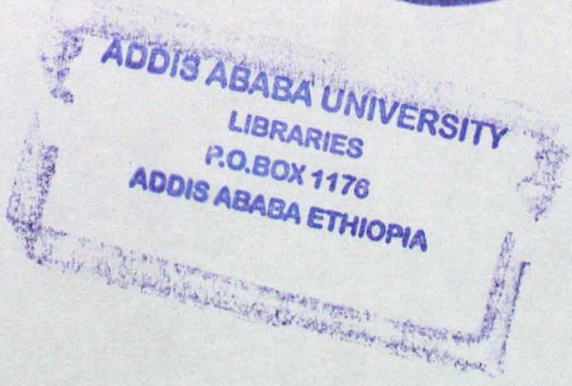
MAJOR FACTORS AFFECTING TRAINING PERFORMANCE OF TVET COLLEGES IN THE AMHARA NATIONAL REGIONAL STATE

BY

KIROS TEKA HADDIS

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES



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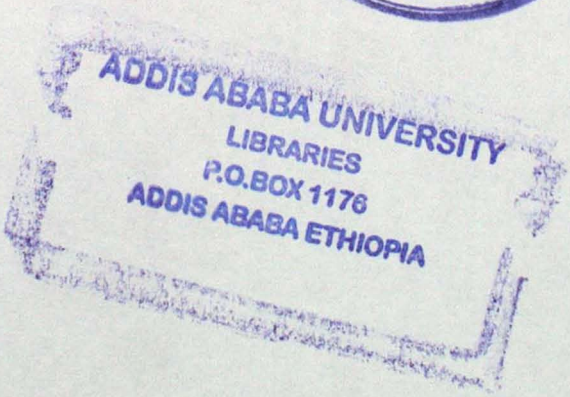

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A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES

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KIROS TEKA HADDIS

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ABBREVIATIONS

ANRS	Amhara National Regional State
ESDP	Education Sector Development Program
MoE	Ministry of Education
ILO	International Labor Organization
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Education, Science and Cultural Organization

Abstract

This is a research done to examine and identify the major constraints at levels 3 and 4 of TVET colleges in providing training. The researcher was specifically inspired to study this area as there existed and still exist various problems in providing training in the TVET colleges; the salient ones being the factors affecting training performances unfavorably and those which adversely influence the apprenticeship program.

The study aims at solving two key problems that restricted the colleges in the provision of quality training: the major institutional factors and apprenticeship-related issues affecting the training performance of TVET colleges. The scope of the study, on the one hand, covers six of the ten non-agricultural TVET colleges in the Amhara National Regional State.

Besides the inferential and descriptive statistics employed as research methodology, the investigator also made use of a mixed approach of data analysis. And to this purpose, both quantitative and qualitative approaches were used. The data collection instruments used were questionnaires, interviews, focus group discussion and observation. While 400 trainees out of the 5000 and 260 trainers out of the 800 were selected using stratified random sampling technique; the availability sampling technique was used to select the deans, apprenticeship officers, etc.

In the attempts made to discover the factors which have effects on the training program, the writer of this paper set some nine variables that do have direct or indirect repercussions on the training performance. These were: physical set up, information, trainers' capacity, motivation of trainers and trainees, guidance and counseling services, provision of training materials, management, training process, and finally apprenticeship program. The results of the research unambiguously revealed that all the variables, tested through various techniques and confirmed by the various respondents, were practically affecting the training program of TVET colleges.

Thus, the general implication that can be drawn from the study is that the management in the colleges, the TVET commission, the trainers, the trainees, both private and government firms, the government (both regional and federal), and the society are responsible to all the impediments on the quality of the TVET colleges training program .The research, moreover, implied that the trainees who have undergone through such an impaired training program could not be competent enough in the world of work.

Therefore, the writer expresses his conviction that the findings of this research do add a lot of worthwhile propositions to the body of knowledge and expects a realistic measures on the part of all the stakeholders as their contributions can positively change the status to a considerable leap.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1.1. Background of the Study

Education is generally viewed as a basic intent to development of the individual, family, society and the country at large. In line with this, UNESCO (2003) confirmed that education is a powerful means that significantly changes the life of individuals and empowers people to contribute for national development. In most basic case, it is necessary to consider technical and vocational education as an integrated system comprising all programs which aim at the development of knowledge, values and attitudes (UNESCO, 1983).

Therefore, technical vocational education and training can be taken as a part of the education system that makes individual more employable and active participant in the socio-economic system of a country (Psacharopoulous, 1985).

Ever since independence, most African countries have had to grapple with the problem of too many people looking for jobs and too many jobs going unfilled; there is a persistent shortage of human resources with the technical skills required in various sectors of the economy (UNESCO, 1998). In this regard, it is highly important to give due attention to the following declaration of participants of UNESCO in 2004 that directly reflects the current realties of Africa in general on technical vocational education and training (African Union, 2007).

> Since education is considered the key to effective development strategies, *technical vocational* education and training must be the master key that can alleviate poverty, improve the quality of life for all and help to achieve sustainable development.

Because of this, countries are consistently striving to improve their education system in general and that of technical vocational education and training in particular.

Similarly, Ethiopia is committed to participate in the competitive global market economy. This requires technical and professional citizens trained in the "ability to learn" and in specific occupations. Hence, technical vocational education and training is often at the center of education aimed at marketable and entrepreneurial skills (MoE, 2006/07).

After the introduction of the Education and Training Policy in 1994, the Ministry of Education and the Regional Education Bureaus have shown their commitment to improving access to technical vocational education and training. Because of this, within a short period, they have managed to increase the number of TVET institutions from 15 in 1994 to 388 , and trainees, from 38,176 to 191,151, in 2006/07(MoE, 2006/07). From this, one can clearly understand that the government has recognized the importance and the need for establishing a large number of TVET institutions in the effort to promote economic and technological development in the country.

On the other hand, even though the expansion and growth of the program is pertinent to prepare skilled manpower that will be required to realize the national development goals, careful assessment of the training performance being implemented is important to alleviate the problems faced in the training provision and to adjust the training system in line with a changing economic demand for different kinds of jobs in the labor market.

Therefore, in Amhara Regional State, there was no as such a study undertaken in this respect. Furthermore, the professional experience of the researcher as principal and dean of TVET institution and college initiated him to make the study.

As a result of this, the theme of this study was to asses the major factors affecting the training performance of the Amhara Regional State TVET colleges at level 3 and level 4. The fields of study chosen were: Construction, Electricity /Electronics, Metal Manufacturing, Automotive, Business and Service, and Hotel Management. Consequently, the researcher tried to find out some of the problems that have an adverse effect on the training and attempted to forward possible solutions.

1.2. Statement of the Problem

World Bank studies, World Bank (1991), clearly pointed out that investment in technical vocational education and training is worthwhile no matter what the economic status of the countries may be. Hence, technical vocational education and training has great impact in facilitating the economy and social development of the countries.

Concerning Ethiopia, Wanna and Beyene (1995) mentioned that the demand for trained manpower in different sectors of the economy played its parts in the establishments of TVET institutions. In addition to this, the social and economy changes made in the country have also its contribution.

It is hoped that TVET institutions enable trainees to acquire the necessary skills and knowledge for the world of work. Based on this, nowadays, there are good beginnings that show bear fruit in the country.

Despite the fact that both the federal and regional governments of Ethiopia have been exerting concert effort and managed to achieve significant change in TVET system, there are still many challenges which need the attention of the government and the concerned stakeholders.

In relation to this, MoE (2005) states that the major challenges faced TVET institutions are lack of qualified trainers , lack of efficient management , inadequate budget ,lack of appropriate and adequate equipment and facilities, lack of good relationship between training institutions and the world of work, and lack of participation of concerned stakeholders.

Even though TVET is a new phenomenon to the country, as MoE (2007/2000) states in 2000 E.C, there were a total of 458 TVET institutions in the country .These institutions enrolled a total of 229,252 trainees in regular and evening programs. Out of which 32,228 of the trainees and 57 of the institutions are found in Amhara Regional State. Currently, in Amhara Regional State there are 10 non-agricultural TVET colleges, 4 agricultural TVET colleges and 39 TVET institutions offering training in different fields and at different levels.

According to the Regional TVET commission, when the program started in 2001/2002 academic year, most of the trainers were under qualified. The training institutions had no adequate facilities and the need of training fields were not assessed adequately in terms of local market and the management system were not established as needed.

It is clear that the effectiveness of the training being offered was under question, because as stated by Middleton and Adams (1996), basically the effectiveness of the training depends on the extent to which trained workers use their skills in employment.

Hence, the purpose of the study was to investigate the main factors affecting the training performance of the TVET colleges in the Region.

Accordingly, the study focused to answer the following research questions:

1. What are the major institutional factors that affect the training performance of the TVET Colleges?
2. What are the apprenticeship related issues that affect the training performance of the TVET Colleges?

1.3. Objectives of the Study

1.3.1. General Objective

As stated in the National Technical and Vocational Education and Training Strategy (2006), the overall objective of TVET is to create a competent, motivated, adaptable and innovative work force in Ethiopia contributing to poverty reduction and social and economic development through facilitating demand–driven, high quality technical and vocational education and training, relevant to all sectors of the economy, at all levels and to all people in need of skills development.

Based on this, the general objective of this study is to investigate and to identify the major factors that affect the training performance of TVET colleges.

1.3.2. Specific Objectives

By considering the general objective mentioned above, the study attempts specifically,

1. To identify major problems that affects the training performance in the region and,
2. To assess the constraints and challenges related to apprenticeship program

1.4. Significance of the Study

The fundamental objective of TVET institutions is to provide knowledge and skills in the technical and vocational fields in order to come up with the intended profile of middle level skilled labor in various occupations.

Hence, identifying the problems and challenges that affects the training performance is highly and timely important to maintain the quality of the training and to make the training system responsive to the demand of the economy.

Therefore, the result of the study would help Amhara Regional TVET decision makers and planners, concerned stakeholders, respective college deans, and implementers in identifying problems of the training system that required their attention and commitment for improvement and besides suggesting some measures for mitigating the problems. Moreover, the study provides appropriate information for further studies to be done in a similar field. Regarding the priority of the problem, it is clear that if the problems and challenges are not solved on time, the quality of the training will continue to be affected and the expected goals of the sector could not be achieved.

1.5. Delimitation of the Study

There are many problems to be studied in the area of TVET. From these problems, the problems of training performance is one of the issues that has to be given due consideration.

In this regard, the study is delimited to identify the major factors affecting the training performance of TVET colleges .Besides, this study is delimited to the Amahra National Regional

State where the researcher has experiences being a director and a dean of TVET institutions and knows some problems in the TVET system of the region.

According to the evidence obtained from Amahra National Regional TVET Commission, currently, public, NGOs and private institutions are offering training .However; the main providers of TVET are government institutions. Hence, the study focused on the training being provided by government institutions.

Based on the information obtained from the regional TVET Commission, in 2001 E.C. there were 10 TVET colleges offering training program in levels 3 and 4 in different field of trainings. Therefore, as doing this research in all the TVET colleges of the region is not manageable, the researcher limited the scope of the research to a reasonable number.

Taking all constraints into account, the study is delimited to six TVET colleges that are found in six zones of the region. These colleges are: Bahir dar TVET College, Gonder TVET College, Debre Tabor TVET College, Debre Markos TVET College, Debre Birhan TVET College and Injibara TVET College.

1.6. Definition of Key Terms

Technical and vocational Education and Training: refers to all forms and levels of educational process involving, in addition to general knowledge, the study of technologies and related sciences and the acquisition of practical skills, know-how, attitudes and understanding to occupation in various sectors of economic and social life. (UNESCO, 1989: 2)

Training: Any technical and vocational education and training provided through formal and non-formal program leading to a certificate or a college diploma and it also includes competence earned through work experience and tested by the professional competence. (UNESCO, 1978:17)

Trainee: a person who participates in technical vocational education and training programs provided by training institutions with a view to acquiring or upgrading his/her technical and vocational skills. (Negarite Gazeta, March 1, 2004, No. 391/2004: 2553)

Technical Education: Education designed at upper secondary and lower tertiary levels to prepare middle-level personnel (technicians, middle management etc.), and at university level, to prepare engineers and technologists for higher management positions. Technical education includes general education, theoretical, scientific and technical studies and related skill training (UNESCO, 1978:17)

Vocational Education: Education designed to prepare skilled personnel at lower levels of qualification for one of a group of occupations, trades or jobs. Vocational educations usually provided at upper secondary level, include general education practical training for the development of skills required by the chosen occupation, and related theory (UNESCO, 1978:17).

1.7. Organization of the Study

The final study was organized into five chapters. The first chapter is the introductory part which deals with background of the study, statement of the problems, objectives of the study, significance of the study, delimitation, limitations of the study, and definition of key terms. The second chapter contains review of related literature. The third chapter consists of research design and methodology. The fourth chapter provides data presentation and analysis of the findings. The last and the fifth chapter presents summary of the findings, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 FOUNDATION AND DEVELOPMENT OF TECHNICAL VOCATION EDUCATION AND TRAINING

Despite the fact that the development of the formally structured and regulated technical and vocational education and training (TVET) is of a recent origin, its practice is evidently ages old. The earliest form of human civilization in which prehistoric man made vital discoveries is known as Stone Age. At first, men used stones as they found them; then they began to make them as they wish. They shaped them to fit their hands and their needs .Some were split or chipped to give them a sharp edge for cutting and digging; others were made sharp at one end to cleave a tree or slaughter an animal and smooth at the other end to fit the hand that grasped it. This tells us that the practice and informal transfer of technical vocational education and training is as old as the beginning of working activity by human beings (Mazour and Peoples, 1971).

Accordingly, all the progress that the Stone Age human beings made among which fashioning tools and weapons, making fire and using it for artistic works, animal taming and producing food, all flourished for the first time in the prominently noted four great river valleys (Nile, Tigris and Euphrates, and Indus and Yellow rivers) are the results of nothing except that of the practices of informal vocational training (Melaku, 2007).

Hence, the production and utilization of much better tools, weapons, utensils and jewelry made of copper and bronze followed and civilization continuously used to flourish here and there in the entire world. The ancient civilization of Egypt, Mesopotamia ,Babylon, Assyria, India and china in the Far East ; the Mayas in the Far West; and the civilization of Greece and Rome, including the Carthaginian West and the Hellenistic East in the Mediterranean World in most cases are not merely great political empires ,but also showed more lasting and more important results in industry, trade, art, literature, religion, and philosophy - All of which are the legacies

of vocational training practices and their formal and informal transfer from generation to generation (Mazour and Peoples, 1971).

In such a way, continuous and sustainable civilizations took place in our world that grew from a barbarous Stone Age all through the Industrial Revolutions of Britain and America to the modern human beings who is now able to fly and tour the formerly understandable space. When we think of the what and how of the civilization vehicle that drove human beings all through this distances, therefore, we can mention many things but all couldn't have been materialized without the roles played by technical and vocational activities (Melaku, 2007).

Therefore, technical vocational education and training has a great role in improving and carrying human civilization from one generation to the other for better life of mankind.

