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**MANAGEMENT OF VOCATIONAL EDUCATION**

*Student Attitudes towards Technical and  
Vocational Education and Training program in  
Afar Region*

By

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**Approval of Board of Examiners**

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## **ABSTRACT**

The purpose of the study was to examine the attitude of students; particularly those enrolled in soft and hard fields of the study, towards TVET program as a function of the trainee gender, field of study and level of education. The study was conducted in Afar Regional TVET colleges of Adadale and Lucy. Four hundred (male=150 and female=250) trainees were randomly selected from level three and level four trainees. The result suggested a more favorable attitude of students towards TVET program and its value. Significant gender and educational level, differences in attitude towards TVET and in perception on the value of TVET program were found while that of field of study yields non significant attitude differences. On the other hand, students did not want to study TVET while they were in grade 10. Nevertheless, they exhibited more interest to TVET after they participated in the program. The three most important reasons for students to join TVET were scoring in the 10<sup>th</sup> grade national exam, personal interest and expectation for further training. The finding of the study suggests working actively to promote the interest of student towards TVET and to enhance further research on students' attitude and perception towards TVET.

## **Acronyms**

GTZ	German Technical Cooperation
ILO	International Labor Organization
MOE	Ministry of Education
TVET	Technical and Vocational Education and Training
UNESCO	United Nations, Educational Scientific and Cultural Organization

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# **CHAPTER ONE**

## **INTRODUCTION**

This chapter deals with the problem and its approach. The main purpose of the study is to examine student attitudes towards technical and vocational education and training (TVET) in Afar region .It begins with a brief background explanation of the study and states the problem. It also contains objectives, basic questions, and significance of the study, scope of the study and research and methodology.

### **1.1 Background of the study**

The Ethiopian development plans have, over the years, consistently stated the one major educational objective as that of producing properly and effectively trained, disciplined and patriotic youth who can in turn make a positive contribution to the development of the nation. Over the past two decades, technical and vocational education and training (TVET) in Ethiopia have experienced both structural and curricular changes that have in turn impacted on its graduates.

Technical and vocational education has historically been considered education for those students who fail to make through the straight path (primary, secondary, preparatory to university).The people saw this type of education as a system of education prepared for intellectually low students and associated with non-prestigious blue-collar employment (Teklehaimanot, 2002; Wanna, 1998). Moreover, it is considered with a second-class status (King, 1977). Too often, technical and vocational program become dumping grounds for students who appeared slow or unmotivated (Alloway et al. 2004). In addition, the program is assumed to be with limiting goals and lowering expectations by deliberately offering stunted education to students who are already behind (Morrow, 1995).

Therefore these negative feelings ultimately contribute to a lack of vocational preparation and poor motivation for many students who could otherwise benefit from involvement in technical and vocational education program. However, it has been argued that, because of certain economic realities, attitudes seem to be increasingly changing in a positive direction with regard to the acceptance of the need for technical and vocational education in school systems, especially at secondary level.

Regardless of its negativity, technical and vocational education is fundamental to the world of work. For most people, work is the desired outcome of their education and it is through their work that people achieve self-fulfillment. Lasonen and Burge (1991) note that one of the major issues relating to the world of work where TVET has played a major role in providing solutions is the question of what changes should be made to school curricula at all levels so that young people are more work-oriented and have the basic skills needed for productive work.

It is clear that the role of TVET as an effective means of empowering society to engage in productive and sustainable livelihood cannot be overemphasized. The diversity in provision of TVET in many countries is associated with disparities in historical, political, educational, cultural and economic contexts. Thus TVET has not been spared changes caused by the political, economic and social forces. Variations abound in terms of structures, operating conditions and outcomes.

Economic development in any society and at any level of development highly demands skilled and competent personnel, capital and people with managerial ability. For that matter, advanced countries attribute their success to the availability and qualities of skilled manpower for their economic development and better living standards (Venn, 1964). It is in light of this that Ethiopia is highly interested in education in general and technical and vocational education in particular for the supply of trained and skilled personnel to boost her economic development and thereby change the living standards of her people.

The new education and training policy, which is on practice, gives special attention to the education sector in general and TVET in particular. As a result, many institutions of different programs were opened and considerable amount of resources have been allocated to the sector. The old curricula were revised. Measures have been taken to train teachers. The system is restructured (MOE, 1999). Consequently, large number of students is placed in TVET institutions. As a result, participation in TVET program has been increasing. There is no evidence that shows whether trainees were interested in the program or not.

