

Addis Ababa University
School Of Graduate Studies

**An Assessment of Human Resource Management Curriculum
Implementation in Addis Ababa: The Case of Selected Government TVET
Colleges**

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**Addis Ababa University College of
Education and Behavioural Studies
School of Graduates Studies**

An assessment of Human Resource management
Curriculum Implementation in Addis Ababa: The
Case of selected government TVET Colleges

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In partial fulfilment of the requirement for the degree of
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BY

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COLLEGE OF EDUCATION AND
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Acronyms and Abbreviations

CBT - Co- operative Training

EFA - Education for All

HRM - Human recourse management

ILO - Ministry of Education

MOE - Ministry of education

NGO - Nongovernmental organization

OS - Occupational Standard

TVET - Technical, Vocational Educational and Training

USA - United States of America

VET - Vocational Education and Training.

Abstract

The major purpose of this study was to assess the implementation of HRM curriculum in selected government TVET colleges in Addis Ababa. The study employed descriptive survey method and it was conducted in four government colleges: Entoto, Wingat , Tegebareid, and Misrak TVET college. They were selected based on purposive sampling technique, because of their rich experience and appropriateness for this study. The subject of the study was 130 trainees, 10 trainers and 15 management bodies. The tools used during the data collection were questionnaire, interview, and observation check list. The data were analyzed by using percentages and descriptive phrases. The study generally revealed that there is inappropriate selection of trainees, inadequate facilities, highly flexible curriculum, and trainer's skill gap as the major hindering factors. In addition, stakeholder's participation and awareness are very low to implement the curriculum as it is intended. To sum up the findings of the study indicated a lot has to be done to improve the implementation as required by Ethiopian occupational standards. Therefore it is recommended that selection and streaming of trainees, the flexibility of curriculum, trainers and other stakeholder's involvement in planning, development of the curriculum and training as it is intended. This can be done through seminars, discussion, in service training and the concerned stakeholder's involvement in planning and developing HRM curriculum

Chapter one

1. Introduction

1.1. Background of the study

Education plays a vital role in contributing to social, cultural, economic, and political development process. That is why national as well as international efforts are being exerted individually, and in group to achieve the best in education through expanding academic education, and TVET program from lower level up to higher level in every regional administration of Ethiopia.

In modern society, education is increasingly viewed as the primary means of solving social, economic and political problem. According to Yekunoamlak (2003:13), education and economic development are closely related. Economic development of a country, among other things, depends on the availability of trained workforce. On the other hand, when the economy of a certain country develops, the education sector will have a chance to promote its activity in scope and content due to institutional and financial support.

Currently, Ethiopia is engaged in a reform of its technical, and vocational education, and training (TVET) system. The reformed TVET system is characterized by various public and non public (formal and non-formal) occupational training and respective delivery concepts. This set up aims at providing adequate occupational training opportunities for all Ethiopians interested in occupational learning. Translating Ethiopian occupational standard into suitable TVET programs is the challenge of TVET delivery within this process, curricula as well as training, teaching, and learning materials have to be considered as important enabling element (MOE: 2006).

The desired outcomes of vocational training content will be achieved when the programs are geared to produce marketable manpower. However, it is not an easy task to achieve the desired goals as it is planned. This could be due to unbalanced allocation of resources, lack of support and guidance, and other discrepancies of the country that hinder the task of the performance.

A well-planned, and organized curriculum answers questions like “why to learn” “what to learn” and “when to learn?” Hence, curriculum is one of the requirements in the formal education sector. However, curriculum is not planned, and developed for its own sake. The purpose of any curriculum is to benefit the society by developing knowledge, skill, and attitude, and subsequently use it in solving problems, and improving ways of life. (Abebe 1986)

In the reformed Ethiopia TVET system, curricula, and curriculum development play an important role with regard to quality- driven TVET delivery. Curriculum helps facilitate the learning process in a way that learners acquire the set of occupational competencies (skill, knowledge and attitude) required at the working place defined in the Ethiopian occupational standard (MOE, 2009). This will be realized if and only if the developed curriculum is implemented effectively.

Implementation requires recognizing and adjusting personal habits, ways of behaving, program emphasis, and learning space. Ornstein and Hunkins (1998:293) elaborated this idea that successful implementation of curriculum results from careful planning, and planning in turn focuses on three factors: people, program, and organization. Thus, implementation in its very essence seeks the coming together of people, material, and program into a cohesive organizational unit so as to carry out a curriculum’s stated aims. However, the implementation of any curriculum predominantly depends up on the daily activities of the organizational members such as teachers,

directors, and administrators who are responsible for its implementation. Curriculum developed for Vocational training should not only meet the goals and objectives of training but also be implemented effectively. There have been a variety of models that have been tried in its implementation. But recently, the trainers and educational system have developed competency-based curriculum, which can be implemented by using multi-media educational resources that implementation can be adopted to allow the trainee to learn at one's own pace in the most flexible way(MOE:2009).

In competency-based individualized, and multi-media curriculum development, the subject matter has been divided into modules. The modules are studied through work stations. The learning process is student-centered not teacher-centered. The modules are sub-divided into learning elements. These are learnt by carrying out tasks which help to acquire employable skills. This approach of curriculum development, obviously assumes the availability of resources for its implementations. Whether the curriculum is designed perfectly or poorly, its success or failure depends upon the quality of the teacher planning and its implementation. If teachers do not understand and accept what is wanted, or if they are not willing to make genuine commitment for program success, implementation will be hampered.

Implementation and evaluation are essential components of curriculum studies. Evaluation can be used to decide what instructional material, and methods are satisfactory, and where change is needed. It can also be used to judge how good the school system is, how good the individual teachers are (Stenhouse, 1975) In light of this, the teacher, and the expert have to evaluate to what extent the program has been effectively implemented or hampered to achieve its goal. According to (MOE (2009), National TVET Strategy, its major goal is to create a competent motivated, adaptable, and innovative work force in Ethiopia contributing to poverty reduction, and social and economic development through facilitating demand

- driven high quality technical, and vocational education, and training, relevant to all sectors of the economy at all levels, and to all people in need of skill development. Based on the above strategy human resource management field of training is designed as the Ethiopian occupational standard. Since it is new program it has faced different problems in implementing the curriculum. With these understanding of implementation, and its barriers, it is essential to look at evaluating the implementation of this new program.

1.2. Statement of the problem

For both public and business organizations, human capital is vital, and needs proper management. Companies depend on competent, and qualified human resource practitioners to handle sensitive people, practice issues, and safe guard the company against breach by legal requirements.

Human resource management curriculum is designed at TVET level to train middle level human resource management professionals. To meet these objectives, it needs effective implementation.

As stated by Fullen, and Pompret, and cited by (Derbessa:240 -241) “effective implementation of new program innovations requires time, interaction and contact among people, in service training, and other forms of people- based support.”

In line with these idea Addis Ababa TVET providers face problems in implementing HRM training program which include:-

- financial problems
- in adequate guidance, and counseling
- lack of teaching, and training materials
- lack of integration, and co-operation
- trainer’s skill gap

Therefore, the study will attempt to find out solutions for the following questions.

1. What is the current challenge of human resource management curriculum implementation in Addis Ababa TVET colleges?
2. What are the means and procedures used to build the capacity of trainers to implement the curriculum?
3. What are the main factors that hinder to implement the curriculum?
4. Why not stakeholders involve in HRM curriculum implementation?

1.3. Objectives of the study

1.3.1. General objective

To assess the current problems, challenges, and effectiveness of human resource management curriculum implementation in Addis Ababa TVET colleges, and to forward possible solutions.

1.3.2. Specific objectives of the study

- To identify the current problem of human resource management curriculum implementation in Addis Ababa TVET colleges
- To find out the means, and procedures used to build the capacity of trainers to implement the curriculum
- To assess the main factors that hinder to implement the curriculum
- To investigate stakeholders' involvement in the HRM curriculum implementation.

1.4. Significance of the study

This study is designed to investigate the problem of human resource management curriculum implementation in Addis Ababa government colleges.

The researcher believes that the study will have the following basic significances:

- It provides implementation need, knowledge, skill, and commitment to all facilitators, implementers and providers.
- It contributes to the provision of different options and strategies to strengthen for further development.
- It will help to find out to what extent the training colleges effectively implement the human resource management curriculum.
- It creates awareness for those who would like to upgrade human resource management training in TVET program.
- It initiates researchers who wish to investigate the problem in a broader scope.

1.5. Delimitation of the study

Human resource training curriculum under TVET is ongoing at most government and private colleges. It is expected that problems related to training could commonly be found in almost all TVET colleges. However this study is confined to assess only in selected government TVET colleges in Addis Ababa to make the study more specific, and manageable.

1.6 Limitation of the study

As it was clearly noted, HRM training is conducted in both government and private colleges. However, because of time, financial, and willingness of respondents the researcher had encountered some problems.

Chapter Two

Review of Related Literature

This chapter reviews literatures related to implementation of human resource management curriculum in TVET College. Its coverage's involves the following major areas: An overview of human resource management, concept of curriculum implementation, components required to implementing human resource curriculum, and concept of TVET has been reviewed.

2.1 An over view of human resource management

2.1.1 Definition of human resource management

Human resource management is the strategic, and organization's most valued assets. The people working there are to the achievement of the objectives of the business.

Before defining human resource management it is necessary to recall what management is? Management has been defined by Mary Parker Fillets as "the art of getting things done through people". (as cited by Bayrs, Liloy. D:2004 .) But it is felt that management is much more than what is said in this definition management is further defined as" that field of human behavior in which mangers plan, organize, staff, direct, and control human, physical, and financial resources in organized effort, in order to achieve desired individual, and group objective with optimum efficiency, and effectiveness." It is clear from the definition that management is concerned with the accomplishment of objectives by utilizing physical and financial resources through the efforts of human resources. (Adopted from: Bayrs, Liloyd: 2004)

The world personnel simply means 'people' as in puts in to an organization, people are referred as human resource and the function of manage them is known as human resource management or personnel management.

In simple words, human resource means employing people, developing their capacities, utilizing, maintain and compensating their services in tune with the job, and organizational requirement.

2.1.2. Features of HRM:-

Its features include:-

- Organizational management
- Personnel administration
- Man power management
- Industrial management

But these traditional expressions are becoming less common for the theoretical discipline. Sometimes even employee and industrial relations are confusingly listed as synonyms, although these normally refer to the relationship between management, and workers, and the behavior of workers in companies.

- The theoretical discipline is based primarily on the assumption, that employees are individuals with varying goals, and needs and as such should not be thought of as basic business resources such as tracks, and filling cabinet.
- The field takes appositve view of workers, assuming that virtually all wish to contribute to the enterprise productivity, and that the main obstacles to their endeavors are lack of knowledge, insufficient training, and failures of process. HRM is seemed by practitioners in the field as more innovative view of work place management than the traditional approach. Its techniques force the mangers of an enterprise

to express their goals with specificity so that they can be understood, and undertaken by the workforce, and to provide the resources needed for them to successfully accomplish their assignments. (Retrieved from Internet).

2.2 Concept of Curriculum Implementation

2.2.1 Definition, and Nature of Curriculum Implementation.

The concept of curriculum implementation has been viewed differently by different curricular is however, all the attempts to define “implementation” lead to related meanings. According to Ornstein (1988:224) indicates. “The acceptance, overtime, of some specific items-on idea or practice, by individuals, groups or other adopting units linked, to specific channel of communication, to a social structure, and to a given system of values, or culture.” Beauchamp (1968:132) defined “curriculum implementation” as simply putting the curriculum that was planned and developed in to practice.

Furthermore, Fullen, and Pompret stated that effective implementation of innovations requires time, personal interaction, and contacts, in service training, and other forms of people based support.

The above definition is general indicate that implementation is a process of translating plans in to actions. Implementation is the execution stage of a planned curriculum. Through these definitions, implementation is viewed critically since it is the means of accomplishing desired objectives set up.

As cited by (Derbessa241) and viewed by Allan, and Franc; implementation as a separate component in the curriculum action cycle. It is the logical step once a program has been developed, and piloted. It involves extensive actions by many parties. Not just, for example an offer to staff one workshop. Implementation also involves attempts to change individual’s

knowledge, action and attitudes. The above definitions in general indicate as it is an interaction process between those who created the program, and those who are to deliver it.

2.2.2 Dimensions to be considered in implementing curriculum

Planning:- is necessary condition for implementation, which would address the needs, changes necessary and resources required for carrying out intended actions. It involves establishing and determining how to administer policy that will govern the planned actions. Planning takes place prior to program creation or delivery. Effective planning is a condition for effective implementation. Planning involves people, programs and organizations. They interact and affect each other in different ways. For instance people affect the implementation of programs, and organizations.

Communication – is a process of making people to get the right kind of information on the program and expectations. The different communication channels need to be open so that the program cannot be new to people. In making discussion with teachers, school directors, a curriculum worker performs an important activity in implementing a curriculum. One would take communication as a process of transmission of facts, ideas, feelings, value and attitudes from a certain source to another group (receiver). The receivers (implementing bodies in this sense), react or respond either accepting or rejecting the message. In communicating ideas, feelings and expectations, the curriculum planner should be sure that the communication network is comprehensive, and the ways for message sending exists in all levels of the educational system. There is the need to be flexible in the communication process. Rigidity doesn't work.

