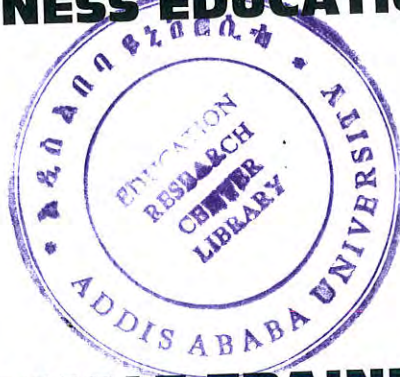


**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION
DEPARTMENT OF BUSINESS EDUCATION**



**PARTICIPATION OF FEMALE TRAINEES
IN TVET COLLEGES IN SOUTH WOLLO ZONE**

**BY
SHEGAW TEGEGNE**



**JUNE 2008
ADDIS ABABA**

**Addis Ababa University
School of Graduate Studies
College of Education
Department of Business Education**

**Participation of Female Trainees
in TVET Colleges in South Wollo Zone**

**A Thesis Submitted to the School of Graduate Studies
of Addis Ababa University in Partial Fulfillment of the
Requirements for the Degree of Master of Arts in
Management of Vocational Education**

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Shegaw Tegegne**

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Acronyms

ecbp:	Ethiopian Capacity Building program
FDRGE:	Federal Democratic Republic Government of Ethiopia
GVGC	Guideline for Vocational Guidance And Counseling
MOE:	Ministry of Education
UNESO:	United Nation Educational, Scientific and Cultural Organization
WAD:	Women Association Department

Abstract

The purpose of this study was to examine the participation of female trainees in TVET colleges in South Wollo Zone. The study was aimed to examine the participation of female trainees in relation to the support given namely library usage, renting houses, sexual harassment tutorial support and its implementation, guidance and counseling service. To this end, both quantitative and qualitative research method were employed for the study. The sample for TVET colleges was selected from Amhara Region South Wollo Zone, namely, W/ro Sihin and Kombolcha TVET colleges. These sample TVET Colleges were selected on the basis of availability sampling technique. The subjects of the study were 207 trainees, 49 trainers, 3 deans and 2 guidance and counselors. Purposive and the availability sampling techniques were employed to select the colleges and respondents. Questionnaires, interviews and document analysis were used to gather the data. The data obtained were analyzed through statistical method (Percentage and mean score). The general result of the study revealed that there are factors that impede the participation of female trainees in connection with renting houses, guidance and counseling services tutorial services, harassment and the like. It is recommended that boarding school services should be given by the colleges, and female affairs committee should be established to find possible solutions. It is also advised to design a tutorial program at TVET level, especially for female trainees.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

According to various research findings, females play important roles as producers of food, managers of natural resources; income earners of household food and nutrition security. In short they are very important section of the society. So giving females access to all resources could contribute to increase in females' education, and improvement in females' status could contribute to improvement in social welfare. It seems, because of this, that educators, psychologists, sociologists and others have tried their best to avoid gender biased elements. This is because harassment and other sex discrimination do not affect only girls, but it also affects boys and the society as a whole. According to FDRGE Education Strategy, (1994), the female participation is less than 12% and their professional distribution leaves a lot to be desired in terms of gender balances.

As it has been indicated (ecbp, 2006) all TVET opportunities will be equally accessible to girls and boys, women and men. TVET institutions will have to develop gender policies in order to ensure that girls and women are not discriminated against through content nor organization of TVET programmes and to effectively prevent harassment of female trainees and staff members. One of the main reasons for failure to reach the required standard of development has been lack of female participation. Failure to encourage female education seems to have contributed to the economic backwardness of the country.

The factors that affect training participation of female trainees can be categorized in a number of ways. Some of the major factors are related to institutional practices and others are associated with society's customs, beliefs and attitudes towards girls' education.

Particularly the school related factors such as trainers' education, school facilities, and Guidance and counseling services could have been great impact on female trainees' participation.

On the other hand, from various surveys and articles chronicling incidents reveals sexual harassments have negative impact in trainings which finally leads lower achievement and loss of self-esteem.

Similarly it is assumed that instructors and parent's related factors such as lack of role model and different support, and lack of moral and low expectations have hindered female trainees training performance.

This study is also expected to examine how the affirmative actions are implemented. Knowing this will help the government or TVET colleges to continue the affirmative measure which in the pipe line. Therefore, this is one of the motives to conduct research in this area.

It is therefore, on the basis of this idea, the study attempts to investigate the impact of major factors which hinder participation of female trainees in TVET colleges. There is also an attempt how to find alternative and relevant solutions to alleviate problems hindering the participation of female trainees.

Therefore the study will identify the different cultural, social, economical, psychological, academic and institutional factors such as lack of money for personal consumptions, degrading of different fields, lack of proper guidance performance services, forcing trainees to join departments without their interest and lower academic performance.

1.2 Statement of the Problem

In many parts of the world, including Ethiopia, education is primarily recognized as a basic human right which should be accessible to all citizens irrespective of sex, color and economic status. Nonetheless even after the launching of the new education and training policy of Ethiopia as of 1994, the

Ethiopian curriculum which seems by far better than its predecessors in various aspects has still been criticized for its mismatch with the country's social, economical, cultural and other conditions.

In very broad terms there are "hidden" and "subtle" biases against women in the family, workplace, schools, etc [Frank and Treicler,(1989)& MOE(1994)] . It seems, to alleviate these and other gender problems, the affirmative actions have been taken for female students at different levels .Therefore the main goal of this study is to appreciate the good areas of affirmative actions and detect the shortcomings so that concerned bodies will take corrective measures for the shortcomings.

Many research findings (VSO, 1997; Yilfegn, 1998; MOE, 2004) described that in many developing countries including Ethiopia, female participation in Education and Training comparing to their number and with male is low. This fact is also reflected in TVET. Amazingly participation of female is highly concentrated on the traditionally known as soft courses: Business and Home science. In fact, the number of participants in various training fields has been increasing from time to time, but does not measure up to at the expected number. Thus, this could be an indication for the difficulties that the female trainees encounter.

Different people have different suggestions about the problems of female trainees. Some suggest that it is the result of low academic performance at the primary level and others suggest that they face the problem after joining the highest learning.

The MOE also stipulated that special attention should be given to females in Education and Training. Due to this attention TVET in Ethiopia is giving emphasis on gender issues in its strategy. All TVET opportunities should be equally accessible to girls and boys. Any TVET institution has to develop gender policies in order to ensure that girls and women are not discriminated against content and organization of TVET programs and to effectively prevent harassment of female trainees and staff members (ecbp:2006).

To improve girls training performance and their participation in TVET trainings, it requires a clear understanding of the home and school factors that influence and discourages them.

Hence, this study is a practical step to examine the current trend of female trainees' training performance and participation with the emphasis of tutorial program, Lodgings, use of library, Guidance and counseling service and other factors which affects female trainees' participation.

Finally, the study tries to indicate the possible solution which may help in alleviating the problems of female trainees in TVET colleges with reference to south wollo zone.

Hence, the following basic questions of the study are guiding this thesis work:

1. Were there conducive environments (facilities, lodgings, tutorial programs, counseling services, e.t.c) for female trainees in W/r Sihin & Kombolcha TVET colleges?
2. Were there any chronic harassments and demeaning messages towards female trainees in and out of the campus?
3. What are the reactions of the trainees, the trainer, the counselors and the deans towards affirmative action for female trainees?

1.3 The Objectives of the Study

The main purpose of this research study is to identify some of the challenges and prospective of female trainees in South Wollo zone TVET College and suggest some possible solutions. In addition to that the study has the following specific objectives:

- to assess participation of female trainees.
- to identify the challenges female trainees face.

- to suggest some practical recommendations that could make the colleges and the school environment conducive for female trainees to be successful in their training.

1.4 Significance of the Study

It is hoped that the result of the study may help:

- create awareness on participation of female trainees problems to college deans, teachers, female trainees,
- educational experts, policy makers and other concerned bodies to use the result of this study in designing and implementing educational policies in relation with female participation.
- other researchers, as springboard who want to make further research in the field.

1.5 Delimitation of the Study

The scope of this study is confined to the affirmative activities given to female trainees in two TVET colleges found in South Wollo Administrative region. The study would have been more meaningful if it had included other TVET colleges and other aspects of the research theme. The researcher could not do this because of time and financial constraints.

1.6 Limitation of the Study

In carrying out the study, the researcher faced a problem. The major problem was lack of cooperation from trainees. Although the researcher devised mechanism complete the study, it is expected to have influences on the research outcomes.

1.7 Organization of the Study

The Study is organized and presented under five chapters. The first chapter gives a general idea on the background, states the problem, explains the significance of the study and describes briefly the delimitation and limitation of the study. The second chapter (Literature Review) develops the background of the study by discussing the relevant literature from international and national perspectives.

The third chapter (methods and procedures) tries to describe in detail how the study was conducted. The fourth chapter (presentation and analysis of data) attempts to summarize and present the data collected from the field and states the main findings. In this chapter, it is also tried to examine, evaluate and interpret the implications of results with respect to the research questions.

Finally, the fifth chapter (Summary, Conclusion and Recommendations) tries to draw influences based on the result. In this chapter, it is also tried to give a brief statement of the problems, and most important findings. At the end some suggestions are forwarded based on the main findings and conclusions of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter scholars view regarding the Role of teachers in TVET, Educational factors affecting women, participation of Vocational Guidance and Counseling, Economic background, Harassment and Socio-Cultural factors and affirmative actions are discussed.

2.1 Roles of Teachers in TVET towards Female Trainees Participation

According to ecbp (2006) & MOE (2006) ,the shortage of a sufficient corps of TVET teachers/instructor represents the most severe obstacle to TVET development in Ethiopia. The quality of TVET teachers/instructors has suffered from under qualification and/or inefficiency which may have a negative influence in their outcome. Most TVET teachers/instructors have relatively low formal qualification severely affecting TVET delivery at higher qualification levels. Furthermore these technical teachers are unmotivated.

There are very few or no female instructors in some fields of TVET program in the institutions. For this reason, strategy should be put in place to increase the number of female instructors. With this regard MOE in its Education and Training Policy (1994) states that special attention would be given to the participation of women in the recruitment, training and assignment of teachers.