2.2 Technical Vocational Education and Training and Economic Development

The role of TVET on the growth and development of society is of a great importance. Broadly speaking, it does this by playing at least three major roles: meeting the human power needs of society; raising the employment opportunity of citizens thereby improving their livelihood; and motivating citizens for education and training .Therefore, technical vocation education and training can be taken as part of the education system that makes an individual more employable, and active participant in the socio-economic system of the country (Psacharopoulos, 1985).

In relation to this , Nnamidi as cited in Ajayi, Lameck and Johanson (1996) explained that their education system, particularly the middle level technical vocational education and training system, have played a pivotal role that underlain their history of development and, thereby, shaped and decided the fate of their respective nations and peoples. That is why scholars argue that many remarkable socio-economic, cultural, and political reforms that had been initiated by government in many countries to bring about marvelous technological achievements critically depended upon skilled human power most of whom are cultivated by technical vocation education and training (African Union, 2007; Ngara, 1995).

The most important role of technical vocation education and training is to produce skilled laborforce that can adapt to the requirement of the labor market and hence enhancing the economic and social developments of society. Nevertheless, although it is the most important approach in preparing human resources for prevailing socio-economic demands of the country, technical vocational education and training by itself does not create jobs. Therefore, technical vocational education and training is of high benefit and relevance if and only if it is delivered based on the actual needs of both the current and future labor market (ILO, 2001).

Nonetheless, the role of technical vocational education and training has become critical than ever before in the context of today's globalization in which every part of the world is increasingly interrelated in many respects. When we see our contemporary world from this point of view, modern society is undergoing a process of transformation of unprecedented magnitude and speed, which affects all spheres of economic, social and political life. The combined forces of globalization and rapid technological change drive this transformation, particularly by innovations in information and communication technologies (UNESCO, 1999).

This not only provides exiting new possibilities for economic and social development but also poses urgent challenges because of growing marginalization and exclusion of many millions of people, due to pervasive unemployment and raising wage inequalities that resulted from differences in knowledge and skills they acquired and the attitudes they have. This problem becomes worse in developing countries where the majority of the labor force is trapped in low quality and quantity of skills, low productivity, low employment opportunity, high population growth, and high poverty. Consequently, such a changing works environment leads to modification in job content, skill requirement and the demand for knowledge. This is the basic challenge rooted from globalization to which the technical vocational education and training system is also given the responsibility to react and resolve as one partner (World Bank, 2007; Carnoy, 1999; and George, 2001).

Therefore, the major objective of technical vocational education and training is to meet the challenges of preparing the workforce that plays decisive role in economic development of a

country. Its direct link to the world of work makes this field of education different from general academic education.

2.3. Technical Vocational and Training Policy

According to, Atchoarena and Delluc (2002), in many countries of the Saharan Africa, particularly in French speaking countries, government has placed technical vocational education and training as a means of supporting the economic and social development of their country. Considering the extent of severity of unemployment and underemployment education and training policies are key elements in economic and human resource development. (UNESCO, 1993). Therefore, technical vocational education and training can be taken as a part of the education system that makes individual more employable and active participant in the socio-economic system of a country (Psacharopoulous, 1985).

According to Middleton, Ziderman and Adams (1996), three key questions should consider in formulating suitable training policy of a country are:

1. What is the economic context of employment and skill demand?
2. How extensive and effective are the various forms of training?
3. Are current training policies and planning practices able to adjust training supply to changing economic context?

The first question indicated the importance of understanding of the economic context of a country prior to the formulation of training policy. Hence, policy makers and concerned stakeholders of technical vocational education and training, needs to know the dynamic market economy and the consequent employment of the country. On the other hand, the second question helps to know and identify the coverage and effectiveness of different training source and capacity of training institutions in a given economic context of a country. This calls for "mapping sources of training", a crucial ingredient in formulating policy. Lastly, the third question deals with to what extent the existing policy and planning approach is flexible with changing economic enlivenment in order to achieve the desired goals. This requires a thorough

assessment of the existing policy and training system. Thus, the policy, and planning approach could be adjusted to the market (Middleton, Ziderman and Adams, 1996).

To sum up, Ethiopia has already launched education and training policy since 1994. Accordingly, technical vocational education and training program started its function; hence, assessing the existing training policy based on the above key questions might have importance to forward remedial actions for improvement.

2.4. Objectives of Technical Vocational Education and Training

Regarding the objectives of Vocational Education and Training, Louks (1988) states that:

1. To train skilled workers and middle level manpower for industry, commerce or services,
2. To encourage positive attitude to wads manual work,
3. To reduce excess demand for higher education
4. To facilitate the schooling of low achievers.

The first objective emphasizes that preparing people for present or future employment opportunities. Hence, the program is expected to improve trainee's choice of finding a job whether it is by employment or self employment. The second objective shows that the program can improve the aspiration of trainees towards the manual work. So that the negative attitude towards technical vocational education and training could be removed or reduced. The third objective includes the concept that greater number of students can be diverted towards technical vocational education and training program. So that, excess demand for higher education could be reduced. And the last objective contain the idea that low achievers of academic subjects can do better with practical courses and work oriented curriculum.

2.5. Mode of Training

In modern sector, skills are obtained from initial and in service training offered by public and private organization; wage employment are used as a means of providing skills to many informal sector entrepreneurs (Middleton, Ziderman and Adams; 1996).

Generally, in any country technical vocational education and training can be given in one or more of the following three distinct institutional settings: School based training, Apprenticeship training and on job training (Husen and Wait, 1996).

2.5.1. School-based Training

School based training can only be aimed at pre vocational subjects or entry level skills. It is only the later that can be termed as vocational training. Accordingly, one might identify three main type of school based training: vocational streams or courses in main stream secondary schools, specialized technical or vocational secondary schools, and trade schools and training centers which clearly are not secondary in the sense of preparing for tertiary or higher education (Lauglo, 1993).

Middleton and Adams (1996) stated the differences of school based training institutions is that vocational instruction is provided in different quantities and degree of depth in various types of institution. General education, vocational theory and practice are combined in schools. The time spent in vocational courses is significantly differing in diversified secondary schools and true vocational schools. A rational for school based training is that it prepares for economies structural and technological change by providing pertinent and broad training.

However, there are also limitations regarding school based training in secondary schools: these are, the syllabuses tend to be semi permanent and hence, liable to become obsolete; lack of student motivation and attitude towards training skills; and training in secondary schools poorly connected with related work (Lauglo, 1993).

Therefore, by minimizing the above mentioned limitations of school based training, it is possible to use the maximum benefit of this setting during providing training for trainees.

2.5.2. Apprenticeship Training

Different authorities have defined apprenticeship in different terms expressing the same essence and identified two types of apprenticeship; these are modern and traditional

apprenticeship. For example, Husen (1995) defined Apprenticeship as a ' system of work based skills training by which an apprentice learns the knowledge and skills required in a recognized trade of commercial, industrial or service giving occupation. It is based on agreement between the employer, the apprentice and the training institute'.

Concerning the types of apprenticeship, Ryan and Grub (1999) indicated that, in Europe, modern apprenticeship involves structured program of education, training and work experience, sponsored by employers and by other interested groups. But, traditional apprenticeship is more informal in which education and external regulation are not taken as a criteria and the apprentice receive training and experiences in accord to employers need.

In addition to this, Lauglo (1993) clarify the distinction between modern and traditional apprenticeship by expressing that in modern apprenticeship, apprentice is paid a wage or subsistence allowance; the training provided is usually supplemented by theoretical courses or subjects in school or school like settings; the apprentice is prepared for a trade test. But, in traditional apprenticeship, there is no formal agreement between the apprentice and the master, the training is not supported by theoretical courses, hence educational back ground is not a prerequisite. Furthermore, as shown in various literatures still traditional apprenticeship exists side by side with modern apprenticeship in many developing countries.

In supporting this idea Middleton, Zidermen and Adams (1996) stated, in many countries, apprenticeship are principal mode of training for traditional crafts such as blacksmithing ,leather craft, and herbal medicine as for modern technical trades such as automobile, appliance and radio repair...

Similarly, Ethiopia has its own traditional apprenticeship through which craftsmen and artisans offering skill training to the apprentices for centuries. On the other hand, with beginning of modern education and training the modern apprenticeship was introduced in the training system. As result, in March 25, 2004 apprenticeship law was proclaimed.

In this proclamation duties and responsibilities of organization, trainees and technical vocational education and training institutions were thoroughly covered and the term apprenticeship is defined as means of job training undertaken by trainee in an organization pursuant to an agreement concluded among training institution, an organization and trainee to enable the trainee to put to practice the technical and vocational education and training acquired in training institution and to be acquainted with work (Negarit Gazeta, 2004).

Therefore, apprenticeship training is helpful in gaining the experience of the world of work, and in strengthening the relationship between the training institution and employers, so as the relevance and the quality of training could be improved.

2.5.3. On-the-job Training

In service training is a mode of training that intended to serve an organization demands for staff development. This type of training can be given in two ways; one, the new employees learns their job through guidance from supervisors and more from the experienced workers and second, in highly institutionalized enterprise, company based training department conduct full time instructions and offer courses at training centers (Laugol, 1993). In relation to this, Middleton ,Ziderman and Adams (1996) stated that, most employees obtain skills at the work place during employment through informal on the job training or through formal training programs sponsored by employers and employees and offered in the company or at external training institution .

Nevertheless, on job training have limitations; these limitations are most of the time common in small and micro enterprise firms, which have no their own internal training department, some of the short coming are: lack of exposure to new technology, and inadequacy of technical and vocational skill (Husen and others, 1995).

In sum, school based, on-the-job and apprenticeship trainings are similar in that the three of them are modes of training. Regarding their differences, while on-the-job training is a mode of training that focuses on staff development, apprenticeship training refers to a system of work

based skills training by which an apprentice learns the knowledge and skills. School based training, on the other hand, aims at pre-vocational subjects or entry level skills.

2.6. Major Factors Affecting the Quality of Technical Vocational Education and Training

So far, there is no general agreement between scholars on the issues of the best TVET model. Different countries have experienced, and still are using, their own "effective" model to prepare skilled labor. Meanwhile, most educators seem to agree on some quality factors which helps to achieved quality training. Among these institutional factors, the following are the most influential ones. These are, training facilities, curriculum, trainers, Selection and Placement of trainees, organization efficiency and effectiveness, financing technical vocation education and training and Vocational guidance and Counseling.

2.6.1. Training Facilities

The quality of any TVET program is largely dependent upon the degree of the organization of its training facilities (MoE, 1994). Technical vocational education and training requires more facilities than any other educational system and it needs huge investment to equip with necessary facilities, because, each field of study is peculiar in its nature and needed different facilities. Meanwhile, because of the dynamic nature of technical vocational education and training curricula, training institutions should always maintain updating their training facilities in line with the change occurring in the work places. Otherwise, the training that is conducted by using obsolete facilities become worthless and automatically ends up with the problems (Carny, 1994; Venn, 1994).

In relation to this, ILO (1999) disclosed ,if training institutions are to utilize more fully the training facilities already existing in the local communities their programs of vocational education and training should be much more significant than they are. However, it is impossible for training institutions to provide all the facilities for teaching all phases of all occupations. But some training institutions have made great stride in developing teaching aids for teaching purpose (UNESCO, 1996).

In Ethiopia context, according to the MoE (2005) a technical vocational education and training institutions should have building separately constructed for each field of study and comfortable for the

smooth implementation of the training. Likewise, the technical vocational education and training technical vocational education and training institution should have the following facilities: compound, which is used for providing training, classroom, workshops, laboratories, computer center, room for ICT training, libraries, Offices (for academic and administration staff), meeting hall, stores, clinic, latrine rooms (for male and female trainees), fire extinguishers for each workshop, and Sport field etc.

Generally, technical vocational education and training institutions must ensure that at least the existing facilities are in line with the above listed facilities in order to maintain the quality of training as intended.

2.6.2. Curriculum

In technical vocational education quality of training also depends on providing quality curriculum for the trainers who implement the program. The focus of technical vocational education curriculum is preparing the trainees for employment or self employment. Therefore, it incorporates, the needs of trainees, employers, society and the state, because they are responsible for the socio-economic well being of the youth (Mansfield and Mitchell, 1996).

More ever, the curriculum development of the program should be based on occupational standards. And curriculum and program administration of technical vocational education and training must be flexible in order to enhance a smooth passage through lifelong learning and provides continuous entry, exits and re- entry. And the challenges facing the learner of the twenty first century demand innovative approach in technical vocational education and training (UNESCO, 1999).

Furthermore, the design of quality of technical vocational education and training curriculum involves modularization that emphasizes the specification of particular knowledge and skills, and their application to the standards of performance required in the work place. King (1994) reiterated that the curriculum developed by the specification of learning objectives in a modular structure, makes learning easier in technical vocational education and training program.

Finally, technical vocational education training curriculum relevance to the labor market can be only being confirmed through the participation of relevant stakeholders in different levels. Similarly, the content of the curriculum should be revised within reasonable duration of time based on the information

obtained from the labor market, so that, the training program can be adjusted to changing labor market and its quality can be improved (MoE, 2005).

2.6.3. Trainers

The third important element to run technical vocational education and training program is related to trainers and other professionals who take the responsibilities of preparing trainees with marketable skills for dynamically changing world of work. Accordingly, quality technical vocational education and training program are distinguished by having a highly trained, experienced, technically competent, and enthusiastic staff including the coordinators, trainers, counselors, and all others who assist them in the instructional process (Strong, 1971).

Accordingly, teachers, coordinators and counselors are expected to have three different occupational and professional skills; Experience and skill in their profession, Equipped with a strong theoretical knowledge in their areas of specialization, and adequate pedagogical skills. They are expected to be able to train, orient, guide, and stimulate the trainees. More ever, quality TVET program is administered and supervised by personnel who are educated and experienced in the subject ; who understand the needs of trainees and the needs of business and industry ; who are able to work effectively with employees and other employment and social agencies (Hobart, 1987).

For quality training, a continuous supply of teachers and instructional personnel with a substantial level of subject matter mastery is vital. Competent technical vocational education and training teachers thus should be continuously prepared on the basis of integrating theoretical knowledge with capable practical skills training in the specific occupations. Besides, because technical vocational education and training curricula are dynamic in nature, always need changes and modification in line with the continuously changing technology coping up training should be organized to teachers and others who work in the respective programs (Murnane and Levy, 1996).

Generally, comparing to general education, in technical vocational education to be a trainer, besides to the theoretical knowledge, it needs practical knowledge and experience. Furthermore, the strength of the training institution often is determined by the quality of trainers in implementing the training program.

2.6.4. Selection and Placement of Trainees

Other important factor that characterizes the quality of any technical vocational education and training program is the trainee's career and occupational placements. According to this, in any quality program, trainees who join different occupational training fields should be selected and placed in accordance with their interest, aptitudes, and capabilities for the requirements of the particular occupations (Gillie, 1973).

Quality technical vocational education and training is flexible, so that it permits youth and adults to enter in to training when they are ready and able to do so. In this regard, Coe (1973) denotes "we must fit the program to the students, not the students to the program." Individuals who join technical vocational education and training programs in accordance with their full interest, aptitude, and capabilities are proved to be more motivated to learn different skills than those who are without.