The mode of communication depends up on the nature of the message or information to be communicated. For instance, it the intention is to

communicate about issues of a new program, one can do it using letters, articles, books bulleting, research reports, speeches or memos.

Workshop, meeting, demonstration, role playing situations, etc can be used to communicate the assumptions, values and points of views associated with a new curriculum.

Co-operation

Cooperation between persons who are to be involved with program implementation must occur if a change is to be successful, and to become institutionalized. The teacher full cooperation is required in practicing the new ideas, and programs that will find expression in their class rooms. In many ways, teachers are the experts, and so their commitment depends heavily on how active they have been in conceptualizing, and developing the new program. If teachers active participate in curriculum development and implementation it is likely that implementation would be effective. This may be so people require the involvement of their total beings, their feelings, sentiments, and values. If they are to accept tolerate or support change. For proper implementation of the curriculum, adequate training prior to implementation is a standard approach. Full an and Pampret stated that effective implementation requires time, personnel interaction, and training. The role of teachers is critical in the implementation process for there would be no curriculum implementation with out teachers and students.

Other participants in curriculum development also need to cooperate in the process. Those who favor learner centered designs want to involve the students in the curriculum development and implementation processes.

They wish to incorporate student's ideas about how to test and modify, if necessary, the new program. Those who advocate reform in the schools raise the issue if involving community members in the development, and implementation of programs. (2004:43]

Support

Curriculum designers need to provide the necessary support for their recommended programs or program modifications to facilitate their rapid implementation. Desirable support in terms of both money as well as materials would help building self. Confidence among those affected in the change.

This may include organizing and conducting in service training programs for teachers, administrators and other personnel. It helps them get acquaintance with the new program and its practical aspects. The in-service programs must reach the intended audiences and should be accessibly scheduled for curriculum implementers. Open discussions on new programs should be arranged throughout the implementation process it gives the implementers to forward theirs or concerns, and consequently reduce oppositions.

Money is required for materials, and equipment to institutionalize a new program, and also to have human support for the implementation effort. A trusting relationship must exist among all parties in the school, especially the administration and teachers. The school principal or head master can be a key guarantor of successful innovation and implementation. Successful principals knowledge able of and committed to the curriculum, can serve as “curriculum leader” there by encouraging other staff in the implementation effort.

Implementation is collaboration and emotional effort where peer support can be a vital input for success. Most of the time, teachers spend most of their time with students in a classroom and spend little time and minimal communication with their peers. They don't usually get assistance from colleagues or supervisors. Opportunities for teachers to work together, share ideas, jointly solve problem and co-operatively, creating materials greatly enhance the probability of successful curriculum implementation.

2.2.3 The rational for initiation of curriculum implementation

The rational for initiation of curriculum implementation studies is described and explained by Fullan and Pomrret (1977:336-339). They suggest the following four reasons why such studies become important:-

1. To know what has changed, it must be conceptualized and measured directly.
2. To understand why so many proposed educational changes fail, it is necessary to study some of the most problematic aspects to bring about change.
3. Not to do so many result in implementation being ignored or being confused with other aspects of change process such as adoption, and
4. To interpret learning outcomes, and to relate those to possible determinants, it is necessary to examine the implementation of the curriculum separately.

2.2.4 Approaches to curriculum implementation

As cited by Solomon Areaya (2000), and stated by Snyder I and his associates /1996:402-410/ after reviewing the works of researchers on curriculum implementation for the past two decades, have classified studies of curriculum implementation in to three approaches:- Fidelity perspective, mutual adaptation and curriculum enactment. The three perspectives can be compared and contrasted as follows:-

Figure 1

Approaches to curriculum studies	Assumptions of the approaches
Fidelity perspective	<ul style="list-style-type: none"> • Already developed innovation exists. • Implemented as intended by the developed • No possibility for curriculum modification by the implementers • Measure the degree of implementation • The role of the teacher is to deliver the curriculum
Mutual adaptation	<ul style="list-style-type: none"> • Already developed innovation exists • Cooperation between the developers and users of the curriculum • Implemented with the adaption, and decision made by the users. • There exists possibility for modification of the curriculum by the implementers • Measure to what extent and how the innovation is adapted during the implementation • The role of the teachers is to adapt and deliver the curriculum.
Curriculum enactment	<ul style="list-style-type: none"> • No developed innovation exists • Innovation is created jointly by students, and teachers. • Study how curriculum is shaped by the teachers and students • The role of the teacher is to create the curriculum with students, and develop the experience of students

Source: Adapted from Snyder.J (1996: 402-410). Cited by Solomon Areaya (June 2000)

In general the stress of authors cited is on the need for committed and knowledgeable teachers, program arrangements, and organizational structures as essential constitutes of implementation. Therefore, the close coordination of people, program, and organizational structures involved in the implementation process are typical features which indicate the essence of success in curriculum implementation.

2.2.5 Factors Affecting Curriculum Implementation

Due to the complex nature of curriculum development these exist numerous factors that could inhibit or facilitate its realization. The source of most problems or factors affecting the realization or implementation is usually lack of emphasis given to implementation by policy makers. A study made by Herman and Springfield as cited in Fuller (1999:19) indicate that indifference, negative climate, neglect of implementation training and support, such as program-specified staff development and failure to build-in

system and time for coordination and problem-solving could kill implementation of any curriculum.

Implementation process is a change process and in this change process there are numerous interactive factors affecting implementation. Regarding this, what Fullan (1991:66-80) has indicated as major factors which influence implementation, after reviewing a number of studies that have examined curriculum implementation as a change process, can be categorized into three major factors as: the nature of the change agents' role, and the organization to implement the change.

1. Nature of the Change

Fullan (1991) stresses on two variables that should be considered seriously in relation to the characteristics of the innovation: Clarity, and complexity. Clarity (about goals and means) is a perennial problem in the change process. Even when there is agreement that some change is needed, as when teachers want to improve some area of the curriculum improve the school as a whole, the adopted change may not be all clear about what teachers should do. This means, lack of clarity diffuse goals and unspecified means of implementation represent a major problem at the implementation stage. Teachers and others find that the change is simply not very clear as to what it means in practice. Hence, the understanding of the goals and means of innovation by users is crucial for the implementation, because the greater the understanding of the goals and what is to be gained from their adoption, the greater the degree of implementation. Complexity refers to the difficulty and extent of alteration in beliefs, teaching strategies, and use of materials.

Regarding clarity and complexity of a change, a number of studies have asserted that, teachers' lack of clarity about innovation as one of factors inhibiting curriculum implementation (Snyder and his associates, 1996:406). Likewise, Fullan and Pomprate (1977:368-371) have also asserted that the more complex the demand of the curriculum, the more likely that degree of

implementation will vary across groups of users. They put this proposition as follows:

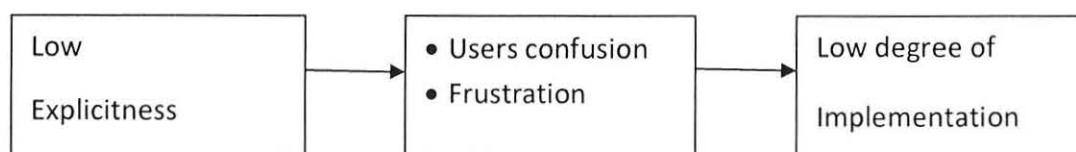


Figure 2: Linear Relationship of complexity of a curriculum and its implementation

Thus, complexity affects explicitness, and the more complex the curriculum is the more difficult it is to be explicit about the operational characteristics of the curriculum, therefore difficult to implement. In other words, a curriculum which does not specify the intents clearly and which poorly communicates it to the users, seems to be a barrier by itself for effective implementation.

2. Change Agents' Role

Schools are the final places where the innovation or the change of the curriculum is to be realized or implemented and the teachers and principals are the major change agents in the implementation process. The roles of the principals and the teachers, the teacher-teacher relationship, and teacher characteristics orientations and behaviors manifested are some of the variables which can facilitate or inhibit the implementation of curriculum in the school.

3. The Principal

Because of the closeness to the classroom situation and opportunity to alter workplace conditions, probably the most powerful potential source of help or hindrance to the teacher in the implementation process is the school principal (Fullan, 1991:143).

The principal has a leadership role for the implementation of the curriculum. Thus, the school administrative bodies including the principal should be involved in or consulted from the very beginning at the design of curricular program to be executed in the schools in order to play their roles actively. Ornstein and Hankins (1998:228-243) considered the school principal as a key guarantor of successful implementation. However, as to them, successful principals are those who are knowledgeable and committed to the curriculum. Furthermore, such principals also view their role as providing encouragement on one end of the continuum and serving as a curriculum leader on the other end.

Effective principals regularly and frequently check on the teachers to solicit needs and inquire how things are going on. This action is two-fold: teachers feel valued and cared for, and a clear signal is given so that the change is of high priority and deserves attention. Effective principals visit classrooms often to lend their support, and to provide pressure as they are discovering what is happening in classrooms.

Facilitating change, helping teachers work together assessing and furnishing school improvement are some of the roles of the principals. However, how principals actually spend their time is obviously a better indicator of their impact on the school. Cuban in his study, as cited in Fullan (1991:151), concludes that, while styles differ, the managerial role, not instructional leadership, has dominated principal's behavior. Usually principals have little time for change.

If implementation is to occur effectively at school level, the role of the principals must be changed from managerial to instructional aspects. Principals must change their role to change agents. Regarding this, Hall and his colleagues, as cited in Fullan (1991:153), noted that the degree of implementation of the innovation is different in different schools because of the actions and concerns of the principals.

The principal has to become directly involved in the change process in the school. He has to work with the departments in helping them plan what they are going to do with the guide line. He has to meet with them, has to sit down with them, and has got to be familiar enough with the documents that he can discuss. The principal has to be prepared to give some of his time to that particular group of teachers, say mathematics department, and be involved not in all of their meetings. But some of them, keeping informed, being knowledgeable about what they are doing.

Initiator principals work more with staff to clarify and support the use of the innovation (consultation and reinforcement). In other words, the functions to be performed by effective principals are: developing supportive organizational arrangements, consulting, reinforcing, monitoring, etc...

However, as Hall, in Fullan (1991:155-156), noted it, principals do not lead change effort single-handedly. There are other change facilitators such as vice-principals, unit leaders and head teachers, in school who in most cases, are making a large number of interventions in the change process. The important thing is not merely having other change facilitators active at the school site; but it is how well the principals and these other change facilitator work together as a change facilitating team. It is this team of facilitators, under the lead of the principal that makes successful change happen in schools.

Hence, as principals have a major impact on the degree of implementation, we and they have to assume their role in terms of the facts and theories suggested by the educators cited above. The larger role of a principal has to be transforming the culture of the school. That is, a culture of “new way of doing things” and “collaborative working” environment for the students’ effective learning.

4. The Teacher

As Fullan (1991:127) described it “if the change works, the individual teachers gets little of the credit; if it doesn’t the teacher gets most of the blame. “From this statement, we understand how decisive and sensitive the role of the teacher is in the implementation process. Put differently, educational change depends on what teachers do and think.

At the teachers level the degree of change is strongly related the extent to which teachers interact with each other and others providing technical help. Within the school, a collegiality among teachers, mutual support, help, etc. are strong indicators of implementation success. Significant educational change consists of changes in beliefs, teaching style, and materials. Of course, it needs basically, the understanding of the change itself.

It is the change that happens in the individual classroom that changes the school, and so do schools, districts, and state. To look at the school as a whole, first we need to look at the use of the innovation by each teacher. Each teacher individually can have an effect. The accumulation of the activities of teachers and their effects aggregate and compound to become school effects. Then of course, as we look at a district or a state, the multiple school and districts effects can accumulate. Put differently, the key building block for all this is what happens in each classroom. And the teacher as a change agent determines what happened in the classroom. Unless classroom and school activities change, the most sensitive tests possible will measure no positive changes in outcomes.

The study of Newman and his colleagues as cited in Fullan (1999) indicate that more successful schools had teachers and administrators that formed a professional learning community (collaborative work culture) focused on student work (assessment) and changed their instructional practice (pedagogy) accordingly to get better results.

Collaborative activity can enhance teachers' technical competence's teacher's work with students from different background and as the curriculum demands more intellectual vigor, teachers require information, technical expertise, and social-emotional support far beyond the resource they can get as individuals working alone. When teachers collaborate productively, they observe and assessment practice and they engaged in joint panning.

Clearly shared purpose and collaboration contribute to collective responsibility. One's colleagues share responsibility for the quality of all students' achievement. This norm helps to sustain each teacher's commitment. In short, professional community within the enhances the technical and social support that teachers need to be successful.

The greater the sense of teacher efficacy, the greater the degree of implementation. Educational change depends on what teachers do and think. Lack of teachers' knowledge and skill to conform to the new mode is one of the inhibiting factors; and lack of staff motivation is another one. As cited by Solomon (2000)and explained by McLaughlin (1976) refers to the attitude of teachers as critical factor for implementation. The above explanation stated that what goes on in the classroom that finally affects student learning-which is the end result of implementation. Thus, unless teachers are helped to develop new lesson, content and new teaching skills' they will revert to pre-innovation practice. This suggests the necessity of "in-service" training and resource support for teaching during implementation to enhance effective practice.

