, and deficiencies before embarking a large-scale system (African-Union, 2007).

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

But when the dimension of the problem for implementing TVET is compared to the capacity of a school principal, it is questionable to achieve the desired goal.

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

2.1.3. Training procedures and evaluation methods

The above discussions about the definition of TVET, essentials of organizing TVET in the education system, and the challenges that face the implementation phase shows that TVET has a broad objective towards resolving the social, economic, and political problems which brings sustainable development for a country, even though its implementation asks considerable human and non-human resources. Therefore the actual practice needs proper planning, implementation, and evaluation. The following section presents how training is conducted as a process.

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

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

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

Therefore, training programs should be designed so as to provide learning opportunities that are effective and efficient. Any training program, if systematically developed and introduced, brings a desirable change in behavior. Any training undertaken should be well planned, structured, and directed towards the real need. Armstrong in Tshukudu (2009) states that a systematic training is one that is specifically designed, planned and implemented to meet the

defined needs. Thus, training process consists of planned programs designed to improve competence and performance at the individual employee, group, and organizational levels. Improved competence and performance imply that there have been measurable changes in knowledge, skill, abilities, attitudes, and behavior.

Tshkudu (2009), stated that, various authors develop training models about training and development procedures to be followed. The majority of training models are systematic in that they describe the training and development undertaken as a logical series of steps.

Before the training program is conducted, it is necessary that the training needs are identified. Identification of training needs is first and probably the most important step towards the identification of training techniques. Once it is established, that need for training is a necessity, then the question arises 'what type of training is required?'. Learning and performance are best fostered when students engage in practice that focuses on a specific goal. Therefore, the trainer must be clear on what type of behavior is required for the learners as the learning outcome (Eberly, 2013).

Another important question that comes to a mind is whether the training programmed is able to change the pattern of behavior for which it was trained and how effectiveness will be measured.

The next step is to determine the objectives of the training. Objectives of the training must be determined to pave way for the assertion of proper techniques of training. Statement of objective for the development of a training course should express the performance expected of the trainees upon completion of the program. The analysis of training requirements acts as an input to the process of developing objectives.

Training and development objectives guide the training to be relevant. And, these objectives are directly linked to the individual trainee's and the overall strategic goals of the organization. This link is important in the sense that training should be aimed at a particular achievement. And therefore, there is a need for the establishment of training objectives (Tshukudu, 2009, 275).

After the development of training objectives, designing and developing programs is followed. This includes the course content, duration, timing, and method of training. The technique and process of training programs should be related to the needs and objectives of the program.

With regard to the Ethiopian TVET system, occupational standards are prepared for each occupation included in the training program. Occupational standards define the competence that a person must possess to be able to perform and be productive in the world of work. Contents of the training focus on competencies required by the occupation. Competencies describe specific work activities, the condition under which they are conducted, and the work outcome. Then curriculum is designed which specifies: entry requirements, duration of training, scope and sequence of learning, training resources, delivery method, and institutional assessment methods. So it can be concluded that in this system, the objectives, content, duration, and training methods of the TVET training program are so far identified.

The actual delivery of the program comes after all these preparations. At this stage the trainer should be well prepared to handle the session.

Pattanak,(2001,154) stated that, When an instructor is required for a training program, the person should have a comprehensive understanding of the training material, the subject matter, and the techniques necessary for the effective presentation of the material.

According to Tshukudu (2009) the trainer must take stock of the impact that the training had on the trainees' attitude, behavior, skill, and knowledge.Tshukudu also emphasized that it is important for the trainer to be able to understand the difference between knowing principles and techniques and using those principles and techniques on-the-job. The amount of learning which must be absorbed to produce new behaviors is used to develop the training program.

Having knowledge of and understanding learning principles, designing and conducting training sessions is only relevant when trainees learn material that they can subsequently transfer to their actual jobs.

Selecting appropriate training method and communication media has also a significant impact on the training effect. The trainer needs to ensure that the right learning climate is created at the commencement of the program. The trainer may consider using the pre-tests and post-tests to assist in the evaluation of trainees. The trainer must also make the trainees aware of the results he expects, as communicating these expectations can influence the results to be achieved (Tshukudu, 2009).

From these discussions it is understood that the trainer takes high responsibility to bring the required performance of the trainees. Generally, in the training process mentioned above, it is

clear that each task has its own impact for the effectiveness of the training program. So training as a procedure needs step by step preparation and implementation.

In addition, the training process has to be evaluated. Evaluation is traditionally represented as the final stage in a systematic approach with the purpose being to improve interventions (formative evaluation) or make a judgment about worth and effectiveness (summative evaluation) (Gustafson & Branch, 1997).

Evaluation involves the assessment of the effectiveness of the training program. This assessment is done by collecting data on whether the participants were satisfied with the deliverables of the training program, whether they learned something from training and are able to apply those skills at their work place.

Evaluation goals involve multiple purposes at different levels. These purposes include student learning, instructional material, transfer of training, and return on investment. Attaining these multiple purposes may require the collaboration of different people in different parts of the organization.

Bramley in Tshukudu (2009) identifies five purposes for evaluating training and development namely: feedback, control, research, intervention, and power games. Feedback supports quality control over the design and delivery of training and development activities. Feedback to trainees is critical for imparting a learning process during training and development. Timely feedback to participants on the effectiveness of particular methods and on the attainment of objectives set for the program will help in the development of the programs those are currently being run and those planned for future. Feedback gives the following information which needs to be collected for evaluation:

- The extent to which the objectives are being or have been met;
- Before and after measures of levels of knowledge, concepts used, skills, attitudes and behavior;
- Sufficient detail about content to be able to estimate the effectiveness of each topic;
- Evidence of transfer of learning back to the workplace; and
- Some identification of those for whom the program was of most and least benefit; so that the target population can be more closely defined.

Bramley (1991) in Tshukudu (2009) concludes by noting that the main purpose of feedback evaluation is the development of learning situations and training programs in order to improve what is being offered.

There are different approaches to training evaluation technique. But for the purpose of the study the use of competency exam will be presented. Competency exams are administered at the completion of training. Competency exams attempt to measure how well knowledge and skills are transferred in training.

According to (Kathleen, 2006), Competency exams can be written or practical. And, they are excellent ways to measure the training program's success. They benefit organizations by requiring employees to actively demonstrate their understanding of new knowledge and new skills.

Moreover,(Kathleen,2006), stated that properly developed and administered, competency exams can answer various questions like: Can the person who has been trained to weld, for example, actually do the kinds of welds that are required on the job? Can the customer information representative provide customers with the correct information or refer them to the proper agency? Can the manufacturing supervisor successfully use a new computer-based manufacturing resource planning system introduced into the plant? By retraining those who have not acquired the knowledge and skills needed to do their jobs, an organization can improve employees' performance and the effectiveness of the organization as a whole.

Competency exams can also increase trainees' motivation levels, because a "testing hurdle" is required at the end of training. When trainees know they will be tested at the completion of the training, they are more likely to attend sessions, actively participate, concentrate, and study course materials. In this way, trainees are made accountable for their learning (Kathleen, 2006).

Trainers are also held accountable for their instruction. Competency exams provide trainers with valuable feedback for improving training. For example, consistently low scores by trainees on certain parts of an exam may indicate that the training should be revised, more information may be needed, exercises may need clarification, or more time may be required to cover a particular topic. Confusion or misunderstanding on the part of trainees can provide trainers with direction for improving subsequent training efforts (Kathleen, 2006).

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

With regard to Ethiopian TVET system, occupational assessment is employed by an authorized office (COC). Output quality of TVET delivery is measured through a process of learner's achieved competence. This is done through occupational assessment, which is based on the occupational standards. A candidate who has proven, through occupational assessment (which may be one assessment or a series of assessments), that he is competent will be awarded a National Occupational Certificate, which is the official proof of a person's competence in a TVET relevant occupational area.

From the above discussion it can be understood that the training evaluation is concentrated only on the performance of the trainee and the trainer where as other factors that influence the effectiveness of the training program are not taken into consideration. To that effect the evaluation process may lack completeness.

2.1.4. The role of management body in learning organizations

Managers have critical roles in the creation, implementation, and management of an organization. According to Ayalew in Eyayu (2009: p.14), "All managers/leaders at various levels of education system have definite tasks to perform though they may use different skills because of difference in the nature of the task, competence and skill they have. They can do their jobs effectively when they have the required management skill and competence."