The selection and placement of students in to different fields of training required vocational guidance and counseling, which helps the trainees to acquire appropriate positions for their careers ,either academically or in the world of work. Appropriate vocational counseling helps students make wise decision for their future careers (Coe, 1973).

As far as the experience of different countries is concerned, the tracking of students in to academic and vocational streams is not free of biases. In most cases, students are not placed according to their interest and aptitudes. Rather, their placement is highly dependent on the basis of their academic achievements, where better achievers are usually assigned to the academic track, while those who academically slower and less motivated are assigned to technical and vocational streams, in many countries, has effected negative biases for technical vocational education and training programs, so that most of the secondary school students become less interested to join to the program (Atchoarena and Esquiv; 2002; King, 1994; Venn, 1964).

2.6.5. Organization and Management Efficiency and Effectiveness

Management is one of the most important activities in technical vocational education and training institutions, without which the predetermined objective is not achieved. As Rao and Narayana (1996) stated management is the accomplishment of objectives with and through the people. It organizes all the necessary facilities in the training institutions systematically in away to attain the intended goal.

To be effective and efficient in technical vocational education and training Organization and Management, both human and non human resources must be coordinate to accomplish the objectives of the institutions. This means, the disorganized human, material and financial resources must be converted in to useful out puts (Gasskov, 2000).

Moreover, educational administration is the arrangement of the human and material resources and programs available for the achievement of the educational objectives. Thus, the education leader, at any level is essentially an organizer and executor of plans, policies and programs for the benefit of students. Administration in general education and vocational training has many features in common but on the other hand, their difference that is related to the unique characteristics of vocational training, Job related courses .source of income ,higher per trainee costs, and close relationship with labor market are some the peculiar characteristics of Vocational training (Gilli, 1973). This shows that technical vocational education and training institutions are different from academic schools and the training should be conducted separately from schools providing academic streams.

Educational leadership is the major activity of principals. Hallack and Calliods (1995) have stated that, Instructors are definitely key elements in the teaching learning process if not agent of transition of knowledge and skills in the training institutions. In order to utilize these skilled personnel in the institutions effectively there should be a need for having appropriate leadership for carrying out effective managerial activities in the training institutions.

Webs and Norton (1999) have also suggested that the mere existence of people, however, does not guarantee the effective operation of the training .Effective and efficient coordination as well as mobilization of workers is indispensable in order to enable them to work as a single whole. To do this, the leaders have to have Professional competence and variety of skills- conceptual, human, and technical skills.

According to Read and Bargeman (1995) an educational institution is effective when there is positive ethos where trainee and trainer are expected to achieve and are told they can, good communication, active involvement of trainees, positive incentive and reward, conducive classroom for training, clearly understood goal where trainees, parents and administrators agree on goals for academic achievement, and effective trainers and educational leaders.

More ever, regarding the importance of institutional effectiveness for training and better performance, Murphy and Lovis, (1999) have suggested that, a major challenge for those who study schools and school administration is to learn how organizations contribute to students' success. Whereas teachers are directly responsible for teaching in the classroom administrators are charged with development of organizations that facilitates teaching and learning.

Generally, directors and deans play a decisive role in running the training if they are well-equipped with the necessary and adequate knowledge and skills of educational management.

2.6. 6. Financing Technical Vocational Education and Training

One of the important factors that determine the quality of implementation of technical vocational education and training program is the availability of sufficient finance resource. As compared to general education technical vocational education and training programs are expensive; the cost of one technical vocational education and training school is equivalent to two or more schools of general education. In developing countries, government took the over all responsibility to finance technical vocational education and training program with some donor agencies (Atchoarena, 1996).

Even though, it is expensive, government and private sectors must recognize that technical vocational education and training is an investment, not a cost, having important returns. Hence, funding the program must be shared among government, industry, the community and the trainees. Income generating and fund raising means should be designed by training institutions in order to add up on other funding activities .The share balance may vary from one country to other country, however, all partners in the society who share the benefit should take the responsibility to contribute to the creation and on going vitality of the technical vocational education and training system by cost sharing, incorporating appropriate government financial incentive (UNESCO, 1999).

In developing countries, training finance policy has two major objectives: To ensure stability of funding needed to develop sustainable capacity and to ensure the level of financing needed to improve public training .To achieved these objectives the government budgetary financing is not enough. Therefore, diversifying the source of finance for training is pertinent to overcome the budget constraints (World Bank, 2003).

Likewise, In Ethiopia as part of an endeavor made to diversify training finance; cost sharing of trainees has been introduced in technical vocational education and training program (Negarit Gazeta, 2004).

Based on the cost sharing guide line, training institutions have responsibilities to collect money from the trainees. Therefore, TVET colleges are collecting 26.00 birr from each trainee monthly. Besides, they have also a right to generate income from different resources to fulfill their budget gap in order to run the training program as it is expected.

Generally, the high cost of technical and vocational education results from class size, expensive equipments and materials .If this is not fulfilled by diversifying the sources of financing training ; it entails poor results and incompetent graduates that who cannot fit the demand of labor market and unable to find employment opportunity (Atchoarena And Dellue, 2002).

2.6.7. Vocational Guidance and Counseling

Guidance and counseling involves pertinent aspects of educational system in general and that of technical vocational education and training in particular, so it essential to facilitates its development in order to make it to play significant role in the system. It enables individual students /trainees to identify and appreciate their potential and inclination towards growth, career development and self actualization (UNESCO, 1996).

In addition to this, career counseling has paramount advantage for all stakeholders in the education system. Hence, the demand of the employers and individual should be considered in the guidance and counseling. Its role includes preparing trainees for the actual opportunity of career change during the period of unemployment as well as employment in the formal and in formal sector (UNESCO, 1999).

Trainees can face different academic and personal problems while getting training; in such situations the existence of well organized and systematized vocational guidance and counseling service is highly importance. The Ethio-German TVET program (2001) states that: Vocational guidance is more than providing information; it is blend of self-employment to adapt to changing cultural and economical situation and of learning and assimilation of career, providing educational labor market and economic opportunities information.

Generally, career information, guidance, and counseling services designed to support individuals of any age during lifetime, to choose the type of education, training and occupation of their interest, in order to be able to manage their career. It contains substantial activities such as to support students clarify career goals and understand the world of work that could help them in deciding their courses ,vocational training ,further education and training ,initial job choices job changes or work force re-entry. To sum up, vocational career guidance and counseling as one major input to the technical vocational education and training, it plays significant role in production and dissemination of information to aware and facilitate the participation of all clients of technical vocational education and training in general and helps trainees in particular to decide their choice at entry, guides in the process of training, and supports in creating job or

employment after graduation. Therefore due attention should be given to the activities of guidance and counseling in the training institution as well as outside the institution, so that its contribution to the quality and the relevance of training is indispensable (Mohammed, 2005).

2.6.8. Out-of-colleges Training

So far, there is no uniform approach in the TVET colleges' training system. This means, some countries are using apprenticeship training approach while others use cooperative training system. Therefore, the following sections deal with the importance of the two modalities.

2.6.8.1. Apprenticeship Training

Apprenticeship is a system of work based skills training by which an apprentice the knowledge and skills required in a recognized organization. It is based on agreement between the employer, the apprentice and the training institution. In apprenticeship, learning occurs as apprentice observes, assists, doing under supervision and thought by one or more skilled workers, assuming responsibility for progressively more challenging tasks until all the necessary skills are mastered (Husen, 1995).

Apprenticeship training, during the middle age, was served under the guilds association, which was intended to protect the interest of members in the same crafts. Since the transmission of family heritage and unconscious learning was not satisfactory, apprenticeship become reality this consists of youth learning any occupation under the supervision of master craftsmen according to the pre established specifications .Training and production are integrated towards the development of the apprentice into adult life. Tradition apprenticeship was a system where apprentice get training by working with their masters and live with family of the master (Harris and Bone, 2004).

The rapid development of industries increased the demand of mass production. Hence, industrial revolution was considered as the main reason for the decline guilds and emergence of new type of formal schools. At this time too, industries that offer apprenticeship training usually supplemented by trade theory, after completion of the course, trade test is administered and

certificates of accomplishment were awarded .Whenever there is vacancy the employer prefers to employ the apprentice in his firm rather than recruiting individuals who are not familiar with the nature of the work of the firm (Laugo, 1993).

As Laugo (1993) states modern apprenticeship training is considered as one of the most efficient cost effective mechanisms of training .It saves the cost of training, for it allows employers to share most of the training cost. Moreover, as it provides for the combination of the same resources, such as trainers, equipment, materials and time, together the total cost pertaining to the national economy will also be minimized. Apprenticeship is a cheap way of training youngsters for the government because the cost of training is shared between employers and apprentices (Atchoarena, 1996).

According to Mekonnen (2004) apprenticeship has a long history of serving traditional areas in Ethiopia. It merits in serving the skill needs of different sectors is today fully recognized. How ever, the extent to which the education system of the country considered that Training in Technical Vocational Education and Training system has a role to play in expanding and consolidating skill development in these sectors varied .To put differently, the endeavor made through policy intervention for improvement of traditional apprenticeship, through introducing school based components, and establishing or expanding modern form of value attached to technical vocational education and training system.

Guide line prepared by MoE (2002) shows that, apprenticeship training as a work based method for learning and gaining qualification .It is in company training based on agreement based on agreement between a training institutions and employers for purpose of training. It is also further stated that, apprenticeship training it does not only equip trainees with appropriate skills and increase their employability; but also builds up the work disciple and self confidence of the trainees.

Therefore, it should be planned and managed jointly. By doing so both the training institutions and the host organization would benefit from the implementation of the program .Furthermore,

the training institution, may get a feed back about their training performance from the world of work there after they may improve their performance (Ethio-German TVET Program, 2002).

Based on the apprenticeship guide line (MoE, 2002), enterprises and organization, which are willing and able to conduct apprenticeship training, should assigned a supervisor. The supervisor is responsible to coordinate the program in the company and to evaluate the trainees.

To make the program effective, it is inevitable that technical vocational education and training institution have to have a good communication and cooperation with existing enterprise, which have the latest techniques, and production process that graduates will aspire to work with. Enterprises are the final consumers of the technical vocational education and training products yet they are reluctant in contribution (UNESCO, 1996).

In most countries there is no policy and regulatory mechanisms that should address the problems that are related with the implementation of apprenticeship training. Thus, measures have to be taken to promote the cooperation between technical vocational education and training institution and enterprise. Inappropriate methods of assessment and inadequate incentive for trainees are other major problems. Although, industrial attachment are considered to be an integral and important part of the training, they often not consider in the overall evaluation of trainees, which leads to a lack of assiduity on the part of both parties involved (Atchoarena and Andere, 2002).

Numerous constraints on implementation of apprenticeship have been identified over the past years in sub Saharan countries. They may be summarized as follows: insufficient number of training places, lack of regulation and contracts that protect the interest of all parties, lack of national apprenticeship scheme, lack of appropriate work place and qualified supervision, reluctance of employers to take their responsibilities, problems of assessment and lack of mutual understanding between the trainees, training provider and employer (Atchoarena and Andare, 2002).

To sum up, the appropriate implementation of the program will help to produce individuals who are equipped with required skills, knowledge and attitudes, which enable them to generate their own income and cope with future demands.

2.6.8.2. Cooperative Training

The cooperative training system has developed in Germany during the post war period and internationally claimed as an advanced version of apprenticeship (Lauglo, 1993). It is a mode of training in which the company and the vocational training school share the responsibility in training the young with most appropriate job qualification (Schwarze, 1986).

In cooperative training, the institution and the firm are complementary to each other, not only due to sum of the knowledge obtained in the class and the practical skill required in the enterprise, but also the constant application of the knowledge acquired .As result, the best qualified and capable trainees that can be adapted to the world of work could be produced (Atchoarena and Delluc, 2002).

According to Schwarz (1986) the cooperative system is based on the firm's supply of training places. It is the firm responsibility that how many apprentice to accept, for what occupation, how it wishes to train and to select the training candidate's .However, in accomplishing its responsibilities the firm governed by vocational training regulation that promulgated by federal Government in consultation with partners such as employers, organizations and trade unions. The regulation specifies skill and knowledge as well as examination criteria's.

The duration of practical training can be determined with the agreement of the employers of the organization and the training institution. For example, in Germany, a cooperative training may be feasible in the form of four or three days on job and one or two days in the training institutions per week. The apprentices should study academic subjects in relation to their occupation and practical shop or laboratory courses at school (Hussen, 1995).

The relationship of trainees and firms is governed by contract that subjected to civil law in which training period, trainees remuneration and the mutual rights and obligations involved.

Although, cooperative training mode to be appears to be an effective, it needs strong management to coordinate the employers and training centers to work towards the same goal. In addition, the firm must be capable in establishing and supporting the training (Middle, Ziderman and Adams, 1996).

In a nutshell, both have a common denominator in that they are means of providing trainings out of the colleges. Regarding their difference, while the apprenticeship program refers to a training modality that provides a more practical training to the apprentices who had already undergone through practical training in the colleges, the cooperative training refers to a sort of outsourcing procedure. This is to say, the colleges which largely provide a theoretical training establish an agreement with firms so that they provide the practical training on behalf of the colleges.

2.7. Technical Vocational Education in some Developed and Developing Countries

The term technical vocational education carries different meanings in different countries .In some countries it is used to describe the educational level where the technicians are trained; while in others it is used to describe any kind of occupational education and training (Venn, 1964).

Technical education is normally located either at upper secondary school level, parallel to the general education stream and the vocational educational streams; or in the tertiary level of education. As far as the experience of different countries is concerned, they follow different modalities for training their technicians (Caillods, 1994; Lauglo, 1994).

2.7.1. Developed Countries

United States and the United Kingdom train their technicians at the post-secondary levels by using institutions such as community colleges, technical colleges and other forms of public and private training institutions. In France, technicians are trained both at the upper secondary and post-secondary schools, while in Germany, even though there are no formally organized technician training institutions, craft workers who have worked for two to five years after

graduating from the dual apprenticeship programs attend advanced skill training in the institutions called the "Technikerschlen" for a duration of two years to attain a technicians' qualifications (Caillods, 1994; Lauglo, 1994).

2.7.2. Developing Countries

In the developing world, there is no single way of educating technicians. In many Asian countries, technicians are trained both in the technical upper secondary schools and in the post secondary schools. Almost in all Latin American countries, technicians are trained in the technical secondary schools and post- secondary schools; and in varieties of non-formal programs run by the private sector enterprises. In Africa, even though inferior both in quality and quantity, the upper secondary schools and the post- secondary schools shoulder the task of training technicians depending on the choice of the individual countries (Caillods, 1994).

To draw lesson from actual experience obtained through implementation Ghana is chosen because of its rich experience in the field of TVET and similarity of socio economic context with Ethiopia.

2.7.2.1. Technical and Vocational Education in Ghana

Development of vocational education and training in Ghana refers back to pre-independent period, in 1950s.During this time there was a recommendation in the education policy document known as "Fundamental principles of education policy" to provide trade schools with technical and literacy education in order to make young men skilled crafts men and citizens. Accordingly, by 1951, twenty-three technical institutions had been established and enrolled a total of 3,330 trainees. Since then important reforms of education has taken place, to mention few, in 1987 and 1992 the integration of per-vocational education with general academic curriculum was part of the reform (Atchoarena and Delluc, 2002).