Students' attitude and interests towards the training program will have impacts on acquiring the necessary skill and knowledge. For effective training to occur in TVET, the training needs to match to the students' characteristics, including their attitudes, interests, and motivation (king, 1985). Besides, attitudes towards fields of a study are influenced by many factors. Some of these factors could be attributed to employment opportunity, job prestige, achievement educational level, gender and the like which have a great impact on trainees' perception on the field of the study as future preference of profession (Tefaye and Demewez, 2004;Morrow,1995).

The present field of the study aims to investigate the attitudes of TVET college students towards the training program. It is conducted to better understand students' perception and attitudes towards TVET program. The study mainly focused on TVET colleges situated in Afar Region.

## **1.2 Statement of the problem**

Education is acknowledged as a means for transforming and empowering communities. The youth especially gain skills, knowledge and attitudes to enable them become productive members of the society. Education contributes to sustainable development, and is recognized in Ethiopia as a priority area of development intervention as is reflected in policy documents (Atchoarena , Delluc, 2001).

Technical and vocational education (TVET) is broadly defined as “Education which is mainly to lead participants to acquire the practical skills, know how and understanding, and necessary for employment in a particular occupation, trade or group of occupations (Atchoarena , Delluc, 2001). Such practical skills or know how can be provided in a wide range of settings by multiple providers both in the public and private sector.

Investment in TVET is believed to be a key element in the development process because it provides the skill and knowledge necessary for social and economic development. Yet, in many societies, particularly in Afar, participation in TVET program remains low. Low prestige attached to technical vocational education and training and its inherent inequities are a common phenomenon in Afar.

The public saw TVET program as education for youth with low academic abilities. This perception equates secondary education with intelligence; consequently, parents have prevented their children from taking courses in TVET. Choosing TVET is perceived as limiting one’s educational attainment, which in turn reduces lifetime upward mobility. If it wanted to be undertaken, TVET program is considered as an area of study more appropriate for males than females. Besides, while some fields of study relatively favored by males some other is often selected by females (Wanacott, 2000). Thus, unless program intended to promote the role of TVET in economic development, take on board this underlying factor of a community’s and students’ negative perceptions of TVET, such program as those advocated by the government doomed to fail.

There fore, in ordered to investigate students’ attitude towards TVET program, the following research questions were formulated to be answered in the course of the study.

1. What is the attitude of students towards TVET program?
2. Do students show differences in attitude towards TVET program as a

function of their gender?

3. What are the perceptions of students on the value of TVET program?
4. What are the factors influencing the attractiveness of a Technical and Vocational Education and Training Institution?

### **1.3 Objectives**

#### **General objective**

The overall objective of the study is to investigate or know students' attitudes and interest towards TVET program and training program in the case of Afar region.

#### **Specific objectives**

- ✓ To examine the attitude of trainees towards TVET program.
- ✓ To examine the perceptions of students on the value of TVET program.
- ✓ To provide the problems which negatively influence the attitude of students TVET program.
- ✓ To show the relationship of gender and attitude towards TVET program.

### **1.4 Significance of the study**

The research will have its importance and significance to contribute. By examining the study the researcher attempts to become crucial to know about students' attitudes and interests towards TVET program believed to contribute the following

- The finding of the study may help the concerned bodies to design training programs according to the needs and interest of the student
- The findings of the study may become a base for vocational counselor to help students in choice of field of the study.
- The findings of the study may help to devise strategies by which trainees develop favorable attitude towards TVET program, if negative attitudes

exist. The finding and procedures of the study may be of the value for further research in the related area.

### **1.5 Delimitation of the study**

The study is delimited to Afar Regional Colleges of TVET; the reason why this study is delimited to this region

- Since the present researcher is familiar with the region, there may easy access to information

### **1.6 Limitation of the study**

- No other research on students' attitudes towards TVET has been carried out in the region; therefore, the present study was carried out on two TVET Colleges of Afar Region, namely: Adadale and Lucy TVET Colleges.
- Shortage of time

### **1.7 Organization of the study**

The study will be divided in to five chapters. The first chapter deals with introduction. Under introduction, background of the study, statements of the problem, objectives, significance of the study, delimitation of the study, limitation of the study, definition of operational key terms and organization of the study were included. Chapter two will briefly explain the review of related literature. Chapter three will provide research design and methodology. Chapter four provide the data analysis and finding. Finally the last chapter includes summary of the findings, conclusion and recommendations. More over, as appendices, the bibliography, sample questionnaires and other relevant documents are attached to the last part of the thesis.