Szilagy in Eyayu (2009) states that the role of the manager to his/her job has two important aspects namely: a set of managerial functions (planning, organizing, and controlling) and a set of crucial management skills (technical, human, and conceptual).

Planning anticipates future activities. The purpose of planning TVET is to establish objectives and translate them into a schedule of operational activities for a specific period of time.

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

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

Fullan (in Eyayu,2009) noted the following:

The principals' skill in organizing and coordinating the efforts of teachers and other school community members ensures proper utilization of resources and successful achievement of instructional goals. They exercise their management proficiency through shaping the organizational climate and resource of the school rather than by direct involvement in each activity. (Fullan in Eyayu, 2009: p.20)

To be effective in the TVET management, both human and non human resources must be coordinated to accomplish the objectives of the TVET institutes. This means, the disorganized human, material and financial resources must be converted into useful outputs (Gasskov, 2000; 25).

Managers are also required to control systems and activities in the organization to promote learning. Control intends to ensure optimal utilization of resources. The main aim of control is to ensure that departmental effectiveness and efficiency are promoted. Control is implemented to ensure that departmental activities are implemented according to a pre-determined standard. Plunkett and Attner (1989, p.359) emphasize that control is the systematic effort of identifying performance standards and comparing the actual performance with the planned performance goals and objectives. Performance standards and measures are developed for the key performance areas. Critical performance areas are responsibilities or accountabilities of such importance that unacceptable performance will result in a poor performance appraisal. Key performance areas must be formulated thoughtfully because an employee's unacceptable performance can result in disciplinary action.

Individual performance is the foundation of organizational performance and the understanding of individual behavior is therefore critical for the effective management of performance. Managers must, through team building and communication, co-ordinate and adjust the performance activities of teams to maximize effectiveness. Team performance must continually be reviewed, analysed and evaluated. Organizations also need to establish a reward system for teams. Team rewards must be commensurate with the value of organizational performance and team contribution.

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

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

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

Managers should spend more time recognizing the value of the people who work for them. When organizations concern themselves with developing their employees, they are more successful. People will work harder when they feel they have more control and say in their work. They work smarter when they are encouraged to build skills and competence. They

work more responsibly when responsibility is placed in the hands of employees farther down in the organization (ICR, 2010).

Human dynamics play a pivotal role in surmounting obstacles, defusing complex situations and achieving organizational goals. It is because of this reason that some organizations succeed in spite of major obstacles, environmental changes and challenges, while others crumble rather quickly under external pressures. (pattananayak, 2001)

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

Rainey and Watson in Tshukudu (2009) identified specific strategies to enforce effective communication. Firstly, managers should develop a vision for the desired future by examining past experiences, the present situation, and the future goals. All information should be disseminated and the vision communicated to all employees. Secondly, communication of the vision should lead to the creation of meaning and trust among all employees. Thirdly, management should choose the best course of action so as to instill trust, identity, and integrity by being consistent in the application of the communication. Fourthly, the manager should always keep his or her own skills and weaknesses in mind and strive to overcome his or her limitations by using employees that will compensate for managerial weaknesses.

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

The above discussions show that TVET authorities have broad responsibilities in which they share with their subordinates as the management function is doing things through people. According to the ESDP, IV program, 100% of national and regional TVET managers and

experts are going to be trained in 2014/15(ESDP,IV p59).This program does not include capacity development of management body at the institution level. So it may be difficult to get competent principals at the institution level unless the necessary skills are not identified and training is not given to lower level managers.

2.2. Historical Background of TVET in Ethiopia

Education and training in Ethiopia has a long history. Young and Ross (1964) categorized the education system of Ethiopia in to three classes: the traditional that extends from early in the nation's history, the classical, covering the period from the last quarter of the nineteen century until 1935, and modern (post Italian invasion) covering since 1941. With regard to technical and vocational education, informal training has been taking place from parents to children during the ancient times. After 1940 technical training begins to be provided in formal training institutes. Tegibareid technical school was the first institute established in 1940. Following that, some technical and vocational training institutes, such as Ethio-Swedish Institute of Building Technology, College of Business Administration, School of Fine arts (which were located in Addis Ababa); Bahirdar Technical school; Agricultural Technical schools of Ambo and Jima were established up to 1964. By the time, Non- agricultural vocational and technical training schools were organized under Ministry of Education. According to Young and Ross (1964), the number of enrollment in each institute was estimated based upon the required man power needs of the economy. For example, for the development plan which covers from 1963-1967, it was calculated that the special secondary schools have to run out additional specialists technicians; that was 1550 for manufacturing industry, 927 for agriculture and forestry technicians, and 1340 commercialists.

From 1962 to 1973, the education policy gave precedence to the establishment of technical training schools, although academic education was expanded. Curriculum revisions introduced a mix of academic and non-academic subjects. Under the revised system the two year junior secondary schools offered general academic program for individuals who wished to continue their education. A number of vocational subjects prepared others to enter technical or vocational schools. Some practical experience in the use of tools was provided, which qualified graduates as semi-skilled workers. The curriculum in the four years senior secondary schools prepared students for higher education in Ethiopia or abroad. Successful completion of the cycle also qualified some of the trainees to join the specialized agricultural

or industrial institutes. Others were qualified for intermediate positions in the civil service, the armed force, or private enterprises (Mongabay, 2010).

This system continued until 2002 and changed by a new education system. The main problems manifested by Ministry of Education, which initiated the alteration, at that time were highly linked with the relevance of the curriculum, the quality of teachers and the scope of vocational and technical education. The information released by the Ministry of Education Shows that, the curriculum lacked to identify the learners profile, the corresponding educational structure and the necessary inputs to achieve it; the content was overloaded by theoretical knowledge; it did neither inspire creativity nor equip one with sufficient skill; the evaluation system did not enable the development of the student and the achievement of the desired profile at each level since it was not continuous and the examination lacked the necessary components of academic and practical test. To that effect, Education policies and strategies were revised aiming at promoting economic and technological development of the country (EMPDA, 2001).

The new education system also changed the structure as general education, technical and vocational education, and higher education. In the revised structure, general education consists, primary education which includes two cycles: first primary cycle being 1- 4 grades and second cycle 5-8 grades. Alternative basic education facilities offer three years of an alternative curriculum as a substitute for the four years regular primary first cycle. The secondary level consists of two cycles of two years each: 9-10 grades and 11-12 grades. Those who complete ten years of schooling may either enter the second cycle to prepare for higher education or enter the TVET institutions to be trained for productive employment.

Within this structure TVET has been placed as formal and informal system in the lower level education and as formal system at the middle level education. The intention of lower level TVET is to provide training for school leavers and dropouts. At the middle level it has been designed to accommodate those students who sit for national exam after completing grade ten and are not able to go through the preparatory program.

Following this, Ethiopia has achieved an increase of 1,200 % in TVET enrolment and ranges second country in Africa in terms of number of training institutions. But the massive enrollment of trainees, affect the quality of training and education. On the other hand, according to the Education public expenditure report, the composition of government education expenditure has moved in favor of general education (primary and secondary), and

to a smaller degree in favor of higher education, during 2003-08. Looking at the shares of different sub-sectors in nominal terms, the decline in TVET's share was 9.6 percentage points, equal to the sum of 2 points rise in higher education's share and 7.6 in general education's share, in turn consisting of 5.5 points rise in primary and 2.1 in secondary.

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

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

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

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

In order to develop the skills learned within the training institutes, the government also designed a Cooperative TVET Delivery and Apprenticeship Training (CTAT).

Cooperative training encompasses all forms of training conducted jointly by TVET institutions and enterprises. The training takes place alternatively in a school environment and in the real-life environment of the workplace. Most of the training occurs in the enterprise where practical skills and applications of theory take place. The trainee goes to TVET institutions for only a limited period of time, to acquire theoretical knowledge and basic skills in the specific training area.