Current Practice

The current educational structure consists of 6-3-3-4 in which six years of primary schooling, three years of junior secondary constitutes basic education. Pre-vocational education is integrated with general education at basic level. At the secondary level specialization is available in TVET subjects (Atchoarena and Delluc, 2002).

There are 160 government institutions, 250 registered private institutions and 700 unregistered private vocational centers currently providing technical vocational education and training in various fields at different levels. More over there are 6 polytechnic and the University Science and technology providing training at higher diploma and degree levels (UNESCO, 1996).

Students who finished basic education may proceed to technical institutions or senior secondary schools. On completion of the senior secondary school may join university for degree program or to polytechnic according their choices. On the other hand, technical and vocational trainees can proceed through the following career levels: artesian to craft course, craft to technician course and technician to university course.

The technical vocational education levels includes among other things, general subjects which provide the trainees with a good back ground, so that those who have the ability may proceed to the highest level (UNESCO, 1996).

Financing

The main source of finance for regular public trainings is the government. In addition to this, loans and grants are other sources. Tuitions from trainees are the source of fund for private technical vocational education and training institutions.

Relation with industries

Close ties with industries and business firms are the peculiar features of technical vocational education and training system in Ghana. This close relationship is strengthening as a result of the following measures:

- Adequate representation of industries and business firms in the governing board and course advisory committee of TVET program;
- Encouragement of local firms to use the premises of training institutions for exhibition;
- The arrangements of educational visit to the industries and business firms to trainees and trainers and in turn for workers of industries and business firms by training institutions;
- Provision of training on part time base for the workers of industries and business firms by training institutions and;
- The appointment of industrial Liaison officers in the training institutions to assess the relevance, effectiveness and efficiency of the courses provided by the institutions through labor market information (Mohammed, 2005).

Career guidance and counseling

In technical vocational education and training institutions there are industrial Liaison officers working closely with guidance personnel to arrange industrial visit for the students as well as trainers. The labor department in MOESW and Ghana Education service in MoE collaborates in providing facilities for vocational guidance to junior secondary school students to help them in choosing the right program in secondary schools including fields of training in technical vocational education and training institutions (UNESCO, 1996).

Learned

- Strong links established between industries ,business firms and TVET institutions
- Periodic assessment of courses to keep the training offered in line with changing labor market need
- The representation of relevance stakeholders in the governing body
- Assigning Industrial Liaison officer to facilitate the relationship with industries and business firms (Mohammed, 2005).

Based on the aforementioned experiences, it is helpful for our country to search the relevant experience with its objective situation and adapt the relevant training system.

2.8. State of Technical Vocational Education and Training in Ethiopia

2.8.1. Historical Background

It was after the expulsion of the Italians the Ethiopia government gave some attention to the establishment of vocational technical schools in Ethiopia as a part of its education system. In relation to this, Girma and Mehari (1990) stated in 1941 soon after the restoration period, the Ethiopian Government was faced with the need to construct what was destroyed during the Italian occupation in 1935- 1941. To fulfill the required skilled manpower for both industrial and commercial sectors, the Technical School of Addis Ababa was established in 1942 in formal programs. Consequently, many other vocational training institutions were opened like Asmara Technical School in 1953; Bahir Dar Polytechnic School in 1963.

Wanna (1998), identified training in technical vocational education and training development in to three time periods. The first period (1940s -1960s) Ethiopia was rebuilding its educational institutions and very few schools served students from all over the country. However, graduates from high schools that could not join tertiary level of education, lacked skills to be employed in different sectors of the economy. To mitigate the problem of unemployment, in 1962 the government converted the existing high schools in to "Comprehensive High Schools ". The second period (1960s- 1980s), mainly characterized the attempts to introduce poly technical education in the high schools with the mission of reducing unemployed young high school completers. However because of lack of materials and human resources, shortage of qualified teachers and limited budget, the quality of graduates was not as expected and the problem of unemployment among high school completers did not improve much. It was during the third period of time (1980s- 1994) that the government decided to strengthen a number of selected comprehensive as well as other vocational technical schools in order to give effective skill training, Seventeen Training in Technical Vocational Education and Training schools were consolidated to give three years of training to students who completed secondary education.

Generally, when we compare and contrast the pace of the expansion of training in technical vocational education and training system with that of the academic education in Ethiopia it is

almost like a track race between a tortoise and a rabbit, like what our predecessors say. To begin with the first training in technical vocational education and training school was founded after 43 years of the establishment of modern schooling. In addition, by the mid 1990s, for example in the 1995/1996 academic year while the number of the academic stream secondary school students was about 402,753 the number of trainees in 17 technical vocational education and training institutions were only 2753. Therefore, despite such a long history of government intentions to expand the training in technical vocational education and training system in the country, it did not materialize from the practical point of view of both the access created and the output gained. This can further be justified by the fact that the training delivered did not yet satisfy the demands of the labor market both in terms of quantity and quality (Tekle- Haimanot, 2002 and Ayalew, 2000).

2.8.2. Societal Perception on Technical and Vocational Education in Ethiopia

As yihune Abate (2007) stated for many years before the technical vocational education and training system acknowledged by Ethiopia, the occupations were not accepted by the Ethiopian society. Those groups of people working in the occupations called Shemane, Anterenga, Ketkach, Faki, Buda, Azmari etc. These names were used to insult those people. They were even condemned in the society and were not allowed to have marriage relationship with other groups of society. These entire conditions de motivated the people who had interest to be engaged in such vocations.

In relation to this, Teklehaimanot (2002) added that in Ethiopia, particularly, in rural areas, there has been set a long tradition of underestimation and isolation of people skilled with engaged in handicrafts. The worst level of this misconception goes to the extent of occupational cast or despising, insulating and discrimination. These social groups were even considered as sinners and low caste. Furthermore, merchants, people engaged in commercial activities were also looked down on. The activity was not considered as a prestigious one unlike its fame, glory, and prestige today. This was because buying and selling goods for profit was a taboo for a significant

number of the society. People engaged in this occupation were pejoratively named "mechagna nekash".

Some evidence also confirm that farming itself, on what the livelihood of the over whelming society has been depended, was also considered as the occupation of lower society by the ruling classes and the clergy. Therefore, it was such a strict traditional orientation of the society that has negatively affected the development of occupations including the basic occupations of farming, business and entrepreneurship that ultimately resulted in the lingering of the society and the entire country under pervasive poverty and backwards for ages old. This misconception towards craftsmen and artisanship, which are engaged in different occupations and served the society far more than those who undermine and jeopardize them, has left behind the foundation for misperception and negative attitude towards the acquisition of technical skills in Ethiopia from which we have been suffering so long (Wanna, 1998).

Consequently, today there are many people who underestimate training in technical vocational education and training as a low status program that established for the purpose of damping academically untalented students and dropouts. It is also a usual phenomenon to see particularly the well to do families preferring to send their children to academic schools than to training in technical vocational education and training schools at an expense of very high financial cost hoping that it leads to white collar occupation that enable their children ultimately join the elitist group. Even many people of lower economic status who prefer for their children to be engaged in very low paid occupations than to being engaged in wood workshop or metal work shop at high pay or income. Therefore, no matter how low the payment or benefit gained is, our society has been a white collar work oriented at the expense of a blue –collar work irrespective of its contributions and roles for the improvement of the livelihood of the individual and development of the country (Melaku , 2007).

Tekle Haimanot (2002) has put forward the comparisons on naming systems of individuals in Ethiopia and Europe as one indicator for valuing the perceptions and weights given for training in technical vocational education and training. This indeed is a lovely example that can clearly

show the prejudices against skills and productivity and the admirations for unskilled and less productivity. Accordingly, he argues that unlike those of the Europeans who flourished technical skills further and developed their respective countries by naming their sons and daughters using occupations, most Ethiopians used names that are not related to arts and crafts or trades at all. Instead, he says names of people in Ethiopia are highly attached to either dominance or supremacy over others, loyalty and subservience to God and others, or to show courageousness or boldness. Unlike names in Ethiopia, Europeans use a completely different method. That is although they are sometimes seen while using the divinely and other names that Ethiopians use too, Europeans mostly focus on technical skills and trades. If we want to take some examples: Farmer. Tailor. Shoemaker, etc are the commonly used ones in many developed European countries. But it is an imaginable and shameful for an Ethiopian to call his son/daughter Smith, or Weaver even today, which we usually use to insult or degrade one. This can tell us that where and when the gap between the developed and the third world family member Ethiopians lies up on.

However, since 1994, because of the government acknowledged training in technical vocational education and training program in its organized form to create competent and self-reliant citizens that contribute to the economic and social development of the country, there is a motivating change in the system and in the society than ever before.

2.8.3. The Current Practice of Training in Technical Vocational Education System in Ethiopia

By considering the pervious shortcomings and failures in the technical vocational education and training system, the government of Ethiopia has introduced a new Education and Training policy by 1994.This policy gave a due consideration for technical vocational education and training as can be confirmed by the following statement (TGE, 1994)"Parallel to general education, diversified technical and vocational training will be provided for those who leave school from any level education".

Subsequently, as MoE (2005) stated, the government has been endeavoring to put the policy document in to practice .To begin with large scale investment have been put on place to rehabilitate, improve, and build training institutions, to develop relevant curriculum, to improve the quality and the quantity of trainers and experts as well as the entire management staff of the technical vocational education and training.

Accordingly, the national annual technical vocational education and training performance evaluation report held by the end of June and other documents in the MoE (2005 and 2006) have indicated that by now the following achievements are gained in the technical vocational education and training sector: The number of institutions and their respective trainees and graduates has tremendously increased, different working documents such as new technical vocational education and training strategy, guide lines, directives, frame works etc. are prepared and implemented to run the system as intended ,education and training boards are established in respective technical vocational education and training institutions ,community perception and attitude has to some extent improved from time to time, the federal and regional governments have given a better attention and support ; etc.

Nevertheless, in spite of the improvements and achievements indicated above and others not mentioned, the same documents have shown that there are still many challenges faced, the major ones are: There are both qualitative and quantitative shortages of trainers, especially from their practical experience and skill point of view, presence of mismatch between the labor market and training delivered, lack of cooperation between the training institution and the industrial sector ,lack of an efficient utilization of the existing available facilities and machineries, shortage of training inputs and inefficient management system .Therefore, there is no doubt that, these and other related new challenges will be highly constrain the development of technical vocational education and training in Ethiopia.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter provides the research method, source of data sample, population and sampling techniques, procedure of data collection, instrument of data collection and methods of data analysis.

3.1. Research Method

In order to obtain sufficient and relevant information in the topic understudy, mixed method approaches or procedures were used .To serve this purpose; both quantitative and qualitative research approaches were employed. The approach used both quantitative and qualitative methods to offset the weaknesses inherent in one method with the strengths of the others (Creswell, 2003).

Moreover, descriptive method was applied. This method was selected because it is a planned method of data collection which helps to gather the necessary information and concerned with depicting the existing situation under study.

3.2. Sources of Data

To collect necessary information for the study, primary and secondary data source were used. Major primary sources of data included trainers, trainees, and deans working in the study area. Secondary data sources such as publications, documents, reports written on TVET performance and previous research findings were also reviewed to attain the objectives of the study.

3.3. Sample, Population and Sampling Technique

According to the data obtained from the Amhara National Regional State TVET Commission, among the 10 TVET Colleges, 7 were former Skill Development Centers of which, 4 were found in the western and the remaining 3 in the eastern part of the region.

For purpose of this study, from the ten TVET Colleges, six colleges which were located in the eastern and western part of the region were selected. To make the sample representative five

relatively old and one new TVET colleges were taken using random sampling technique (lottery method) as the sample of the study.

The reason behind selecting the five older TVET Colleges (Bahirdar, Gonder, Debre Tabor, Debre Markus and Debre Birhane TVET College) was that, being among the seven which were the first institutions in providing training in the region based on the education and training policy, the researcher, assumed that, compared to the others relatively they have long experiences, and the one new (Injibara) TVET College, have less experience in providing training. Therefore, it could be better representative to its group and to the other TVET colleges in the region.

Accordingly, Gay and Airasian (2000) that if the population size is 5000, the sample size of 400, and If the population size is 800, the sample size of 260 could be adequate. Based on this, the subject study was 400 trainees from 5000 trainees and 260 trainers from 800 trainers, based on their population size, field of study and level of training, and gender in the sample, using stratified random sampling technique.

Moreover, six deans, two apprenticeship officers from the sample areas, one TVET process owners and Implementer from regional TVET Commission and three representative of chamber of commerce were included for interview to get additional input by using availability sampling.

3.4. Procedures of Data Collection

Pilot testing was employed on the draft questionnaire with small group (24 trainees and 12 trainers) of similar characteristics of the study in Kombelcha TVET College, so as to make essential correction and maintained their validity.

Based on this, the final questionnaire was prepared, duplicated and distributed to the respondents of the study during data collection phase. To maximize the quality of the responses and the rate of return, the researcher made clear the objective of the study to the respondents.

3.5. Instruments of Data Collection

To obtain the necessary data questionnaires were the main source of data, because a questionnaire requires less time, is less expensive, and permits collection of data from a much large sample (Gay and Airasian, 2000). Accordingly, 400 questionnaires for trainees and 260 questionnaires for trainers were distributed.

To supplement questionnaires, interview was conducted because interview is the most appropriate tool for asking questions that cannot effectively be structured into a multiple choice format (Gay and Airasian, 2000).Based on this idea, Interviews made with 6 college deans, 3 apprenticeship officers, 3 guidance and counseling officers, 3 chamber and commerce representatives and 1 TVET Quality assurance process owner. Group discussion was also held with trainee's council of each college, and finally observation check list were used to observe the available fields of training, number of trainees and trainers, facilities and services in the colleges etc. In addition to this, basic data on factors affecting the performance of the training were examined from TVET strategies, and reports.

3.6. Methods of Data Analysis

The raw data from respondents was analyzed and interpreted using both descriptive and inferential statics. The quantitative data obtained was tallied, structured and tabulated under their respective categories. Accordingly, statistical tools such as percentage, mean, weighted mean, and one sample T-test was used to analyze and interpret the data collected.

The information drowns from open ended questionnaire, structured and unstructured interviews group discussion and document analysis was transcribed, categorized and described, then analyzed qualitatively. Finally, summary, conclusion and possible recommendations were made based on the findings of the study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETION OF DATA

This chapter deals with the analysis and interpretation of the data gathered from the sample trainees and trainers. The data obtained through questionnaires, interview, focused group discussion and observation were also analyzed and interpreted. And finally, the basic questions were checked against the analysis whether appropriate answer was provided or not.

A total of 400 copies of questionnaires were distributed to 400 trainees, and 260 copies of questionnaires were also distributed to 260 trainers of six TEVT colleges under study. Out of the questionnaires distributed to the trainee respondents, 361 (90.25%) were filled and returned. On the other hand, out of the 260 questionnaires distributed to trainer respondents, 172 (66.15%) were filled and returned.