In addition to this, the ability of teachers to implement the curriculum has to be given equal importance like other factors, because, the extent to which a curriculum is implemented as planned depends upon the extent to which teachers are clear about, and the degree to which they are competent to perform it. Teachers cannot teach what they do not know. Saylor, Alexander,

and Lewis (1981:260) have also affirmed that a teacher's instructional plan and a curriculum plan may not connect if a teacher neither understands nor accepts the basic assumptions of the curriculum. Therefore, as Snyder and his associates to the success of the curriculum implementation. In other words, the aim and objectives of the curriculum cannot be achieved unless the teacher implements it in the way in which it was intended to be implemented.

5. The Organization to Implement the Change

Implementation of a curriculum demands on the organization or setting in which people work. The aspects of organization are numerous. However, those aspects related to the innovation. The quality and quantity of staff development, the channel of communication that allow continuous flow of information between the curriculum developers and implementers, the availability and adequacy of instructional materials are some of the variables to be considered in relation to the organization of individual school. In addition to this the relationship of the school with parents and the openness of the school for outside relationship are important organizational aspects for effective implementation of curriculum.

A real administrative support increases the degree of implementation at school level. That is the administrative support has positive effect on the implementation whereas the incompatibility of the organizational arrangement are inhibiting factors for the implementation. Moreover, the greater the quality and quantity of sustained interaction and staff development, the greater the degree of implementation. Concerning this, McNeil (1990:227-228) described it that, a key to educational change must include staff development. To him, staff development is now a central focus in successful curriculum implementation, in serves staff development, rather than single one-day workshop is an important strategy. In addition to this, McNeil also suggested that active involvement of the teachers in the

development process (in developing guides and materials) is more important in persuading teachers to implement plans than their participation on the curriculum committees that decide on the plan.

On the other hand, whenever a new plan or program is being designed, a communication channel must be kept open so that the program does not come as a surprise to the implementers. Frequent discussion about a new program among teachers, principals, and curriculum workers is a key to successful implementation. There must be a comprehensive net work of communication that can provide reliable information at all levels of the system.

Educational organization and management needs to sort out the tasks at each level beginning from the center to school level and formulating structure, tasks and responsibilities of section, determine role relationship, and it also include arrangement of the necessary non power, finance, and material for the implementation of curriculum.

The nature of organization at the TVET level can serve as a mirror to show its strength or weakness, implying that the inadequacy of instructional facilities in the school in habit implementation very much.

2.3 Components Required to Implement HRM Curriculum

2.3.1. Human Resource Management Curriculum

Good education benefits the society by producing skilled man power for today and tomorrow.

The extent of the learning is related to how well the content is organized, and how the curriculum is designed. The training of young will reduce unemployment depending on the validity of training. Unemployment is the result of inadequate education and training. The provision of young training program shall represent a curriculum of work while education and training

for young generation. The design of curriculum should address a certain degree of competence in the world or employment.

If a curriculum is developed and organized suitable to meet the need of the community, the young trainee will achieve. As cited by MOE 2009 and explained by Jonathan (1987: 111):-

1. Competence in a job and/or arrange of occupational skills;
2. Competence is arrange of transferable core skills
3. Ability to transfer skills and knowledge to new situational; and
4. Personal effectiveness

Curriculum developers in the vocational field must balance the demand for response to national needs with requirements of the local communities with the understanding a certain skills can be obsolete if not used.

As Derbessa (1999:79) suggested that to restructure the curriculum a need assessment has to be conducted

The procedures for identifying and validating needs and establishing priorities them, need assessment involves the collection of both opinion and factual data. It requires obtaining judgment from school parents and tax payers, politically influential individuals and pressure groups, students, teachers, academic specialist's social experts, employers and at large stake holders. This can be conducted by using different methods such as questionnaires, interviews public hearings or community forums.

The present human resource management training program is designed to develop the necessary knowledge, skills, and attitude of the learners to the standard required by the EOS. The contents of this program are in line with the Ethiopian occupational standard (EOS).

Learners who successfully completed the program will be qualified to work as human resource management worker with competencies elaborate in the

respective EOS. Graduates of the program will have the required qualification to work in the field of human resource management.

The prime objective of this training program is to equip the learners with the identified competences specified in the EOS. Graduates are therefore expected to conduct those entire listed competency units in accordance with the performance criteria of competence.

The expected outputs of this program are the acquisition and implementation of the following units of competence:-

- Facilitate recruitment and selection
- Process, and record human resource documents, and inquires
- Implement industrial relations procedures
- Participate in workplace communication
- Work in a team environment
- Demonstrate work values
- Handle industrial relations
- Manage database of personnel
- Administer remuneration, and employee benefits
- Lead small team
- Lead work place communication
- Manage human resource operations
- Plan human resource
- Manage recruitment, and selection of personnel
- Manage performance appraisal
- Manage human resource movement and separation.
- Organize training and development programs
- Develop team individuals
- Utilize specialized communication skills

In order to implement the TVET program three parties of training agreements exists: the trainee, the TVET institute, and the employing organization.

The vocational education training program set up should get feedback from prospective employer's advice. If not incorporated in the program two major problems would occurs. Tyler (1971:276) explains.

- a. Programs would be established which would not meet local man power needs, and
- b. Employers, not having been involved, would regard vocational education as somebody else's program rather than their program.

Thus, the vocational education curriculum should serve different occupation in enter to meet skilled and trained man power of the society.

The above aim of human resource management training program will be effective when stake holders participate in the development, and restructure of the curriculum.

2.3.2 Training of Trainers

“Training enables trainers to improve their abilities, to provide effective service to students, to improve the quality of the existing education and to increase the production of a country”.

In addition to the available training materials, the knowledge, skills, experience, and attitude of a trainer should be at a high level, at least on the course he/she trains. Likewise, the trainers should know the level of understanding of their trainees, the local, and the overall country wide situations in which they are living.

In the Ethiopian education, and training policy MOE (2009) it is clearly stated that trainers, facilitators are expected to have a degree in related fields of studies, and satisfactory practical experiences, or equivalent qualifications and relevant experience, and must full fill other requirement such as:-

- Have trainer’s methodology course
- Have good moral character
- Be physically and mentally fit
- Have attended relevant training seminars
- Have at least 1 year industry experience

Therefore “before trainees are accepted in the institutions, teachers must be trained as technical and vocational teachers so that they can have the fundamental components of skills that include general education, theoretical, and practical studies and supervised practical teaching in special field. This component enables the trainer’s quality training that can prepare trainees with the required quality of middle level skills.” UNESCO, 1974;).

2.3.3. Selection of trainees

First of all, TVET trainees should be selected very carefully based on their choice and ability to get streamed accordingly. They can be more succeeded if they are trained particularly at least in their major courses.

- No special target group is assigned for this program and any citizen who meet the entry requirements and capable of participating in the learning activities is entitled to take part in the program.
- The prospective participants of the program are required to possess the following:-
 - Have completed 10th grade general education.
 - Ability to speak, record and understand English
 - Computer literate
 - Physically and mentally healthy
 - Good moral (MOE;may 2009)

2.3.4. Instructional Materials:- these refers to any kind of material, audio, or visual or audio visual used both by a teacher, and a student to upgrade the quality of student learning. To meet the objectives of TVET institutes

availability of instructional materials have a key role in the introduction of technology in classroom.

As cited by Yihune Abate (2007) and stated by Amare (2000). “Instructional materials refer to both man-made and natural elements that could carry educational information from a source to a receiver, and vice-versa” and based on his definition, has attempted to categorize instructional materials as follows:-

1. Persons:- involving teachers, discussion groups, guest speakers etc.
2. Print:- text book, reference books, teaching materials, etc
3. Audio:- radio recordings etc
4. Audio-visual:- television, video, motion pictures etc
5. In active media- modes, simulations, real objects field trips, laboratories, demonstrations etc.

In this connect, many educational have stated that a new ideas, and unfamiliar information cannot be conveyed by words alone. For words to have meaning, they must be related to personal experiences or known concrete objects.

For proper implementation of human resource field of training in the TVET colleges, there must be adequate instructional materials.

2.3.5. Co-operative training

The term “cooperative training” encompasses all forms of training conducted jointly by TVET institutions and enterprises. The training place alternatively in a school environment and in the real-life environment of the work place. Most of the training occurs in the enterprise where practical skills and applications of theory take place. The trainee goes to TVET institutions for only limited period of time, to acquire theoretical knowledge and basic skills in the specific training. The Ethiopian TVET system will be outcome-based

with competencies certified by an independent testing body without consideration of the actual learning and training process used. This testing and certification process will permit the comparison of CT outcomes with traditional formal training processes, enterprises and TVET institutions are expected to cooperate in planning, implementing and assessing CT (MOE: 2007).

The major advantage of co-operative TVET delivery form is its vicinity to the world of work. Trainees are systematically exposed to the work of work, and learn occupational practice in a real life situation. Experience show that this leads to significantly better training outcomes, practical skills, work attitudes and theoretical comprehension of the occupational requirements.

Furthermore, enterprises get to know the trainee, which often leads to employment after graduation. Through cooperative TVET schemes compares can also develop ownership of the TVET system. Finally apprenticeships and other forms of cooperative training tend to be more cost-effective than school-based. TVET as TVET institutions need not invest in sophisticated machinery, and training periods in the institution are shorter.

At the moment elements of cooperative TVET programmers in the form of a work place internships of several months.

Technical apprenticeship; education and teaching will depend not only the know how to transmitted but also on the social closes in which they operate. Carton (1984:57)

To adapt office environment and ethic ate, the only appropriate area is the organizations where different types of works are implemented classroom instruction to not substitute the actual job activities by any means it deviates very much form real activity.

Therefore human recourse management training program requires practicing the actual jobs at production and service giving organizations in order to

understand the behavior of work. Furthermore, enterprises get to know the trainees, which often leads to employment after graduation through cooperative TVET schemes also develop companies ownership of the TVET system.

TVET institutions benefit:- from enterprises' participation in using CT in the following ways:

- Trainees are more motivated to study, and they learn more easily, since they are aware of what they are learning for, and how they will apply theoretical concepts in their practical work.
- Through the interaction with enterprises, vocational teachers remain up-to-date on working technologies, process and methods used in enterprise. Similarly, they are challenged to share their knowledge, and experience with enterprises and in-company trainers in particular, supporting them in conducting training and supervision trainees.
- Cooperative training contributes to the improvement of training quality during the training process and regarding training outcomes.
- Since trainees spend less time in the training institution, more trainees can be accommodated without additional materials /physical, financial or personnel resource/ and
- Investment of expensive laboratories and equipment at training institutions can be reduced if most practical training takes place in the enterprises rather than at the training institutions.

2.3.6. TVET management support

TVET requires competent, and dedicated leadership and a strong management at different levels in order to supervise, and control its implementation. In this regard, Gaskove (2000:25) states that management activities aim at changing or maintaining a system's status in order to achieve certain goals. It organizes all the necessary facilities in the training

institution systematically to attain intended goal. TVET instructions need a strong leadership in order to implement TVET curriculum. In this connection(Gosskouve2000:86) asserts that several countries have delegated most management power to the training provider institutions. The delegation of management power can be accompanied by the delegation of the technical functions such as curriculum development assessment, the national skill standards, trainees know ledge and skills. Furthermore, as it was stated in MOE (2006:18) to implement decentralization, capacity needs has to be strengthen at all levels of the TVET program. That is at Zonal, Woreda and TVET institution level, to this end, the Federal and state level authorities would allocate sufficient resource for training and capacity building for lower level authorities. Therefore, decentralizations of TVET managements enhance the successful implementation of TVET curriculum.

2.3.7. Stakeholder's involvement in implementing TVET curriculum

It is essential that stakeholders involve in the TVET curriculum design and implementation in order to improve the relevance and effectiveness of the TVET system.

As it is stated in National TVET strategy MOE (2006:14) especially stakeholders are needed to play a major role in the function of TVET system.

1. Policy development and policy drafting and renewing through participation in relevant bodies and panels.
2. Financing through contributing in resources to the TVET system.
3. Quality assurance through active involvement in the setting of occupational standards and conducting occupational testing.
4. Supervision and monitoring through partici0pation in TVET councils at federal and state levels and taking over key roles on the management boards of TVET institutions.

As it is indicated in this TVET strategy /2006/ the most important stakeholders include employers both private and public, business sector; representatives from MSE (Micro Small Enterprise) sectors, workers and employees represented by trade unions and professional associations; public and private TVET providers, civil society, and NGO; people leaving and working rural areas represented by relevant associations; trainers (instructors) in the TVET, trainees, and their families and public authorities in factors relevant for TVET, notably education, capacity building, agriculture, trade and industry, labor and social affairs, health, youth and sports and fiancé. The mentioned groups may in west time, thoughts, ideas and finances towards the implementation of different TVET curriculum (Ibid).

2.3.8 The contribution of vocational guidance and counseling services

As it was stated in vocational guidance and counseling guideline for TVET institutions by MOE, it helps the trainees to choose the right career and learn effective job search procedures, and facilitates apprentice ship training.

In supporting the above idea, UNESCO (1996) states guidance and counseling enables individual trainees to identify, know and appreciate their potential and inclination towards growth, career development and self actualization.