Enterprises and TVET institutions are expected to cooperate in planning, implementing, and assessing CT: In the planning phase, enterprises are asked to state their expectations for training outcomes: what skills, knowledge, and attitudes do they wish trainees to acquire at the end of their training. These expectations help set occupational standards and develop curricula to meet the standards. Enterprises are further expected to contribute their expertise to how the desired training outcomes will be achieved. In the implementation phase, enterprises participate in implementation by providing practical training on their premises. They communicate with TVET institutions and other enterprises regarding the achievement of training objectives; further training needs, problems experienced during training, and other issues. In the assessment phase enterprises take part in the committees that perform the final assessment of training outcomes, e.g. through occupational assessment.

From the above discussion it is evidenced that TVET has got significant attention in the education system of the country since 2002. Policies are developed and strategies are designed.

2.3 Summary of the review literatures

In general, the literature review insights the relevance of TVET with regard to social, economic, environmental, and political aspects. To that effect international organizations such as the ILO and UNESCO give directions and recommendations to nations on the implementation of TVET. It is also observed that some developed and developing countries give emphasis to TVET in their education systems though Africa takes the list percentage as it is indicated in the literature. In addition to that the challenges of implementation and possible solutions are forwarded. According to the AU recommendation, it is necessary for a nation to assess the existing national TVET system capacity, including funding levels and

budget utilization, strengths, weaknesses, and deficiencies before embarking a large-scale system.

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

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

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

Based on these information, the study attempts to investigate possible reasons for the low performance of TVET trainees who sat for COC assessment. Then questionnaires were developed to gather information on the current TVET practices in Nefas Silk and Tegibare-id polytechnic colleges.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

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

This research is descriptive study that employed self-report survey and document review. These methods were selected because they are among the most preferred methods for describing the existing situation.

3.2. Research Area

The research area comprises Nefas Silk and Tegibareid polytechnique colleges which are situated in Addis Ababa city administration. The rationale to select these colleges was their back ground in providing technical and vocational training for a significant period of time since technical and vocational education has been employed in the country. More over these institutions are convenient for the study since they accommodate a large number of trainees which involve in different field of studies. Therefore, valuable primary and secondary data can be collected with available budget and time.

3.3. Sampling Technique

The main sources of the information for the survey were TVET trainees, trainers, training coordinators, and vice-deans and deans of Tegibareid and Nefas Silk polytechnic colleges. Deans and vice-deans are used interchangeably.

According to the data obtained from the registrar office of these colleges, Tegibareid polytechnic college provides training on 61 occupations to 2035 trainees, consisting of 1,296 males and 739 females. Currently, the college has 123 trainers of which 87 are males and 36 are females. The college has 1 training coordinator, 3 vice-deans and 1 dean.

Nefas Silk TVET College provides TVET training on 33 occupations involving a total of 1,391 trainees of which 776 are males and 615 are females. The college has 100 trainers, from which 71 are males and 29 are females. In addition, the college has 1 training coordinator, 1 vice-dean, and 1 dean.

The researcher wants to get response from 10% of the above mentioned target population, in order to come up with the conventionally accepted minimum sample size. Then, by considering the time and budget 12% of the population is taken to remedy some of the expected non-responses. Simple random sampling method is used to maximize the representativeness of the sample. In addition it is preferable to provide equal chance for the participants to be selected. With regard to the training coordinators, since each college has one for each, both of them are involved. Concerning deans, the information is collected from half of them since their number is ease to handle. Deans and vice-deans are considered interchangeably.

3.4. Data Collection Tools and Procedures

3.4.1. Instruments of Data Collection

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

3.4.2. Procedure for Data Collection

In order to obtain valid, reliable, complete, and accurate data on time, the following procedure was employed. In conducting the survey, first questionnaires were developed for each type of respondents. The development of questionnaires for this study is emphasized on those factors that may preclude the training program from being effective according to its objectives and goals. Based on that the questionnaires were divided in to three parts; the first

part provides instruction for the respondents in order to ease the way responses are given, the second part includes general background information about personal data of the respondents, and the third part contain the questionnaire which includes detail information of the research questions. Likert- type questions were used in order to get ordinal data.

The questionnaires were piloted in Higher 20 TVET institute. The responses received from pilot study served as test re-test method in order to judge the reliability of the questionnaire. Then time adjustment was done with the respondents of Nefas Silk and Tegibare-id Polly-technique college respondents in order to clarify and distribute the questionnaires. Most of the questionnaires were filled and collected on the day of distribution. Moreover, documents were searched in the websites of national and international organizations, journals in order to get various reports, strategies, action plans, and research articles. Additionally, the researcher looks for various books, journals, and thesis that have conceptual and methodological relation with her research focus.

3.5. Data Analysis

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

² EpiData is software which is used for simple programmed data entry and data documentation. It has optimized documentation and error detection features.

³ Stata is general purpose statistical software package that, among other things, is used for data management and analysis.

CHAPTER FOUR

PRESENTATION AND DATA ANALYSIS

This chapter consists of three parts: the first part shows the response rate; the second part treats the characteristics of the respondents; the third part discusses research results with relation to the research questions.

4.1. Results

Table 4.1. Response rate

Respondents	Number of Questionnaires Distributed (R)	Number of Questionnaires appropriately filled and collected (D)	Response rate [(R/D)*100]
Trainees	405	360	88.88
Trainers	27	27	100.00
Training Coordinators	2	2	100.00
Deans	3	3	100.00

4.2. Characteristics of the respondents

Table4.2. Characteristic of the respondents

Characteristics	Categories	Frequency	Percentage	Cummulative
Qualification of trainers	10+3	3	11.11	11.11
	BA/BSc	22	81.48	92.59
	MA/MSc	2	7.41	100.00
Qualification of deans and training coordinators	MA/MSc	5	100.00	100.00
Experience of trainers (in years)	0-5	0	0.00	0.00
	6-10	4	14.81	14.81
	11-15	16	59.26	74.07
	16-20	0	0.00	74.07
	21-25	2	7.41	81.48
	26-30	2	7.41	88.89
	31-35	3	11.11	100.00
Gender of Trainers	Female	9	33.33	33.33
	Male	18	66.66	100.00
Gender of Trainees	Female	127	35.28	35.28
	Male	233	64.72	100.00
Age of trainees (in years)	< 18	71	19.72	19.72
	≥ 18	289	80.28	100.00

Table 4.2, depicts that qualification of the trainer and dean respondents ranges from 10+3 up to MA/MSC which indicates that representatives from all qualifications of the trainers are included. In this table it is also evidenced that, more than 80% of the trainers are first degree holders which implies that, most of the trainers fulfill the required standard to provide training in accordance with the designed curriculum. With regard to their experience, most of the respondents have more than 5 years experience. So, their familiarity to the training program can help them to give better justification, which in turn increases the quality of information provided by them.

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

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

4.3. Analysis and Interpretation of the Data

This part of the chapter treats the presentation, analysis, and interpretation of the data, which are pertinent to the research problem. In order to get the required information questionnaires are forwarded and responses are analyzed based on the following issues.