Even though highly skilled, qualified, flexible and creative TVET trainers or instructors are the backbone of any TVET system and creating conducive learning environments for different target groups, the survival of trainees in institutions depends on whether they have performed well or not in training areas. Institutions have the responsibility to support and provide the necessary guidance to students so that they become successful. Attrition rate need to be

minimized so that trainees can be retained, completed and get certified. In all these, teachers have the major responsibility to help the performance and participation of trainees (MOE, 2004). Survival of trainees depends on their academic participation and performance. This needs attention on the part of the trainers and trainees. In training institutions attrition for female trainees is high and hence in order to compete with high achievements, tutorial support should be provided. This will help them to be successful.

In the learning process, the various facilities might be fulfilled. Students might have the required abilities and interest to participate more and to be successful in schooling. Besides that teacher's treatment is very important. Teachers have to treat all students fairly and equally regardless of sex and background. Good methods of teaching learning attract students and make them learn and achieve better. The way the instructors teach and handle trainees has an influence in the achievement and performance of trainees.

Factors affecting teaching learning process include the results of the home situation of the trainees and the value given to education by the society to participate and give support. Some of these factors are education background and economic status of the family (parents). Since teaching, /the process of teaching or shaping a human behavior needed by the society, the profession requires up-to-date knowledge and skill. To perform effectively in such complex process of work situation the strength of teacher's profession is very important. To realize educational objectives, quality is very important, which should require special attention.

According to Seyoum Teferra and Tirusew Teferra (1981), in addition to having profound knowledge in the subject matter field, the teaching profession requires specialization in pedagogical science. Therefore, teachers are usually trained in teacher's training college and universities before they are certified licensed to teach in schools. Support of qualified teachers helps teaching

learning process to be effective. According to the current Educational and Training Policy issue, the qualification of teachers in higher institution should be first degree plus specializations in any field. In addition to that the attitude of teachers towards girls makes difference. If the teacher discourages them, they can do poorly and lose interest or if she/he supports and encourages them, they get interest and perform better. According to Yelfign (1999) the attitude of teachers towards girls and boys while in asking questions, in sitting arrangements, in choice of subjects, in usage of laboratories and equipment, in assigning class work, in the type of questions asked and quality of answers from students also inhibits their progress in science and technical vocational fields.

The issue of sex inequality in the enrolment of students in different fields of TVET schools is the school (such as in home, among peers occupational bias) but also in school experiences such as gender related patterns of classroom interaction, contact with teachers during consultation hours. In Uganda, the few female scientists/engineers are mostly employed in teaching and lecturing. This creates a positive impact on girls who are in education main stream (UNESCO, 1999).

2.2 Educational Factors Affecting Women

As to many findings (UNESCO, 1999, 2003 and Prospective in Education 1986), education as a social factor influences the position of women in three ways.

First it provides them with awareness and helps them to build confidence which enables them to define their position in the field in one or more active manner, coming out of the burdens of legacy, and equip them with necessary knowledge and skills to make them economically independent. Second education influences their disposition towards the other factors in the field to a great extent. This is clear from the difference in disposition exhibited by women who have had schooling and those who have not. Third, education is potentially capable of bringing about a general attitudinal change among their male

counterparts and other bearers of the tradition to the extent that they begin to realize the need of redefining the man-women relationship in the society on a more rational footing.

We are a living witness that education policies were highly influenced by religious, culture, and other values, which discourage girls' participation in education. Though the formal education started as far as 1908, girls' school participation rate had remained very low except in recent years where there have been some changes introduced by the government to improve the situation. This includes the drafting and implementation of favorable policies, creating awareness in the general public and identifying major issues regarding the problem. However, the sex difference in school participation is still significant (WAD Gender gap, 2004).

In Ethiopia Vocational Education and Training has a long history, it was only recently that it gets recognition and proper attention. The sector was not given proper attention by the previous governments. Vocational education and training was offered as part of academic education and was not treated separately. To address these problems the Federal Democratic Republic of Ethiopia paid special attention to vocational education and training which was separate field of training geared toward producing lower, medium and high level professionals in various vocations.

It is clear that vocational education is an instrument intended to equip a person for industrial or commercial occupation. It can be obtained either formally through in school training or through on the job training programs or more informally, by picking up the necessary skills on the job. Hence, the Educational and Training Policy was adopted in 1994. This policy was designed to provide both formal and non-formal vocational education and training for students that would complete different cycles of education beginning from the basic education through high school as well as for drop out from any level of education.

In Education and Training Policy (1994), it is stated that education will be geared towards reorienting society's attitude towards the value pertaining to the role and contribution of women in development. The mechanism set as strategy for this include, creating various channels of communication to promote girls education. In Ethiopia the objective of the national TVET strategy (ecbp, 2006) is to create a competent, motivated, adaptable and innovated work force contributing to poverty reduction and social and economical development through facilitating demand derive high quality technical and vocation education training relevant to all sectors of the economy, at all levels and to all people in need of skills development.

The present TVET program (Ethio-German, 2003; F.N.G, No 391/2004) is a swift response to the crises of Ethiopian education. With its various training fields, it has created the opportunity to join various occupations for all the students who couldn't join higher learning institution.

Technical and vocational education and training (TVET) program is taken as one of the programming strategic plans of education policy for alleviating educational crises in this country. This is true only if its objectives are met.

The TVET system strives for the highest quality and relevance of all TVET offers. IT will develop effective means of quality management, will continuously monitor the relevance of TVET program and will produce support and guidance to TVET motivations to achieve defined quality standards. (ecbp, 2006).

Traditional sex-role segregation (role identified for male or female-based on biological domain) is one of the problems. In educational opportunities especially in vocational areas, male and females still tend to take different courses. Girls join home science and office occupations while boys join agricultural, technical, trade and industrial programs.

Therefore, girls' education strategy has been devised and used by the regions; different manuals on girls' education were prepared and disseminated to regions, institutions and schools. Schools will use for effective participation of girls and boys in academic and co curricular activities they are the best places for equal participation of boys and girls. Moreover the Ministry of Education declares the affirmative action policy, which allows girls to be admitted in higher education institutions with a lower G.P.A than their male counterpart.

According to Genet Zewdie (1986), African countries' enrolment and participation in education is characterized by sexual disparities. The number of female students enrolled in elementary, secondary and tertiary education was lower than the number of boys. Many girls and women dropout before they completed their elementary and secondary schools. Those include nursing, home economics and secretarial skills. Ethiopian women pattern of enrolment and participation is similar to that of other African women (Gender issue in Ethiopia).

Therefore, currently efforts have been done to narrow the gender gap at different levels of education system. For this reason girls education strategy has designed and disseminated to Education bureaus and curriculum developments have been oriented to prepare gender sensitive curriculum.

According to Seyoum Teferra (1991) and other practical activities, the Ethiopian education was dominated by Church and Mosque education. These religious institutions are believed to discourage the participation of females in education. This is because in traditional Ethiopia in general the personal worth of females was in their roles as mothers and house keeper. However, training is a life long process in which the teacher is constantly learning and adapting to the new change to the job. The need for on the job training is being recognized by educational authorities and so the teacher may find himself selected to take in a longer training course that offer help in improving specific teaching skills or enables him to come to grip with new developments such as new curricula, new methods and other innovation (MOE: Educational Journal, 1997) .

The relationship has been based on the assumption that vocational guidance could help people make wise occupational choices and that vocational education could help them prepare for what they had chosen. Vocational guidance is the process assisting the individual to choose an occupation, prepare for it and center up on it and progress in it.

A guidance counselor by providing his services should assist students to adjust themselves to the school environment. (Makindie: 1994) Students at secondary schools and universities who have left the security of their home environment to find themselves among a large number of people often present a great variety of problems other than solely academic ones. Vocational guidance has to start at school level. However TVET institutions will also assign vocational guidance staff. They will cooperate with schools for early organizations of school levels and with NGO'S community organization and other relevant organizations to offer guidance to other local target groups. The vocational guidance staff at TVET institution will be instrumental in facilitating apprenticeship and preparing youth for apprenticeship training. They will also be a focal point in organizing self employment support for TVET graduates (ecbp, 2006). TVET trainees face various problems such as physical, psychological etc which often emanate from the nature and characteristics of being adolescent. They also face mental problems and subsequent emotional and psychological turmoil's such as stress and strain, frustration inferiority and superiority complexes anxiety and tension (Alemayehu Girma, 2006).

These types of problems could contribute to academic under achievements. Hence, the alternative solutions that would help in upgrading the academic achievement of female trainees is promoting guidance and counseling.

Counseling for adolescent girls is essential because during the adolescence period, girls and boys are physically, socially and emotionally get ready. Unless they take care of themselves, probably, unwanted pregnancy could occur. They could be victims of HIV/AIDS (Main streaming, 2004).

The main purpose of guidance and counseling service is providing students counseling to students. The function of counseling is to assist the adolescent in high school and college to learn effective ways of identifying and then achieving desired and described goals often in spite of certain obstacles to such learning. Counseling aids individuals to eliminate as to modify those disabilities, which act as obstacles to learning, through the building up of basic skills, including reading and social adjustment. Counseling is an inter active process conjoining the counselee who is vulnerable and who needs assistance, and the counselor who is trained and educated to give this assistance, the goal of which is to help the counselee learn to deal more effectively with himself and the reality of his environment(Makindie:1994). Counseling process depends upon willingness, cooperation and positive acceptance by the individual of the service. The counselor doesn't tell some one how to behave, but rather allows the person to explore the range of choices available and to choose one by himself/herself.

The counselor client relationship and interactions are vital element in the counseling process. Counseling is a fundamental technique of assisting the individual to achieve the style of living, instructional techniques used by the teachers in classroom and laboratory, library, to achieve stipulated academic or educational goals in the field of knowledge. Female trainees face different problems in the institutions. In order to tackle these, they should get advice and orientation. In place of assignment they have to promote girls education. For these reasons sharing experience has been provided.

Attention should be given to female trainees in all aspects of the institution be it academic or others. Institutions have to realize that female trainees seem to be less competent than male in various activities. Thus, they should try to narrow the gap. This is done through establishing women's committee, guidance and counseling service and tutorial.

Counseling is more than advising. It requires understanding the problems of other people and giving solutions for the problems. Trainees may have difficulties, such as home sickness, academic and social problems. All these difficulties could be alleviated through the remedy of guidance and counseling. To meet the challenges of today and tomorrow, education must assume major responsibility for providing career guidance programs designed to foster the total development of all individuals over their life time.