Furthermore, as noted by UNESCO (1994:2) vocational, and counseling has paramount advantage for all stake holders of education system. Hence the interest of industry, individuals and parents should be considered in guidance and counseling and be sensitive to the need of every trainees and circumstance. Its role should include preparing students and adults for the actual opportunity of career change during the period of unemployment as well as employment in the formal and informal sector. Therefore a great consideration should be given for guidance and counseling service because it contributes a great role in the implementation of TVET curriculum.

2.3.9 Institutional Assessment

As stated in the HRM model curriculum two types of evaluation will be used in determining the extent to which learning outcomes are achieved. The specific learning outcomes are stated in the modules. In assessing them verifiable, and observable indicators and standards shall be used.

It includes answer to the major questions “how”?, “when”?, and “where”? More ever, the learner’s evaluation should use both the formative and summative evaluation. The formative assessment is incorporated in the learning modules and form part of the learning process.

Formative evaluation provides the learner with feedback regarding success or failure in attaining learning outcomes. It identifies the specific learning errors that need to be corrected, and provide reinforcement for success full performance as well. For the trainer/facilitator, formative evaluation provides information for marketing instruction and remedial work more effective.

Summative Evaluation is the other format evaluation is given when all the modules in the unit of competence have been accomplished it determines the extent to which competence have been achieved and the result of this assessment decision shall be expressed in the term “competent or not yet competent”.

Techniques or tools for obtaining information about learner’s achievement include oral or written test, demonstration and on-site observation.

2.4 Concept of TVET

2.4.1. Definition, Objectives and Trends of TVET

- **Definition**

Technical, and vocational education, and training (TVET) refers to education, and training that prepares for gain full employment (Finch and Crunkilton 1999).

In other words TVET refers to deliberate interventions to bring about learning which would make people more productive (or simply adequately productive) in designated areas of economic activity e.g. economic sectors, occupations, specific work tasks). TVET has the potential to enhance human capabilities and enlarge people's choices. The benefits of TVET need to be more equitably distributed between men, and women, rural and urban areas.

- **Objective of TVET**

The World Bank, International Labor organization (ILO), United Nations, Educational, Scientific and Cultural Organization (UNESCO), and other organization's have recently shown drive towards actively recognized anew role of TVET. However UNESCO who is at the forefront of TVET promotion hand the following objectives:-

Established at the Seoul Congress /UNESCO, 1999/ retried from internet

- To provide TVET for all
- To orient TVET for sustainable development
- To strengthen TVET as an integral component of lifelong learning.

One of the key goals of the education for all (EFA). Framework for action adopted in Dakar, Senegal, in 2000 /UNESCO, 2000/ stipulates that learning needs of all youth and adults should be met through access to appropriate learning and life-skill program. Since this is basically what TVET does, the

linkage between the two trusts already exists, but be strengthened and broadened in the future.

TVET can take place either in formal school (i.e. Kindergarten through to grade 12 or 13), or increasingly in postsecondary community and or technical colleges or informally by means of training at the work place and including practical and or procedural activities.

The aim of TVET is to enable learners to meet needs of employers for qualified labor and or own needs related to production of goods and services. “Skill training” in general denotes development of qualifications in the same line, but with a more limited scope and volume of training, often focusing on performance of one task /e.g. Operation of a specific machine/ or a limited set of tasks /e.g. different types of welding/.

At UNESCO expert meeting held in Bonn, Germany, 25 to 28 October approaches, and practices were presented to illustrate the contribution that TVET had made towards a more sustainable future,” is a joint responsibility of education, of the world of work, and of a variety of stake holders in the formal and informal socio-economic environment.

It was contended that since education is considered the key to effective development strategies, technical, and vocational education, and training (TVET) must be the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life or action so as to continually provide scientific technical skills in relevant and responsive program, and consequentially develop a new generation of human resources. In general context, sustainable development combines three principal aspects:-

- Economic
- Environmental, and
- Social

The overriding objective is quality of life. TVET is a most effective means for society to develop its members' potentials to respond to the challenges of the future. However, schools and other institutions of the formal education system alone cannot achieve education, and training for sustainable development in terms of human resources. In most African countries, oversight responsibility for TVET is shared in general between the ministries responsible for education or technical education, and labor or employment, although some specialized vocational training program/ in Agriculture, health, transport-etc/ fall under the supervision of the sector ministries.

2.4.2. Development of TVET in Ethiopia

Traditional education in Ethiopia has a long history referring back to the introduction of Christianity and it was religious dominated particularly by the Ethiopian Orthodox Church. Accordingly church education had served as the main source of human power needed by the church as well as consecutive feudal governments of the time until the introduction of modern education. Menelik II was the first Ethiopian king who succeeded by breaking through the existing church opposition and introduced secular western type of Education. As a result of Menelik II school was established in Addis Ababa in 1908 for the purpose of instructing the kith and kin of the nobility in language and diplomacy. It was elitist type of education (Wanna, 1998 and Girma, 1982). The first vocational schools of Addis Ababa were established by the ministry of education in 1941 for the purpose of fulfilling the need for skilled technicians in industry. Between 1940 and 1960 some vocational technical schools were built in Ethiopia.

The vocational /technical schools were serving students who completed high school and could not join tertiary level of education from all over the country, in order to alleviate unemployment. However, the program was started without adequate study.

As a result there was shortage of qualified teachers, lack of human and material resources and limited budget. Thus, the graduates could not find employment as expected and the program has not succeeded in solving the prevailing unemployment problem, among high School completers (Wanna, 1998).

Later on, the government realized that the program had failed. Between 1985 and 2001 G.C the government introduced 10+3 technical /vocational schools in selected comprehensive high schools and in some newly established technical /vocational schools. Totally they were 17 technical /vocational schools among which 14 government and 3 nongovernmental schools were providing 10+3 program in 21 specialized fields in the country until new types of diversified TVET programs started to implement in 2001 (Ibid).

In 2001 G.C there was a change in political system of the country that entails policy change of education system in general and vocational /technical education in particular.

It was believed that previous education system and technical and vocational education program were entangled with complex chronic problems that needed urgent remedy, to mention a few: limited access inequitable distribution, low quality, lack of relevance, inefficiency etc. (ETP, 1994). Likewise the TVET as part of education system it shares most of the problems. Accordingly the quality of training was highly affected by weak instructional set up poor management under qualified trainers, insufficient funding, inadequate equipment and facilities. Furthermore, the curriculum was irrelevant, theory focused, less practical, and less work related. Due to these problems and others, most of the graduated trainees were unemployed (MOE, 2002)G.C.

When transition government assumed power new education and training policy was formulated as a solution that entailed types of TVET program

which did not exist before, and its implementation was started in 2001/2002 G.C. Accordingly 166 institutions are in operation to provide TVET programs among which 126 are government run, and 40 are private institutions. Curriculum for 24 training areas was developed in modular form for 10+1 and 10+2 levels (MOE, 2002) G.C.

Despite their immense structural problems, important reform steps have been introduced after the art option of the national TVET strategy of 2002 and the TVET proclamation of 2004. A significant step was the broadened governance structure for TVET through the establishment of a national TVET council comprising representative from different government sectors including staff representative public and private TVET providers, and from the business community.

This represented a start of initialized stakeholder involvement, and helped stimulate deeper environment. A further strengthening of this governance set-up, however, will be necessary while the TVET reform is unfolding.

Another important step was started to conceptualize and implementing a new quality management system within the TVET sector. In line with international best practices, it was decided to move towards on occupational standard based TVET system to replace the current curriculum centered approach and to establish an occupational testing system open to graduates and candidates from all formal, non formal or informal TVET schemes.

The system of occupation standards together with standard-based testing and certification has to be considered the center piece of a TVET reform toward relevance ,demand-orientation ,and accessibility ,it requires farther conceptualization and accelerated implementation.(MEO, August 2006 and 2008 G.C)

2.4.3 Shortcomings and /or gaps in current Ethiopian TVET

Insufficiency and inaccessibility of TVET institutions: The authorities have stated that it is generally unknown how many Ethiopians have access to relevant TVET (including formal non formal and informal TVET) .It is therefore assumed ,the demand exceeds by far the warrant supply and that the majority of the population is not fetched by TVET offers at the moment.

TVET is thus generally inaccessible to the following groups: school-drop outs, unemployed, workers in industry and the MSE sector, prospective entrepreneurs people living in rural areas and the physically challenged (TVET strategy revised Jan.2008).

Lack of relevance of curriculum: - The fact that government is committed to over huling and performing the basic frame work and conditions of the TVET system shows it is aware that the training programs lack relevance to the work place reality. As a result TVET is not maximizing its contribution to industry. A systematic integration of TVET with the world of work has not yet been achieved. Most curricula used in formal TVET were developed without due consideration to competences needed.

Lack of a adequate resource due to misplaced priority:- The observable delays in the implementation of the reform process was due to limited resource but was also affected by prioritization where by all efforts and resources but were directed towards the massive quantitative expansion of the public TVET supply. As a consequence the programs, by and large, do not address actual skills needs in the economy, with most programs of low quality and theory driven due to resource constraints and lack of skilled TVET teachers.

Poor stake holder partnership:- with the introduction of the new middle level TVET programs, a industrial attachment period has been introduced to

formal TVET. However, its implementation has faced a number of problems, mainly due to the lack of cooperation of the employers as they were not consulted during the planning process. An internship and co-operative training system based on profound cooperation between TVET institutions and employers and a joint training delivery still needs to be developed in order to increase the quality of TVET and hence the employability of graduates.

Lack of efficiency and effectiveness:- studies have shown that many TVET graduates remain unemployed even in those occupational fields that show a high demand for skilled manpower. Furthermore, substantial resource wastages occur as a result of underutilization of equipment in public TVET institutions. This compounded by the poor stakeholder's partnership, where trainees are not adequately exposed to the appropriate work environment.

Shortage of TVET teachers /instructors:- This one of the obstacles to TVET development in Ethiopia. The quality of TVET teacher's instructors has suffered as a result of the low reputation of their profession. Most TVET teaches /instructors have relatively low formal qualifications, severely affecting TVET delivery at high qualification levels. Furthermore, technical teachers, more often than not, have been unmotivated. They did not choose to become technical teachers colleges because there were no other options available to them.

Finally, existing TVET teachers/instructors are (mostly) inappropriately practically skilled, i.e not competent to provide TVET in accordance with the occupational standards. This is a result of a training system that long emphasized theoretical knowledge (through often not aligned with modern technology requirements), disregarding the importance of practical skills and appreciation of the world of work.

Under-funding of program:- This is a structural problem in the TVET sector, particularly in the public system. Costs of TVET will remain high, if it is to be provided as centre-based training, which is still the predominant mode of TVET delivery in Ethiopia. As with most other countries, public TVET program in Ethiopia are usually more expensive than general education, requiring lower than average teachers/ student ratio and substantial capital and recurrent expenses incurred through practical training. As a consequence of budgetary constraints. Programs suffer from poor facilities and shortages of training materials.(retrieved from internet)

2.4.4 International Practice in the TVET System Development

2.4.4.1. Out-come-based TVET in some African Countries

Zambia, Tanzania and South Africa, among others have introduced competency based training. "Implementation is complex and must include the development of standards based on job analysis the preparation of new modular curricula, and the design of assessment methods, and new preparation tests. The value of competency based training is that it focuses on the skills needed for performance in a job, and it places pressure on instructors and center management to delivers these skills it can led to reduction in training duration as well as greater flexibility.

One of the lessons of implementation from Tanzania is the need to involve employers in the process, and to publicize the concepts widely so that they are understood by enterprises, parents, and trainees.

(R. Jhanson) A van. Adams, skills development in sub Saharan Africa.

The world bank, Washington DC 2004p.84 Adopted from MOE (2006).

2.4.4.2. Work Place learning in the dual system of Germany

The majority of school in Germany is training in the so-called dual system which lasts for three years on average and is codified in National Training Regulation. Work place learning takes place in companies or company-owned training center and covers about 70% of the entire training. It is supervised by the local chambers.

The educational part of the training takes place in government owned schools. The entire system is consequently governed and implemented in parties' structure and employers play a key role in training delivery and testing. The main advantage of the dual system is that training is very practice oriented and combines learning with working exposed to latest technology.

As a consequence, youth unemployment in Germany is not higher than in other age group. The dual system, however, trend to be a tool to facilitate life-long learning ongoing. Source (MOE-2006)

What we learn from international practice

1. Establish strong relationship among industries, business firm and TVET institutions.
2. Give due consideration for the representation of relevance stakeholders in the government body is important for the implementation of TVET
3. English language learning has to be taken into consideration
4. Strong guidance and counseling service to be provided for proper implementation of co-operative training

Chapter Three

3. Research Design Methodology

In this part, research methodology, sampling technique, data gathering instruments, procedures of data collection, organization, and method of analysis are discussed:

3.1. Research Methodology

The main purpose of this study is to assess the implementation of human resource management curriculum in Addis Ababa Government TVET Colleges. To achieve this purpose quantitative and qualitative approach were selected to collect data related with the problem under investigation.

The researcher employed the descriptive survey research method, because this method is an appropriate means to investigate the existing problems in implementation of human resource management curriculum at TVET level. Moreover, Best and Kahn (2003) confirmed the relevance of this method for such purpose.