4.3.1. Recruitment and selection of the trainees

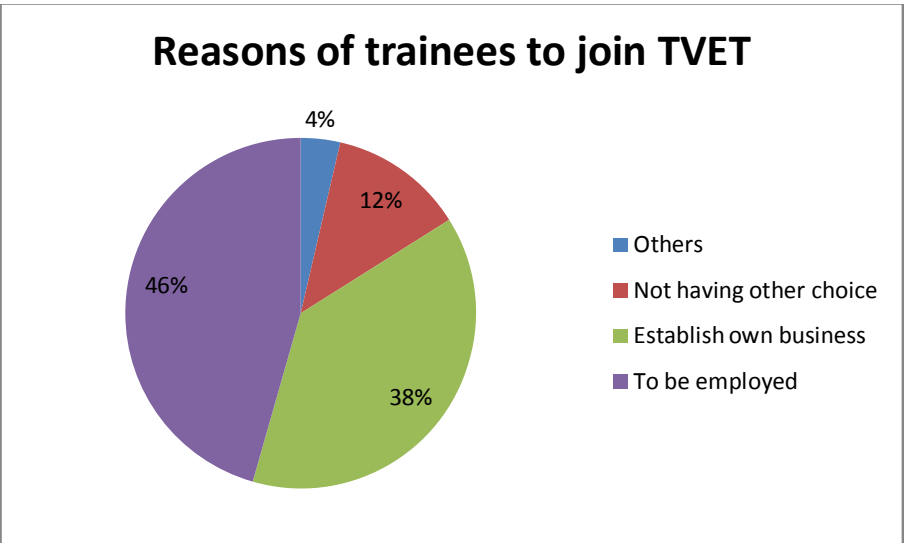


Figure 4.1.Reasons of trainees to join TVET

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

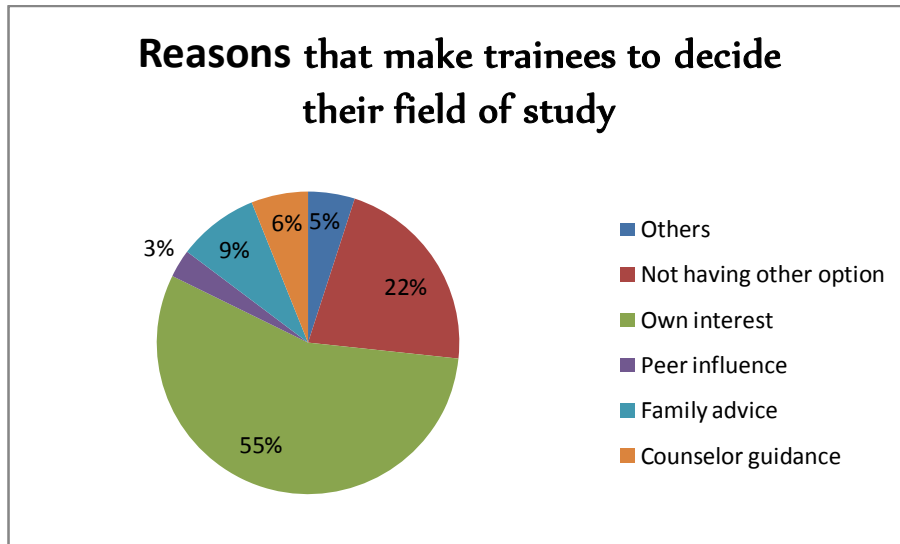


Figure 4.2. Reasons that make trainees to decide their field of study

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

4.3.2. Availability of facilities and training materials.

The main input variables are material resources (textbooks, classrooms, libraries, school facilities and other non-human resources) and (human resources (managers, head teachers, teachers, supervisors, and support staff). (Yaw Ankomah, 2005, p. 8)

The success of teaching and learning is likely to be strongly influenced by the resources made available to support the process and the direct ways in which these resources are managed. It is obvious that schools without teachers, text books, or learning materials will not be able to do an effective job. In that sense, resources are important for education quality. Inputs are intrinsically interrelated to teaching and learning processes, which in turn affect the range and the type of inputs used and how effectively they are employed. The following table shows the response of participants as to what extent training materials and facilities are available in Nefas Silk and Tegibare-id polytechnic colleges.

Table 4.3. The degree of availability of facilities and training materials

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

Note: F=frequency, C=cumulative

According to the data shown in Table 4.3 most of the respondents disagree about the adequacy of the workshop for the designed training program. More over that some of the respondents mentioned in their narrative response, workshops are neither wide enough nor standardized to do practical exercise, which implies that the training program suffers from conducting practical exercise due to lack of appropriate lay out of the training workshop.

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

With regard to tools and equipments the data obtained from the respondents show that though the deans believe tools and equipments are adequate, most of the trainees, trainers and training coordinators agree about the scarcity of tools and equipments. Moreover, the narrative responses of trainees indicate that most of the available tools and equipments are obsolete and outdated which cannot be used to the training. And, they suggest that the management body shall follow up, evaluate, as well as control the adequacy and quality of training materials when training materials are purchased, stored, and distributed. Therefore it can be concluded that the management body of these institutes does not understand or is not able to improve the state of tools and equipments that can affect the training process.

Nadler in (Tshukudu, 2009) state that for any training to take place managers should show their commitment by providing the training department with instructional resources and other training related assistance for that matter. After obtaining the resources training can be conducted.

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

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

UNESCO, under proposed indicators for assessing TVET (p.12), stated that facilities (foremost buildings, equipments and learning materials) are expected to lead to better results, partly because having access to good facilities can motivate and empower students, and partly because being able to use the equipment furthers the internal learning process of the student. And, it suggests that it is of interest to measure the extent to which students have access to good equipment and new technology. It adds that equipment must be updated regularly and maintained on a continuous basis.

With regard to reference books, as it is depicted in Table 4.3., about forty percent of trainee respondents are satisfied by the availability of reference books the rest sixty percent of the respondents are not satisfied by the availability of reference books. The response of training coordinators and deans also shows that there is inadequacy of reference books. In addition, the narrative responses indicate that there is no adequate internet service both for the trainees and the trainers which may help them to enhance their knowledge.

TVET strategy (MOE, 2008) stated that information and communication technology (ICT) is an important tool for enhancing access and quality in TVET and for developing life-long learning opportunities. So State governments and other public TVET providers are responsible for appropriately equipping institutions and making sure that TVET teachers/instructors are able to integrate ICT in TVET delivery and to encourage and guide trainees in the use of the new learning technologies. Therefore it can be concluded that though updating the necessary skill and knowledge of both the trainers and trainees is essential it cannot be realized due to poor performance of the library.

4.4. Training Process

Training is a process. As it can be understood from the literature review, it requires proper planning, implementation, and evaluation. Based on that questionnaires were developed to evaluate the actual performance of basic activities conducted in Nefas Silk and Tegibare-id polytechnic colleges, The following table shows the degree of agreement of the respondents in each activity of the training process.

Table 4.4. Related activities in performing training process ...

Variable	Response	Trainees			Trainers			Training coordinators			Deans		
		F	%	C	F	%	C	F	%	C	F	%	C
Clarity of training objectives	Strongly disagree				-	-	-	-	-	-	-	-	-
	Disagree				-	-	-	-	-	-	-	-	-
	Partially agree				5	18	18	-	-	-	-	-	-
	Agree				15	56	74	2	100	100	3	100	100
	Strongly agree				7	26	100	-	-	-	-	-	-
Orientation given to the trainers on the developed occupational standard	Strongly disagree				5	19	19	-	-	-	-	-	-
	Disagree				5	19	38	1	50	50	-	-	-
	Partially agree				6	23	61	-	-	-	-	-	-
	Agree				8	31	92	1	50	100	3	100	100
	Strongly agree				2	8	100	-	-	-	-	-	-
Relatedness of the model curriculum with the developed occupational standard	Strongly disagree				1	4	4	-	-	-	-	-	-
	Disagree				5	18	22	1	50	50	-	-	-
	Partially agree				8	30	52	1	50	100	-	-	-
	Agree				10	37	89	-	-	-	3	100	100
	Strongly agree				3	11	100	-	-	-	-	-	-
Identification and inclusion of required supportive courses in the syllabus	Strongly disagree				1	4	4	-	-	-	-	-	-
	Disagree				7	26	30	1	50	50	-	-	-
	Partially agree				9	33	63	-	-	-	-	-	-
	Agree				8	30	93	1	50	100	-	-	-
	Strongly agree				2	7	100	-	-	-	3	100	100
Training of trainers	Strongly disagree				2	7	7	-	-	-	-	-	-
	Disagree				12	44	51	2	100	100	-	-	-
	Partially- agree				5	19	70	-	-	-	1	33	33
	Agree				7	26	96	-	-	-	-	-	-
	Strongly agree				1	4	100	-	-	-	2	67	100
Orientation, consultation, recruitment and selection of trainees	Strongly disagree	149	41	41	6	22	22	-	-	-	-	-	-
	Disagree	79	22	63	10	37	59	2	100	100	1	33	33
	Partially agree	63	17	80	5	19	78	-	-	-	1	34	67
	Agree	31	9	89	5	18	96	-	-	-	1	33	100
	Strongly agree	38	11	100	1	4	100	-	-	-	-	-	-
Timely distribution of instructional materials to the trainees	Strongly disagree	20	6	6	4	15	15	-	-	-	-	-	-
	Disagree	58	16	22	10	37	52	2	100	-	-	-	-
	Partially agree	113	31	53	4	15	67	-	-	-	1	33	33
	Agree	88	24	87	7	26	93	-	-	-	1	34	67
	Strongly agree	82	23	100	2	7	100	-	-	-	1	33	100
Selection of proper instructional media	Strongly disagree	35	10	10	5	21	21	-	-	-	-	-	-
	Disagree	60	17	27	4	17	38	2	100	100	-	-	-
	Partially agree	93	25	52	8	33	71	-	-	-	1	33	33
	Agree	95	26	78	4	17	88	-	-	-	-	-	-
	Strongly agree	78	22	100	3	12	100	-	-	-	2	67	100

Note: F=frequency, C=cumulative

Table 4.4 Continued...