2.4 Roles, Duties and Responsibilities of Vocational Guidance and Counselors

The Federal TVET strategy states that a vocational counselor has to be assigned in each TVET institution. So, one- focus area of the current TVET reform is establishing a rigorous strategy of vocational Guidance and counseling services in TVET institute to ensure that it would have competent, competitive and even entrepreneurial work force. According to (MOE: GVGC: 2006) the Role, Duties and Responsibilities are as follows:

2.4.1. The Role of Vocational Guidance and Counseling in TVET Institution

Vocational guidance & Counseling program helps:

- Appropriate Occupational training to be offered in the institute/college
- The institute/college provide quality training
- The institute/college build good partnership with relevant stakeholders
- The institute/college to have a well-organized information system& documentation.
- Trainees to identify own talents. Strengths and weakness family expectations and national requirements to sort out the personal relevance of the educational and Vocational options available,

- Trainees to learn effective job-search procedures,
- Trainees to develop career adaptability to be able to take advantage of opportunities as they occur,
- Trainees to overcome self-defeating behaviors, gain self-confidence and learn life skills,
- Trainees to cope with the reactions to job loss of anger, depression, frustration and apathy, and learn to take continuing positive actions to become employed again,
- Trainees to identify alternative occupations, when current employments is in Jeopardy.

2.4.2 Duties and Responsibilities of a Vocational Counselor

The Vocational Counselor shall :(MOE: GVGC: 2006)

- Provide orientation for high school students & parents concerning TVET offerings in the institution in the collaboration with TVET Instructors.
- Provide placement program for trainees completing TVET programs, if possible
- Assist in the individual vocational counseling of trainees
- Prepare follow-up studies of former students in TVET programs for the purpose of improving services and evaluating the effectiveness of vocational education.
- Promote TVET to the community
- Remain up-to-date on changing job-entry skill requirements and changing technologies in business and industry.
- Orient new trainees to institutions procedures and the institutions varied opportunities for training.
- Assist trainees in selection of occupation.
- Maintain trainees' records and protect their confidentiality.
- Work to resolve trainee's educational handicaps.
- Work to prevent trainees from dropping out of institute.

- Provide trainees information to colleges and potential employers according to provision of the boards policy on trainees records.
- Guide trainees in their participation in institution and community activities.
- Obtain and disseminate occupational information to trainees and to classes studying occupations.
- Work with students on individual basis in the solution of personal problems.
- Confer with parents when ever necessary.
- Advise administrators and departments on the matter of trainees' discipline.
- Assist trainees to plan, monitor and manage their academic, personal and career development.
- Assist with efforts to place trainees in jobs.
- Coordinate group counseling sessions. Perform administrative duties connected with performance evaluation procedures.
- Maintain records on every statistical data/information relevant to the training institution.
- Act as liaison to teachers, parents, administration, and business community on educational and institution related concerns.
- Facilitate parents, trainees, and/or trainers conferences when appropriate.
- Participate in and out necessary campus supervision.
- Conduct a needs assessment
- Build partnership with in the training institute/college and community of educators, characteristics of the trainees and how they can reached and served administrators, and business and industry representatives to work as a team to effectively assist the trainees in realizing their future job aspirations.
- Tap available services and seeks assistance (e.g. funding, equipment).

- Serve as a secretary of the institute internship committee.
- Develop and disseminate brochures describing institution information for business community other relevant stakeholders
- Identify appropriate companies/industries for internship program.
- Arrange places for internship program.
- Provide information about the modules they accomplished to companies/industries which offer internship program in collaboration with the department heads of the institution.
- Prepare annual action plan and yearly budget proposal including internship program.
- Involve all institute personnel in every face of the programs.
- Conduct research on internship program.
- Assess the student's interest and motivate before entering TVET.
- Conduct activities to promote TVET trainees job search skills.
- Liaise with all relevant institutions to promote graduates' chance for employment.
- Facilitate institute /college anti HIVVVV/AIDS activities.
- Facilitate in – company training.
- Teach career development related courses when necessary.
- Participate in Total Quality Management System (TQMS) implementation processes to continuously improved the quality for training of the institution.

2.5 Economic Background

As to CRTWID (2004) and Hearn (1987), nowadays people are securing high status of jobs through the means of education; because education leads to the economic opportunity. The economic position of women influences their values, attitudes, ways of living, habits, occupation, type of education they receive and many other things. But education can be affected in different ways.

Among the factors affecting teaching learning process, the result of the home situation of the trainees and the value given to education by the society to participate and give support could be mentioned. The reasons for this outcome could be family education and occupation, family income and community participation. Parent's educational background is important and plays an important role, to provide the necessary assistance and to make relationship with the teachers. However, in addition to parental educational background, female trainees through the learning process have their challenges and problems.

On an average, Ethiopian household is poor. Even if tuition fee is free, the indirect costs of schooling are burden to the household. Most families face economic problems and may not afford the payment for the education of their children.

Parents' educational background is likely to shape children's attitude towards education. Since educated parents believe in the value of education, it is expected that their children perform well in schools.

Even if the parents has a knowledge about the future benefit of education, they may not be able to provide boarding fees, materials, transportations, clothing and other costs that helps to satisfy and solve their problem through the period of education. In addition to this many family consider that boys could be the source of security of old age and give high priority to the boys' education than girls and this is taken as a culture for the society. Poverty forces college students to discontinue their education and returned home in order to support the destitute family they left behind. The economic hard ship is contributing factors affecting rural female trainee's high attrition rate.

The degree of poverty in a country generally affects education. The effect in the life of citizens can be moderated by the socio-economic status families have within the society (MOE. Ed. jou, 2003). Poverty at both country and family

level is a determinant factor to the education of women. It is known that challenges of the economic hardship are a problem. However, institutions have to strive to find the remedy in the situation by providing scholarship and part time job opportunities to female students from those who have low economic background. The school administrators suggested that the government should raise awareness of the community on the education of girls, support girls with school materials, give counseling services, give prize and award for high achievers, assign female teachers and take prompt action against those who commit abduction rape (WAD Gender gap, 2004).

2.6 Problems Encountering Female Trainees

Higher education institutions have multiple responsibilities to protect the students. Furthermore it should be in their own interest to safeguard the safety and security of the students who are under their custodial protection (WAD: 2004).

2.6.1 Harassment

From various surveys and articles (Alemayehu,2006;Amarech,1999) claimed that chronic incidents of sexual harassment, the society is in the position of being understood the negative impact on education through absentees, lower achievements, loss of self-esteem and dropping out of schools by the victims. On the other hand, good habits, practices and understanding one self requires talent and ability of doing things. Knowing about good sexual behavior, understanding the opposite sex and being considerate of other people is part of life skill. The school environment that is not female friendly where girls are ridiculed and harassed could create fear and lead to in efficiency (MOE/WAD, 2004).

Traditional customs and practices that encourage violence against women should be challenged and education must be provided to change public opinion, which tolerates violence against women (MEDAC/WAO, 2001).

MOE (2004) and other literature confirmed that harassment could be physical or verbal. Girls are ridiculed insulted. Different bad words referring their appearance of the way they walk harasses girls. They are asked to do things out of their ways; they are asked sexual favors for some thing that is done for them. This makes it difficult for female trainees to attend classes and continue their lessons.

Skinner (1989) also pointed that harassment is repeated or continuous bothering, annoying, chasing. It could be verbal or through body action. It includes insulting, name calling, touching body parts. This could happen inside or out side of the school. It is not limited to students alone. Teachers could also harass female students in different ways. They could ridicule and degrade them. On the other hand, they ask for sexual favors in the exchange for marks. This makes it difficult for female students to attend classes and continue their lesson. The attitude of teachers and male students towards female trainees has and impact on female trainees and feel insecure, the fear of not succeeding or fear of failing in exams is common among the students.

In short, sexual harassment creates unpleasant and hostile learning environment for female students, which affects their performance, their personal and professional growth and ultimately, their future careers. Therefore, there is a need of encouraging trainees to succeed in institutions. In addition communities can also help in the safety and security of girls; such as the case of abduction or harassment. Because, the learning environment is a determining factor for student's performance and survival at any given educational level. However, educational institutions do fail to provide special protection for female trainees. It is true that the learning environment has a vital importance at any level. Because of the failure of institutions desperate attention for the females they are at schools with full of frustration and helplessness.

Physical incidents and sexual harassment take place in classes, libraries, cafeterias, around the dormitories and study spaces with female trainees. In this the routes from libraries and study spaces to their dormitories (home) at night to be extremely dangerous especially if they have to walk alone. The security personnel do not see protecting girls' safety and security as part of their responsibilities and some institutions do not take their responsibility to protect female students who are under their custody (MoE/WAD/2004). Female students and security should be given a great deal of attention by governmental and non-governmental organization. The protection of the safety and security of female trainees is some thing that requires the comment of various stakeholders and actors such as government parents, law enforcement entities, student's advocates and educational institutions (MOE/WAD, 2004).

It is common to witness sexual harassment in almost all educational institutions. The sexually abused girls are forced to be silent because this act is exercised by both a physically strong colleague boy and by the male teachers themselves. In addition to this there is no protection provided by the institution if they happen to report if in any way. (Alemayehu Girma: 2006).

The use of inappropriate and offensive language to women is a common practice. The sexual harassment of female trainees can be by both male instructors and students. However the victims suffer in silence as there is no mechanism for reporting such incidents. Since no institution have established for handling cases of sexual offence fear of retaliation hinders students from reporting on the incidents. However, victims of sexual harassment trainees have low self-esteem, have little confidence blame themselves for the incidents and get in a state of confusion; this will affect the trainee's physical and emotional well being. Therefore it will be difficult for the trainees to focus and achieve their goals. Sexual harassment has to be treated with serious legal punishment since it affects the female's educational progress at any level of studies.

When higher education institutions take the situations of sexual harassment lightly and fail to respond appropriately, this lack of actions towards a Sevier crime makes the integrity of the institutions questionable. Serious measure must be taken for gender based attack and institutions have to work to recognize that this violence is harmful to women and the whole of the students as well.

The challenge for the institution is to recognize the gender based violence which is harmful to women as well as students population in general and take effective measures to address them. Meanwhile, schools at all levels need to educate administrator's faculty, staff, students and parents about the underlying attitude of discrimination that permit sexual harassment.