3.2. Sample size and sampling technique

In Addis Ababa region, there are seven government technical and vocational education and training colleges that are located in different sub cities providing human resources management field of training. Out of these, Entoto, Misrak, Wingate and Tigebared are selected purposely because they have adequate and reliable information concerning human resource management curriculum implementation. According to Best and Kahn (2003), in purposive sampling the technique the researcher samples with a purpose in mind. The researcher would usually have one or more specific predetermined groups. Purposive sampling can be very useful for situations where one needs to reach targeted sample quickly. Regarding the

respondents there were nearly 580 trainees in the academic year of 2003 E.C in the aforementioned TVET colleges. From these 130(21.4%) of them were selected by using simple random sampling method. The second group of respondents are 10 trainers of human resource management in selected sample of TVET colleges, and the third groups are : deans, and concerned office workers in the TVET colleges, and the representatives of Addis Ababa TVET agency, (15 in number). They were included in the study. Totally 155 respondents participated in the study. The sample populations are shown in the following table.

TABLE 1 the total sample of respondents

Sample area	Respondents of the Interview		Respondents questionnaires			
	A.ATVET Agency officers	Dean/Vice Dean	Trainers	Administration staff	Trainees	Total
Entoto	–	1	2	2	32	37
Misrak	–	1	3	2	30	36
Wingate	–	1	3	3	35	42
Tegebareid	–	1	2	2	33	38
A.A TVET Agency	2			–	–	2
Total	2	4	10	9	130	155

3.3. Source of Data

The data for the study were obtained from primary and secondary sources Concerning secondary sources, relevant books, journals, and documents were referred. Moreover, various reports and documents in TVET College were reviewed to obtain pertinent data such as the numbers of trainees, qualification and service years of trainers, Deans, and vocational counselors, and trainees participating in co-operative training. In order to get first hand information, primary data was collected from respondent's trainees, trainers, guidance and counselors and deans.

3.4. Data Gathering Instruments

As it is stated before, the study brought together data from both primary and secondary source. To get first hand information, pertaining to the subject of the study three major instruments have been prepared. These were questionnaires, interview, and observation checklist.

Questionnaires:- The purpose of questionnaire filled by the respondents was to investigate the problem encountered in implementing human resource management curriculum in the TVET colleges. Questionnaires were used for their appropriateness and to help secure data from many people at a time. Thus, questionnaires are composed of close, and open ended items, addressing the basic questions raised. They were set and administered to the target groups.

Observation check list:- is the second instrument used to collect data through observation. The availability of instructional facilities, and staff were checked with the help of checklist.

Interview:- In order to obtain reliable information from top authorities view structured and semi structured interview were constructed, for the dean, vices deans and TVET agency officials.

Secondary data, which have relevance to the study were collected from MOE/agency, available source from NGO like GTZ which support the TVET sector of the region, relevant books, journals and legal documents were reviewed and searched from internet.

3.5. Procedures of Data Collection, and Administration

The instruments used to collect data in the study were drafted on the intended area on the bases of the review of related literature. Before distributing the sample to the respondents, pilot testing was made on

trainers, and professional advisors to evaluate the appropriateness and to maintain its validity. After getting all the corrected items, the distribution and follow up during the collection process were made.

To increase the quality of responses and the rate of return, time convenient for the respondent was arranged. The researcher made the study clear and simple to all respondents in order to avoid confusion and facilitate ease of administration. Besides these close follow up was also made for prompt correction of problems.

Out of the total of 155 questionnaires distributed to all respondents, 9(90%) Trainers, 9(100%) Administration staff and 121(93.07%) trainees were filled, and returned. Totally 139(89.7%) were returned and 16(10.3%) of respondents did not return.

3.6. Data Organization and Analysis Method

The data collected from participants of the study were organized in line with the objectives of the research. Based on the type of instrument employed and the nature of the questions set, percentage techniques was applied for the analysis of quantitative data. Percentage has been used to explain both personal characteristics of the respondent, and the main data in the main questionnaires. The value that have been given for each item were filled out on the table format, then the frequency distribution were changed into percentage to make the figure easily understandable.

Qualitative data on the other hand were organized and summarized thematically and were presented in descriptive manner in the analysis of the study.

Chapter Four

4. Data Presentation, Analysis and Interpretation

This chapter deals with the analysis and interpretation of the data gathered from 9 trainers, 11 TVET management bodies, and 121 trainees from the sample TVET Colleges and Agency officers.

Facts, and figures obtained from documentary materials were also included under some topics to make the discussion and interpretation realistic. Based on the data collected by three methods (Questioner, Interview and observation checklist) the presentation and interpretation of the data are explicitly presented in the subsequent sections.

4.1. Background of Respondent

This section is concerned with the description of the background of characteristics of the target population, which was collected using data gathering tools prepared for such purpose.

Table 2 Characteristics of the respondents

S.N	Items	Respondents					
		Trainees		Trainers		Management Bodies	
		No	%	No	%	No	%
1.	Gender						
	Female	66	54.5	5	55.6	3	33.3
	Male	55	4.5	4	44.4	6	66.7
	Total	121	10	9	100	9	100
2	Age						
	16-18	58	47.9	-	-	-	-
	19-21	41	33.9	-	-	-	-
	22-25	7	5.8	-	-	-	-
	25-30	8	6.6	-	-	-	-
	31-36	-	-	-	-	2	22.2
	40 and above	-	-	9	88.9	6	66.7
	Total	114	-	9	90	8	-
3.	Education Level		-	-	-	-	-
	Level II	3	2.5	-	-	-	-
	Level III	103	85.1	-	-	-	-
	Level IV	9	7.4	-	-	-	-
	B.A/B.SC	-	-	4	44.4	4	44.4
	M.A/M.SC	-	-	5	55.6	3	33.3
	Total	112	-	9	100	7	
4.	Year of work experience	-	-	-	-	-	-
	5-10	-	-	4	44.4	6	66.6
	10-15	-	-	1	11.1	3	33.3
	Above						

As shown in the above table out of the 121 trainees (54%) are females and (45.46%) are males. It implies that females are the most participant in the TVET program. More ever 5(55.6%) trainers are female and 4 (44%) are male. and TVET management 3 (33%) are female and 6 (66.7%) are male.

Regarding the age of the respondents 58(47.9%) of trainees are 16-18 years, 19-21, 41(33.9%), and 22(12%) are above 22 years of age. On the

other hand the majority of trainers and TVET Administration staff age are between 35 and 40, 40 and above. The findings of age profile indicate that the trainer, and TVET management bodies are matured, also the majority trainees age lies between 16-21. On this considerations both are capable to fill the questionnaires.

Concerning years of experience 3(33.3%) of the dean, trainers, and other management bodies are having 5-10 years of experience, and the others 6(44.4%) are having more than 15 years of service.

With regard to educational level of the deans, TVET management out of the 9 respondents 3(33.3%) masters degree, 4(44.4%) first degree, and 1 (11.1%) are having diploma on. The other hand regarding trainer qualification out of 9 respondents 5(55.8%) Masters degree, 4(44.4%) are having first degree. It indicates that the educational qualification of TVET trainers and management bodies are found in the better conditions.

According to the recommendation given by UNESCO (1988:358) “an administration of vocational institutes should have a teaching experience in a field of technical and vocation education.” Based on the finding TVET providers experience profile indicates nearly almost 50% of them are having more than 5-10 years of experience.

4.2. Data Obtained From quantitative data

The table represents the contribution of trainer’s efficiency, and trainee’s readiness for the implementation of human resource curriculum.

Table 3 Orientation, participation in seminars and pedagogic training of trainers to implement human resource management curriculum.

S.N	Questionnaire Items	Respondents			
		Trainers		TVET Management Bodies	
		NO	%	No	%
1.	Have you got adequate orientation before you start implementation of human resource management curriculum?				
	a. Yes	1	11.1	6	66.7
	b. No	8	88.9	3	3.33
	Total	9	100%	9	100%
2.	Have you recently attended any refresher in service training work shop/ course relating to the course you are delivering?				
	a. Yes	1	11.1	5	51
	b. No	8	88.9	4	49.1
	Total	9	100	9	100
3.	Have you gone through pedagogical training?				
	a. Yes	8	88.9	8	88.9
	b. No	1	11.1	1	11.1
	Total	9	100	9	100

As can be seen from the table3, 8 (88.9%) of the trainers responded that they had not taken adequate orientation about the implementation of human resource curriculum. On the other hand some trainers responded that they had taken orientation before they start implementing HRM curriculum.

The majority of the trainers responded that they had not participated in seminars, and workshops concerning HRM curriculum implementation.

Trainers were asked regarding their pedagogical training the majority of them responded “yes”: One (11%), of had not taken pedagogical training. In teaching learning process pedagogical training is very important. Therefore, teachers must be trained in pedagogy before they start teaching.

On the other hand the TVET agency officers were asked regarding trainers orientation before they start training, but there response is opposite to trainers out of 9 respondents 6(66.7) says Yes, and 3(33.3) says No. in supporting the above idea Sayler, (and his associate) (1981) suggested that the objective of the curriculum cannot be achieved unless the teachers implement it in ways which it was intended to be implemented.

This implies that providing adequate orientation is the responsibility of the management body but it is not adequate. In turn, it affects the implementation of HRM curriculum. As it is suggested by many authors ‘teachers’ involvement in the development process of guides and materials is most important. Similarly, it is believed that lack of teacher’s knowledge and skill to conform to the new mode is one of the inhibiting factors for proper implementation.

Table 4. Know degree of the Trainees Interest, Entrance Criteria, and their expectation before and after training curriculum management.

S.N	Item	Respondents	
		No	%
1.	Are you interested in HRM training course?	Trainees	
	a Yes	116	95.9
	b No	4	3.3
	Total	120	99.1
2.	What are the entrance criteria to be admitted for this field of training?		
	a. EGSECE Result	33	27.3
	b. Choice	7	5.8
	c. EGSECE Result & Choice	2	1.7
	d. Missing	64	52.9
Total	106	87.7	
3.	Knowledge and skills you have gained in the training that enable to perform in the work place.		
	a. Very high	36	29.8
	b. High	53	43.8
	c. Moderate	17	14.0
	d. Low	12	9.9
	e. Missing	1	8
Total	119	105.5	
4.	In your opinion, is the training according to your expectation		
	a. Yes	66	54.5
	b. No	35	28.9
Total	121	100	
5.	If your answer for question "4" is No why?		
	a. It is more theory	46	38.0
	b. Shortage of facilities	13	10.7
	c. Low interest	18	14.9
	d. Other	2	1.7
Total	79	65.3	

As table 4 indicates trainee's interest in human resource management training 116(95.6%) of them said yes. And only 3 (33.3%) of them said no. It implies that most of the trainees are interested in their training.

Concerning the in entrance criteria of trainees: 4(44.4%) of trainers, 33(27.3%) trainees said that they are selected by 10th grade result and their choice. In contrast to the above finding, 64(52.9%) of trainees did not want to give

among opinion. It indicates that as the trainees don't know about the admission of trainees.

In addition to the above questions, trainees were asked about their expectation, and the existing condition of human resource management training.

Accordingly 66(54.5%) responded that it is as they expect it before, and 35(28.9%) said that it is not as expected. The implication of this result shows the training condition meets their expectation. In relation to this question trainees who said no also were asked to give their suggestion and 46(38%) of them said that the training was more of theory. This indicates that, the trainee's expectation for practical training is very high.

The question raised on the knowledge, and skills gained through training: 53(43.5%) and 36(29.8%) of trainees' responses are high, and very high. It shows that trainees are satisfied with the human resource management training

Generally, the majority of the trainees are interested. But there are some problems which can hinder the implementation of human resource curriculum, such as trainees' academic background. TVET trainees should be selected very carefully based on their choice and ability to get streamed.(MOE 200)

Table 5 The Response of Trainees about the HRM Trainers.

Item	Respondents	
	Trainees	
	NO	%
Trainers commitment for the efficiency of training		
- v-high	22	18.2
- High	58	47.9
- Moderate	32	26.4
- low	9	7
Total	121	100
Absence of trainers in the class		
- Very high	9	7.4
- High	19	15.7
- Moderate	19	15.7
- low	67	37
- missing	7	7
Total	121	100

As can be seen from the table 5, 67(48.2%) of trainees said trainers absence in the class is Low, and they are committed. This implies that most of the trainers are committed for the implementation.

As Derbessa (2004:243) stated in many ways teachers are the expert, and so their commitment depends heavily on how active they have been in conceptualization, and in developing the new program. If teachers actively participate in curriculum development, and implementation, it is likely that

implantation would be effective. As table 4 results indicated that trainers' participation in curriculum development is low. On the other hand, as table 5 showed trainees' response is that trainers' commitment is very high. This is controversial idea. In general, the data in table 4 and 5 indicated that trainers' participation in curriculum development is low, but their commitment to implement the curriculum is very high.

We can say that trainer's participation in curriculum development; improvement, and attending refresher in- service training, are very useful strategies to make them committed and responsible for implementing the curriculum.

Table 6 Trainers and Management bodies Responses on Human Resource Management Curriculum Implementation.