Variable	Response	Trainees			Trainers			Training coordinators			Deans		
		F	%	C	F	%	C	F	%	C	F	%	C
Continuous assessment and feedback on the performance of trainees	Strongly disagree	61	17	17	-	-	-	-	-	-	-	-	-
	Disagree	86	24	41	1	4	4	1	50	50	-	-	-
	Partially agree	99	28	69	8	31	35	-	-	-	1	33	33
	Agree	71	20	89	13	50	85	1	50	100	1	34	67
	Strongly agree	42	11	100	4	15	100				1	33	100
Evaluation of the training program	Strongly disagree	68	19	19	1	4	4	-	-	-	-	-	-
	Disagree	83	23	42	5	18	22	-	-	-	-	-	-
	Partially agree	102	28	70	7	26	48	-	-	-	-	-	-
	Agree	58	16	86	8	30	78	2	100	100	2	67	67
	Strongly agree	48	14	100	6	22	100	-	-	-	1	33	100
Utilization of available resources	Strongly disagree	22	6	6	2	7	7	-	-	-	-	-	-
	Disagree	47	13	19	12	45	52	2	100	100	1	33	33
	Partially agree	147	41	60	7	26	78	-	-	-	1	34	67
	Agree	72	21	81	4	15	93	-	-	-	1	33	100
	Strongly agree	70	19	100	2	7	100	-	-	-	-	-	-

Note: F=frequency, C=cumulative

4.4.1. Clarity of training objectives and occupational standards

According to the data shown in Table 4.4 most of the respondents agree about the clarity of training objectives. Similarly they agree that orientation has been given on occupational standards. But, they disagree on the adequacy of the orientation given. As it is indicated in revised TVET strategy (2008), occupational standards are prepared by industries. In addition according to ESDP IV the number of occupations that will be included in the training program are planned to be increased in number. But, the current implementation shows that trainers are not well oriented about those occupational standards in which they are expected to provide training. Occupational standards are prepared by industries and the actual training on these occupations is given by trainers of the colleges. Therefore it can be concluded that trainers lack adequate information to provide training at the required level.

In principle, each training institution or enterprise is entitled to prepare its own curricula reflecting the specific occupational standards (co. training hand book, p.15)

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

Moreover, almost fifty percent of the respondents disagree about the relatedness of the model curriculum with occupational standards. In addition, almost half of the respondents disagree about the inclusiveness of supportive courses. All these responses indicate that there is lack of coordination in curriculum development.

The research data also shows that most of the trainers did not take the necessary training to fill their skill gap before they are assigned to give training, though there is contradiction between the response of deans and other respondents. This is against what is recommended. For example, Pattanayak (2001, p. 154) stated, “When an instructor is required for a training program, the person should have a comprehensive understanding of the training material, the subject matter, and the techniques necessary for the effective presentation of the material”.

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

With regard to placement of trainees, the data show half of the trainees are assigned in those fields of studies without proper orientation, though it is stated that a trainee should be trained for the kind of job he likes and is suitable to perform. Careful screening of candidates for training raises the effectiveness of the training work (Nirmal, 2004, p.402).

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

Continuous evaluation of the teaching and learning process, including formative assessment, should be undertaken with the participation of teachers, supervisors, learners and representatives from the occupational fields concerned to ensure that the program is effective and that the knowledge and skills imparted meet the needs of the workplace, and include recent developments in the field of study.

Although this has to be the case, the data obtained from the respondents about evaluation of the training program shows, all respondent training coordinators and deans agree that

evaluation is conducted, though trainers partially agree about it. whereas, the narrative responses indicate that even though evaluation is conducted and feedback is provided to the management body corrective actions are not taken which implies that though the problems of the training program are raised by the participants the necessary action does not take place to improve the situation.

Pattanayak (2001, p. 149) states the need to 'training evaluation' as such training is rarely effective. So, evaluation is essential to; determine whether the program is accomplishing its objective, identify clarity and validity of the content, decide who should participate in the future, determine the cost and benefit ratio of the program and, develop any future program.

With relation to utilization of training materials, all of the training coordinators and more than half of the trainers agree that available resources are not used effectively and efficiently. In addition, the narrative responses show that there is mismanagement of training materials; such as procurement of poor quality materials, lack of maintenance for damaged equipment and tools, and holding unnecessary inventories.

4.5. The role of management body

In the process of training people, materials, and money are essential inputs to come up with the expected outcome. Therefore, proper management system shall be designed and implemented for the designed program to be effective. According to the data obtained from narrative responses, some respondents believe that those problems encountered in the training program are due to lack of well structured management body and qualified leaders.

In order to assess the performance of management activities with relation to the training process in Nefas Silk and Tegibare-id colleges, questionnaires were developed and distributed to the participants of the training program. The following table shows the evaluation result of the respondents. More over that, narrative responses of the trainees were analyzed.

Table 4.5.Related factors on performance of the management body

Variable	Measurement	Scale				
		V. Poor	Poor	Fair	Good	V. Good
Vision and goal setting ability of the leaders	Frequency	1	6	6	9	5
	Percentage	4	22	22	33	19
	Cumulative	4	26	48	81	100
Leaders' ability to perform management functions	Frequency	2	8	10	4	4
	Percentage	7	29	36	14	14
	Cumulative	7	36	72	86	100
Leaders' Leading role	Frequency	3	10	7	5	3
	Percentage	11	36	25	18	11
	Cumulative	11	46	71	89	100
Leaders' communication skill	Frequency	2	6	11	5	4
	Percentage	7	21	40	18	14
	Cumulative	7	28	68	86	100
Leaders' interpersonal skill	Frequency	0	7	9	6	4
	Percentage	0	27	35	23	15
	Cumulative	0	27	62	85	100
Conflict handling skill of the leaders	Frequency	3	10	4	7	3
	Percentage	11	37	15	26	11
	Cumulative	11	48	63	89	100
Motivating skill of the leaders	Frequency	4	11	5	4	4
	Percentage	14	40	18	14	14
	Cumulative	14	54	72	86	100

Note: *F=frequency, C=cumulative*

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

Therefore, it can be concluded that though leaders of these institutes are to some extent visionaries they are not able to influence their subordinates as the actual performance is under question.

“Visions should be able to create possibilities that are inspirational and unique, and offer a new order that can produce organizational distinction. A vision is likely to fail if it does not offer a view of the future that is clearly and demonstrably better for the organization and its members. Desirable visions fit the times and circumstances and reflect the uniqueness of the

organization. People in the organization must also believe that the vision is attainable. It should be perceived as challenging yet doable. Visions that have clear articulation and powerful imagery are more easily grasped and accepted.” (ICR, 2010, p. 269)

With regard to the communication skill of the leaders, almost three fourth of the respondents rate the communication skill of the leaders is below good. This is also evidenced in the above discussions. Communication should be encouraged especially across departmental boundaries ensuring that all employees have equal access to pertinent information (Farago &Skyrme in Tshakudu, 2009).

Improving relational communication increases job satisfaction and worker involvement. And, openness in communication develops good interpersonal working conditions.

The data gathered about the degree of interpersonal skill of the leaders shows that though the degree of interpersonal skill of the leaders is not very good most of the respondents agree that it is moderate. On the other hand almost half of the respondents rate their leaders’ conflict handling skill is poor and the remaining rate them below good which implies that leaders of these colleges lack proper decision making.

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

As it is shown in Table 4.5., the data obtained from the respondents indicate that 54 percent of the respondents agree that the motivation skill of their leaders is poor, 18 percent of the respondents agree that the motivating skill of their leaders is fair, and 28 percent of them agree that the motivating skill of their leaders is good. From this result it can be concluded that leaders of these college are not able to motivate their subordinates properly in order to achieve the goal of the designed training program.

Trainers are direct participants in the training activity so their knowledge, skill, and attitude have high influence on the effect of the designed training program. In order to assess the

attitude of trainers, deans and training coordinators are asked to give their idea on the following characters of trainers.