2.6.2 Socio-Cultural Factors

Scholars (Aker, 1994; Datnow & Hubbard, 2002; Gender main stream, 2004) verified that the role and function of women like those of other components of the society also get modified in accordance with changing historical situations and cultural settings. Trainees should try to make things for better. It also means trying to survive in academic and social difficulties in order to succeed. Colleges and institutions are different from primary schools. Trainees are away from parents. The environment is new. They are expected to handle responsibilities on their own. They are expected to get reference materials and take their own notes. This requires, knowing the library and different places. In addition they should be familiar with classrooms, laboratory and other areas such as sporting fields. They have to know the different blocks, administration, registrar, clinics and others in campus. However, poverty at both country and family level is a detriment to the education of women's parental socio economic status that has a great influence on female's participation in the training. This is because trainees get only birr 240 from the college. The amount is to be used for rent of a house for food and other expense. Since it is not enough to cover those expenses, they need to get support from their parents. This shows that the economic status of a family determines the participation and success of trainees in training.

Books, school material costs associated with certain projects, personal needs and others are some of the expenses which are not within the means of low-income families in general and rural families in particular. Problems related to awareness have been reflected in the form of lack of vision, low value for girls' cultural influences, uncertainties of educational returns, etc. These factors make parents pay little attention to girls' educational needs. It is necessary to raise their level of awareness regarding the value of girls' education (WAD Gender gap, 2004). Parents are highly concerned with their children's socialization based on sex-role typing and teach gender stereotypes early in life.

The National Policy of Women (1994) stated that the government should facilitate conditions conducive to the participation of women in decision making process in regard to community development, social welfare, division of land property education and basic social services. The constitution of the Federal Democratic Republic of Ethiopia, proclamation no. 1/1995, article 35 No.3 described that the historical legacy of inequality and discrimination suffered by women Ethiopia taken into account, women, in order to remedy this legacy, are entitled to affirmative measures. The purpose of such measures shall be to provide special attention to women so as to enable them to compute and participate on the basis of equality with men in political, social and economic life as well as in public and private institutions.

On the above article the right of women to get career and vocational guidance at any institution of education and to have access to the same curricula as that of men and the choice of their field should be ensured.

In the time where gender is not balanced, attention should be given to the problems of girls' education. That is why the issue of girls has been raised time and again. Schools are the best places to practice equal participation of boys and girls. Male and female students can be supported to use their potential. It is true that there is a common curriculum for boys and girls, yet in higher

education institutions many girls opt for soft courses. In the construction and instance between home and school is a great obstacle than boys to industrial field their number is negligible. Distance between home and school is a great obstacle than boys to participate in the library during the evening time. This is because girls may be exposed to adventures while they are traveling to their home.

According to Amarech (1999) when girls join the training, they may face different problems. For instance, skeptical parents, house hold activities, unfavorable environment and teacher's behavior are some of the problems. These interact and influence girls training resulting under achievement. The stereotype of female's role and behavior may influence female's education as well as undermine their confidence and self esteem.

Rural-urban environment is another factor that can influence the participation of females in the training; because, in urban areas, students are accessible to information that gives a chance to know about the modern world which is the result of education. This leads the trainees to choose their fields and to identify their interest.

Rural girls in particular have difficulty in adapting to campus life. The absence of a support to help them cope with the new environment makes life even more difficult (MOE/WAD, 2004).

Efforts have been done to narrow the gender gap at different levels of education system. That is a number of trainings have been given to relevant professionals on how to treat girls' education in their programs, basically to give special attention during selection and recruitment. That is why in schools and institutions, different supporting mechanisms such as tutorial, incentives such as stationery, purchase of uniform have been provided. There were debates and competitions in school and those who perform better were awarded (Gender main streaming: 2004).In addition, many of the female trainees do not respond

to teacher's questions in class even if they know the answers their mobility to actively interact with both teachers and trainees in class rather than answer questions and deal with the consequences of being ridiculed by teachers and students alike.

Girls lack of assertiveness in class to avoid asking questions even when they do not understand the substance of a subject matter (MOE/WAS, 2004). In many rural areas of Ethiopia, as the girls pass to high schools they are required to go to the towns to be trained. However, parental support is an important factor in the educational success of trainees in general and female trainees in particular. A side from the social support that the students get, personal qualities highly contributed to their success in this hard work is one of the coping strategies the girls use to overcome the problems and success in their education.

2.6.3 Affirmative Action

Schools that lack basic facilities do not create conducive environment for trainees. Some schools with better facilities, good teachers and friendly atmosphere have a good reputation. In addition access to appropriate textbook and materials have a tremendous impact on the performance of students.

However, at this time gender is not balanced. Therefore, attention should be given to the problem of girls'. In the Ministry of education, there is a need of an approach to help institution look into gender issue as one of their own main task and to look into gender issue in holistic manner.

Dozens of literature (Makindie, 1996; MOE, 2004) & (King, 1993) asserted that affirmative action programs have been conducted in higher institutions and schools. Affirmative actions for girls are taken in different levels of education in different countries, such as providing scholarships to needy and successful schools. Teachers are trained and curriculum is developed and has been in place in many African countries. For example, in Tanzania one method has been to award scholarships or school aid to encourage girls to enter the scientific and technical fields. This has been done for girls from poor families.

In other cases the preparatory training courses and special courses permits girls who have not received appropriate training courses and special courses permits girls who have not received appropriate training to go into science and technology education. The Federal Democratic Republic of Ethiopia constitution has a special article for females. Article 35 number 3 mention as follow:

“The historical legacy of in equality and discrimination suffered by women in Ethiopia taken in to account women, in order to remedy, entitled to affirmative measures, The purpose of such measures shall be to provide special attention to women so as to enable them compete and participate on the basis of equality with men in political, social and economic life as well as in public and private institutions.”

This article recognizes the right to affirmative measures for women and provides special attention to women so as to enable them to complete and participate on the basis of equality with men in political social and economic life in public and private institutions.

In recognition of the history of inequality and discrimination suffered by women in Ethiopia, women are entitled to special consideration and affirmative measures. The purpose of such measure is to enable women to compete and participate on the basis of equality with men in political economic and social life and to gain access to opportunities and positions in public and private institutions. Girls’ poor academic performance is a major issue affecting their education at all levels. Female trainees anxiety, lack of confidence in the environment and their fear to failure is lies on their academic performance which the main determining factor for the survival rate of in higher education.

According to MOE,(2002) it is cited as academic performance factors that influence the level of female survival rate in higher education. Many of female students experience a great deal of anxiety as a result of fear to failure and this debilitates their ability to study and survive the competitive environment.

Therefore, special attentions were given during selection and requirement. In addition, in schools and institutions different supporting mechanisms such as tutorial incentives and stationary materials have been provide. This time institutions have initiated the provision of tutorial services programs to enhance female academic performance. Providing the tutorial services is one critical and effective measure for enhancing the academic performance of students and consequently reducing their attrition rate resulting from the academic dismissal.

Tutorial support helps to minimize attrition of trainees they can be supported before they fail and it helps them perform better. Tutorial classes could be beneficial to students and that if they properly managed, they can be instrumental in boosting student's academic performance.

In most higher education institutions, the funding for tutorial services programs come from resources received from international donor organization. In addition these institutions rarely allocate their own resources for the provision of tutorial services. But dependency on foreign assistance for providing the tutorial services may affect the effectiveness and sustainability of the programs. However, the Ministry of Education put affirmative action policy which allows girls to be admitted in higher education. Measure is also used to increase if both male and female students in disadvantaged regions.

Many of the female students who were admitted into the universities and colleges with the support of affirmative action policy are said to be the one who are often traumatized by these fears. It was learned that they come with little confidence and doubt their ability to complete against their classmates.

Most of the time, however, female trainees may not use their time properly because of house hold chores or community activities that may take their time and also they do not use the library as much as males he as they feel insecure to go to the library in evening. They could be afraid of asking additional materials or references thus they with benefit if they have they know proper study skills.

One of the purposes of tutorial support is to provide for students who miss lesson and do not do their home work due to engagement in home activities. A committee should also be formed that visits girls' house and provide counseling to girls and their parents. Schedule time should also be organized in cooperation with school management committee members and parents (WAD Gender gap, 2004).

In addition, co curricular activities those that enhance the academic subjects and can be practical in the form of clubs and committees should take place. Instructors and trainees join co curricular activities based on their tendency and interest. This helps to develop their talent and share different experiences through interaction with others. Despite offering provisional tutorial classes to motivate and assist females to bring up their academic performance, it could not be successful because of the negative attitudes and lack of coordination, Furthermore; male students who are academically weak feel discomfort for tutorial programs which have been provided only female trainees. However, due to various coordination problems and negative attitudes towards attending these classes, Such as (Gender gap, 2004 148):

- *The tutorial services are not provided in a well organized manner*
- *They are some times offered late in to the semester*
- *The tutors come un prepared and show little concern about the quality of the service they provide*
- *It is considered as a sign of academic weakness*
- *Should be inclusive with male students academically weak.*
- *Therefore the institution need to regularly review and evaluate the quality and effectiveness of tutorial program in general although female participation has dramatically increased during this period, the share of female participation of the total enrollment is still very small in relation to the total number of their male counter parts.*

In short, due to the above & other impending factors, the tutorial programs have not been successful as it was expected. As a result, many female trainees did not benefit from the free classes which were given very rarely.

CHAPTER THREE

METHODOLOGY OF THE STUDY

This chapter deals with the type of data needed for the study tools, approaches used for their collection and the method by which they have been collected. Definition of the population, the size of the sample and the rational for the size, number of subjects involved and statistical tools used and the rational for using them will also be dealt with in this chapter.

3.1 Research Method

The descriptive survey method is used for this study. The methods employed in this research paper were quantitative and qualitative. The quantitative methods dealt with the number and statically issues whereas the qualitative research dealt with words reflections, and descriptions. It could be used alongside or after quantitative researches to explain the data and results from the quantitative survey.

3.2 Sampling Population and Sampling Techniques

There are only two TVET colleges in South Wollo Administrative Region, which provide 10+3 training program. Both were selected by using purposive sampling techniques. This is because comprehensive (available) sampling was used when all population is included in the sample.

3.3 Sources of the Data

The subjects and the sources of the study were female trainees, both male and female trainers, as well as guidance and counselors. All 207 female students, 49 trainers and 2 guidance and counselors were selected by using available sampling techniques. Moreover, the Deans of the two TVET colleges (10+3) were also selected by available sampling techniques. This is because they were manageable and small size.