S / N	Item	Trainers		TVET mgt bodies	
		NO	%	NO	%
1	Is training need assessment performed before the start of human resource curriculum implementation in TVET colleges				
	A Adequate			4	44.4
	B Moderately adequate	4	44.6	2	22.2
	C Not adequate	5	55.6	1	11.1
	D not conducted	-	-	1	11.0
	E missing	-	-	1	11.1
	Total	9	100	9	100
2	At what level was the need assessment performed?				
	A Institutional			3	33.3
	B National	4	44.4	3	33.3
	C Regional	2	22.2		
	D Missing	3	33.3	1	1.11
	Total	4	100	9	100
3	To what extent human resource curriculum is relevant at the TVET level to the need of local labor market demand				
	A Highly relevant	4	44.4	-	-
	B Moderately relevant	5	55.6	8	88.6
	C Not relevant at this level	-	-	1	11.6
	D Missing				
	Total	9	100	9	100
4	How do you rate the flexibility of HRM curriculum to accommodate the interest of trainees				
	A Very High	7	77	7	77.1
	B High			2	22.2
	C Moderate	2	22.2		11.1
	D Low	9	100	9	100
5	Are there human resource course management curriculum in the TVET college				
	A Yes	5	55.6	5	55.6
	B No	4	44.4	-	0
	Total	9	100	5	55.6
6	What are the major constraints for proper implementation of human resource management in the TVET college				
	A Lack of support	2	22.2	1	11.1
	B shortage of training material	2	22.2	4	44.4
	C training efficiency	1	11.1	2	22.2
	D the relevance of curriculum	3	33.3	1	11.1
	E Missing	1	11.1	1	11.1
	Total	9	100	9	11.1

Regarding human resource management curriculum and its implementation: The first question raised to the respondent was to identify

whether or not the need assessment was performed before the start of human resource curriculum planning, designing & implementation. Accordingly, the result obtained from the two groups of respondents indicated that 4(44.4%) TVET management bodies, and 4(44.6%) of trainers said highly adequate and moderately adequate. The second question forwarded to the respondents was at what level the need assessment was performed? The result indicates that 4(44.4%) TVET management and 3(33.3%) of trainers said that it was done at the National level and 3(33.3%) institutional level respectively, TVET management bodies responded, as it was performed at institutional and national level respectively.

As stated in Addis Ababa TVET policy (2006), training need assessment is one of the major instruments that can be used to identify the skill and knowledge required from a given field of training. Moreover, it helps to design, develop, and improve curriculum as society need. In line with these the result of the study the need assessment was not made at the grass root level and most of the respondents said, that the need assessment was made at the national level.

Concerning the third question raised for the two groups is, “How you rate the flexibility of human resource curriculum to accommodate the interest of trainees?”

About 7(77.8%) of trainers and TVET management bodies said the flexibility rate is very high. As it was discussed in the literature, curriculum review and improvement are essential for the implementation of curriculum to fulfill the interest of trainees. In line with these idea Deans of TVET College and experts of Addis Ababa TVET agency, during the interview suggested that the flexibility of curriculum improvement is very high and during improvement trainer’s participation is less. The above discussion implies as there is problem in the efficiency of HRM curriculum implementation

The 4th question raised for trainers was to identify HRM courses which are not implemented properly. About 5(55.6%) of the respondents said yes “as there are some courses which are not implemented properly and the rest 4(44.4%) of the respondent said no” As the result, of these findings indicated that most of the trainers need additional training for its proper implementation.

The last question raised for the two groups of respondents was to know the major constraints for proper implementation of HRM. Out of 9 trainers 2(22.2%) said lack of support, 2(22.2%) replied as there is a shortage of training material, 1(11.1%) trainers’ efficiency, 3(33.3%) said the relevance curriculum. At the same time, 4(44.4%) of TVET management bodies said that shortage of training material-1 and the rest said trainers’ efficiency, lack of support and the relevance of the curriculum. The result of this discussion indicates the major problem of HRM curriculum and its implementation are shortage of training material and the relevance of the curriculum, and trainer’s skill gap and the other problem that has low response.

As it is stated by Derbessa, (2004) implementation is collaborated and needs emotional effort where peer support can be vital input for success. Teachers do not usually get assistance from colleagues or supervisors to share ideas, and to solve problems jointly.

In general, need assessment is vital before designing a curriculum, and its flexibility has to consider the existing condition to improve, and implement effectively.

Table 7 Trainers and Stake holder's Involvement in Commenting and Improving HRM curriculum

s/n	Items	Respondents	
		TVET bodies	management bodies
		No	Yes
1	Do trainers participate in planning designing and so commenting on the human resource curriculum?		
	Yes	8	88.9
	No	1	11.1
	Total	9	100
2	The stake holders participation in commenting the curriculum and method of the training		
	a- very high	-	
	b- high	3	33.3
	c- moderate	1	11.1
	d- low	3	33.3
	e- missing	2	22.2
	Total	9	100

Concerning trainer's participation in commenting and improving human resource management curriculum 8(88.9%) showed that they participate. In contrast to this in the interview part with the dean of TVET suggested that trainers' participation is very low in planning, designing and commenting on the curriculum.

A question was raised to TVET management bodies to know the level of the stakeholder's participation in commenting the curriculum and methods of training out of 9 respondents 3(33.3%) said high, and 3(33.3%) of them said low- from this result, one can infer that participation of stake holder are not satisfactory, and it is very limited. This could affect the implementation of human resource curriculum.

The interview result on the participation of stakeholders from outside TVET providers are limited to the following activities.

- offering co-operative training;
- evaluating co-operative training activities, and
- Sometimes hiring the graduates.

Thus they are not involved in planning, training and in deciding the curriculum content. In line to this result, MOE (2006:14) stated about stake holders' participation in providing fund, design policy, in setting occupational standard and supervision are vital.

Table 8 Co-operative Training program to the implementation of HRM curriculum

s/n	Items	Respondents					
		Trainers		Trainees		TVET MGT bodies	
		No	%	No	%	No	%
1.	Is there a memorandum of an agreement for co-operative an agreement for co-operative training institutions	9	100	50	41.32	9	100
	a- Yes						
	b- no	-		30	24.44		
	c- I don't know			40	33.3		
	Total	9	100	120	82.49	9	100
2	Who assign the trainees for co-operative training?						
	a- A.A TVET Agency						
	b- TVET colleges Administration staff			30	24.8	3	33.1
	c- The trainer	4	44.4	16	13.2	3	33.1
	d- Through trainees personal contact	4	44.4	32	26.4	2	22.2
	e- I don't know	-	-	42	34.7	-	
	Total	8	88.8	121	100	9	100
3	Do the trainees get co-operative training related to their occupation?						
	a-yes	4	44.4	51	42.1	5	45.5
	b- no	1	11.1	15	12.4	-	-
	c- I don't know			22	18.2	-	-
	d- partially	4	44.4	1	8	4	44.4
	Total	9	100	121	100	9	100
4.	Is there a training plan for co-operative training prepare by trainers						
	Yes	9	100	64	52.9	9	100
	No	9	100	54	44.6	9	100
5	The time when co-operative training was undertaken						
	a- during the training period side by side	9	100	72	59.5	9	100
	b- Every summer at training level	-	-	13	10.7	-	-
	c- Only after completion of the training program	-	-	28	23.1		
	d- Missing		-	7	5.8	-	-
	Total	9	100	121	100	9	100

A series of questions were presented to TVET management bodies, trainers and trainees about co-operative training program or the implementation of human resource management curriculum.

The first question was who assigns the trainee for co-operative training?

Out of 9 trainers 4(44.4%), responded that trainees are assigned by trainers, while the other 4(44.4%) of them said through trainees' personal contact. On the other hand, 36(24.8%) of trainees said TVET college administration, 16(13.2%) said the trainer, 32(29.8%) of trainees said through trainees personal contact, and the rest 42(34.7%), said I don't know. Three (33.3%) TVET management respondent said the trainers and the TVET administration, and 2(22.2%) through trainees personal contact. This reveals that both respondents have no clear about awareness co-operative training, and the trainees had not exercised co-operative training effectively.

The second question is raised for trainers, and management bodies: "is there memorandum of an agreement for co-operative training institutions?" Both TVET management and trainers agreed that there is a memorandum of agreement, which is signed by the TVET institution and co-operative organization. In line with, this the respondents suggested their idea on the open-ended question that the co- operative organizations do not want to sign on the agreement. It reflects the lack of awareness and willingness for cooperative training.

The 3rd question was "Do the trainees get co-operative training related to their occupation?" Out of 121 trainees (42.1%) said it is related to their occupations, where the trainers and TVET administrators said partially related.

In this case, as the result indicates "It seems the co-operative training program is related to their occupational training, and has relevance for the implementation of occupational training.

The fourth question raised for trainers, and trainees “Is there a training plan for co-operative training? All of the trainers, and 64(52.9%) of trainees agreed as there is a training plan prepared by trainers.

The last question is “the time when co-operative training was undertaken?”. Out of 139 respondents 72(51.7%) of trainees, all trainers and TVET administrators agreed as co-operative training was undertaken during the training period side by side.

As it is discussed in the literature, co-operative training is part of the TVET training program. Accordingly, the training program is arranged for three days in school training, and two day for cooperative training. At the same time, a memorandum of agreement has to be signed by TVET management, and cooperative organizations. Generally, as the finding indicates, sometimes the trainer, trainees, and TVET management responded differently, and it reflects as there is something different in the cooperative program and curriculum implementation as it is intended. Both, enterprise and TVET institution are expected to co-operate, implement, and assess the co-operative training.(MOE,2007)

Therefore, to implement the curriculum, as is required it needs a co-operative effort with TVET providers and the co-operative organizations.

Table 9. Availability of training materials to implement human resource management curriculum

	Items	Respondents			
		Trainer		Trainees	
		NO	%	NO	%
A	Text book				
	1 Very high	-	-	18	14.9
	2 High	1	11.1	11	9.1
	3 Moderate	5	55.5	20	16.5
	4 low	2	22.2	41	33.9
	5 Missing	1	11.2	31	25.6
	Total	9	100	121	100
B	Reference books				
	1 Very high	2	22.2	21	17.5
	2 High	1	11.1	12	9.9
	3 Moderate	4	44.4	41	34.5
	4 Low	2	22.2	20	16.5
	5 Missing	-	-	25	20.7
	Total	9	100	119	99.1
c	Computers				
	1 Very High	1	11.1	15	12.4
	2 High	2	22.2	30	24.8
	3 Moderate	5	55.6	52	43.0
	4 Low	1	11.1	9	7.4
	Total	9	100	106	87.6
d	Model Class				
	1 Very High	-	-	17	14.0
	2 High	1	11.1	22	18.2
	3 Moderate	2	22.1	47	38.8
	4 Low	5	55.6	12	9.9
	Missing	1	11.1	23	19
	Total	9	100	121	100
E	Internet Service				
	1 Very High	-	-	20	11.6
	2 High	2	22.2	17	14
	3 Moderate	3	33.3	16	13.2
	4 Low	2	22.2	12	9.9
	5 Missing	2	22.2	41	12.4
	Total	9	100	106	87.5

As can be seen from table 9, 5(55.5%) of trainers, and 41(33.9%) of trainees replied that text books are available at high and moderate level, 5(55%) of trainers, and 41(33.9%) trainees said that model class is found being low, and moderate level. At the same time, 4(44.4%) of trainers, and 41(33.5%) of trainees replied that the availability of reference book is not adequate (found at Moderate level). Computer is one of the major tools for human resource management training, but when we see, the availability of computers 5(55.5%) trainers, and 61(50.4 %) of trainees said found at low and moderate level/and Internet service are not adequately available. Therefore, it can be concluded that the response of trainers and trainees are reflecting the objective reality.

Finally, from the above results, and observations, one can infer that inadequacy of facilities could affect the balance of theory, and practice in provision of training according to the curriculum content. This in turn, affects the training quality, and effectiveness.

In relation to the above findings, many educationalists believed that new ideas and unfamiliar information cannot be converted by words to have meaning. They must be related to personal experience or known concrete object. At the same time, the implementation of HRM curriculum requires instructional materials for practical activities to be fulfilled.

Table10. Administration staffs' support to the implementation of human resource curriculum.

	Items	Respondents			
		Trainers		TVET mgt bodies	
		NO	%	NO	%
1	Providing supervision service				
	1 Very High			2	22.2
	2 High			2	22.2
	3 Moderate	2	22.2	3	33.3
	4 Low	5	55.6	1	11.1
	5 Very low	2	22.2	1	11.1
	Total	9	100	9	100
2	The government mechanism to control human resource implementation				
	1 Very High			4	44.4
	2 High	1	11.1	3	33.3
	3 Moderate	4	44.4	1	11.1
	4 Low	4	44.4	-	-
	5 Very low	-	-	1	11.1
	Total	9	100	9	100
3	Preparing and conducting trade test for certification				
	1 Very High	2	22.2	4	44.4
	2 High	1	11.1	1	11.1
	3 Moderate	1	11.1	3	33.3
	4 Low	1	11.1	1	11.1
	5 Very low	4	44.4	-	-
	Total	9	100	9	100
4	Providing adequate instructional materials and budget.				
	1 Very High	1	11.1	1	11.1
	2 High	3	33.3	1	11.1
	3 Moderate	3	33.3	3	33.3
	4 Low	2	22.2	3	11.1
	5 Very low	-	-	1	11.1
	Total	9	100	9	100

Regarding table 10 the first question was raised to TVET management to identify to what extent administration staff support trainers by providing frequent supervision. Out of 9 TVET management bodies 3(33.3%) said the

supervision was moderate, 2(22.2%) of them said low or very low and 4(44.4%) said the supervision was high or very high. This indicates that the supervision rate is not as required.