Table 4.6. Related factors on performance of trainers

Variables	Response	Training coordinators			Deans		
		F	%	C	F	%	C
Trainers motivation towards the achievement of training objectives and goals	Strongly disagree	-	-	-	-	-	-
	Disagree	1	50	50	-	-	-
	Partially agree	1	50	100	1	33.3	33.3
	Agree	-	-	-	2	66.7	100
	Strongly agree	-	-	-	-	-	-
Trainers attitude to accept necessary changes without resistance	Strongly disagree	-	-	-	-	-	-
	Disagree	1	50	50	1	33.3	33.3
	Partially agree	1	100	100	1	33.3	66.6
	Agree	-	-	-	1	33.3	100
	Strongly agree	-	-	-	-	-	-
Trainers attitude to retain in the college	Strongly disagree	2	100	100	-	-	-
	Disagree	-	-	-	1	33.3	33.3
	Partially agree	-	-	-	1	33.3	66.6
	Agree	-	-	-	1	33.3	100
	Strongly agree	-	-	-	-	-	-
Trainers commitment for the accomplishment of the training program	Strongly disagree	-	-	-	-	-	-
	Disagree	2	100	100	-	-	-
	Partially agree	-	-	-	2	66.7	66.7
	Agree	-	-	-	1	33.3	100
	Strongly agree	-	-	-	-	-	-

Note: F=frequency, C=cumulative

The data shown in Table 4.6 depicts that, most of the respondents partially agree that trainers are motivated towards the accomplishment of the training objective. They also evaluate the degree of accepting necessary change without resistance with a similar degree. Moreover, the data gathered to evaluate the degree of trainers' attitude to retain in the college shows that trainers don't want to stay in the college. With the same degree, respondents agree that trainers are not committed for the accomplishment of the training program. So the negative attitude of the trainers towards their working condition implies that there is poor communication between the management body and the trainers in these colleges.

The manner in which the organization deals with its human resources issues influences its effectiveness. Burckley and Caple (2000, p.202) state that internal processes indicate how well the organization is dealing with operational matters. This may be an important indicator

of organizational health, and ultimately the effectiveness of other measures. Signs and symptoms of this may come from: staff attitudes and morale, levels of conflicts, absenteeism, turnover, transfer requests, grievances, disciplinary actions, group working, speed of re-organization and change, quality, level and extent of internal communication.

Bramley (1991, p.75) states that the feeling of belonging and commitment often predisposes people to put in extra effort to achieve organizational goals.

Oplatka (2004) suggests that physical and human resource requirements need to be satisfied prior to any attempt on behalf of the principal to promote quality teaching in his school.

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

4.6. Contribution of Cooperative Training

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

Table 4.7. The degree of relevance of cooperative training in helping trainees to improve their skill

Responses	Trainees			Trainers			Training coordinators			Deans		
	F	%	C	F	%	C	F	%	c	F	%	C
V. low	35	10	10	2	7	7	-	-	-	-	-	-
Low	60	17	27	4	15	22	1	50	50	-	-	-
Moderate	83	25	52	10	37	59	1	50	100	2	67	67
High	85	26	88	5	19	78	-	-	-	1	33	100
V. high	78	22	100	6	22	100	-	-	-	-	-	-

Note: F=frequency, C=cumulative

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

Cooperative TVET is a mode of TVET provided in partnership between enterprises and TVET institutions. Enterprises and TVET institutions are expected to cooperate in planning, implementing, and assessing CT. Cooperative training is also a means to update standards and curriculum in keeping with the ever changing nature of technology. With this regard, in the TVET strategy, it is stated that, the bulk of practical training takes place in enterprises, while theory and initial practical exposure is provided by the TVET institution. To that effect, the trainees go to TVET institutions for only a limited period of time to acquire theoretical knowledge and basic skills in the specific training area.

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

4.7. The status of trainees' result with relation the COCs assessment

According to the National Quality Frame Work policy, TVET trainees are required to sit for competence based assessment provided by center of competency office. The Centers of Competence (CoCs) are the responsible bodies for quality assurance of the outcome of training through their occupational assessment at the end of the training. The following table

shows the number of TVET graduates who sat for COC assessment and the number and percentage of competent candidates of Addis Ababa city administration in 2012.

Table 4.8 Assessment of TVET Graduates in Addis Ababa (2012)

	NC	TNG	No.G.ass.	% of ass..	N.of comp.ass.	%of com ass.	% of G.f com.
Group A(>80% of graduates assessed)	9	718	688	96%	129	19%	18%
Group B (40%-60% assessed)	10	3012	1526	51%	549	36%	18%
Group B(<40% graduates assessed)	19	6358	1290	20%	339	26%	5%
Total	38	10,085	3504	35%	1017	29%	10%

Source: Addis Ababa City TVET Agency

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

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

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1. Summary

The purpose of the study was to assess the implementation of TVET in Nefas Silk and Tegibare-id polytechnic colleges which are located in Addis Ababa city administration. Both of these colleges have provided education and training for a considerable length of time. But there are indicators for the training program not to be effective as compared to the objectives of TVET. Therefore, the study develops these six research questions to explore possible challenges in conducting the TVET program.

1. To what extent are the trainees selected according to their interest?
2. To what extent are facilities and instruction materials available for the training program?
3. Did the necessary preparation take place during the training process?
4. Is the management body competent enough to run the training program to achieve its goals?
5. To what extent did cooperative training contribute for the training effectiveness?
6. To what extent are trainees performing the CoC assessment?

In order to develop detail conceptual framework, literatures were reviewed and analyzed. Then descriptive study was employed. The main sources of the information for the survey were trainees, trainers, training coordinators, vice-deans and deans.

The researcher uses simple random sampling method. From the total of 3426 trainees and 223 trainers, 360 of trainees and 27 trainers were involved, which is 12% of the total population. Regarding the training coordinators, since each college has one for each, they are all involved. Concerning deans the researcher decides to collect information from half of them since their number is small to handle. The researcher considers deans and vice-deans interchangeably.

Based on the data obtained from the respondents the following findings were revealed.

1. It is evidenced that during recruitment of trainees they are oriented to get a sort of knowledge and skill that enable them to perform a kind of job in a work place. But the actual training program fails to provide the required knowledge and skill for those trainees. Therefore trainees develop negative attitude for their field of studies.
2. It is found that the training program had been conducted without adequate facilities and training materials.
 - Workshops are not designed and constructed depending on the requirement of the training program, especially to take practical exercise.
 - Tools and equipments are scarce, and even some are obsolete. Raw materials, electric, and water supply are not adequate. Moreover that, available training materials are not utilized properly since they are not maintained on time. Obsolete machines, tools, and equipments are costs to the training institutes unless there is consistent disposal procedure. On the other hand they can be sources to generate income for the training program.
 - Trainees remain idle for a significant period of training time because of scarcity of raw materials.
 - There is lack of internet service as well as reference books in the library both for the trainers and trainees. As a result, trainees are not able to acquire new technologies that are related to their field of studies.
 - There is poor health and safety provision.
3. The implementation of training throughout its' process shows lack of proper preparation.
 - Objectives of the training are clear. But, some trainers are not properly aware about the contents of occupational standards since occupational standards are developed by actual workers of enterprises. There is no means of communication between trainers of the institute and those who develop the occupational standard.
 - Curricula are changing within short period of time and, the unit of competencies included in one occupation varies accordingly.
 - There is lack of coordination in curriculum development process. Trainers are not participating in the preparation of the curriculum.
 - In some field of studies necessary courses are not included which enable the trainees to perform their duties in the work place and make them incompetent in the actual practice.

- Trainers do not get the necessary training to fill their skill gap whenever new occupations are included in the training program which completely contradicts the teaching –learning principles.
- Some of the trainees are not assigned in the training programs in accordance with their interest.
- Trainees do not get the necessary instructional materials on time.
- There is lack of proper evaluation system on the implementation of the training program.

4. The management body does not properly play its role.

- Leaders of the institutes lack influencing ability of their subordinates
- There is loose communication among management body, trainers and trainees
- Motivating skill of the leaders is inclined to be poor
- There is poor conflict handling system

5. The weakness of management body is reflected on:

- high turnover of trainers
- trainers resistance for necessary changes
- trainers lack of commitment

6. With regard to co-operative training

- Trainees are not assigned in a job which is related to their field of studies
- There is mismatch of the training provided by the training institutes and training given in the actual work place.