Therefore, the researcher used this method, because it helps to obtain first hand information from small sample representing large size population and also enables the researcher to have access to multiple methods of collecting information.

3.4 Data Gathering Instruments

The task of the data collection begins after a research problem has been defined and research design checked out. Primary and secondary data were used. The main data gathering instrument employed in this study were questionnaire, interview and document analysis.

3.4.1 Questionnaire

Two types of questionnaires for trainers and female trainees were prepared in English. However, to minimize language difficulty for the female trainees, it was translated into Amharic language. The first type of questionnaire was designed for technical and vocational trainers to examine the background, performance of female trainees, appreciation and support for female trainees.

The second type of questionnaire was designed for female trainees of technical and vocational colleges. This questionnaire included items related with background and school related information. The questionnaires were close ended type of questions. The open ended types were assumed to give chance for the respondents express their suggestions briefly.

3.4.2 Interview

Structured and unstructured types of interviews were conducted with the respondents. This is a useful instrument to understand or identify reasons how and why things happen. During interview two groups of informants were involved: Deans, Vice Deans and Guidance and Counselors.

Interview was used to obtain necessary information concerning the tutorial program, use of library, lodging, harassment and Guidance and Counseling services. These structured and unstructured interviews were conducted with respondents. The informants were interviewed orally and were tape-recorded upon their approval (permission). Finally the recorded information was transcribed and translated into English.

3.5 Procedures for Collecting Data

Once the researcher has decided what data to collect, the next step is to decide how to collect them. At this point the researcher selects the appropriate data collection procedures from a large pool of available procedures. This study designed questionnaires and interview questions based on the review literature.

Pilot Study

Before the actual data collection, the instruments developed were submitted for evaluation to the advisor, and then the draft instruments were tried out in small scale study to test and improve the instruments in W/r sihin TVET College.

The questionnaire prepared for female trainees was administered in their respective school during regular class period. Before the trainees start to fill out the questionnaires, the purpose of the study was explained by the researcher. In addition to the specific and general directions in the questionnaire, oral instructions were given. Though the questionnaire was administered to 20 female trainees, the analysis was made by using 18 trainees who were present during the piloting. Trainers were also made to fill out the questionnaire. The trainer's questionnaire was also administered for 10 teachers. After they have provided complete information the analysis for pilot was made using the responses of 18 female trainees and 10 trainers.

The piloting helped the researcher to identify ambiguities, misunderstanding and spelling errors. Finally, refinement was made on the instruments according to the constructive suggestions that were obtained from trying out. The improved questionnaires were administered during the free time of the trainees so as to give them adequate time and prevent wastage of their working hours.

During the process of administrating questionnaire to the trainees, one trainer (instructor) was responsible to make the trainees to fill questionnaire after setting orientation. While trainees were responding to the instrument, the researcher was present around to clarify whatever questions trainees might ask about the instrument. These have helped to remove ambiguities about the instrument and related issues.

3.6 Method of Data Analysis Tools

In the study both quantitative and qualitative approach were used to analyze the information collected using different instruments from different sources. The information obtained from questionnaire, interview and document analysis was analyzed using mean and percentages as the main tools of summarizing the data.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The source of data and data gathering tools were treated in the preceding chapters. The collected data are now presented, analyzed and interpreted in accordance with the outline laid down for the purpose at the time of developing the research plan. Based on the responses obtained from the sample respondents, the analysis and interpretation of the data were as follow.

4.1 Analyses of Background, Field of Study and Qualification of Respondents

Table: 1 Age of Female Trainee Respondents

In both colleges (W/r Sihin and Kombolcha) there were 207 female participants. However, Out of the total (207) female trainees only 180 participants have returned the questionnaire to the researcher. There fore the table below consist only 180 female trainees' respondents.

Age	Frequency	Percent
17-20	122	16.5
21-25	63	36.1
26-30	4	1.8
Above 30	1	0.6
Total	180	100

The majority of female respondents 122 (61.5 %) were within the age range of 17-20 years. This is the age range when youngsters manifest many social and emotional problems. This is more clarified in the study of one of the famous educators (Levine, (1992). He stated that 15-20 age range is a time for biological changes and social interaction to exercise sexual practices, prepare to marry and expose to hold activities which adversely affect their academic progress.

Therefore, it is the time they face a lot of difficulties to be academically successful. So, they need proper guidance and counseling to adjust themselves to their social environment.

Table: 2 Distributions of Female TVET Trainees by Stream

Regarding choice of training field in Ethiopia girls were encouraged to join separate fields of study as secretarial science and other specific vocations assigned for women.

No	Field of study	Number	Percent
1	Accounting	25	12.5
2	ICT	62	30
3	SSOM	51	24.6
4	Drafting	11	5.3
5	Surveying	13	6.3
6	Building construction	7	3.4
7	Electricity	3	1.4
8	Electronics	6	2.9
9	General Mechanics	2	0.9
10	Machine Technology	6	2.9
11	Road construction	3	1.4
12	Textile	18	8.7
Total		207	100

Distribution of female TVET trainees by stream varies. The finding reveal that 62 (30 %) of female trainees were attending ICT, whereas 2 (0.9 %) were attending General Mechanics. This finding is in line with those of Yelfign (1995) and Genet (1991) which confirmed that most girls were enrolled in ICT and Secretarial science rather than traditional fields known soft (courses) such as technology and construction.

This shows that even though the majority of students in TVET were enrolled in the traditionally known soft fields of study, some females have been joining to study male dominated fields such as Electricity, Surveying, and Building Construction.

Table: 3 Age, Qualification and Service Years of Trainers

Teachers' qualification and experience have great impact on trainees' participation.

No	Teachers Characteristics	Number	Percent
1	Sex		
	Male	35	87.5
	Female	5	12.5
2	Age		
	Below 25	13	32.5
	26-35	19	47.5
	36-45	3	7.5
	46-55	4	10.5
	56-60	1	2.5
3	Qualification		
	BA/BSC	38	95.5
	Diploma	2	5.0
4	Service years		
	0-1 Year	6	15
	2-3 Year	15	37.5
	4-5 Year	11	27.5
	Above 5 years	8	20

The trainer respondents consisted of 35 (87.5%) male and 5 (12.5 %) female (see table 3). This shows that the number of female trainers in both TVET colleges of South Wollo Zone were too small when compared with their male counter part.

Regarding the trainer respondents age, the highest proportions were between 26-35 years old 19 (47.5%) whereas 13 (32.5 %) fall below this range. This indicated that most of the TVET college trainers in South Wollo Zone were relating young.

4.2 Analysis of Resource Facilities and Gender Affairs

There are several factors that impede the training performance of female trainees. Thus female trainees were asked to indicate items that they believe as factors for their participation. Similarly knowledge of the facilities that influence female trainees in TVET is an important step in addressing problems that girls face in training.

Table: 4 Resource Facilities

No	Items	Trainees		Trainers	
		F	%	F	%
1	Provision of (toilet, water, etc) in the college for female trainees				
	Very high	15	8.3	-	
	High	15	8.3	-	
	Medium	18	10.0	-	
	Low	112	62.2	-	
	Very low	20	11.2	-	
Total		180	100		
2	Availability of renting houses for female trainees around the college.				
	Very high	6	3.3	-	
	High	8	4.4	-	
	Medium	10	5.6	-	
	Low	30	16.7	-	
	Very low	126	70.0	-	
Total		180	100	-	-
3	Adequacy of the stipend given by the college to attend the training.				
	Yes	5	2.8	-	-
	No	169	93.9	-	-
	Do not know	6	3.3	-	-
Total		180	100	-	-
4	Provision of additional material (photo copy, hand out, e.t.c.) for female trainees by the college.				
	Yes	3	1.7	30	75
	No	165	91.7	8	20
	Do not know	12	5.6	2	5
Total		180	100	40	100

Table 4, regarding provision of toilet, water, e.t.c, in the colleges for female trainees, the finding reveal that 132 (73.4 %) of female respondents replied that there were inadequate facility in the college. Thus, from the data obtained, the college facilities were not sufficient. Similarly, 156(86%) indicated that the availability of renting house for female students around the colleges seem to be nearly none.

To complete this, the interview obtained from the Deans revealed that, even though the college was not very far from the town, the most important factor affecting the training performance of females was the off-campus training & renting house. Moreover most trainees waste the greatest part of their free time in cooking and shopping.

The other issue raised was about the adequacy of the stipend given by the colleges for the respondents. The finding indicate that 169 (93.9 %) of the respondents said that the stipend given by the college was not enough for their living and get their training properly. The inadequate monthly payment (240 birr) which was expected to cover cost of housing, food services, transportation and other miscellaneous expense have an impact towards low participation of female trainees in the TVET colleges.

According to the open ended question responses, some of female trainees responded that their major issue is financial problems. They said that they are supported by their family and they suggested that it is better to have a boarding school or increase the stipend.

Regarding material provision, 165 (91.7 %) female respondents indicated that the college did not provide additional materials for female trainees. Their response is similar with the interview “the college did not provide any kind of materials”. The general results confirmed that the environmental facilities seemed to be very challenging for female students

Table: 5 Gender Affairs

Attention should be given to the problems of girls' education where gender is not balanced. For this gender committee plays an important role.

No	Items	Trainees	
		F	%
1	Is there a Gender committee in your college?		
	Yes	25	13.9
	No	135	75
	Do not know	20	11.1
Total		180	100
2	The support of Gender committee for female trainees in their training?		
	V high	2	1.1
	High	19	10.6
	Medium	19	10.6
	Low	20	11.1
	Very Low	120	66.6
Total		180	100

With regard to gender affairs, two closed ended questions were provided as follows: item 1, in table 5, refers to whether there is a gender committee or not, indicate that more than 135 (75 %) of the respondents claimed that there was no gender committee. In the same table, item 2, more than 140 (77.7%) of respondents asserted that the support of gender committee for female trainees was very low. This finding indicates that the gender committee is not functional in the Colleges. This committee helps female trainees to raise their awareness on issues affecting their participation and help them identify ways of seeking solutions.

4.3 Analysis of Trainers Support & Participation

The responses of instructors relating to the trainers support for female trainees to increase their participation in training are presented as follows.