## **CHAPTER TWO**

### **REVIEW OF THE RELATED LITERATURE**

#### **2.1 What is TVET?**

TVET refers to technical and vocational education and training which is defined differently by various sources. Here only a few of them are considered. TVET is described as “a comprehensive term referring to those aspects of the educational system involving, in addition to general education, the study of technological and related sciences and the acquisition of practical skills, attitudes understanding and knowledge relating to occupation in various sectors of economic and social life” (UNESCO quoted by ecbp, 2006: 9)

TVET is an orientation and exposure to the subject which give the knowledge and skills up on which the students could build for future career. TVET is an integral part of the national educational system. Through TVET technological knowledge and practical skills are transmitted to persons from all sphere of society (ecbp, 2006:9).

TVET is broadly defined as “education which is mainly to lead participants to acquire the practical skills, know how and understanding, and necessary for employment in a particular occupation, trade or group of occupations (Atchoarena & Delluc 2001). Such practical skills or know how can be provided in a wide range of settings by multiple providers both in the public and private sector.

Those definitions in one way or another fundamentally indicate or in sum late that it is a field of human endeavor that develops practical skills and knowledge’s in preparation for work and future studies broadly TVET may be seen both as a vehicle for the development of marketable and entrepreneurial skills and as an engine for development. Owing to the above fact most countries have developed their own TVET system. There are considerable literatures written about TVET system. International

organization such as UNESCO and ILO has been working in the area at global level. Ethiopia also has adopted its own TVET system.

## **2.2 TVET in Ethiopia**

Available sources show that vocational education in Ethiopia is a recent phenomenon. The first development of vocational and technical education had started when some vocational schools were opened giving training in some vocational and technical training. The development of vocational education is related to the development of general education in Ethiopia. Prior to 20<sup>th</sup> century, the education system was predominantly religious oriented that used to serve the man power needs of the church and the state (Yekunoamlak, 2000; Wanna, 1998; Mekonnen, 2004). During that time, there was no significant sign of vocational training (Yekunoamlak, 2000). Nevertheless, Emperor Theodros and Emperor Menelik had contacted foreign countries and got some craftsmen and artisans (Yekunoamlk, 2000).

Modern type of education was introduced with establishment of Menlik II School in 1908. Though there was an intention to develop vocational education beginning that year, only academic subjects were provided. This happened, because the primary objective to open a school was to prepare Ethiopians for various clerical administrative purposes (Teklehaimanot, 2002).

After a decade the first technical school, Technical school of Addis Ababa was established in 1942 for the purpose of training junior and middle level technicians (NIGAT, 1996). Since then the technical and vocational education has exhibited various changes and continuities. Recently, (2005) the country has been engaged in reform of its TVET system. The reform is being carried out at federal and regional levels with the goal of creating a TVET system that is responsible to the development needs of the Ethiopian economy and that can effectively provide the skills needed

by those working for wages and self-employed (Ministry of Education, 2007).

The 1994 education and training policy has brought fundamental change in education sector in general and TVET in particular. Number of schools and enrollments has been considerably increased. More over, from 2002 onward, many TVET institutions have been opened in the country to cater to those who completed grade 10. In Ethiopia, as in many African countries, TVET suffers from a relatively poor public image. TVET is usually associated with low status job, low salary and lack of personal development opportunities, partly due to the low quality of previous TVET programmers' that did not allow TVET graduates to successfully compete in the labor market. TVET is generally perceived as a place of last resort for those students who failed to get into higher education. This misconception needs to be rectified (MOE, 2006). Nevertheless, efforts made to investigate students' attitude towards TVET program is negligible (Teklehaimanot, 2002).

### **2.3 The role of TVET**

The role of TVET in furnishing skills required to improve productivity, raise income levels and improve access to employment opportunities has been widely recognized (Bennell, 1999). Developments in the last three decades have made the role of TVET more decisive; the globalization process, technological change, and increased competition due to trade liberalization necessitates requirements of higher skills and productivity among workers in both modern sector firms and Micro and Small Enterprises (MSE). Skills development encompasses a broad range of core skills (entrepreneurial, communication, financial and leadership) so that individuals are equipped for productive activities and employment opportunities (wage employment, self-employment and income generation activities).