7. The result of trainees, who sat for competency based assessment, is inclined to be low.

5.2. Conclusions

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

5.3. Recommendations

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

1. For the higher executives: The low performance of trainees revealed in the result of the COC assessment and the findings of this research indicate that the TVET program needs to be evaluated from up to down within its structure. As a result the TVET structure can be revised and include the involvement of expected experts from respective government bodies. It also requires the development of proper guidelines and, assign responsibilities to the stake holders with relation to the accomplishment of the long term National economic plan. Therefore, restructuring the management body and assigning proper person in the proper place is mandatory.

2. For the management body of institutes: In order to accomplish the broad based objectives of TVET, respective bodies from governmental and non-governmental organizations should actively participate in the program. Therefore Deans of the institute shall:

- develop better communication system among the participants of the training program in the institutes, and with those stakeholders outside the institutes,
- implement proper motivation system, and
- design proper controlling system for human as well as non-human resources in order to come up with better result.

3. For the trainers:

- Providing necessary feedback to the responsible body directly and fairly
- Updating oneself by using any alternative to enhance the required skills and knowledge

4. for the trainees

- Using available resources efficiently and effectively
- Providing the necessary feedback to the responsible body directly and fairly.

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Appendix

A1

Questionnaire for Trainees

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF BUSINESS EDUCATION

A STUDY ON THE IMPLEMENTATION OF TECHNICAL, VOCATIONAL EDUCATION AND TRAINING PROGRAM, THE CASE OF NEFAS SILK AND TEGIBARE-ID POLYTECHNIC COLLEGES. Questionnaire for Trainees

Dear Respondents

Technical and vocational education and training institutions are established aimed at providing the necessary man power for the nation's economic development and reduction of poverty. Therefore since 2002 the government gives a great attention for this stream as a result massive enrolment in different occupations has been recorded though the effectiveness of the program is questionable.

The purpose of this study is to gather information on the implementation problems of technical and vocational education and training program as well as occupational competence assessment in selected training institutions. Even though the study is conducted as fulfillment of MA degree requirement in Management of Vocational Education, it is hoped that the information obtained will contribute a lot for further improvement of the system. And your response has a great impact on the value of the study. So you are kindly requested to provide relevant, rigorous, and sincere information. It shall as well be clear that no personal secrets will be revealed.

The questionnaire consists of three parts; the first part is instruction, the second part includes general back ground information, and the third part contains the main body of the questionnaire which is intended to measure the effectiveness of the training process.

I, Instruction

1. No need of writing your name
2. Show your answer by using an "x" sign in the given space

Thank you in advance for your time and concern.

II, General background information

1. Name of the Training Center _____
2. Personal Data:
 - 2.1. Sex: Male ☐ Female ☐
 - 2.2. Age: a, less than 18 years ☐ b. 18 and above ☐
 - 2.3. Field of training (occupation) you are attending _____

III, Details

- 1) Why do you join in TVET stream?
 - a) to develop employable skill ☐
 - b) to be self employed after graduation ☐
 - c) because I have no other alternative ☐
- 2) How did you choose your field of study?
 - a) with the help of vocational counselor ☐
 - b) with my family guidance ☐
 - c) by the influence of friends ☐
 - d) because I have no other alternative ☐
- 3) Facilities and instruction materials have their own impact for the effectiveness of the training process. How do you evaluate the degree to which these resources are available?

Please rate by putting an "x" mark in the column of your choice. 3=adequate, 2=moderately adequate, 1= not adequate, 0=not available

Serial No	Facilities and instruction materials	Rating Scale			
		3	2	1	0
1	Work shop				
2	Equipments				
3	Hand tools				
4	Machines				
5	Raw materials				
6	Water supply				
7	Electricity				
8	Toilet				
9	Library				
10	Reference books				
11	Health service				
12	Recreation area				

- 4) In your field of training, how do you evaluate your trainers on the basis of activities given in the table below? Please rate by putting an “x” mark in the column of your choice

Serial no	Activities	Very high	High	moderate	Low
1	Provide information on the objectives of the training program				
2	Provide reading materials on time				
3	Assign practical works related with the theoretical concept				
4	Guide us about the usage of equipments, tools, machines etc.				
5	Evaluate consistently				
6	Provide feedback on the trainee's performance				
7	Provide orientation and, consultation for the trainees.				

- 5) Do you participate in cooperative training program?

a) yes ☐

b) no ☐

- 6) If your answer to question no 5 is yes, to what extent does it help you to enhance the in school training

a, very high b ,high c, moderate

Part III: open ended questions

- 1, What weakness do you observe from the training process?

- 2, what are the solutions you suggest for the problems you observed?

Thank you very much for your concern and cooperation.

Appendix A2

Questionnaire for Training Coordinators

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF BUSINESS EDUCATION

A STUDY ON THE IMPLEMENTATION OF TECHNICAL, VOCATIONAL EDUCATION AND TRAINING PROGRAM, THE CASE OF NEFAS SILK AND TEGIBARE-ID POLYTECHNIC COLLEGES.

Questionnaire for Training program coordinators

Dear Respondent

Technical and vocational education and training institutions are established aimed at providing the necessary man power for the nation's economic development and reduction of poverty. Therefore since 2002 the government gives a great attention for this stream .Therefore massive enrolment in different occupations has been recorded though the effectiveness of the program is questionable.

The purpose of this study is to gather information on the implementation problems of technical and vocational education and training program as well as occupational competence assessment in selected training institutions. Even though the study is conducted as a fulfillment of MA degree requirement in Management of Vocational Education, it is hoped that the information obtained will contribute a lot for further improvement of the system. And your response has a great impact on the value of the study. So you are kindly requested to provide relevant, rigorous, and sincere information. It shall as well be clear that no personal secrets will be revealed.

The questionnaire consists of three parts; the first part is instruction, the second part includes general background information, and the third part contains detail information which is intended to measure the effectiveness of the training program.

I, Instruction

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

Thank you in advance for your time and concern.

II, General background information

Name of the Training Center _____

1. Personal Data:

1.1. Sex: Male ☐ Female ☐

1.2 Qualification

10+3 ☐ BA/BSC ☐

level IV ☐ MA/MSc ☐

2. Year of service:

2.1. As a coordinator ☐

2.2. In other profession ☐

3. Your current position/career status _____

III, General Questions related to training process

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

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

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

Please rate by putting an "x" sign in the column of your choice. 5=strongly agree, 4=agree, 3= have no idea 2=disagree 1=strongly disagree

Serial no	Facilities and instruction materials	Rating scale				
		5	4	3	2	1
2.1	Workshops are designed and constructed to provide training according to occupational standard requirements.					
2.2	Machines ,Equipments, and hand tools are available for the trainees					
2.3	Raw materials are supplied adequately on time.					
2.4	There is adequate internet service					
2.5	Reference books are adequately available in the library for related field of studies.					
2.6	There is conducive working environment to provide the desired training program					
2.7	Available resources are utilized effectively and efficiently					

3, How do you rate the implementation of training process in your college? Please indicate your response by putting an “x” sign in the column provided. Rating scales: 5=strongly agree, 4= agree,3=have no idea, 2=disagree, 1=strongly disagree

Serial no	Issue considered	5	4	3	2	1
3.1	Objectives of the training are clearly defined.					
3.2	Trainers are oriented on the developed occupational standards.					
3.3	The model curriculum is designed to address the expected outcome of the developed occupational standard.					
3.4	supportive courses are identified and included in the syllabus					
3.5	Necessary training to fill the skill gap of the trainer is conducted on time					
3.6	Trainees are oriented, consulted, recruited, and selected according to their interest.					
3.7	Instructional materials are prepared and distributed on time					
3.8	Training is provided by selecting Proper instructional media					
3.9	Continues assessment is conducted and feed back is provided to the trainees about their performance consistently.					
3.10	Evaluation of the training program is conducted.					
3.11	Available resources are utilized efficiently and effectively					

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

Serial no	Traits	Rates				
		Strongly agree.	agree	Partially agree	Disagree	Strongly disagree
4.1	Trainers are motivated towards the achievement of training objectives and goals.					
4.2	Trainers accept necessary changes without resistance					
4.3	Trainers have the desire to retain in the college.					
4.4	Trainers are committed for the accomplishment of the training program.					