Table 1: Background information of trainees and trainers

No.	Item	Respondents			
		Trainees		Trainers	
		No.	%	No.	%
1.1.	**Sex**				
	a) Male	202	56	144	83.7
	b) Female	159	44	28	16.3
	Total	**361**	**100**	**172**	**100**
1.2.	**Age**				
	a) Below 20 years	264	73.1	3	1.7
	b) 20-29 years	95	26.3	111	64.5
	c) 30-39 years	2	0.6	31	18.0
	d) 40-49 years	-		17	9.9
	e) 50-59 years and above	-		10	5.5
	Total	**-**	**-**	**172**	**100**
1.3.	**Field of study**				
	a) Construction	85	23.55	38	22.1
	b) Electricity	62	17.17	24	14
	c) Metal manufacturing	55	15.24	22	12.8
	d) Auto motive	58	16.07	11	6.4
	e) Business and service	53	14.68	33	19.2
	f) Hotel and Tourism	48	13.30	12	7
	g) Counseling	-	-	5	2.9
	h) English	-	-	8	4.6
	i) Maths	-	-	10	5.8
	j) Physics	-	-	9	5.23
	Total	**361**	**100**	**172**	**100**
1.4.	**Qualification**				
	a) Diplomas	-	-	21	12.21
	b) BA/BSc	-	-	146	84.88
	c) MA/MSc	-	-	5	2.9
	d) Ph D	-	-	0	0
	Total	**-**	**-**	**172**	**100**
1.5.	**Experience**				
	a) Below 2 years	-	-	41	23.8
	b) 2.5 years	-	-	47	27.3
	c) 6-9 years	-	-	63	36.6
	d) 10-14 years	-	-	7	4.1
	e) 15-19 years	-	-	4	2.3
	f) 20 years and above	-	-	10	5.8
	Total	**-**	**-**	**172**	**100**

As shown in the above Table, a little bit more than half of the trainees 202 (56%) were found to be male and 152 (44%) of the trainees female. On the other hand, 144 (83.7%) of the trainer respondents were male, while 28(16.3%) females. This implies that the participation of female trainers in TVET colleges was still minimal. This male trainer's dominance in number gives an impressions of a male–trainer's field to the trainees, the outsiders etc. This is an indicator for the concerned bodies in the area that a sort of assessment be made in the recruitment of trainers.

Regarding age level of trainees, the vast majority 264 (73.1%) was found within the age brackets of youth. The youth are ambitious, creative and are usually visionary. This implies that trainees require a careful handling, assistance and guidance during the training period.

Of the total number of respondents, 172 (100%), it can clearly be seen that 111 (64.5%) of the trainers were found in the ranges of 20 to 29 years of age. On the other hand, 58 (33.4%) of the trainers comes between the age range of 30 and 59 years. As the figure indicates, the great majority of the trainers are youth with less experience.

Concerning the field of study shown in the data above, the highest number 38 (22.1%) of trainers respondents were from construction. The second highest proportion of trainers were from business and service which accounted for 33 (19.2%) of the total trainers, followed by electricity which was 24 (14%) of trainers, counseling field of study 5 (2.9%). And the rest 27 (15.7%) were different field of studies.

Concerning trainees as shown in the data above, the highest number 85 (23.55%) of trainees respondents were from construction. The second highest proportion of trainees were from electricity which accounted for 62 (17.17%) of the total trainees, followed by automotive which was 58 (16.07%) Of trainees, metal manufacturing field of study 55 (15.24%). The rest 53 (14.68%), and 48 (13.30%) respectively were business and service and hotel and tourism.

As far as trainer respondents qualification is concerned, the vast majority 146 (84.8) earned first degree, while 21 (12.21%) were diploma holders, and 5 (2.9%) of the trainers earned second

degree. From the above data, it could be read that 21 (12.21%) of the trainer respondents are less qualified to train in TVET colleges, because the standard set by MoE indicates that TVET institutions should be staffed with a minimum of first degree holders.

When we see the figures on the trainers' experience, 63 (36.6%) covers the lion's share and are found between the age range 6 and 9 year. While 47 (27.3%) of the trainers comes between 2 and 5 years, 41 (2.8%) of the trainers fall below 2 years experience. The remaining 7 (4.1%), 4 (2.3%) and 10(5.8%) respectively were within the age brackets of 10 and 14 years, 15 and 19 years, and 20 years and above . To put another way, the great majority of the respondents, 151 (87.79%) have up to 10 year experiences, while the remaining 21 (12.2%) have above 10 years experience. And as facts reveal, this figure implies that the majority of the trainers are not well experienced. And as facts reveal, this figure implies that the majority of the trainers are not well experience compared with that of the trainers (teachers) in other educational institutions.

Table2: Trainees 'and trainers' responses on factors related to physical set up

No,	Item	Respondents			
		Trainees		Trainers	
		f(n)	%	f(n)	%
2.1	*Physical set up,*				
	a) Very adequate	31	14.13	13	7.56
	b) adequate	60	16.62	29	16.86
	c) moderate	76	21.05	43	25
	d) Inadequate	79	21.88	46	26.74
	e) Very Inadequate	95	26.32	41	23.84
	Total	**361**	**100**	**172**	**100**

2.2	*t-test results on factors related to physical set up*	*Respondents*	
		Trainees	*Trainers*
	Test value	*3*	*3*
	Mean	*2.760*	*2.666*
	S.D	*0.741*	*0.762*
	t. test	*-6.141*	*-5.741*
	p-value	< 0.05	< 0.05

The quality of any TVET program is largely dependent upon the degree of availability and organization of its training facilities (Min, 1994). In this respect, technical vocational education and training require more facilities compared to any other educational system and it needs huge investment to equip with the necessary facilities. Having this in mind, trainee respondents were asked to react on factors related to physical set up of their respective colleges. As indicated in the above Table, a considerable number of trainee respondents, 95 (26.32%), replied that the availability and organization of facilities are very inadequate, while 79 (21.88%) responded in- adequate. Whereas 60 (16.62%) of the trainees confirmed that physical set up is adequately available; 31 (14.13%) noted that it is very adequate. However, 76 (21.05%) of trainees disclosed moderate.

As observed in Table 2 above, a remarkable number of trainer respondents 46 (26.74%) reported very inadequate. On the other hand, 43(25%) of the respondents rated moderate, and the remaining 41(23.84%), 29 (16.86%), and 13 (7.56) reported very inadequate, adequate and very adequate respectively.

When we compare the two extremes, i.e., the very adequate and adequate responses against the inadequate and very inadequate response, the percentage of the latter 50.58% is relatively higher. This implies that the physical set up of the TEVT colleges is not adequately available. Thus, one could realize that the availability of physical facilities is not up to the expected standard of MoE. The researcher further testified the result obtained from the respondents through one sample dependent T- test.

As indicated in the Table above, mean rating of trainees on TVET colleges' physical set up is statistically significantly less than the sample means t- test value. That is, the sample test value is 3, while the mean is 2.760. On the other hand, mean rating of trainers is 2.666, while the sample test value is 3. This result suggests that the physical set up of the TVET colleges is below average. Besides, the information obtained through observation, group discussion and interview made clear that the factors related to physical set up of the colleges have been shown that they are not fulfilled according to the standard of MoE. To put another way, the results obtained

from the trainees and trainers using various tools show that the factors related to physical set up negatively influence the training performance of the colleges under study.

Table 3: Trainees' responses on access of prior information of the training programs.

No,	Item	Respondents	
		Trainees	
		f(n)	%
3.1	***Access of prior information on the training programs***		
	a) Very high	36	9.97
	b) High	45	12.47
	c) moderate	77	21.33
	d) Low	111	30.75
	e) Very Low	92	25.48
	Total	**361**	**100**

3.2.	***t-test results of responses on access of prior information on training program.***	***Respondents***
		Trainees
	Test value	*3*
	Mean	*2.500*
	S.D	*1.078*
	t. test	*-8.816*
	p-value	< 0.05

As shown in the Table above, the majority of trainee respondents 111 (30.75 %) rated the pre-training information on the training programs is found to be low, while 92 (25.48%) of the respondent believed it to be very low. Contrary to this, 45 (12.47%) confirmed high, 36 (9.97%) reported very high, and in between 77 (21.33%) of the trainees agreed on the moderate rating.

When we see the responses from a different angle that is by comparing the two extremes on the left and right extremes of the moderate rating, we can observe a clear picture on the degree of trainees' awareness prior to joining the colleges. Hence, respondents who opt "low" and "very low" were 203 (56.23%). On the other hand, 81 (22.44 %) respondents were in favor of the "high" and "very high" options.

The Table above shows that the actual mean of responses on pre training awareness is 2.5 which is lower than the sample average test value i.e., 3. Besides, the findings of the interview and focus group discussion indicate that the relevant institution was not in a position to equip the would-be trainees with pieces of information pertinent to the particular programs to be given in the colleges. To put another way, the would-be trainees were not made to be conscious of such information as the general outlines of each program, on how and what parameters the fields (programs) to be selected, etc.

Therefore, all the available responses through the instruments made use of shows that the incapability the prospective trainees to acquire the relevant information does negatively contribute to the training performance of the colleges.

Table 4: Trainers' and trainees' responses on factors related to trainer's capacity.

No	Item	Respondents			
		Trainees		Trainers	
		f(n)	%	f(n)	%
4.1	*Trainer capacity,*				
	a) Very high	28	7.76	21	12.21
	b) High	73	20.28	60	34.88
	c) moderate	98	27.15	49	28.49
	d) Low	115	31.86	31	18.02
	e) Very low	47	13.02	11	6.4
	Total	**361**	**100**	**172**	**100**

4.2.	*t-test results of trainer capacity;*	*Respondents*	
		Trainees	*Trainers*
	Test value	*3*	*3*
	Mean	*2.814*	*3.122*
	S.D	*0.773*	*10.649*
	t. test	*-4.115*	*2.466*
	p-value	< 0.05	< 0.05

The majority of the trainer respondents, 60 (34.88%), confirmed that the capacity of the trainers was high, while 49 (28.49%) answered the moderate rating. However, 31 (18.02%), 21 (12.31%), and 11 (6.4%) respectively responded the low, very high and very low ratings. On the other hand, assessing the two extremes on the upper and lower parts of the moderate rating gives us a clear picture, 81(47.09%) said that the capacity of trainers is high and very high and 42

(24.42%) affirmed that the trainers' capacity is low and very low. Therefore, the figure implies that the trainers' capacity in the college is above average as witnessed by the trainers themselves. The T-test result shown in the above table similarly points out that the capacity of trainers is 3.122, which is higher than the sample average test value, i.e., 3.

As the above Table on trainers' capacity, witnessed by trainee respondents, shows a total disparity when compared with the findings of trainers' capacity as confirmed by trainers themselves. When we see the respondents 98 (27.15%) and 115 (31.86%) respectively, the replies testify that the trainers' capacity is on the moderate and low ratings. On the other hand, the 73 respondents (20.28%) preferred high and the 28 (7.76%) decided on very high rating. The rest 47 (13.02%) were in favor of very low option.

Therefore, the majority of the trainees believed that trainers' capacity falls at low rating. Contrasting the two extremes, however, shows a significant difference. Those who are in favor of the high and very high ratings numbered 101 (28.04%), while the respondents preferring the low and very low options number 162 (44.88%).

The researcher also checks the above result using one sample t-test. The result demonstrates that the rating of trainees on the capacity of trainers was found to be significantly lower than the sample average test value.

Therefore, a contrast on trainers' capacity as responded by trainers and trainees gives rise to an opposite result. But it is better to further testify the result by incorporating the findings obtained through focused group discussion, interview and observation. The majority of the respondents participated in the focus group discussion and interview confirmed that the capacity of the trainers was well below the average. However, Strong (1971) stated that quality technical vocational education and training program are distinguished by having highly experienced and technically competent trainers.

Table 5: Trainers' responses on factor related to their motivation.

No	Item	Respondents	
		Trainers	
		f(n)	%
5.1	***Trainer motivation;***		
	a)Very high	4	2.33
	b)High	18	10.47
	c)moderate	57	33.14
	d)Low	56	32.56
	e)Very low	37	21.51
	Total	**172**	**100**

5.2.	*t-test results of trainer motivation;*	*Respondents*
		Trainers
	Test value	*3*
	Mean	*2.404*
	S.D	*0.771*
	t. test	*-10.147*
	p-value	< 0.05

The trainers evaluated themselves regarding their motivation. As the Table above clearly identifies, 57 (33.14%) of the respondents demonstrated that the trainers' motivation is found at a moderate level. The respondents numbered 56 (32.56%) agreed that their motivation is low. The remaining 37 (21.51%), 18 (10.47%) and 4 (2.33%) respectively answered very low, high and very high.

It is worth contrasting the two extremes at this juncture so as to explain the status of their motivation in a more concrete manner. Hence, a comparison between the responses on the very high and high, on the one hand, and the very low and low on the other indicates that the level of trainers' motivation is unsatisfactory.

The t- test result depicted above also shows that there exists a motivational problem among trainers. That is to say, the rating of trainers' motivation was found to be significantly lower than the sample mean test value. When we see the above explanations in sum, the motivation of trainers is in question as the present status of motivation in not said to be satisfactory.

Table 6: Trainees' and trainers' responses on factor related to trainee's motivation

No	Item	Respondents			
		Trainees		Trainers	
		f(n)	%	f(n)	%
6.1	***Trainees motivation;***				
	a) Very high	42	11.63	12	6.98
	b) High	68	18.84	25	14.53
	c) moderate	106	29.36	51	29.65
	d) Low	81	22.44	58	33.72
	e) Very low	64	17.73	26	15.12
	Total	**361**	**100**	**172**	**100**

6.2.	***t-test results of trainees motivation;***	***Respondents***	
		Trainees	***Trainers***
	Test value	*3*	*3*
	Mean	*2.850*	*2.620*
	S.D	*0.824*	*0.786*
	t. test	*-3.460*	*-6.338*
	p-value	< 0.05	< 0.05

The trainees gave their witness on their own motivation. The data presented in the Table above proved that 106 (29.36%) of the respondents confirmed that the motivation of trainees is at a moderate level. The respondents who selected the low and high ratings respectively are 81(22.44%) and 68(18.84%). The remaining 64(17.23%) and 42(11.63%) respectively answered very low and very high. But when we observe the two extremes, the status of trainees' motivation is at a low and very low level. The responses for the low and very low options are 145 (40.17%), while for the other extreme, 110(30.47%). The t-test result also shows similar findings. The rating of trainees 'on their own motivation was found to be significantly lower than the mean sample test value.

As the Table presented above justifies, the majority of trainer respondents, 58 (33.72%), believed that the trainers' motivation is found at a low rating, while 51 (29.65%) admitted the moderate option and 27 (15.7%)the high. The remaining 26 (15.12%) and 10 (5.8%) respectively selected the very low and high rating. To put it another way, the witnesses the two extreme

respondents revealed a significant result in the motivation level of trainees. That is to say, 84 (48.84%) respondents together agreed the motivation of trainees was at a low and very low level, while the 37 (21.51%) are in favor of the high and very high options. The t-test result also assured that the rating of trainees' motivation was proved to be significantly lower than the sample test value.