The Bonn resolution of October 2004 noted that TVET is the “Master Key” for alleviation of poverty, promotion of peace, and conservation of the environment, in order to improve the quality of human life and promote sustainable development. Ethiopia can reorient itself towards sustainable development, using TVET as a vehicle for socio-economic and technological transformation. It is critical that Ethiopia, through TVET meets the challenges of increased unemployment, poverty, food insecurity and environmental degradation.

#### **2.4 Purpose of technical and vocational education**

One of the primary purposes of technical and vocational education and training (TVET) program is to meet the skilled manpower need of the specific area in which the schools have to operate. Another objective of TVET according to Evans (1971) is that it is increasing options to students so that they could join any areas they want. The availability of VE as indicated by Evans gives students an opportunity of having more options in relation to the options that may be possible by attending general education. The main purpose of Technical and Vocational Education (TVE) in Ethiopia is more or less similar with the purpose discussed above. The educational training policy and its implementation state the following as far as the purpose of (TVE) is concerned:

*“The aim in all these program is not only to train man power for the development program that the country is in the process of implementing, but is also intended to encourage the trainees to create jobs themselves and contribute to the national development efforts”.*

#### **2.5 Students’ attitude towards TVET program**

A review of research reveals a number of factors that influence students’ career choice. Among these factors are job status, employment opportunity and “interest in work”. The other relative influencers are parents, peers, councilors, media and workers (Alloway et al.,2004;Esters and Bown,2004;Adams, Womble, and Jons, 2001;) in addition to the above mentioned variables, Maxwell, cooper, and Biggs,(2000) expressed

performance in school subjects has an influence for the choice of technical and vocational education program. The most important reason for enrolling in marketing courses in advanced countries as it was reported in Adams, Womble, and Jones (2000) was to get out of school early employment. Abdelkerim (1997) contend that among the students surveyed, the majority (94%) was able to enroll in TVET based on their personal interest to attend the program.

Maxwell, Cooper, and Biggs (2000) argued that employment opportunity was a substantial influencing factor for more students/people than any other things in their choice of TVET program. Further more, Maxwell, and Biggs noted that parental influence, achievement in subjects, media personal friends and role models (employers) found in that order were important influencing factors to choose TVET program as study fields.

According to Abdelkerim (1997), factors that can influence people's choice of training and their decisions to join a given field of study include personal factors, such as the social background of the person and the importance given to training versus direct employment in a family, or the choice of training for white collar jobs verses to blue collar jobs. Other factors include the educational qualifications needed for access to vocational training and physical access to training and the perceived quality of training available in vicinity.

In other words, there is no overwhelming single influence for every one, rather a combination of influences, each contributory but not conclusive in it self (Maxwell, Cooper, and Biggs, 2000). Therefore, it can be concluded that there are several social, educational and occupational factors for preferring TVET as a study field (Esters and Bowen, 2004; Maxwell, Cooper, and Biggs, 2000).

Mixed viewing (positive and negative) of vocational education by public was reported (Osborne and Dyer, 2000; Astesano, 1997; Claus, 1990). According to this argument, while some looks TVET as useful that

contributes to development, others perceive it as useless that discriminates and multiply unemployment. The positive viewers of TVET contend that participation in vocational education appears to contribute to the development of greater self-confidence, a more positive view of schools, and an improved ability to work and get along with others, a clear sense of career direction and greater feelings of success and belonging. Contrarily, the negative viewers argue that TVET program inhabit the opportunity of disadvantaged or academically alienated participants by festering compliant work attitudes and an acceptance of low status of employment or no employment (Claus, 1990).

Students participating in technical and vocational education program of different levels like (10+1, 10+2, 10+3) at the present like (level1, level 2, ....level 5) showed varied attitudes to their study fields (Boser, Palmer, 1998). There maybe different reasons for having different perceptions on field of study. Some reasons attributed to employment opportunity, job status, easiness of the subject matter, easy accessibility, and availability of facilities and competencies of teachers. It is obvious that students who are participating and not participating in technical and vocational program are expected to vary in their attitude towards the program. To this effect, King (1997) showed that non-vocational participant students exhibited more interest in white-collar jobs as opposed to blue-collar jobs. On the other hand, vocational program participating students became in different for the white and blue-collars jobs, it appears, then, non-vocational students seem to support the believe that white-collar jobs are better than blue-collar jobs. Moreover, King (1997) found that the participant students misunderstanding and mis-conceptualizing TVET as for second- class, low socio-economic status; and as for failures (Teklehaimanot, 2002).