5, To what extent does the current cooperative training implementation help the trainees to improve their skill?

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

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

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

a, yes ☐ b, No ☐

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

a, high ☐ b, moderate ☐ c, low ☐

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

10, what weaknesses did you observe in implementation of the training process?

11, Please suggest possible solutions for the problems you observed.

Thank you for your concern and cooperation.

Appendix A3

Questionnaire for Deans

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF BUSINESS EDUCATION

A STUDY ON THE IMPLEMENTATION OF TECHNICAL, VOCATIONAL EDUCATION AND TRAINING PROGRAM, THE CASE OF NEFAS SILK AND TEGIBARE-ID POLYTECHNIC COLLEGES.

Questionnaire for deans

Dear Respondent

Technical and vocational education and training institutions are established aimed at providing the necessary man power for the nation's economic development and reduction of poverty. Therefore since 2002 the government gives a great attention for this stream. Thus massive enrolment in different occupations has been recorded though the effectiveness of the program is questionable.

The purpose of this study is to gather information on the implementation problems of technical and vocational education and training program as well as occupational competence assessment in selected training institutions. Even though the study is conducted as a fulfillment of MA degree requirement in Management of Vocational Education, it is hoped that the information obtained will contribute a lot for further improvement of the system. And your response has a great impact on the value of the study. So you are kindly requested to provide relevant, rigorous, and sincere information. It shall as well be clear that no personal secrets will be revealed.

The questionnaire consists of three parts; the first part is instruction, the second part includes general background information, and the third part contains detail information which is intended to measure the effectiveness of the training program.

I, Instruction

4. No need of writing your name
5. Circle the letters of your choice for multiple-choice questions.
6. Show your answer by putting an "x" sign in the column you agree for the questions provided in the table

Thank you in advance for your time and concern.

II, General background information

Name of the Training Center _____

4. Personal Data:

4.1. Sex: Male ☐ Female ☐

1.2 Qualification

10+3 ☐ BA/BSC ☐

level IV ☐ MA/MSc ☐

5. Year of service:

5.1. As an administrator: ____ years

5.2. As a coordinator: ____ years

5.3. As a trainer: ____ years

5.4. In other profession: ____ years

6. Your current position/career status _____

III, General Questions related to training process

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

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

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

Please rate by putting an “x” sign in the column of your choice. 5=strongly agree, 4=agree, 3= have no idea 2=disagree 1=strongly disagree

Serial No	Facilities and instruction materials	Rating scale				
		5	4	3	2	1
2.1	Workshops are designed and constructed to provide training according to occupational standard requirements.					
2.2	Machines ,Equipments, and hand tools are available for the trainees					
2.3	Raw materials are supplied adequately on time.					
2.4	There is adequate internet service					
2.5	Reference books are adequately available in the library for related field of studies.					
2.6	There is conducive working environment to provide the desired training program					
2.7	Available resources are utilized effectively and efficiently					

3, How do you rate the implementation of training process in your college? Please indicate your response by putting an “x” sign in the column provided. Rating scales: 5=strongly agree, 4= agree,3=have no idea, 2=disagree, 1=strongly disagree

Serial no	Issue considered	5	4	3	2	1
3.1	Objectives of the training are clearly defined.					
3.2	Trainers are oriented on the developed occupational standards.					
3.3	The model curriculum is designed to address the expected outcome of the developed occupational standard.					
3.4	supportive courses are identified and included in the syllabus					
3.5	Necessary training to fill the skill gap of the trainer is conducted on time					
3.6	Trainees are oriented, consulted, recruited, and selected according to their interest.					
3.7	Instructional materials are prepared and distributed on time					
3.8	Training is provided by selecting Proper instructional media					
3.9	Continues assessment is conducted and feed back is provided to the trainees about their performance consistently.					
3.10	Evaluation of the training program is conducted.					
3.11	Available resources are utilized efficiently and effectively					

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

Serial no	Traits	Rates				
		v. good	Good	fair	poor	v. poor
4.1	Trainers are motivated towards the achievement of training objectives and goals.					
4.2	Trainers accept necessary changes without resistance					
4.3	Trainers have the desire to retain in the college.					
4.4	Trainers are committed for the accomplishment of the training program.					

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

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

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

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

a, yes ☐ b, No ☐

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

a, high ☐ b, moderate ☐ c, low ☐

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

Thank you for your concern and cooperation.

Appendix A4

Questionnaire for Trainers

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF BUSINESS EDUCATION

A STUDY ON THE IMPLEMENTATION OF TECHNICAL, VOCATIONAL EDUCATION AND TRAINING PROGRAM, THE CASE OF NEFAS SILK AND TEGIBARE-ID POLYTECHNIC COLLEGES.

Questionnaire for Trainers

Dear Respondents

Technical and vocational education and training institutions are established aimed at providing the necessary man power for the nation's economic development and reduction of poverty. Therefore since 2002 the government gives a great attention for this stream as a result massive enrolment in different occupations has been recorded though the effectiveness of the program is questionable.

The purpose of this study is to gather information on the implementation problems of technical and vocational education and training program as well as occupational competence assessment in selected training institutions. Even though the study is conducted as a fulfillment of MA degree requirement in Management of Vocational Education, it is hoped that the information obtained will contribute a lot for further improvement of the system. And your response has a great impact on the value of the study. So you are kindly requested to provide relevant, rigorous, and sincere information. It shall as well be clear that no personal secrets will be revealed.

The questionnaire consists of three parts; the first part is instruction, the second part includes general background information, and the third part contains detail information which is intended to measure the effectiveness of the training process.

I, Instruction

1. No need of writing your name
2. Show your answer by using an "x" sign in the given space

Thank you in advance for your time and concern.

II, General background information

Name of the Training Center _____

1. Personal Data:

1.1. Sex: Male ☐ Female ☐

1.2 Qualification

10+3 ☐ BA/BSC ☐

level IV ☐ MA/MSc ☐

2. Year of service:

2.1. As a trainer ☐

2.2. In other profession ☐

3. Your current position/career status _____

III, General Questions related to training process

- 1) How do you relate your field of study with the training you provide
 - a) completely related
 - b) relatively related
 - c) completely not related

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

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

Serial no	Facilities and instruction materials	Rating scale			
		3	2	1	0
1	Work shop				
2	Equipments				
3	Hand tools				
4	Machines				
5	Raw materials				
6	Water supply				
7	Electricity				
8	Toilet				
9	Library				
10	Reference books				
11	Internet service				
12	Health and safety service				
13	Recreation area				

- 3) In your field of training how do you rate the implementation of training process?

Indicate your response by using an “x” sign. Rating scales: 5=strongly agree,4= agree,3=have no idea, 2=disagree, 1=strongly disagree

Serial no	Issue considered	5	4	3	2	1
3.1	Objectives of the training are clearly defined.					
3.2	Trainers are oriented or communicated about the developed occupational standards.					
3.3	The model curriculum is designed to address the expected outcome of the developed occupational standard.					
3.4	Pre-requisite courses are identified and included in the syllabus					
3.5	Necessary training to fill the skill gap of the trainer is conducted on time					
3.6	Trainees are oriented, consulted, recruited, and selected according to their interest.					
3.7	Instructional materials are prepared and distributed on time					
3.8	Proper instructional media is selected					
3.9	Continues assessment is conducted					
3.10	Feed back is supplied to the trainees about their performance consistently					
3.11	Evaluation of the training program is conducted.					
3.12	Available resources are utilized efficiently and effectively					

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

Serial no	Traits	Rates				
		v. good	good	fair	poor	v. poor
4.1	Vision and goal setting					
4.2	Ability perform management functions					
4.3	Leading role					
4.4	Communication skill					
4.5	Interpersonal skill					
4.6	Conflict handling skill					
4.7	Motivating skill					

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

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

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

7, what weaknesses do you observe in implementation of the training process?

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

Thank you for your concern and cooperation.

Declaration

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

Name Yostena G/Yesus

Signature _____

Place: Addis Ababa University

Date of Submission: _____

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

Name Girma Zewde (Ass. Professor)

Signature _____