Table: 6 Trainers' Support

No	Items	Trainers	
		F	%
1	Support made by trainers for female trainees in their training program		
	Very high	2	5
	High	7	17.5
	Medium	23	57.5
	Low	7	17.5
	Very Low	1	2.5
Total		40	100
2	Provision of financial support to those who participate in tutoring trainees in the college.		
	Yes	-	-
	No	31	77.5
	Do not know	9	22.5
Total		40	100
3	Does the tutor prepare a plan for the tutorial program to female trainees in the course given?		
	Yes	12	30
	No	20	50
	Do not know	8	20
Total		40	100
4	Are you interested in providing a tutorial program to female trainees in the course offered?		
	Yes	26	65
	No	12	30
	Do not know	2	5
Total		40	100

Almost these colleges have initiated the provision of tutorial service programs to enhance female training performance during their training program. As shown in Table 6, item 1 the majority of trainees 23(57.5 %) stated that the support for

female trainees in their training program was medium. This shows that there was lack of support for female trainees.

It was also revealed that more than 31 (77.5 %) of respondents replied that both colleges did not provide financial support for tutoring the trainees. The information collected from the Deans revealed that there was no financial support for those who participate in tutoring program. As it is presented in Table 6, item 3, 20 (50 %) illustrated that they did not prepare a plan for the tutorial program in the course given. This might indicate that there is no common practice for preparing plan for the tutorial program.

Twenty six (65 %) respondents said that trainers were interested in providing the tutorial program and 12 (30 %) were not interested in tutoring the program. Thus, the majority of respondents believed that the provision of tutorial service to female trainees was essential in improving their training performance. The cumulative result depicted that the tutorial service were not provided in a well organized manner and some of the tutors came with little concern for the service to provide. This is because there was no budget/fund for tutorial services program. The colleges did not allocate their own resource for the provision of tutorial services. Furthermore, they did not regularly review and evaluate the quality and effectiveness of the tutorial program.

Table: 7 Guidance and Counseling Services

Vocational guidance is the assistance given by the institution to match once ability or skills, knowledge and interest to the demand of market (MOE: GVGC; 2006).

No	Items	Trainees	
		F	%
1	Is there a guidance and counseling office at your college?		
	Yes	95	52.8
	No	50	27.8
	Do not know	35	19.4
Total		180	100
2	Is there female counselor in the college?		
	Yes	44	24.4
	No	98	54.4
	Do not know	38	21.2
Total		180	100
3	Is there a separate class to provide counseling in your college?		
	Yes	30	16.7
	No	140	77.7
	Do not know	10	5.6
Total		180	100
4	How is the suitability of counseling time for female trainees in your college?		
	Very high	7	3.9
	High	17	9.4
	Medium	21	11.7
	Low	33	18.3
	Very Low	102	56.7
Total		180	100

The finding reveal that 95 (52.8 %) respondents described that there was a Guidance and Counseling Office in the college, while 50 (27.8 Percent) respondents replied that there was no Guidance and Counseling Office and 35 (19.4%) respondents said that they did not know whether there was a Guidance and Counseling office in the TVET colleges. Similarly 98 (54.4%) of the respondents responded that there was no female counselor and 44 (24.4%)

responded that as there was female counselor and the remaining 38(21.2 %) responded that they did not know. Item 3, 140 (77.7 %) of respondents responded that there was no separate class for counseling in the TVET colleges.

Guidance and counseling is one part of the services that trainees should be provided. This is because it provides students professional and psychological confidence. It alleviates academic, personal relationship problems, and improves stress management, motivation, self esteem, time management, exam skill, relaxation and communication. One of the duties and responsibility of a vocational guidance and counselor is to work with trainees on an individual basis in the solution of personal problems (MOE, 2006).

One hundred and thirty five (75%) respondents claimed that the counseling time was not suitable for the majority (75%) of female students. As it is known counselors need to allocate sufficient time for service they provided to trainees and their performance need to be evaluated by their service recipients. According to some of the female trainees to the open ended questions response; though there was guidance and counseling office, nothing has been done to minimize their problem. If they were getting such proper services they would share their problems and benefited from the advice given to them. The overall results indicated that the guidance and counseling services seemed to be non-functional based on the needs and aspirations of the female trainees.

Table: 8. The Practice of Tutorial Program

Tutorial Support helps to minimize attrition of trainees. They can be supported before they fail and it helps them to perform better.

No	Items	Trainees		Trainers	
		F	%	F	%
1	Does the college have a tutorial program for female trainees?				
	Yes	16	8.9	12	30
	No	150	83.3	26	65
	Do not know	14	7.8	2	5
Total		180	100	40	100
2	When does the tutorial program start?				
	At the beginning of the year	30	16.7	10	25
	At the middle of the year	114	63.3	7	17.5
	At any time during the year	36	20.0	23	57.5
Total		180	100	40	100
3	To what extent is utilized tutorial program for female trainees?				
	Very high	40	22.2	10	25
	High	116	64.5	26	65
	Medium	10	5.6	3	7.5
	Low	8	4.4	1	2.5
	Very Low	6	3.3	-	-
Total		180	100	40	100
4	How far female trainees are interested in the tutorial program?				
	Very high	45	25	8	20
	High	93	51.7	2	5
	Medium	32	17.8	8	20
	Low	6	3.3	20	50
	Very Low	4	2.2	2	5
Total		180	100	40	100
5	I feel it good, if female tutorial program is conducted by peer groups?				
	Strongly agree	109	60.6	-	-
	Agree	38	21.1	1	2.5
	Undecided	15	8.3	13	32.5
	Disagree	10	5.6	21	52.5
	Strongly disagree	8	4.4	5	12.5
Total		180	100	40	100
	Tutorial program is provided only for female trainees?				
	Yes	30	16.7	6	15
	No	134	74.3	34	85
	Do not know	16	9.0	-	-
Total		180	100	40	100

The result indicated that, 150 (83.3 %) and 26(65 %) of female trainees and trainers indicated that the college did not have a tutorial program for female trainees as shown in Table 8. In full agreement with this the response of the interview from the deans proved that tutorial program during the current year was not being practical. It is given in unorganized manner. Thus the finding shows that tutorial program was not totally in a well designed manner where trainees are not benefited out of it.

Similarly, 114 (63.3 %) of female trainees showed that the program would start at the middle of the year and 23 (57.5 %) of the trainer respondents indicated that the program starts at any time during the year. On the other hand, the interview made with the deans indicated that the program may start as it is needed. Thus the discrepancy of the response might show the college did not have an organized tutorial program.

On the other hand, 93 (51.7 %) of female trainees responded that they were interested in the tutorial program, on the contrary, 20 (50 %) of the trainers responded that their interest in the tutorial program was low. The information obtained from the interview of the deans revealed that in order to increase the participation of female trainees, the tutorial program has to be given in an organized manner (preparing schedule, assigning the tutor e.t.c.) because most of the female trainees were interested for it.

Furthermore, 109 (60.6 %) respondents replied that the tutorial program to be conducted by peer groups. The information obtained from the interview indicated that the program was started to be implemented by involving trainees. The majority of respondents 134 (74.4 %) and 34 (85 percent) of female trainees and trainer respondents respectively responded that tutorial program was not given only for female trainees.

Table: 9 Trainers Participation on Tutorial Program

Issues posed for respondents were related with timetable, content of tutorial, support and availability of finance for tutorial program.

No	Items	Trainees	
		F	%
1	Is tutorial program time table available for female trainees		
	Yes	12	30
	No	16	40
	Do not know	18	30
Total		40	100
2	Is the content of the tutorial class designed in consultation with female trainees		
	Yes	14	35
	No	17	42.5
	Do not know	9	22.5
Total		40	100
3	Do You believe that female trainees need more help than male trainees in their training?		
	Yes	32	80
	No	7	17.5
	Do not know	1	2.5
Total		40	100
4	Does the college have a budget/fund for the tutorial program?		
	Yes	1	2.5
	No	34	85
	Do not know	5	12.5
Total		40	100

Accordingly, more than 16 (40 %) of the trainer indicated that the tutorial program time table was not available for female trainees. Seventeen (42.5 %) of trainer responded that the content of the tutorial class was not designed in consultation with female trainees. Moreover, thirty two (80 %) of trainers described that female trainees need more help/ advice than male trainees in their training program. Based on the interview result obtained from one female counselor of the college, female trainees don't need more help/ advice than male trainees since they are matured mentally as well as physically. Thirty four (85%) of trainers respondents stated that the college doesn't have budget/ fund

for the tutorial program .According to the information obtained from the deans of the colleges through interview “there was no separate budget designed for tutorial program”, however, if the management was volunteer they can use from other sources of budget (budget transfer) to accomplish the program.

4.5 Utilization of Resources by Female Trainees

Understanding how to utilize resources increases female trainees’ performance and participation in their training.

Table: 10 Female Trainees Performance in the Library

No	Items	Trainees		Trainers	
		F	%	F	%
1	To what extent do you use Library, Shop, in the college?				
	Very high	3	1.6	-	-
	High	9	5.0	-	-
	Medium	26	14.5	-	-
	Low	116	64.4	-	-
	Very low	28	14.5	-	-
Total		180	100	-	-
2	To What extent library materials have been provided in your field?				
	Very high	10	5.5	3	7.5
	High	94	52.5	26	65
	Medium	30	16.7	4	10
	Low	25	13.9	3	7.5
	Very low	21	11.7	4	10
Total		180	100	40	1000
3	To What extent the library hours are conducive for female trainees?				
	Very high	30	16.7	1	2.5
	High	14	7.8	4	10
	Medium	12	6.7	6	15.0
	Low	114	63.3	29	72.5
	Very low	10	5.5	-	-
Total		180	100	40	100
4	Do you think that female trainees use library at their spare time?				
	Yes	65	36.1	24	60
	No	110	61.1	16	40
	Do not know	5	2.8	-	-
Total		180	100	40	100

Regarding the use of library, shop in the colleges, the great majority 116 (64.4 %) of female respondents indicated that the utilization of library resources is low. On the other hand, 94 (52.5 %) of female trainees and 26(65%) of trainer respondents stated that high to indicate that the library materials have been found in the college library. Concerning the suitability of library hours, 114(63.3 %) of female trainees and 29(72.5%) of trainer respondents replied that the library hours was not conducive for female trainees. On the other hand one hundred ten (61.1%) respondents of female trainees indicate that they do not use library at their spare time (particularly during evening time). According to the open ended question responses some of female trainees respond that one of their problems is unable to lend books from the library for further reading at their home. This shows that majority of female trainees do not use the library properly.