The researcher further checked the above results making use of observation, interview and focus group discussion. Though the findings obtained through these tools are compatible with that of the above results, additional facts are revealed.

The findings, first of all, proved that the motivation of trainees were low because the trainees were not equipped with adequate information necessary to enable them to know the details of TVET programs. And this was one of the reasons that led to motivational problem. Second of all, most of the trainees were forced to join TVET institution not out of their heart. The ill–will on the part of the society to TVET, and the trainees' negative impression on the TVET programs also had its own impact to make the trainees distaste the training. This was the other reason that caused motivational problem on the part of the trainees. Lastly, as is known, the policy on TVET regarding training is more of practical. Despite the fact that the policy obliged the colleges to teach more of practical training than theoretical teaching, the practice in the colleges does seem to violate what is ordained in the policy. This deviation from the policy does not only affect the motivation of the trainees but also influenced them to worry on their future.

Table 7: Trainees' and trainers' responses on factors related to guidance and Counseling service

No	Item	Respondents			
		Trainees		Trainers	
		f(n)	%	f(n)	%
7.1	**Guidance and counseling service;**				
	a) Very high	18	4.99	7	4.07
	b) High	33	9.14	37	21.51
	c) moderate	93	25.76	36	20.93
	d) Low	119	32.90	57	33.14
	e) Very low	98	27.15	35	20.35
	Total	**361**	**100**	**172**	**100**

7.2.	***t-test results of* guidance and counseling service;**	***Respondents***	
		Trainees	***Trainers***
	Test value	*3*	*3*
	Mean	*2.398*	*2.442*
	S.D	*0.883*	*0.883*
	t. test	*-12.946*	*-8.287*
	p-value	< 0.05	< 0.05

Guidance and counseling involves pertinent aspects of educational system in general and that of technical vocational education and training in particular. So, it is essential to facilitate its development in order to make it to play a significant role in the system. It enables individual trainee to identify and appreciate his/her potential and inclination towards growth, career development and self actualization (UNESCO, 1996). With this in mind, therefore, the figure in the above Table indicates that the majority of the trainee respondents, 119 (32.90%), agreed that guidance and counseling service is at a low rating, while 98 (27.15%) responded very low. Those who opted for the moderate level are 93 (25.70%). The rest 33 (9.14%) and 18 (4.99%) respectively are in favor of the high and very high status. Similarly, one sample dependent t-test was performed using weighted mean. Accordingly, as Table above shows, the average rating of trainees on guidance and counseling service is proved to be lower than the sample average.

The majority of the trainer respondents in the Table above also confirmed that guidance and counseling service was at a low level. The figure shows that 57 (33.14%) respondent agreed on the low option. Respondents who opted for moderate are 36 (20.93). On the contrary, 42 (24.42%) respondents together replied that the service is at a high and very high level. The rest,

35 (20.35%) and 92 (53.49%) of the respondents, replied that the guidance and counseling service is below the moderate level. The t-test result further assured these same findings. That is to say, the trainers rating of the service was realized to be lower than the sample mean test value. All in all, the respondents implied that the guidance and counseling services were not in a position to satisfy the trainees' needs.

Table 8: Trainees' and trainers' responses on factors related to provision of training materials

No	Item	Respondents			
		Trainees		Trainers	
		f(n)	%	f(n)	%
8.1	***Provision of training materials;***				
	a) Very high	25	6.93	6	3.49
	b) High	49	13.57	27	15.7
	c) moderate	86	23.82	57	33.14
	d) Low	120	33.24	61	35.47
	e) Very low	81	22.44	21	12.21
	Total	**361**	**100**	**172**	**100**

8.2.	*t-test results of provision of training materials;*	*Respondents*	
		Trainees	*Trainers*
	Test value	*3*	*3*
	Mean	*2.760*	*2.666*
	S.D	*0.744*	*0.763*
	t. test	*-6.140*	*-5.747*
	p-value	< 0.05	< 0.05

With regards to the question concerning training materials asked to trainees, the majority, 120 (33.24%), of the respondents reacted that there existed a low level of provision training materials. Whereas the 86 (23.82%) respondents confirmed the moderate level of provision of training materials, 81 (22.44%) of them asserted that the provision was very low. The rest of the respondents, 49 (13.57%) and 25 (6.93%), respectively agreed on the high and very high level of provision of training materials. Comparing the two extremes of the rating in the Table above further highlights the trend of material provision. While 201 (55.68%) together declared that material provision in the TVET colleges was low and very low, respondents on the other end of the extreme, 74 (20.52), believed that material provision is within the high and very high rating

limit. The t-test result of trainee respondents also levels that the rating on training material provision is significantly lower than the mean sample test value.

A similar question was also formulated to trainer respondents. As Table above depicts, 61 (35.47%), of the trainer respondents said that the provision of training material was low. On the other hand, while 57 (33.14%) and 27 (15.7%) of the respondents respectively replied moderate and high, the remaining 22 (12.21%) and 6(3.49%) answered the very low and very high rating respectively. As indicated on the Table above, the rating mean of trainers regarding the response they gave on the provision of training materials is 2.666, which is lower than the sample average test value, 3

The researcher also attempted to test the above findings making use of observation, focus group discussion and interview. Accordingly, three basic constraints, which can be categorized under two groups as internal and external, were identified.

Scarcity of budget was a bottle-neck to the TVET colleges. As the government policy on TVET programs is more of practical training, it implies that there exists a persistent demand of raw materials to enable the trainees to undergo a rigorous training. Unless the colleges are able to maintain the policy and make the trainees acquire the necessary practical training, the colleges cannot be in a position to attain the goals in this regard. And to attain this goal, the colleges are in dire need, among other things, of budget so that they can have sufficient amount of raw material provision. On the other hand, though the colleges are allowed to use their own source, that is not large enough to cover the deficits, let alone what the colleges demand to cover all the expenses

The second problem in relation to material provision is the awkward procurement procedure. For one thing, the raw materials the colleges need are not easily available in the place where the colleges are built, and for another the length, and monotonous procurement procedure is a stumbling block to provide the materials in time so that the colleges can perform their tasks on schedule.

Finally, the colleges' internal problems are the other hindrance in the training material provision. The colleges are not usually capable of managing the resources at hand like the ones having severe problems. To put another way, the colleges extravagantly use their resources (especially material) as if they had no problems in the area.

Seen in a nutshell, the responses from the trainers' and trainees' side generally show a similar result. Besides, the information obtained through interview, observation and focus group discussion also goes in line with that of the result obtained through the questionnaire.

Table 9: Trainees' and trainers' responses on factors related to *the status management of the colleges*

No	Item	Respondents			
		Trainees		Trainers	
		f(n)	%	f(n)	%
8.1	***Status management of the colleges;***				
	a) Very high	21	5.82	5	2.91
	b) High	70	19.39	39	22.67
	c) moderate	98	27.15	50	29.02
	d) Low	108	29.92	60	34.88
	e) Very low	64	17.73	18	10.47
	Total	**361**	**100**	**172**	**100**

8.2.	*t-test results of the status management of the colleges;*	*Respondents*	
		Trainees	*Trainers*
	Test value	*3*	*3*
	Mean	*1.787*	*2.841*
	S.D	*0.628*	*0.826*
	t. test	*-3.688*	*-2.522*
	p-value	< 0.05	< 0.05

Management is one of the most important activities in technical vocational education and training institutions, without which the predetermined objective is not achieved. As Rao and Narayana (1996) stated, management is the accomplishment of objectives with and through the people. It organizes all the necessary facilities in the training institutions systematically in a way to attain the intended goal.

Having this in mind, the Table above clearly demonstrates that 108 (29.92%) of the trainee respondents believed the status of the management in the colleges was to be low. Respondents

who confirm that the management is on a moderate rating are 98 (27.15%), while 70 (19.39%) opted high. The rest 64 (17.73%) and 21 (5.82%) respectively are in favor of the very low and very high. As indicated in Table 28, the result indicates that the average rating of trainees is 1.787, while the sample average test is 3. This shows that the factors related to management of the colleges is found to be below average.

The trainer respondents also have a similar stance with those of their trainees. Above is a Table verifying that 60 (34.88%) of the respondents replied the status of TVET colleges in relation to management is believed to be at low rating. But the 50 (29.07%) respondents are convinced that the management is at a moderate level. While 39 (22.67%) of the respondents found it to be at a high rating, 18 (10.4%) of the trainee respondents agreed with the very low rating of the colleges' management. The rest 5 (2.91%) accepted it as very high. The T-test result also shows a similar finding.

As indicated in the Table above, the result of one sample t-test demonstrates that the rating of the trainer respondents (2.841) on the status of the management of the colleges is lower than the mean sample test value, i.e., 3.

The observation and interview made identified that the causes for management of the colleges to be lower than the average are: limitations in capacity, frequent replacement of deans, and misplacement of the deans. The serious problem of the three for the colleges being poorly managed is capacity among the management. It is to be marked here that the dean and the two deputy deans play the pivotal role in a college and the full responsibility of the management of a college falls on their shoulder. Therefore, whether they are capable of managing the colleges or not is a critical issue. But, when the colleges are evaluated from this perspective, the capacity on the part of the management is a question that the concerned body should seriously need to answer and change.

The second and more or less equally important problem for the management of the colleges is the frequent replacement of deans. This frequent replacement of deans happens due to the very reason the body in charge of assigning deans is frequently replacing them, on the one

hand, and the deans themselves resign, on the other. The final problem is misplacement of deans. The body in charge of assigning deans usually does not appoint the right person in the right place. The concerned bodies in charge of the appointment are usually appointing the deans without meticulous study of the strengths and limitations in the area of TVET college management.

Table 10: Trainees' and trainers' responses on factors related to *the status of training process*

No,	Item	Respondents	
		Trainees	
		f(n)	%
8.1	***Status of training process ;***		
	a) Very high	32	8.86
	b) High	53	14.68
	c) moderate	91	25.21
	d) Low	119	32.96
	e) Very low	66	18.28
	Total	**361**	**100**

8.2.	*t-test results of the status of training process;*	*Respondents*
		Trainees
	Test value	*3*
	Mean	*2.760*
	S.D	*0.744*
	t. test	*-6.140*
	p-value	< 0.05

The training process is said to be found at a low status as confirmed by the majority of trainee respondents, 119 (32.96%). Those who have admitted it is a moderate one are 91 (25.21%). The remaining 53 (14.68%), 66 (18.28%) and 32 (8.86%) in the order of their presentation agree respectively that the training process is high, very low and very high. The left extreme (low plus very low) how- ever shows the magnitude of the problem in the training process .The 185 (51.24%) respondents on the left extreme together are greater than the whole responses given for the remaining three ratings, i.e., moderate, high and very high. As indicated in the Table above, the mean rating of trainers is 2.760, while the sample average test is 3. The interview, on the other hand, further testifies that there exist various problems in the training process due to

motivational problems on the part of the trainers and the trainees, absences of focus for practical training, problems in the provision of raw materials, weak management and the like.

Table 11: Trainees' and trainers' responses on factors affecting apprenticeship programme.

No,	Item	Respondents			
		Trainees		Trainers	
		f(n)	%	f(n)	%
1	Proper placement of the apprentices in the private and government firms				
	a) Very high	15	4.16	1	0.58
	b) high	55	15.24	17	9.88
	c) moderate	121	33.52	78	45.35
	d) low	97	26.87	49	28.49
	e) Very low	73	20.22	27	15.70
	Total	**361**	**100**	**172**	**100**
2	Pocket money or incentive to the apprentices during the trainees' stay in the apprenticeship period				
	a) Very high	15	4.16	0	0
	b) high	31	8.59	5	2.91
	c) moderate	78	21.61	10	5.81
	d) low	86	23.82	58	33.72
	e) Very low	151	41.83	99	57.56
	Total	**361**	**100**	**172**	**100**
3	Contribution of the apprenticeship program in improving trainees' skill, knowledge and work attitudes				
	a) Very high	89	24.65	10	5.81
	b) high	85	23.55	39	22.67
	c) moderate	92	25.48	53	30.81
	d) low	56	15.51	45	26.1
	e) Very low	39	10.83	25	14.53
	Total	**361**	**100**	**172**	**100**
4	Co-operation of stakeholders in implementing the apprenticeship program				
	a) Very high	40	**11.08**	2	1.16
	b) high	71	19.67	15	8.72
	c) moderate	124	34.35	68	39.53
	d) low	94	26.04	56	32.56
	e) Very low	32	8.86	31	18.02
	Total	**361**	**100**	**172**	**100**

The above Table attempts to depict apprenticeship-related issues. The Table tries to address the factors that affect the apprenticeship problem as viewed by trainees and trainers. The interpretation of the data herein focuses on four variables. They are treated separately as follows.

Primarily, the influence of apprentices' assignment in private and government firms is assessed. The apprentices were asked whether there existed a proper assignment of trainees in the private and government firms. Of the whole trainee respondents, 121 (33.52%) agreed that assignment of apprentices deserves moderate rating. Those respondents who replied the low rating are 97 (26.87%), while 73 (20.22%) respondents chose the very low rating. The rest 55 (15.24%) and 15 (4.16%) respectively said that there was a high and very high rating of apprentices' assignment in the private and government firms.

Irrespective of a difference in percentile, the trainer respondents gave similar answers to the above question. Opting the moderate rating regarding the question testing the assignment of apprentices numbered 78 (45.35%). Those respondents who replied low ratings are 49 (28.49%) while 27 (15.70%) responded in favor of very low rating. The remaining 17 (9.88%) and 1 (0.58%) respectively confirmed that there was a high and very high rating of apprentices' assignment in the private and government firms.

The second item raised in relation to factors affecting the apprenticeship program is the issue referring to incentive or pocket money given to the apprentices while they are on apprenticeship program. Thus, 151 (41.83%) of the respondents confirmed that the issue is at a very low rating. While 86 (23.82%) and 78 (21.61%) of the respondents respectively replied the low and moderate rating, and the remaining 31 (8.59%) and 15(4.16%) respondents respectively supported the high and very high rating.

The majority of the trainer respondents, 99 (57.56%), regarding the question rose in relation to the incentive or pocket money given to the apprentices replied very low , while those respondents in favor of the low rating are 58 (33.72%). The rest 10 (5.81%) and 5 (2.91%) reported moderate and high respectively.

Regarding the contribution of the apprenticeship program in fostering trainees' skill, knowledge, and work attitude 92 (25.48%) of the trainee respondents confirmed that the apprenticeship program contributes in the enrichment of trainees' skills, knowledge and work attitudes. Whereas 89 (24.65%) and 85 (23.55%) of the respondents respectively agreed that the contribution has very high and high rating, 56 (15.51%) and 39 (10.83%) respectively reported the contribution as low and very low. When we evaluate the extremes of the ratings, it can highlight us the trend apprenticeship contributes towards the skills, knowledge and work attitude of the trainees. The upper extreme (high and very high) respondents together, sums 174 (48.20%), believed that the contribution is at a high and very high level, compared with the lower extreme (low and very low) respondents who were numbered 95 (23.34%).