As cited in Mamiyo (2010) supervision is the service provided for the purpose of improving teaching and, learning, and its co-operative service design is to aid teachers (instructors) rather than to report about them.

The second question raised to trainers, and TVET management bodies was to know the government mechanism to control human resource management curriculum implementation. Only 4(44.4%) of the trainers replied that there is a control mechanism at moderate level, and 4(44%) of the trainers replied that there is a control mechanism at low level. Four (44%) of TVET management bodies replied that the control mechanism method is very high, and 3(33.3%) of them rated high.

The result indicates that there is a difference in response between the respondents. It reflects that there is no adequate interaction between the management of TVET, and trainers. In turn, it indicates that the control mechanism is not sufficient. It is believed by many authors that the government and concerned bodies are responsible to control and check whether the curriculum is achieving its goal or not.

The third question was addressed to trainers, and TVET management bodies to know whether trade test is prepared, and conducted for certification. About 2(22.2%) of trainers rated very high and 4(44.4%) of the trainers rated low, It implies the present trade test is very low. On the other hand, 3(33.3%) of TVET management bodies replied as there is adequate trade testing for qualification. In contrast, 1(11.1%) of them said trade testing for certification is not sufficient. From the above discussion, one can infer that the trade testing done for certification is not adequate. In turn, it affects the implementation of occupational training.

As stated in the HRM model curriculum, formative and summative evaluation is given to determine whether the trainee is competent or not competent.

The fourth question addressed to trainers, and TVET management bodies was on the adequacy of budget allocation, and availability of instructional materials. Three (33.3%) of the trainers said high or moderate provision instructional materials and budget. On the other hand, TVET management responses are moderate and low. Therefore, it adversely affects the implementation process. Moreover, this idea was supported by the interview responses that lack of co-operation and supervision service can impede the implementation process. However, adequate administration staffs' support for the implementation of the curriculum, and governmental controlling system for improvement of the curriculum will be improved.

Table 11 The Availability of Vocational Councilors and Librarians

N O	Item	Trainers		Trainees	
		NO	%	NO	%
1	Availability of trained vocational counselor				
	1 Very high	2	22.2	19	15.7
	2 High	1	11.1	20	16.5
	3 Moderate	5	55.6	35	28.9
	4 Low	1	11.1	20	16.5
	5 Very low	-	25	20.7	-
	Total	9	100	119	98.3
2	Adequacy of librarian				
	1 Very high	1	11.1	23	19
	2 High	2	22.2	10	8.3
	3 Moderate	3	33.3	27	22.3
	4 Low	3	33.3	22	18.2
	5 Very low	-	-	36	29.8
	Total	9	100	118	97.5

As table 11 showed that the first question was raised to trainers and trainees are related with the “advisability of trained vocational guidance service councilor”.

Concerning this 5(55.5%) of trainees said moderate, and 2(22.2%) of them said very high, and 5(55.6%) of trainers rated moderately available. It implies that the service of vocational guidance is not as it required.

The second question is adequacy of Librarian. The result obtained was as follows; twenty seven (22%) of trainees, and 3(33.1%) of trainers rated moderately adequate. From the observation made, the number of librarians is not adequate in Misrak TVET and Wingate relative to the need of trainees.

The availability of qualified and competent Librarian is important to promote all aspects of the training process.

4.3 An analysis of the interview with TVET Deans, and Addis Ababa TVET management bodies.

The researcher prepared interview questions on the implementation of HRM curriculum in the TVET colleges.

A numbers of questions were raised to the four TVET College Deans. Out of these they responded the following hindering factors.

All the four TVET college deans argued that the HRM curriculum flexibility is very high, and it affects the implementation process because there is no item to equip the training center with the required facilities. It is believed that many educators proved that the greater the sense of teacher efficiency, the greater the degree of implementation.

In addition, most of them believed that trainers' participation in curriculum development and improvement is not adequate. Generally, they explained about stakeholder's awareness, and participation for co-operative training is very low. They said that except for the above problems there is no a magnified problem.

On the other hand, some basic questions were raised to Addis Ababa TVET agency officials.

The same questions which were raised above for the TVET deans were also asked for Addis Ababa TVET officials, but they responded differently. In addition they were asked about their support and motivation methods to encourage trainers. They replied as they adequately supporting and motivating trainers as required, the TVET deans.

4.4 Data Obtained from Observation Check List

The data obtained from the four TVET colleges showed that in almost all TVET colleges, there are no sufficient reference books, magazines or news papers. In addition, there are no model classes or adequate number of computers. Regarding trainers, they were qualified but their number is not adequate and the other facilities are found relatively in better conditions.

To summarize the responses to the questions forwarded by respondents from the three data gathering tools indicate the following major problems that hinder the implementation of Human Resource Management Curriculum:

- lack of awareness;
- shortage of budget;
- inadequate facilities;
- the flexibility rate of curriculum;
- lack of support;
- inadequate training of trainers; and
- the background of trainees ;

Therefore, to improve the HRM curriculum a periodical awareness creation program has to be designed for all stakeholders and attention has to be given for curriculum flexibility as to the needs of the users. At the same time, trainers' skill gap needs consideration and filled as required. Generally, the above mentioned problems have to be resolved.

Chapter Five

5. Summary, Conclusions, and Recommendations

This chapter deals with the major findings, conclusions, and recommendations of the study.

5.1 Summary

The major purpose of this study was to assess the implementation of the human resource management curriculum in selected government TVET Colleges in Addis Ababa. To this effect, attempt has been made to get answers to the following basic question.

1. What is the current challenge of Human Resource Curriculum implementation in Addis Ababa TVET Colleges?
2. What are the means and procedures used to build the capacity of trainers to implement the curriculum?
3. What are the main factors to implement the curriculum
4. Why not stake holders involve in HRM curriculum implementation?

The study employed a descriptive survey method, and it was conducted in four government colleges in Addis Ababa.

These sample institutions were selected based on purposive sampling techniques. The subject of the study were 130 trainees, 10 trainers, and 15 TVET management bodies. Information was obtained from sample respondents through questionnaires, observation, checklist and interview. The data obtained were analyzed by using percentages to explain both personal characteristics of the respondents and the main data. In addition, the data obtained through interview, and observation was presented supporting the data obtained by means of questionnaire.

Based on the data analysis the following major findings were obtained.

A. Analysis and Interpretation of the main data

1. About 8(88.9%) of trainers responded that they had not taken adequate orientation before starting HRM curriculum implementation.
2. 9(90%) of trainers replied that they have pedagogical training.
3. Out of 9 TVET management bodies 6(66.7%) replied as trainers have got refreshment course before start of implementation and 3(33.3%) of them said there is orientation or refreshment course.
4. Regarding the trainees interest for HRM training: 116(95.6%) them response as they are interested, and out of 9 trainers 3(33.3%) said No, they are not interested. On the other hand 6(66.77%) of trainers replied as trainees are interested in their training.
5. Concerning the entrance criteria of trainees 4(44.4%) of trainers, and 33(27.3%) trainees said trainees are selected by 10th grade result and their choice.

In contrast 64(52.9%) of trainees do not want to give suggestion.

6. Regarding trainee's expectation before and after start of HRM. 86(71.8%) of trainees responded it is as their expectation, and 35(28.9%) of said that it is not as their expectation.
7. In case of the knowledge, and skill gained through training 53(43.8%) and 36(9.8%) of trainees rated high, and very high.
8. 58(47.9%) and 67(55.4%) of trainees replied that trainers are committed, and being absent in the class is very low.

B. Concerning HRM curriculum implementation

Based on the response of trainers and TVET management the following findings were obtained.

- Out of 9 TVET management bodies 4(44.4%) of them rated very high, and 5(55.6%) rated moderately the need assessment was performed, and
- 3(33.3%) and 3(33.3%) of TVET management bodies said that the need assessment is performed at institutional, and regional level respectively. It indicated that the need assessment was not made at the grassroots level.
- Regarding the flexibility of the curriculum 7(77.8%) of trainers, and 3(33.3%) of TVET management bodies said moderately flexible. As the suggestion of TVET deans the flexibility rate is very high, and during improvement the participation of trainers and other stakeholders is very low.
- About 5(55.6) of trainers, and TVET management bodes response as there is a course which is not properly implemented, and the rest do not respond. Generally it implies that as there is trainers skill gap to implement the curriculum.

C. Stakeholders involvement in commenting and improving HRM curriculum

Out of 9 TVET management respondents 8(88.9%) agreed as there is stakeholders participation. In contrast to this TVET deans in the interview

responds particularly trainers participation is very low and the others (outsiders) participation is also limited.

D. Regarding Co-operative Training to the HRM Implementation

Most of the TVET management trainers, and trainees agreed as it related to in school training, as there is a memorandum of agreement between the co-operative organization, and TVET College. In assigning trainees to

the co-operative organization the trainers, and TVET management respondent responded differently.

E. Availability of Training Materials to the Implementation of HRM

Concerning reference books, model class, computer, internet service availability:- most of the trainees rate moderately and very low. In addition out of 9 trainers on average 4-5 of them rated at low and moderate level. At the same time the result of observation and interview indicates as there is no model class nor sufficient computers in almost all of the TVET colleges for HRM trainees.

F. The Extent of Administration Staff Support to the Implementation of HRM

Concerning the support of administration staff 3(33.3%) of TVET management said their support is moderate, and in case of the government mechanism control 4(44.4%) of trainers, and 3(33.3%) of TVET management respondent rated low and moderate respectively. The results of this finding indicate the concern of administration in supporting, and controlling is not adequate.

Regarding availability of instructional materials, and budget allocation both trainers and TVET management responded as it was found at moderate level. In addition, from the observation, and interview made indicated the availability of instructional material is not sufficient. In case of vocational counselor or librarian availability the respondents responded moderately adequate. Additionally from the observation in some areas there is shortage of personnel. Finally the following points can generalize the major finds of the study.

- The need assessment was not done adequately
- No proper orientation and selection during streaming.

- There is a refreshment course given for trainers when a new program is designed.
- Stakeholders participation is not adequate
- Shortage of instructional materials.
- Lack of awareness.
- Absence of vocational teacher training center
- Lack of support from curriculum planner and designer.

These were found to be the major hindering factors for proper implementation of HRM curriculum.

5.2 Conclusions

Based on the major findings of the study the following conclusion is drawn.

The implementation of HRM training is depending on the trainer's full commitment and participation and stakeholder involvement, as well as trainee's academic background. In addition, the availability of instructional materials supporting staff adequacy, and the proper implementation of cooperative training is the underlined factor.

According to the finding of the study, teacher involvement in curriculum issues and being aware for its improvement is not adequate. Similarly the supply of computer and other facilities shortage hinder the practical training. At the same time trainer skill gap has not been identified, and filled as required. Therefore, all the above mentioned shortcomings can hinder HRM curriculum implementation.

5.3 Recommendations

Based on the finding, and conclusion reached, the following recommendations were forwarded.

- For proper implementation trainers have to participate in workshop, and seminars, regarding curriculum design, modification (revision) and implementation. In addition, even if most of the HRM trainers have pedagogical training instead of joining fresh graduates to train directly it is better to provide short term training.
- In order to increase the capabilities of trainers, in transmitting work based instruction to their trainees they have to be refreshed, and improve their skill according to the revised curriculum.
- The trainees before joining the TVET institution, orientation should be given about the training fields by the concerned bodies. In addition, the entrance criterion has to be improved as the character of a given field of study.
- The cooperative organizations should be oriented and take responsibility for co-operative training
- There must be proper follow up to check the co-operative training implementation.
- Sufficient budget should be allocated to provide instructional materials for practical training.
- Both internal and external stakeholders should be involved in designing, revising and evaluation of HRM curriculum implementation.
- Improving the guidance, and counseling, service, and librarians, and other supporting staffs are essential in order to implement HRM curriculum as it is intended.
- The above recommendations have to be taken in to consideration by concerned TVET management bodies and other stake holders.

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Part III. Questionnaires related to TVET College administration staff.
Rate each item in "5" points scale according to your own view.

7.

No	Questionnaire Items	1	2	3	4	5
A	Vocational knowledge and training of the administrative personnel.					
B	Is there a quality assurance management body who measure the performance of trainee?					
c	Certification of qualification					
D	The nature of budget allocation to facilitate the implantation of HRM curriculum					
E	The method of controlling mechanism on the implementation of HRM curriculum?					
F	Method of collecting comments from stake holders and making an immediate correction?					
G	The existence of participative leadership in the TVET colleges?					
H	Availability of trained vocational counselor.					

Part IV. Questionnaires related to the availability of instructional materials.
Rate each item in "5" points according to your view.

8.