Table: 11. Female Trainees Participation in the Training Program

Even though the majority of female trainees has attracted to traditional field of study their performance also plays important role for their participation.

No	Items	Trainees		mean
		F	%	
1	Class room participation			
	Very high	1	2.5	
	High	-	-	
	Medium	19	47.5	2.45
	Low	16	40.0	
	Very Low	4	10.0	
Total		40	100	
2	Group work participation			
	Very high	1	2.5	
	High	2	5	
	Medium	20	50	2.52
	Low	11	27.5	
	Very Low	6	15	
Total		40	100	
3	Attempting individual project work Assignment	1	2.5	
	Very high	3	7.5	
	High	13	32.5	2.42
	Medium	18	45	
	Low	5	12.5	
	Very Low			
Total		40	100	
4	Getting grades			
	Very high	1	2.5	
	High	1	2.5	
	Medium	20	50	2.42
	Low	14	35	
	Very Low	4	10	
Total		40	100	
5	Self confidence in their training			
	Very high	2	5.0	
	High	-	-	
	Medium	16	40	2.45
	Low	17	42.5	
	Very Low	5	12.5	
Total		40	100	

Nineteen (47.5 %) of trainers responded that the female trainees classroom participation was low. The mean rating value of the item was 2.45 which was lower than the expected average, thus, students participation in the classroom during the training program was low. They need support in order to increase their participation. Twenty (50 %) of trainers indicated that the group participation of female students was medium. The mean rating value of the item was 2.52 which were lower than the expected average. This implies that female trainees had low participation in group work.

Eighteen (45 %) of trainers reported that attempting individual project (assignment) was low. The mean rating value of the item was 2.42 which were lower than the expected average. This shows that attempting individual project (assignment) is low and it needs efforts to increase the participation of female trainees.

Twenty (50 %) of trainers grading (results) of female trainees was low. The mean rating value of the item was 2.42 substantially lower than the expected average. This shows that female trainees get low grade (result). This indicates that female trainees need support in their training in order to get better result (grade).

Seventeen (42.5 %) of trainers indicate that self confidence of female trainees was very low. The mean rating value of the item was 2.45 which was lower than the expected average. This shows guidance and counseling service was not adequate.

4.6 Analyses of the Attitude of Trainees towards TVET Program

The trainees' involvement in the process of training depends on their attitude.

Table 12 Attitude of Trainees towards TVET Program

No	Items	Trainees		Trainers	
		F	%	F	%
1	I Like my current field (major) study.				
	Strongly agree	91	50	-	-
	Agree	66	36.7	-	-
	Undecided	13	7.2	-	-
	Disagree	6	3.3	-	-
	strongly Disagree	4	2.2	-	-
Total		180	100	-	-
2	I don't like TVET Program				
	Strongly agree	13	7.2	1	2.5
	Agree	28	15.6	5	12.5
	Undecided	12	6.7	-	-
	Disagree	80	44.4	22	5
	Strongly Disagree	47	26.1	12	30
Total		180	100	40	100
3	I feel Secured to enrolled in TVET program				
	Strongly agree	60	33.3	-	-
	Agree	105	58.3	-	-
	Undecided	8	4.5	-	-
	Disagree	2	1.1	-	-
	Strongly Disagree	5	2.8	-	-
Total		180	100	-	-
4	I feel that one has to be clever to study TVET				
	Strongly agree	109	60.6	20	50
	Agree	50	27.7	14	35
	Undecided	4	2.2	3	7.5
	Disagree	12	6.7	3	7.5
	Strongly Disagree	5	2.8	-	-
Total		180	100	40	100
5	I am assigned to the current field of study with my choice.				
	Strongly agree	96	53	-	-
	Agree	47	26.1	-	-
	Undecided	4	2.2	-	-
	Disagree	17	9.5	-	-
	Strongly Disagree	16	8.9	-	-
Total		40	100	-	-

Ninety one (50.6 %) of female trainee announced that they like their current field (major). Thus the response of the trainees may indicate that the respondent currently attending TVET program have been exhibiting positive attitude towards TVET program.

Most trainees and trainers, 80 (44.4 %) and 22 (55%) respectively like the TVET program., This may show the students highly favored TVET program, like their fields of study and felt that they developed positive attitude towards TVET program.

Table 12, item 3, described that one hundred and five (58.3 %) of trainee felt secured being enrolled in TVET program. From this response it can be concluded that the trainees have positive attitude towards TVET program. On the other hand, the response of 109 (60.6 %) trainees and 20 (50 %) trainers indicated that one has to be clever to study TVET.

Ninety six (53.3 %) of female trainees replied that they were assigned in their current field of study in their own choice. Thus, this would help to suggest that those trainees currently attending training in TVET program have been exhibiting favorable attitude towards TVET program and positive perception on its value.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The central objective of this study was to assess the participation of female trainees in TVET colleges with reference to South Wollo Zone. To realize this objective, the researcher formulated the following basic questions:

1. Were there conducive environment (facilities, lodgings, tutorial programs, counseling service, e.t.c) for female trainees in both colleges?
2. Were there chronic harassments and demeaning messages towards female trainees in and out of the campus?
3. What were the reactions of the trainees, the trainer, and the counselors and the deans towards affirmative action for female trainees?

To answer the above leading questions, 207 female trainees and 49 trainers were selected using purposive sampling technique. To gather information a close ended and open ended questionnaires were administered for the sample trainees and trainers. Besides, an interview was made to deans and guidance & counselors. Finally, the analysis of responses from the sample population of TVET female trainees was computed using percentage and mean. Based on the analysis of the finding, it can be summarized that:

1. Even if the college has made a lot of efforts, 156 (86.7) female trainees are suffering in (lodging) renting houses. This has indications for female trainees face time to use library adequately, since they are spending most of their time searching the necessary stuff for their survival.
2. The Colleges' guidance and counseling departments are not well organized. 140(77.7) of respondents indicated that it doesn't have a separate class to give counseling services which help female trainees to feel confident.

3. The majority 80 (44 percent) of female trainees appreciate the tutorial program if it were adequately planned by the colleges. But the college did not initiate the tutorial program and there was no budget for the implementation of the tutorial program and no incentive. The colleges used the tutorial program for evaluation purposes.
4. Off-campus residence system resulted poor housing conditions, which made trainees not to work hard and expose to different economic and health problems.
5. There were no conducive physical and Psychological environments in and near both the colleges.
6. Though there seem to be no chronic harassments and demeaning messages, some female trainees stated in the open ended questions that they were asked to do things out of their needs; they were asked sexual favors for something that is done for them. They have been harassed or demeaned by their peers, trainers, and outsiders.

5.2 Conclusion

All the secured information was tabulated, converted into percentile, analyzed, interpreted and discussed .The major findings of the study were summarized as follow:

From the finding of this study it can be concluded that the tutorial program was not properly implemented as it was intended to be in TVET colleges (W/r Sihin and Kombolcha) in South Wollo Zone. This shows that the college does not have effort to increase the participation of female trainees.

Based on the analysis of the finding, it can be concluded that even if the college has been made a lot of efforts, female trainees are suffering from renting houses and use of library in their spare time. From this we can conclude that female trainees do not have a conducive environment to increase their participation.

Further more, the college guidance and counseling department is not well organized and does not give the proper services. In addition to this, there is no gender committee in both colleges which helps to overcome female trainees' problem. From this we conclude that female trainees did not get the proper service that helps them to increase their participation.

Finally, this indicates that female trainees did not get attention from the institutions and from other service providers.

5.3. Recommendation

In the light of the findings of the study, it is possible to suggest the following recommendations:

1. There should be suitable time table or schedule which include the library working hours and shop practice program with shop assistance technician to increase and improve the participation of female trainees.
2. Boarding school services (such as dormitory services, Dinning (Food) services) could be given by the college in order to use their time properly and to increase the participation of female trainees.
3. Female affairs (Gender committee) should be strengthened and established to follow up the affirmative actions and the problems of trainees and find possible solutions.
4. The female trainees need self management like financial and time management education of counseling from the college
5. Orientation has to be given to female trainees before and after they join the colleges about the general environment of the college.
6. Female trainees should be aware to bring problems connected with their training to the college and find possible solution from the college.
7. It seems essential if female guidance and counselors be assigned to guide, encourage and orient school girls in aspect of personal problems, social relation and training matters in TVET colleges. It is also advised to use separate class to counsel particularly female trainees. Because female trainees need mostly to keep their problems secretly.

8. The college should design a tutorial program and establish a budget or a fund for its implementation. Efforts must be done by the college in order to get a fund from NGO's. In addition to this incentives might be given for those who participate in the tutorial program to make it attractive and more practical to increase the participation of female trainees. It is advisable to give the tutorial program by peer groups with the help of trainers and assistance technicians.
9. Orientations have to be given by the college for both trainers and trainees during the training period to enhance the good efforts what is already started to minimize the harassment problems.
10. Policies, rules, regulations etc should be set in a clear and transparent way to treat sexual harassment in institutions like TVET colleges.
11. The colleges should establish a women affairs office in which it will be responsible for coordinating activities to support and increase the participation of female trainees

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- 1.1. የክልሉ ስም _____
- 1.2. ዕድሜ :- 17-20 ዓመት 21-25 ዓመት 26-30 ዓመት
- 1.3. ህግ-ን የምትሰለጥኑበት ዲፖርትመንት _____
2. ህት ስልጣኖች በትርፍ ስራዎች ላይ ለማድረግ ይጠቀማሉ ወይ? አዎ አይደለም
3. ህግ ለማድረግ ለሌሎች ሰነዶች ላይ ለማድረግ ይጠቀማሉ ወይ? አዎ አይደለም
- ስም ስም ስም ስም
- ፪ ተጨማሪ ህግ-ን የሰለጥኑበት ጊዜ በህግ-ን የሰለጥኑበት ጊዜ ስም _____
- ፪ ህግ-ን የሰለጥኑበት ጊዜ ስም _____
- ፪ ስም ለማድረግ ይጠቀማሉ ወይ? አዎ አይደለም

የህግ ስም ለማድረግ ይጠቀማሉ ወይ? አዎ አይደለም

የህግ ስም ለማድረግ ይጠቀማሉ ወይ? አዎ አይደለም

የህግ ስም ለማድረግ ይጠቀማሉ ወይ? አዎ አይደለም

የህግ ስም ለማድረግ ይጠቀማሉ ወይ? አዎ አይደለም

የህግ ስም ለማድረግ ይጠቀማሉ ወይ? አዎ አይደለም

የህግ ስም ለማድረግ ይጠቀማሉ ወይ? አዎ አይደለም

የህግ ስም ለማድረግ ይጠቀማሉ ወይ? አዎ አይደለም

የህግ ስም ለማድረግ ይጠቀማሉ ወይ? አዎ አይደለም

የህግ ስም ለማድረግ ይጠቀማሉ ወይ? አዎ አይደለም

የህግ ስም ለማድረግ ይጠቀማሉ ወይ? አዎ አይደለም

የህግ ስም ለማድረግ ይጠቀማሉ ወይ?