Similarly, the majority of the trainer respondents, 53 (30.81%) responded that the contribution of the apprenticeship program in fostering trainees' skill, knowledge, and work attitude is moderate. Whereas 45 (26.1%) and 25 (14.53%) of the respondents respectively agreed that the contribution to be low and very low .The remaining 39 (67%) and 10 (5.81%) replied high and very high. A comparison of the two extremes, on the other hand, implied that the contribution of apprenticeship program in enhancing trainees' skill, knowledge and work attitudes is not satisfactory. To put another way, the 49 (28.48%) respondents at the upper extreme (high and very high) agreed that the contribution was found to be above the satisfactory level, while 70 (40.63) of the respondents on the lower extreme (low and very low) believed that the contribution apprenticeship program to improve trainees' skill, knowledge and work attitudes was not at a satisfactory level.

An evaluation of the trainer and trainee responses showed that there existed a disparity in their responses. That is, while the majority of the trainee respondents confirmed that the apprenticeship program contributed to the trainees' skill, knowledge and work attitudes development, the majority of the trainer respondents did not comply with this opinion. The trainer respondents believed so due to the very reason that the apprenticeship program was entangled with various limitations, as confirmed by the interview made.

The majority of the trainee respondents who agreed on the moderate rating regarding stakeholders' co-operation towards the success of the apprenticeship program are 124 (34.35%). Those who rated the co-operation low and very low respectively are 94 (26.04) and 32 (8.86%). The remaining 71 (19.67%) and 40 (11.08%) in the order of sequence responded the high and very high rating of stakeholders' contribution to the success of the apprenticeship program.

On the other hand, trainer respondents, too, were requested a similar question. The majority 68 (39.53%) respondents replied moderate, while 56 (32.56%) confirmed low. The rest 31 (18.02%), 15 (6.72%) and 2 (1.16%) respectively responded very low, high and very high.

Though a difference in percentile, both the trainer and trainee respondents together agreed that the co-operation of stakeholders is moderate. However, the lower extreme (low and very low) of trainer and trainee respondents together had a similar view in that stakeholders' co-operation to in implementing the apprenticeship program is well below the satisfactory level. The figures show that 125 (34.9%) of the trainee and 87 (55.58%) of the trainer respondents replied that the co-operation of stakeholders in implementing the apprenticeship program is low and very low.

The above explanations showed the analysis of responses on apprenticeship-related problems of both trainer and trainee respondents based on the information gathered basically through questionnaire. Below is presented the data obtained regarding a similar problem through observation, interview and focus group discussion.

Accordingly, absence or unsatisfactory follow up of the apprentices on the part of the sender (TVET colleges) and receiver (private or government firms) was confirmed to be one of the factors negatively affecting the apprenticeship program.

The second issue is misplacement of the apprentices and "hiding" skills are a receiver-firm-related problem. An apprentice was sent to a firm to practice in his/her own field of specialization are not also made to get the relevant skills and knowledge. Three reasons are

accounted to this problem. First, the apprentice expected to acquire the skill and knowledge in his/her field of specialization sent for is assigned by the receiver firms in a field irrelevant to the apprentice's specialization. In such a case the apprentice cannot be in a position to acquire the aspired skills in the firm. This is due to the alleged budget constraint resulted from the additional costs incurred by the apprenticeship. And finally, the apprentice is faced with another problem no matter how well the field assignment and the issue related to budget might be. The mentor of the apprentice usually hides the skill and knowledge that should have been properly communicated to the apprentice.

The third problem relates to the law itself. This problem needs to be addressed by MoE or more properly by the Federal government. Though a law stating the responsibility of the sender and receiver firms has already been issued, this law has its own limitations in that it lacks enforcement. That is to say, the proclamation should be followed by a detailed regulation and guideline so that the duties and responsibilities of the sender and receiving firms could clearly be incorporated. This in turn helps the concerned bodies to discharge their duties and responsibilities properly. However, failure to do so resulted in negligence to the apprenticeship program by the sender, receiver and other stake holders.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The research strived to closely examine the major factors affecting the training performance of Technical Vocational Education and Training (TVET) colleges in the Amhara National Regional State. Hence, investigating the major factors that affect the training performance of the TVET colleges in the Region was set the purpose of the study. Accordingly, the following two leading (basic) questions were identified:

1. What are the major institutional factors that affect the training performance of the TVET colleges?
2. What are the apprenticeship-related issues that affect the training performance of the TVET colleges?

The study which was delimited to six, out of the ten non-agricultural colleges, TVET colleges comprises general and specific objectives. Whereas the general objective attempted to investigate and identify factors affecting the training provision of TVET colleges, the specific objectives focused on the identification of problems on training performance and, secondly, the assessment of constraints and challenges related to apprenticeship program.

Besides employing descriptive and inferential data analysis methods, such stastical tools as percentage, mean, weighted mean and one sample T- test were used in the study. More ever, questionnaire, interview, observation and focus group discussion were used as data gathering instruments. With regards to the sampling technique, stratified random sampling and availability sampling techniques were used. While deans, TVET commission process owner, experts and chamber of commerce representative, etc. were selected using the latter technique. 400 trainees and 260 trainers were chosen using the former technique. And finally the research revealed the findings stated below:

- Ministry of Education (MoE) sets a standard of physical set up to be met by TVET colleges. The study discloses that the TVET colleges in the region were not found to be up to the standard of MoE with regards to physical set up.

- The study also identified that the would-be trainees were not; prior to joining the colleges, sufficiently equipped with the relevant information so that they could have enough insight in how, what, on what condition, etc. they select their field of studies.

- The result showed that trainers were faced with critical capacity problems, especially skills and knowledge in relation to practical training. (However, the data obtained from trainer respondents did not confirm this finding).

- The fourth finding deals with motivational problem. The research substantiated that the motivation of trainers and trainees were below the moderate rating.

- The study further verified that the status at which the guidance and counseling service found was at a serious challenge.

- One of the vital components to make the training in the TVET colleges is the adequate provision of training materials. The finding, however, disclosed the poor level of training material provision.

- The management of the TVET colleges, as the research finding showed, was proved to be below the average rating.

- As the result finding pointed out, the training process in the colleges under study could not said to have been conducted satisfactorily.

- The study clearly underlined in its findings that the apprenticeship program has come across various problems, such as absence of satisfactory follow up, misplacement of the apprentices and "hiding" skill, knowledge and work attitudes on the part of the receiving firms.

5.2 Conclusions

Following are the conclusions made based on the findings of the study:

The findings revealed that access of prior information on the training program, the below standard physical set up of the colleges and unsatisfactory provision of training materials were found to be below the average. This can be taken as one of the major factors for the failure of the training program. That is to say, these three variables are among the factors that hindered the achievement of the training program or the factors that negatively affected the quality of the training.

Moreover, since capacity of the trainers and the management of the institutions are among the significant factors that can either adversely or favorably affect the whole training program. The finding in this regard reveled that capacity and management problems are critical. This result shows how serious capacity and management challenges are among trainers and managers (deans). Hence, it is possible to safely conclude that the trainees are forced to be indifferent and uninterested, though these are not the only reasons, in the training process. This in turn affects the effectiveness of the trainees' performance in the world of work, as they couldn't reap what has not been sown.

Besides, the uninformed and unmotivated trainees were faced with the unmotivated and less capacitated trainers. The problem of the trainees was further intensified by the poor services of guidance and counseling. This implies that these problems, coupled with the aforementioned challenges, do have great impacts to adversely influence the quality of training.

Finally, in spite of the pivotal role apprenticeship plays, the study, however, disclosed that the apprenticeship program did not contribute what it ought to do . The colleges which send the apprentices, the receiving private and government firms, the law with no obligatory articles in relation to the receiving firms of apprentices are all part of the problems in this regard. Especially, the problems in relation to the receiving firms negatively influenced the success of the apprenticeship program as they narrowed the opportunity (assigning the apprentices in the "wrong" field of training, "hiding" skill and knowledge and complaining of budgetary problems,

etc.) of acquiring a more ideal practical skills and knowledge. And this led apprentices not to get introduced to their last chance of practical training before going to the world of work.

5.3. Recommendations

The following recommendations are suggested based on the findings of the study and the conclusions made earlier:

- It has already been stated that the extent to which problems of information dissemination affected the trainees and the training. Before suggesting the recommendation regarding this challenge, the investigator would like to commend the attempts made by the TVET commission and other stakeholders in trying to disseminate information on the TVET colleges training programs. Though not on regular basis, they have attempted to provide information on the training programs to high school students in person and moreover, in exhibitions, through brochures, website and the like to create awareness to the society. However, this needs to be improved. As the TVET boards which are formed to use as a bridge to provide information between the public and the colleges were not properly functioning, they need to be briefed the magnitude of the problem and get started their work afresh. The colleges and the TVET commission should also build a system by which the would-be trainees at high school level can have access of information on TVET training programs. One such option is using school net and the other being through youth and women associations.

- The Federal and Regional Governments tried to equip the TVET colleges with the necessary physical setup and training materials. Allowing the colleges to use their internal revenues are also among the positive measures. Efforts are also being made to establish co-operative training systems so that these can be employed as training grounds for the apprentices. Despite all these efforts by the government, the level at which the physical set up of the colleges were found and the scarcity of training material provision go to the extent of affecting the training. The writer of this study

would like, therefore, to forward few concrete suggestions that could be enabling to reduce the challenges. In the first place, the opening of new colleges should not be made randomly. Unless new TVET colleges will be allowed to get built considering capacity and based on study, it is unquestionable that the quality of the training will further deteriorate. In the second place, the government is to get committed to allot yearly budget large enough to basically solve the problem, on the one hand, and the colleges should strive to make every effort to boost up their internal revenue. Furthermore, towards attaining this end, the colleges have to produce plausible projects. And finally, the TVET colleges should have to bring their wasteful usage of the existing resource to an end. It is really a paradox to talk about the extravagant resource management where there is scarcity. But the reality testifies that poor management of resources in deed is a challenge that needs to be addressed. Therefore, these suggestions, concertedly implemented, are able to greatly reduce the problem.

- The efforts made by the government to enrich the capacity of trainers, management and the support staff through in-service and on-the-job training are one positive step. This, however, is not enough to create capable trainers. Lack of commitment on the trainers' part magnifies the challenges of the training performance. The trade test (assessment of trainers' technical and pedagogical competence) showed that trainers' capacity is very low. All these things show that a joint effort of the government and all the stakeholders is needed to change this status quo. Therefore, the writer of this paper believes that a strengthened in-service and on-the-job training be given to the trainers, in addition to considering benefits after the completion of the in-service training.

- Motivation on the part of the trainers and the trainees need to be improved to a better level. Both the trainers and the trainees were found to be motivated below the average rating. When we see the problems for the below average level of motivation on the part of the trainers, the causes was attributed to absence of

conducive work environment, management problem and absence of proclamation to arrange insurance coverage and the like. And on the part of the trainees, the major problems are poor guidance and counseling services, inefficient college and out of college trainings, and selecting the "wrong" field of study are the main ones. Therefore, to solve the motivational problems, promoting trainers from one level to the other is to made using impartial mechanisms and on a regular-base being considered for those who acquired satisfactory result in the trade test. This measure also inspires those trainers who did not perform the trade test satisfactorily to get the promotion some other time. The second suggestion is to issue an insurance proclamation that covers the trainers to have the necessary benefit in case they are injured while on duty. Arranging all the procedures that enable trainers to participate in all relevant institutional affairs also helps. It is important to implement the suggestions piecemeal.

On the other hand, the trainees should also be motivated by providing an efficient guidance and counseling service. Solving problems related to management, training facilities, and raw materials. The colleges also have to assess the causes of motivational problems among trainees and trainers and take appropriate measures. The apprenticeship program should also be conducted in a way that enables the apprentices from it. This can be realized by avoiding or reducing detracting factors on the part of the receiving firms. These are: proper placements of the apprentices, providing appropriate mentoring that enables the apprentices acquire the expected skill and knowledge, carrying out frequent supervision by the head of the particular department or section the apprentice was assigned, etc. On the other hand, the sender (the college) is also expected to conduct a study where to assign the apprentices instead of haphazardly sending their trainees to look for a place for the apprenticeship. Besides, the colleges should arrange a forum to brief the importance of the apprenticeship and the joint responsibilities of the sender, the receiver and the trainees. And finally, the sender has to make regular supervision, evaluation at

the end of the apprenticeship session, and in conclusion appreciation of the stakeholder for the efforts made.

- It is clear that the guidance and counseling service is one of the prominent components in affecting the trainees. In this respect, the TVET commission tried to assign guidance and counseling officers in every college. This, of course, is a positive step. But assignment of officers alone does produce nothing. For one thing, the number of the officers assigned in the colleges should be compared against the number of trainees in the colleges. And also, the commission and the colleges ought to establish a working system that makes the officers' fruitfully deliver the service. These are shortfalls. Moreover, it's known that guidance and counseling service also involves the management and the trainers. But in this respect, the management and the trainers are not in a position to assist the trainees. This needs to be charged by, primarily, realizing the fact that the management and the trainers have the responsibility to engage themselves in the service. And a guideline needs to be drafted to determine the extent of management and trainers participation in the guidance and counseling service.

- The managements of the colleges are also in problem. But it should be noted that the managements should be appreciated for one thing. With all the intricate problems of the TVET colleges, they are trying to solve the challenges. However, due to the limitations of efficiency, skill and commitment on the management, on the one hand, and the complication of the problems of the TVET colleges on the other, they cannot be in a position to handle the institutions. So, the investigator tries to briefly recommend few suggestions. The technical and leadership skills of the management should be enriched through various trainings. Though there were attempts in this regard, it should be done based on skill gap identification. Besides, all the hurry in appointing and demoting members of the management (the deans) is to be stopped. The TVET commission has to take time to appoint the efficient deans and to tolerate them when they make mistakes. But the trend of changing the deans

in the manner being exercised need to be corrected. Because, whenever we change the deans who were acquainted with all the work culture of the colleges, it is obvious that the new should be made to undergo the process of studying the work culture of the organization. And this becomes one of the causes for the failure of the management. This, however, does not mean that the deans with serious problems and weakness are to be tolerated. As the commitment of the management and of the trainers is also on an unsatisfactory level, the TVET commission is also expected to make a meaningful support to the colleges. The commission should identify the aching problems of the colleges and be committed to solve them.

- The last recommendation the writer of the paper would like to make is in relation to the factors affecting the apprenticeship program. It goes without saying that the apprenticeship program is highly important to assist trainees before they join the world of work. It cannot also be denied that the colleges and the firms receiving the trainees attempted to make the program a success. Despite the attempt made, the challenges in relation to the apprenticeship program, however, are critical. As the findings disclosed, follow up problem on the part of the colleges and the receiving firms, raw material shortage and lack of genuine mentoring on the firm's side were the major problems. Besides, observation confirmed that trainees were made to study the work procedures of the firms instead of acquiring a practical training. Therefore, there existed a more serious problem on the receiver side than on the sender's. Three measures have to be considered in this regard. First, the receiving firms should be aware of the fact that it is a benefit, besides their responsibility, and a privilege to mentor the apprentices. Because, some of the more efficient apprentices would become the future employees of that very firm. Second, instead of simply sending the apprentices to various private and government firms, the colleges (the senders) have to establish a friendly relation with the firms. They need to arrange a forum or otherwise before the commencement of the apprenticeship program, brief the program, encourage and appreciate them for all their

contributions, make a visit while the apprenticeship programs is going on, etc. Third, the government is to think of issuing an obligatory law, though this measure is practically difficult, which has enforcing articles on the apprenticeship program. Concertedly implementing the suggestion can certainly produce a rewarding outcome.