### **2.5.1 The practice of other selected countries; the case of Thailand**

Thailand is one of the industrial countries in the Asia-Pacific region that requires a number of skilled labors. One of the major tasks of the current

government in Thailand is to improve the vocational qualification standard for the international and national market. The office of vocational education commission (OVEC) in Thailand formulated the Thai vocational qualification (TVQ), wherein vocational competencies are divided into five levels (MOE 2006). The TVQ places emphasis on competencies, the accreditation of prior learning and experience, the promotion of public private sector cooperation in providing additional skills training for workers in various enterprises so as to raise labour productivity to international levels, and enhancing the global competitiveness of Thailand. Although the attempt has been made to create quality in vocational education, OVEC reported that social attitudes to vocational education are not encouraging. Negative attitudes to manual work severely dampen the demand for vocational education. Furthermore, TVET is conceived as a system of education for the poor, and for the educationally backward sections that are not eligible for admission into higher education (OVEC 2006). This view perpetuates inequalities in the system.

Low prestige attached to vocational education and its inherent inequities are somewhat a common phenomenon in Thailand. The suspicion that vocational curricula provide "a second-class education and track some individual's lower class or lower caste, racial minorities and women - away from academic education and access to jobs of the highest pay and status" (Grubb, 1985) became quite strong over the years and became obvious through some public policies of ill-treatment of vocational education in educational planning and resource allocation, while contributing to the strengthening this belief (Tilak 2002). Presently, in Thailand, people are valued for what they know more than what they actually produce. Employers demand more educated people, who are equipped with new sets of knowledge and skills, to perform high value-added forms of business activities to continue to compete in the global market. Fewer young people start their careers with vocational

education, but more working people acquire vocational education for enriching and updating their industry-specific knowledge and skills. The drastic changes in industry and society require the Thai vocational education institutions to define their new roles and to create new values to a new composition of stakeholders, and, their performance will be evaluated by a new set of criteria and standards.

Maguire and Lay (1981 cited in Bradshaw et al 1981) identified financial aid, peer influence, special program, and size of the institutions, location, athletic facilities and social activities as the most important factors in choosing an educational institution. Mazzarol (1998); Krone et al (1981); and Morgan, Baron, and Bainbridge (2001) suggested the major influential variables are:

- 1) Location of the institution
- 2) Reputation
- 3) Courses that are available with the benefits that they offer
- 4) Career opportunities with employment
- 5) Course specifics (content, structure, method, and assessment)
- 6) School ambience and environment (distant from home, rural/urban place, atmosphere of the campus, and facilities of the city)
- 7) Reputation of the institution

### **2.5.2 The practice of Maryland**

Similarly, a study of students' attitudes towards vocational education done at Maryland by Black (1976) revealed that the participant students had favorable attitude towards vocational education. On the other hand, Lewis (1980) reported mixed attitude towards vocational education. On Lewis study, 4830 students participated. Of this, 85% of students reported that the vocational education they participated in was "very useful" or "some what useful" later their life. The other quarter of

respondents complained that the program prepares them for jobs “not to well” or “not at all”. Thus, this is a good indication of the existence of favorable and unfavorable attitudes of students towards TVET program.

Several authors argue that vocational subjects are not attractive to students. Oketch states that declining TVET participation results, in part, from “the public’s attitude towards this type of education” (Oketch). Castro also argues that vocational programs cannot survive inside the vocationalized school because they are undervalued by students from all backgrounds. According to Castro, “a survey of students of comprehensive junior high schools in Rio de Janeiro showed that working class students had career expectations no different from those of their middle class peers”. Castro insists that “the widespread failure of diversified schools has much to do with the presence of an academic ethos which devalues the vocational subjects to the point where they are not taken seriously.” (Castro). Overall, less than 5 % of all students showed any interest in the vocational courses (Castro & Mello).

## **2.6 Prestige and job status related attitude towards TVET program**

Technical and vocational education has been considered as education designed for low achievers or failures and for second-class citizenship as (Teklehaimanot, 2002) reported. In explaining the misconception, Wanacott, 2000) wrote as “The most enduring belief about vocational education is that it’s only for non-college bound, the potential dropouts, or other students with special needs and this belief is not confined to students and their parents; it is often shared by other educators and policy makers”. There fore, one can easily understand the views of the students and the public of our country, where, students who failed to score for preparatory education are by policy made to attend TVET as an educational option (MOE, 1994).