የህግ ስም ለማድረግ ይጠቀማሉ ወይ?

የህግ ስም ለማድረግ ይጠቀማሉ ወይ?

13. የቴ/ሙ/ት/ሥልጠና የምክታተለው ሌላ አማራጭ እስከአገኝ ድረስ ነው?
 በጣም እስማማለሁ እስማማለሁ አልወሰንኩም አልስማማም
 በጣም አልስማማም

14. አሁን የምሰለጥንበትን ሙያ ዘርፍ የተመደብኩት በምርጫዬ ነው።
 በጣም እስማማለሁ እስማማለሁ አልወሰንኩም አልስማማም
 በጣም አልስማማም

15. በኮሌጁ ውስጥ ስለሌቶች ጥቃት (ማሻሻት፣ መጥቀስ፣ ዝቅ አድርጎ ማየት፣ መሳደብ ወዘተ) ንቃት (Orientation) ይሰጣል ወይ?
 አዎ የለም አይታወቅም

16. በኮሌጁ ውስጥ የሌቶች ጥቃት አለ ብለሽ ታምኛለሽ ወይ?
 አዎ የለም አይታወቅም

17. ለ16ኛው ጥያቄ መልስሽ «አዎ» ከሆነ ምን ምን ዓይነት ጥቃት ይደርሳል ብለሽ ታምኛለሽ በዝርዝር ይገለጽ

18. ለዚህስ ጥቃት መፍትሔው ምን ይመስልሻል?

19. የሌት ሠልጣኞች ጥቃት ለመከላከል ኮሌጁ ደንብና ህግ ማውጣት ያስፈልገዋል ብለሽ ታምኛለሽ ወይ?

አዎ የለም አይታወቅም

20. በኮሌጁ ውስጥ የጋይዳንስና ካውንስሊንግ ቢሮ አለ ወይ?

አዎ የለም አይታወቅም

21. በኮሌጁ የካውንስሊንግ መስጫ ሰዓት ለሌት ሠልጣኞች ምን ያህል አመቺ ይመስልሻል?

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ
 በጣም ዝቅተኛ

22. በኮሌጁ ውስጥ የሌት ካውንስሊንግ አሉ/ች ወይ?

አዎ የለም አይታወቅም

23. በኮሌጁ ውስጥ ካውንስሊንግ መስጫ የተለየ ክፍል አለ ወይ

አዎ የለም አይታወቅም

24. በኮሌጁ ውስጥ ያለው የጋይዳንስና ካውንስሊንግ ዲፓርትሜንት ምን ምን አገልግሎት ይሰጣል ብለሽ ትገምቺያለሽ?

25. ኮሌጁ ለሴት ሰልጣኞች የቱተር ኘሮግራም አውጥቷል ወይ?

አዎ የለም አይታወቅም

26. ኮሌጁ የቱተር ኘሮግራም ካለው የሚሰጥበት ወቅት ከመቼ ጀምሮ ነው

በዓመቱ መጀመሪያ ጀምሮ

በዓመቱ አጋማሽ ጀምሮ

በዓመቱ ውስጥ እንደተፈለገ

27. ቱቶሪያል ኘሮግራሙ ለሴት ሰልጣኞች ያለው ጠቀሜታ ምን ያህል ይመስልሻል?

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ

በጣም ዝቅተኛ

28. የቱቶሪያል ኘሮግራም በሰልጣኞች ቢሰጥ የበለጠ ውጤት ይኖረዋል ብዬ አምናለሁ።

በጣም እስማማለሁ እስማማለሁ አልወሰንኩም አልስማማም

በጣም አልስማማም

29. የቱቶሪያል ኘሮግራም በሚሰጥበት ወቅት ምን ምን ሥልጠናዎች ይሰጣሉ?

30. ሴት ሰልጣኞች የቱቶሪያል ኘሮግራሙን ለመከታተል ምን ያህል ፈቃደኞች ናቸው

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ

በጣም ዝቅተኛ

31. የቱቶሪያል ኘሮግራም የሚሰጠው ለሴት ሰልጣኞች ብቻ ነው ወይ?

አዎ የለም አይታወቅም

32. በኮሌጁ ውስጥ የሴቶች ኮሚቴ (Gender Committee) አለ ወይ?

አዎ የለም አይታወቅም

33. የሴቶች ኮሚቴ ካለ ለሴት ሰልጣኞች ምን ያህል ድጋፍ ይሰጣል

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ

በጣም ዝቅተኛ

34. ኮሌጁ ለሴት ሠልጣኞች የማቴሪያል (ፎቶ ኮፒ፣ ሃንድ አውተ ወዘተ) ድጋፍ ያደርጋል ወይ?

አዎ የሰም አይታወቅም

35. ኮሌጁ የሚከፍልሽ ገንዘብ ስልጠናሽን ለመከታተል በቂ ነው ወይ?

አዎ የሰም አይታወቅም

36. ለ35ኛው ጥያቄ መልስሽ «የሰም» ከሆነ ችግሮችን እንዴት ትወጪዋለሽ?

37. ለወደፊቱስ ይህን ችግር ለመወጣት እንዴት ይቻላል ብለሽ ታስቢያለሽ?

38. አሁን ኮሌጁ ከሚሰጥሽ ገንዘብ ተጨማሪ ከቤተሰቦችህ ድጋፍ ይደረግልሻል ወይ?

39. በኮሌጁ ሴት ሠልጣኞች የሚያጋጥሟቸው ዋና ዋና ችግሮች ካሉ ምን ምን ናቸው ባጭሩ ቢገለጽ

40. ላጋጠሙሽ ችግሮች መፍትሔ ይሆናሉ ብለሽ የምትገምቻቸው ሃሳብ ካሉ ባጭሩ ግለጭ

Appendix – B

ADDIS ABABA

SCHOOL OF GRADUATE

DEPARTMENT OF BUSINESS EDUCATION

Questionnaire to be filled by Trainers in Dessie and Kombolcha TVET Colleges.

The purpose of this questionnaire is to gather information on the participation of female trainees in South Wollo Zone.

The data collected are assumed to answer the questions set in the objectives.

Moreover they are expected to help the research arrive at evident conclusions and thus suggest recommendations to the concerned bodies.

Believing that your frank and genuine responses will contribute immensely to the study. I would like to express my heart felt thanks for taking your time in completing the following questionnaire.

Direction

- No need of writing your name
- Put "X" mark in the box where alternative answers are given
- If you can not get any satisfying choice among the given alternatives. You can write your answers, in the space provided for the option "if other, please specify".
- Give short answer in the space provided
- Your urgent reply is appreciated.

1.1. Name of the college _____

1.2. Sex: Male Female

1.3. Age: 25 years or below 46-55 years

26-35 years 56-60 years

36-45 years

1.4. Your present academic qualification

PhD

Diploma

MA/MSc

High school completed

BA/BSc

If other please specify _____

1.5. Your service in TVET institution or college _____

2. How is female trainees' performance compared to that of male trainees? Put (X) corresponding to your answer.

		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
2.1	Class room participation					
2.2	Group work participation					
2.3	Attempting individual project					
2.4	Work assignment					
2.5	Mark achievement					

3. What do you feel about TVET Program

		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
3.1	I reel that one has to have potential capacity to train TVET collages.					
3.2	I don't kike TVET program					
3.3	In my understanding, TVET is designed for low achievers.					
3.4	I believe that TVET program should be designed in line with the need to the society.					

4. Do female trainees face harassment (touching, insulting, degrading, etc)

Yes No Do not know

5. Does the college provide orientation about harassment (touching, insulting, degrading e.t.c.)

Yes No Do not know

6. Does the college provide additional materials (photo copy, hand out , etc) for female trainees.

Yes No Do not know

7. To what extent the library hours are conducive for female trainees.

- Very high high Medium
 Low high low

8. Do you think that female trainees use library at spare time?

- Yes No Do not know

9. To what extent Library materials have been provided in your field?

- Very high high Medium
 Low Very low

10. To what extent do you support female trainees in their training program.

- Very high high Medium
 low very Low

11. Does the college have a tutorial program for female trainees?

- Yes No Do not know

12. When does the tutorial program start?

- At the beginning of the year
 At the middle of the year
 At any time during the year

13. To what extent female trainees use the tutorial program?

- Very high High Medium
 Low Very Low

14. Does the college have a budget /fund for the tutorial program?

- Yes No Do not know

15. If your answer for question No. 14 is no, please give reason.

16. Is the tutorial program providing for female trainees only.

- Yes No Do not know

17. I feel it good, if female tutorial program is conducted by peer groups.

Strongly agree Agree Do not know

Disagree Strongly disagree.

18. Does the college provide support (money) for those who participate in tutoring trainees?

Yes No Do not know

19. Do tutors prepare a plan for tutorial program courses?

Yes No Do not know

20. Are you interested in providing the tutorial program for female trainees in the course you offer.

Yes No Do not know

21. If your answer for question No. 21 is no, please give reason,

22. How far are female trainees interested in the tutorial program?

Very high High Medium

Low Very Low

23. Is the tutorial program time table available for female trainees?

Yes No Do not know

24. Is the content of the tutorial class designed /set in consultation with female

Yes No Do not know

25. Do you believe that female trainees need more help/ advice than male trainees in their training?

Yes No Do not know

26. If there are additional problems, please write them in short.

27. If you have any solution for the problems, please write them in short?

DECLARATION

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

Name Shegaw Tegegne

Signature 

Date 23/06/2008

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

Name Woubse Kassaie

Signature 

Date of approval June 23/2008