No.	Questionnaire Items	1	2	3	4	5
1.	Availability of water					
2.	Availability of electricity					
3.	Availability of telephone internet service					
4.	Availability of Text books					
5.	Availability of Reference books					
6.	Availability of Model class					
7.	Availability of Computers					
8.	Freedom of training class from any kind of disturbance					
9.	Availability of secretary services					
10.	Efficiency of library service					

Part V. Questionnaires Related to HRM Curriculum, and it's Implementation.

9. The training need assessment performed before the start of human resource curriculum implementation in your TVET college was:-
 - a. Adequate
 - b. moderately adequate
 - c. Not adequate
 - d. Not conducted
10. At what level was the need assessment performed?
 - a. Institutional
 - b. Zonal
 - c. Regional
 - d. National
11. Trainers/ Teachers attitude towards the implementation of "HRM" curriculum.
 - a. Positive
 - b. Negative
 - c. Not totally negative
12. If your response for question "11" negative "why?" give your reason.

13. To what extent human resource management curriculum at TVET level is relevant to the needs of employers?
 - a. Highly relevant
 - b. moderately relevant
 - c. Not relevant
14. How do you rate the flexibility of HRM curriculum to accommodate the interest of trainees?

- a. Very High b. High c. Moderate
15. Are there human resources courses which are included in the curriculum that are not properly implemented?
a. Yes b. No
16. If your answer for question No 15 is "Yes", what do you think the reason for not properly implemented?
a. Shortage of time b. Shortage of computer c. Lack of trainers having the required skill d. Other

Part VI. Questionnaires related to trainees contribution for HRM Curriculum Implementation

17. Trainers interest regarding to the HRM training program.
a. Very high b. High c. Moderate d. Low
18. On what basis trainees are selected and streamed for human resources field of training? is it on the basis of
a. EGSECE result b. Choice c. EGSECE result and choice d. By the intake capacity of the TVET college.
19. The possibility of getting employment for graduates is:-
a. Very high b. High c. Moderate d. Low

Part VI. Questionnaires related to Co-operative Training Program.

20. Who assigns trainees for co-operative training?
a. The administrative staff b. The trainer c. Through trainees personal contact d. I do not know
21. Does the trainees get co-operative training related to their occupation?
a. Yes b. No c. Partially d. I don't know
22. The time when co-operative training was undertaken.
a. During the training period side by side b. Every summer at training level c. Only after completion of the training program
23. If your response to question 22 is "A" what is your reason? Please give you reason for its proper implementation.
-
24. Do you prepare a training plan which correspond to co-operative training?
a. Yes b. No
25. If your response is "A" what is it's relevance for the co-operative training? Please specify?
-
-

Open Ended Questions

26. What are the major factors that hinder the success of implementing "HRM" curriculum in your TVET College?
-
-

27. To what extent the overall objectives of the "HRM" curriculum have been achieved?
-
-

28. What do you suggest to improve the implementation of HRM curriculum in your TVET College?
-
-

3. Do trainers participate in planning, designing & commenting on the HRM curriculum?
 - a. Yes
 - b. No
4. If your response for question number "3" is "No" please write your reason.

5. Are the HRM trainers having pedagogical training?
 - a. Yes
 - b. No
6. If your answer is "No" why? Please give your reason.

7. The work relationship between trainers and the management of TVET
 - a. Very high
 - b. High
 - c. Low
 - d. Very low
8. What are the constraints that affect the relationship of trainers and TVET management bodies /rate each item in "5" point scale

No	Items	5	4	3	2	1
A	Lack of awareness					
B	Shortage of time					
C	Lack of Support					
D	Lack of willingness					

9. On what basis the HRM trainees are selected?
 1. EGSECE result
 2. By their choice
 3. EGSECE result and choice
 4. depend on the available space.
10. The possibility of getting employment for graduate of HRM trainers at the TVET level.
 1. Very high
 2. High
 3. Moderate
 4. Low
11. How do you rate the interest of trainees of "HRM".
 1. Very high
 2. High
 3. Moderate
 4. Low
12. Possibility of continuing further education after compellation of level IV.
 1. Very high
 2. High
 3. Moderate
 4. Low

Part IV. Questions related to Co-operative Training.

13. Is there a memorandum of an agreement for co-operative training institutions?
 - a. Yes
 - b. No
14. If your answer for number "12" is "No" please give your reason.

15. Who assigns the trainees for co-operative training?
 - a. The A.A. TVET agency
 - b. TVET colleges administration staff
 - c. The trainer
 - d. Through trainees personal contact
16. Does the trainees get co-operative training related to their occupation?
 - a. Very high
 - b. High
 - c. Moderate
 - d. Low
17. The time when co-operative training was undertaken
 - a. During the training period side by side
 - b. Every summer at training level
 - c. Only after completion of the training program

Part IV. Questions related to HRM Curriculum

18. The training need assessment performed before the start of human resource curriculum implementation in TVET College was

- a. Adequate b. Moderately adequate c. Not adequate d. Not conducted
19. At what level was the need assessment performed?
 a. Institutional b. National c. Zonal d. Regional
20. To what extent human resource curriculum is relevant at the TVET level to the needs of local labor market demand.
 a. Highly relevant b. Moderately relevant c. Not relevant at this level
21. How do you rate the flexibility of human resource curriculum to accommodate the interest of trainees?
 a. Very high b. High c. Moderate d. Low
22. The stake holders' participation in commenting the curriculum, and methods of training
 a. Very high b. High c. Moderate d. Low
23. What are the major constraints for proper implementation of HRM curriculum in the TVET College? Rate the following items by considering "5" points scale

No	Items	5	4	3	2	1
A	Lack of support					
B	Shortage of training materials					
C	Trainers efficiency					
D	The relevance of curriculum					

Part V. Question Related to TVET Management Bodies Concern.

Items listed below are indicating the essential points about the TVET management bodies concern to implement HRM curriculum in TVET Colleges.

Rate each item in 5 points scales

No	Items	5	4	3	2	1
24.	Availability of adequate instructional materials in TVET Colleges.					
25.	Trainers adequacy of knowledge and skills.					
26.	The government controlling mechanism on the implementation of HRM curriculum.					
27.	Providing frequent supervision service.					
28.	Preparing and conducting trade test for certification.					

VI. Open Ended Questions.

29. Do you believe that you are on the right track to implement HRM curriculum in A.A. Government TVET Colleges?

30. In your TVET colleges what are the major problems that hinder the implementation of HRM training curriculum?

31. What do you suggest to improve HRM training curriculum in A.A. TVET colleges?

Appendix C
Addis Ababa University
School of Graduate Studies
Department of Curriculum and Teachers
Professional Development Studies
Curriculum and Instruction Unit

Questionnaire to be Filled by the Trainee

The purpose of this questionnaire is to gather relevant information about the extent of human resource curriculum implementation in government TVET colleges. As a result, the problems that hinder HRM training curriculum implementation will be identified.

Thank you for your responding

General Instruction

- No need of writing your name.
- Where alternative answers are given put "X" mark identifying your chosen answer from the given choice.
- Where ranking is needed rank by assigning to the most important 5 and to the least important.1

Part I. Personal Data

1. Name of the TVET institution
2. i. Gender a. Male b. Female
- ii. Age a. 16-18 b. 19-21 c. 22-25 d. 25-30
3. Level of training a. Level II b. Level III c. Level IV

Part II questionnaires related to trainees of HRM

1. Are you interested in the HRM training program?
a) Yes b) No
2. What are the entrance criteria to be admitted for this field of training?

3. The possibility of getting employment for graduates:-
a) Very high? b) High c) Low
4. Knowledge and skills you have gained in the training that enable to perform in the work place
a) Very high b) high c) moderate d) Low
5. In your opinion, is the training according to your expectation?
a) Yes b) No
6. If your answer for question No" 5" is no why?
a) It is more theory b) shortage of facilities
- c) Low interest of trainees d) other reasons please specify. _____

Part III Questionnaire related to trainers of HRM

Rate in '5' points scale according to your own view

7. Trainers adequacy of knowledge and skills in the course they are providing you
1) Very high 2) high 3). moderate 4) low
8. Trainers efficiency in providing practical training
1) Very high 2) high 3). moderate 4) low
9. Availability of sufficient and efficient laboratory technician.

- 1) Very high 2) high 3) moderate 4) low
10. Trainers commitment for the efficiency of training.
1) Very high 2) high 3). moderate 4) low
11. Absence of trainers in the class.
1) Very high 2) high 3) moderate 4) low

Part IV. Questionnaires related to Co-operative Training Program.

12. Who assigns trainees for co-operative training?
a. The administrative staff b. The trainee's c. Through trainees personal contact d. I do not know
13. Do you sign co-operative training contract with the organization that offers the training?
a. Yes b. No c. I do not know
14. The time when co-operative training was undertaken
a. During the training period side by side b. Every summer at training level c. Only after completion of the training program
15. Do you get the co-operative training program related to your occupational training?
a. Yes b. No c. Partially d. I don't know
16. Is there a training plan for co-operative training prepared by trainers?
a. Yes b. No

Part V. Questionnaires related to Availability of Training Materials Rate in "5"

Points scale according to your own view

Questionnaires items

No	Questionnaires items	5	4	3	2	1
A	Text books					
B	Reference books(relevant for the training)					
C	Magazines					
D	News papers					
E	Computers					
F	Model class					
G	Electricity					
H	White board					
I	Desk/set					
J	Internet service					
k	Water					

Part VI. Questionnaires related to Administrations and Supportive Staff.

Rate the following items by "5" points scale i.e.

No.	Items	5	4	3	2	1
1.	Availability of vocational guidance					
2.	Adequacy of librarian					
3.	The existence of participative leadership in your TVET college					
4.	Performance of other supportive staff					

Part VI. Open Ended Questions.

18. In your training center what are the major problems that hinder the implementation of HRM training curriculum?

19. What do you suggest to improve HRM Training curriculum in Addis Ababa TVET Colleges?

Appendix D
Addis Ababa University
School of Graduate Studies
Department of Curriculum and Teacher's
Professional Development Studies
Curriculum and Instruction Unit

Structured Interview Questions for officials of the Colleges, and Addis Ababa
 TVET Agency Officials

Guide for Interview

Introduction

Dear Respondents, or Dr. _____ or Mr. _____ Ms. _____

The purpose of this questionnaire is:- to record data for completion of masters degree. The data to be gathered in this questionnaire which focus on factors that hinder the implementation of human resource curriculum in Addis Ababa selected government colleges.

Part I. Data on Respondents Background

1. Gender a. Female b. male
2. Age a. 20-25 b. 26-30 c. 31-40 d. above 40
3. Position _____
4. Qualification and year of experience

Qualification	1-5 Year	6-10 Year	11-15 Year	Above 20 Years
Diploma				
B-A/ BCC				
PH-D				
Others				

Part Two

Interview the Principal /Vice Principal of TVET colleges

1. How long have you been in this institution as the principal of vice principal?
2. How do you rate the implementation of “HRM” curriculum in this institution?
3. Compared to others in terms of
 - a. Academic Standard
 - b. In implementing curriculum as intended
4. How do you rate the adequacy of the teaching facilities?
5. How qualified is the teaching staff?
 - a. Why?
 - b. Why not?
6. How adequate is the number of teaching staff?
7. Is there adequate budget for full filling teaching facilities? If not why?
8. What are the major sources of finance for implementation?
9. How many of the teacher/trainers/ have got work based unit pedagogic training?
10. What is the communication channel used in the implementation of HRM curriculum?
11. What are the major hindering factors?
12. What do you suggest?-----

Part Three

Interview for Addis Ababa TVET Agency Officials

1. How long have you been in this TVET agency office?
2. How do you rate the implementation of HRM curriculum in A.A. TVET colleges?
3. Does the agency provide any support to TVET colleges for new program implementation? Such as for Human Resource training program implementation.
4. Do you think that you are on the right track to attain the objective of HRM training courses?
5. how many teacher/ trainer, have got work based and pedagogic training?
6. What motivation factors you using to encourage the TVET colleges?
7. what are major source of finance for implementation?
8. What is the communication channel used in the implementation of HRM curriculum?
9. What is the mechanism used to monitor and evaluate the HRM curriculum implementation?
10. What are the major hindering factors?
11. What do you suggest?

Appendix E
 Addis Ababa University
 School of Graduate Studies
 Department of Curriculum and Teacher's
 Professional Development Studies
 Curriculum and Instruction Unit

Observation Check List:- To record relevant data from observation pertaining to the condition of training facilities of government TVET colleges for implementing HRM curriculum.

Name of TVET College _____

Main Area	Observation of Actual Material and System	Superior	Above Average	Average	Below Average	Interior
Instructor Materials	- Text books - Reference books, - Magazines - News Papers - HRM books					
	Equipment - Computers - Photocopy Machine - Printers - Scanners - Projectors - File Cabinet					
	Classes - Model Class					
	Instructors With Master Degrees					
Staff	Instructors With First Degree Instructors With Diploma					
	Other Facilities - Electric generator - White boards - Desk /Set - Water - Internet Service					

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Declaration

I, the undersigned, hereby declare that this thesis is my original work done under the guidance of
Dr. Meseret Assefa, and it has not been presented for degree in any university. All sources of
materials are fully acknowledged.

Name:- Tsige Haregewoin

Signature :  _____

Place Addis Ababa University

Date 13/02/2011

This thesis has been submitted for examination with my approvals as university advisor

Name DR Meseret Assefa

Signature  _____

Date _____