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APPENDIX

Appendix A-1

ADDIS ABEBA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEDGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A questionnaire to be filled in by trainees of TVET Colleges

Purpose:

The main purpose of this questionnaire is to gather relevant information in order to examine the major factors that affect the TVET Colleges in providing training in Amhara region. So as to forward some suggestions to improve the existing problems.

Hence, you are kindly requested to respond to every item in the questionnaire. Your response has a great impact on the success of the study.

No need of writing your name

Thank you for your co-operation

Instruction: Please indicate your response by placing "×" mark in corresponding box of your choice except the open ended items that should be filled by writing.

Part One: - Personal Data

Please indicate your response by placing ( ) mark in corresponding box of your choice.

1. Name of the Training College_____

2. Sex: a) Male ☐ b) female ☐

3. Age: a) Below 17 ☐ c) 21-25 ☐ 26-30 ☐

   b) 17-20 ☐ d) 26-30 ☐

4. Training Department_____

Part Two: Questionnaire Items

1. Items listed below are indicating the essential conditions about physical set-up of the College to deliver quality training. Rate each item in 5 points scale according to your view of their appropriateness as:

Put a (×) mark in its corresponding column.

No.	Questionnaire Items	1	2	3	4	5
1.1	**Physical set up of the college**					
	a. Size of the compound					
	b. Accessibility of road to the college					
	c. Availability of water					
	d. Availability of electricity					
	e. Availability of telephone					
	f. Availability of internet facilities					
	g. Availability of offices					
	h. Availability of classrooms					
	i. Availability of workshops					
	j. Availability of computer center					
	k. Availability of library					
	l. Toilet services for boys, girls and other staff members					
	m. Availability of first aid medical service					
	n. Conduciveness of the class rooms for training					
	o. Appropriateness of training equipments					
	p. Effective utilization of equipment and teaching materials.					

2. Considering yourself as a trainee in the college, rate each item in 5 points scale according to your view of their appropriateness as:

1. Very low 2. Low 3. Moderate 4. High 5. Very high

No.	Questionnaire Items	1	2	3	4	5
2.1	**Information about TVET**					
	a. Parents awareness about TVET program					
	b. Awareness you had on TVET program before you enter					
2.2	**Vocational guidance and counseling service**					
	a. Availability of vocational counseling service in the college					
	b. Efforts made by the guidance and counseling officers to help the trainees					
	c. How often are you getting counseling service by trainers?					
	d. The possibility of getting counseling service by vocational counselor when ever you face problems					
2.3	**Motivation of trainees**					
	a. Freedom to select field of study					
	b. Position of trainees in suggesting comments on training method and curriculum content					
	c. opportunities for further education					
	d. Job opportunities after graduation					
	e. Proper treatment of trainees by academic and administration staff.					
2.4	**Training Materials**					
	a. Availability of instructional materials					
	b. Training relevance to the world of work					
2.5	**Training process**					
	a. Possibility of getting per-vocational training before you enter					
	b. the effort of the college to provide training based on the curriculum					
	c. Knowledge and skill gained in the training that enables you to create self employment					
	d. Possibility of getting employment after graduation					

3. Why did you choose to make your education in TVET College?

a. Family influence ☐

b. Its' opportunity to employment ☐

c. Lack of other opportunities ☐

d. Influence of former graduates ☐

e. Lack of access to further education ☐

f. Other reasons, specify

_____

_____

_____

_____

4. On what base did you select your field of study?

a. On choice ☐

b. EGSECE result ☐

c. EGSECE result and choice ☐

d. Interest and ability ☐

e. Others, specify

_____

_____

_____

_____

OPEN-ENDED QUESTIONS

4. What are the major institutional factors which affecting training performance in your college?

_____

_____

_____

_____

_____

5. Please suggest possible solutions to minimize the institutional factors affecting training performance?

_____

_____

_____

_____

_____

6. What did you suggest for better application of apparentship program?

_____

_____

_____

_____

ADDIS ABEBA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A QUESTIONAIER TO BE FILLED IN BY TRAINERS OF TVET COLLEGES

Purpose:

The main purpose of this questionnaire is to gather relevant information in order to examine the major factors that affect the TVET Colleges in providing training in Amhara region. So as to forward some suggestions to improve the existing problems.

Hence, you are kindly requested to respond to every item in the questionnaire. Your response has a great impact on the success of the study.

No need of writing your name

Thank you for your co-operation

Instruction: Please indicate your response by placing "×" mark in corresponding box of your choice except the open ended items that should be filled by writing.

Name of the training college _____

1. Sex:
   A. Male ☐ B. Female ☐
2. Marital status
   A. Married ☐ B. Single ☐
3. Age:
   A. Below 20 ☐ C. 30-39 ☐

B.20-29 ☐ D. 40-49 ☐

E. 50- 59 ☐ F. 60 and above ☐

4. Educational qualification:

A. Diploma ☐ C. MA/ MSC ☐

B. BA/BSC ☐ D. Ph. D ☐

5. Area of training:

A. Major_____

B. Minor_____

C. Courses currently training_____

_____

_____

6. Working Department _____

7. Years of TVET experience:

A. below 2 years ☐ D. 10-14 ☐

B. 2-5 year's ☐ E. 15-19 years ☐

C. 6-9 ☐ F. 20 years and above ☐

PART TWO QUESTIONARIE ITEMS

1. Items listed below are indicating the essential conditions about physical conditions about physical set up of the **institution** to deliver quality training. Rate each item in 5 points scale according your views of their appropriateness as:

1. Very Inadequate 2. Inadequate 3. Moderate 4. Adequate 5. Very Adequate

Put a "x" mark in its corresponding column

No.	Questionnaire Items	1	2	3	4	5
1.1	**Physical set up of the college**					
	a. Size of the compound					
	b. Accessibility of road to the college					
	c. Availability of water					
	d. Availability of electricity					
	e. Availability of telephone					
	f. Availability of internet facilities					
	g. Availability of offices					
	h. Availability of workshops					
	i. Availability of computer centers					
	j. Availability of library					
	k. Toilet Services for boys, girls and other staff members					
	l. Availability of first aid medical service.					
	m. Conduciveness of the class rooms for training					
	n. Appropriateness of training equipments.					
	o. Effective utilization of equipment and teaching materials					

2. Considering the experience you have in the college in which you are working now, rate each item in 5 points scale according to your views of their appropriateness as:

Put a "x" mark in its corresponding column

No.	Questionnaire Items	1	2	3	4	5
2.1	**Capacity of Trainers**					
	a. Familiarize with the objectives of TVET Programs					
	b. Interest to attend practical training Programs					
	c. Provision of training to trainers (in-service, per-service and others)					
	d. Availability of workshop assistant technicians					
	e. Trainer-trainees relationship					
2.2	**Motivation of Trainers**					
	a. Motivation by attractiveness of working environment					
	b. Motivation by monetary benefits					
	c. Motivation by opportunities to get further education and training					
	d Motivation by rank promotion.					
	e. Motivation by Cooperative work among staff.					
2.3	**Training Materials**					
	a. Availability of adequate instructional materials					
	b. Relevance of the training to the world of work					
2.4	**Vocational guidance and counseling service**					
	a. Satisfaction on vocational counseling service					
	b. Trainers (teacher) involvement in the vocational counseling service.					
2.5	**Management of the college**					
	a. The existence of participative leadership					
	b. Competence (managerial efficiency)					
	c. participation in planning and decision making activities.					

3. As trainer you know more about your trainees and the training situation; therefore, rate each of the following items in 5 points scale according to your view of their appropriateness as:

1. Very low 2. Low 3. Moderate 4. High 5. Very High

Put a "x" mark in its corresponding column

No.	Questionnaire Items	1	2	3	4	5
3.1	**Motivation of Trainees**					
	a. Trainees freedom to select their field of study					
	b. Position of trainees in suggesting comments on training method and curriculum.					
	c. Trainees opportunities for further education					
3.2	**Apprenticeship program**					
	a. Proper placement of the apprentices in the employers' firms.					
	b. Pocket money or incentive to the apprentices during their stay in the employersorganization					
	c. Contribution of the apprenticeship program in improving trainee's skill, knowledge and working attitudes.					
	d. Co-operation of stakeholders in implementing the program.					

Opened-ended Questions

1. What are the major challenges the training colleges, trainers and trainees are encountering?

_____

_____

_____

_____

2. What are the major institutional factors which are affecting the training performance of the colleges? Which of these factors are most detrimental?

_____

_____

_____

_____

3 .What do you suggest to improve the implementation of TVET Program?

_____

_____

_____

_____

Interview Guides for the Interviewees.

Here below are formal interview questions presented for different participants.

A. For the colleges Deans

1. How do you see the current TVET system and its overall implementation in your college?
2. What are the weak and strong sides (if any) of the TVET programs in your college? Why?
3. How adequate and appropriate are your college's physical and human resource facilities to conduct quality training? Why?
4. The establishment of strong functional links with local business firms is one of the indicators of effectiveness in any TVET program. In relation to this, how do you evaluate the status of your college? Why?
5. Some people say the current TVET curricula in many occupational areas are not appropriate to equip the trainees for the present and future careers in the areas of their occupational training choices. How do you see this? Why?
6. Several educators recommend that TVET trainers should posses' three different competencies. Pedagogical skills, theoretical knowledge in the area of their training and appropriate industrial work experience. In relation to this recommendation, how do you evaluate the background of your staff? Why?

7. Some trainees are usually heard complaining about their occupational placement by saying that they are not placed in accordance with their interests, aptitudes and capabilities. How do you see this? Why?

B. **For Apprenticeship officers.**

1. Does the institutions have any criteria set for the selection of organizations offering apprenticeship training?
2. Is there any written agreement made between the training institution, the and employer organization, and apprentice?
3. Have you observed that apprentice are getting proper placement in the employers organization?
4. Are the apprentices getting payment for their service providing to the employer organization?
5. Do you think the trainees are getting sufficient skills in the apprenticeship program?
6. What problems do you observed in apprenticeship program?
7. What comment do you have for the better implementation of the program?

C. For Apprenticeship program supervisors

1. How do you select your perspective apprentices? Why?
2. Some trainees and TVET trainers are usually heard complaining that the trainees apprenticeship program training are inconsistent with what they have learned in their institutions. How do you see this? Why?

3. Some people say currently the TVET institutions are not adequately equipping the trainees with necessary occupational knowledge, skills and attitudes. How do you see this argument? Why?

4. How do you carry on your supervision?

5. How do you evaluate the apprentices?

6. Do you have any training background that assisted you to conduct an effective supervision? If you have not, how do you manage to carry on it?

7. What are the major weak and strong sides (If any) of the apprenticeship programs in your enterprise? Why?

D. For Guidance and Counseling officer.

1. Do the trainees get sufficient information about each department before they get streamed?

2. Do students come to your office to get help in deterring their field of interest?

3. When do you provide guidance and counseling service to the trainees?

4. Do graduates come to your office to get counseling service before they go for job?

E. **For TVET commission (process owners)**

1. How often are you supervising each college?

2. Do you believe that TVET colleges are on the right track to attain the objectives of the TVET program?

3. How do you evaluate the organization of TVET colleges (both in material and human resources) for providing quality training?

4. What efforts made to capacitate TVET Staff in Regional level?

5. What are the major challenges of the TVET programs during training area evaluation? Why do you think they occur?

6. The establishment of strong functional links with local business firms is one of the indicators of effectiveness in any TVET program. In relation to this, how do you evaluate the status of colleges? Why?

7. Some people say the current TVET curricula in many occupational areas are not appropriate to equip the trainees in their field of study. How do you see this? Why?

8. Some trainees are heard complaining about their occupational placement by saying that they are not placed in accordance with their interests, aptitudes and capabilities. How do you see this?

Focused Group Discussion Guide lines

A. For Trainees

1. As trainee, what are the major challenges you face in taking training in your College
2. In your opinion what are the institutional factors that affecting the training performance of your college?
3. What do you suggest to improve the training performance of your College?

B. For graduates

1. Have you gained the necessary knowledge and skills that enables you to create self employment or to hire in any organization?
2. As a trainee, what were the major challenges you faced in taking the training?
3. In your opinion what were the institutional factors that affected the training performance of your pervious college?
3. What do you suggest to improve the training performance of TVET Colleges?

Appendix –D

ADDIS ABEBA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Observation check list

Purpose :- The purpose of this checklist is together facts about the human and physical facilities Of TVET colleges through observation at their cites.

1. Name of TVET college _____
2. Year of establishment as TVET college _____
3. Staff
   3.1. Academic staff male _____Female_____ Total_____
   3.2. Supportive staff male _____ female_____ total_____
4. Available Fields of Training

No,	Fields of training	Level 3	Level 4

5. Number of training staff for each study including their educational qualification

No,	Fields of specialization	Male	female	Total	Educational qualification		
					Diploma	BA/BSc	Other

6. Number of trainees

No,	Training fields	No, trainees in level 3			No of trainees in level 4		
		Male	female	Total	Male	female	Total

7. **Facilities and services in the college**

7.1. Availability

NO.	Facilities and service	Available	Not available	remark
1	Accessibility of road			
2	water supply			
3	Electricity			
4	telephone			
5	internet			
6	Computer lab			
7	Work shops			
8	Library			
9	Toilet for staff			
10	Toilet for boys			
11	Toilet for girls			
12	Guidance and counseling service			
13	Medical service(first aid)			
14	Sport fields			
15	Cafeteria a for staff			
16	Training office			
17	Administrative office			
18	Department offices			
19	Staff room			
20	Cafeteria for trainees			
21	Meeting hall			
22	Duplicating room			
23	Enough land for future expansion			

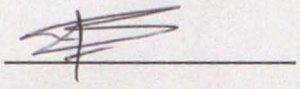
7.2. Status of faculties /service

No.	Facilities and service	Available	Not available	Remark
1	The compound attractive i.e decorated with different types of followers and trees, fencing, etc and creates conductive training environment			
2	The class rooms and work shop are clean and ventilated			
3	There are adequate seats and blackboards /whiteboards			
4	Number of trainees for each field of study is appropriate			
5	There are adequate reference books in the library			
6	The provision of Training materials are adequate			
7	The machines available are sufficient in quality and quantity			
8	There are adequate computers for major courses and common courses			
9	The training programme is more of practical training.			

DECLARATION

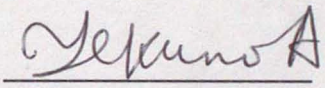
I, the undersigned, declare that this thesis is my original work, has not been presented for a degree in any other university and that all sources of materials used for this thesis have been duly acknowledged.

Name Kiros Teka Haddis

Signature 

This thesis has been submitted for examination with my approval

Name Yekunoamlak Alemu (Dr)

Signature 

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