The problem of job status of technical and vocational education is related to miss-conceptualizing the program. In developing countries like Ethiopia, job stereotypes are predominant that render it undesirable for individuals to acquire Vocational qualifications. The prestige factor is often also used to discourage participation in vocational education (dessie, 1996). Poor participation in TVET was observed because; many people preferred white- collar jobs to blue-collar jobs (King, 1997).

(Maxwell and Wanacott, 2000) indicated that high status was attributed to university over TVET and university degrees were perceived to provide the best opportunities for future employment. Some students enroll in TVET program because it is the only program they could get available. Moreover, some students program as a stepping-stone to another program.

In addition to the above explained misconception on TVET, ILO (1997) reported the following:

- ✓ Poor background of trainees and inappropriate recruitment procedures;
- ✓ Lack of encouragement and support for trainees to start their own business;
- ✓ Lack of creativity of trainees lack of providing initiation by relevant bodies;
- ✓ Accreditations not made by concerned organizations, and vocational skill despised by the society.

There for, it may not be difficult to estimate that the misconceptulising TVET generate negative attitude towards the program from the students or their parents or the general people.

## **2.7 The perception of students on the value of TVET**

Unemployment has bad psychological effect on people especially on those trained but could not find employment. Hence, it becomes normal for

students tend to enroll in types of education and training that expected to bear them immediate employment after training and reject others that thought to have no employment opportunities. For this matter, it is reasonable to propose that employment would have imperative influence on the development of perceptions about choice of a field as a future profession (Rojewski, 1993). On the other hand, the effectiveness of TVET depends fundamentally on the extent to which trained persons use their skills in employment. Thus, the objective of the training should be geared to enable the young people both for salary employment as well as for self-employment in which they could positively value the program (Jone, 1997).

In short, providing training without job opportunity is nothing more than waste of scarce resources. In addition, students' perceptions of the value of TVET program, then, might not expected to be positive. Thus, developing countries must facilitate conditions for job opportunities; particularly for self-employment. If not they would not be in a position to positively influence students' attitude and to get the invaluable benefits of vocational education program.

## **2.8 Gender difference in attitude towards TVET program**

Regarding gender and attitudes as related to TVET education in specific and technology in general, boys found to have more interest in technology than did girls (Yundu, 2003). Regardless of its degree, when it comes to significance, there was no demarcated difference of both sexes on interest towards technology (Heywood, 1998). However, the researchers did not claim to cover the existences of gender differences in preferring to study some vocational areas.

Generally, female participation in TVET areas is very low compared to male (Ngau, 1999). On the other hand, while some fields of study like Automotive Technology, Mechanical Engineering and Construction Technology and the like more favored by male students, study fields like

Secretarial studies, Home economics, Information Technology and the like favored by females (Ngau,1999;Sign, 2004).

The male-female disparity in TVET often associated with social and cultural discrimination, sex stereotyping, forced early marriage and unconscious influence from parental\family opinion (Yundu, 2003). The opportunity for females to realize their potentials in the technological areas is, therefore, suppressed or stifled (Ukpore, 2003).

A study done in Nigeria on influences of gender on secondary school students' attitude to vocational education by Ukpore (2003) on sample of one hundred and fifty (75 male and female) that obtained through structured questionnaire and analyzed with percentage and mean in rank order revealed that both male and female students have positive attitude towards vocational education. As the study indicated, females were more interested in Home Economics while males were more interested in technological areas of Automotive, Metal, and Engineering (Athanasou, 2001).

Ngau (1999) in his study of female participation and course choice in institutes of technology, in Kenya, reported that few girls who were found taking courses in motor vehicle mechanic, mechanical engineering, metal fabrication complained that they were often viewed abnormal, particularly by fellow trainees and some times by their teachers. Male students argued that females in the mentioned courses were wasting their time since no company wanted to employ them because females were weak. Females themselves said that courses were dirty and, since the courses they involved required in the use of muscle power, they were not appropriate for ladies. This shows that there exists gender segregation in technical and vocational education program (Kithyo and Ngau, 1999). As a result, it becomes reasonable to expect the influence of gender on students' attitude towards TVET program in Ethiopi

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Design of the study**

To realize the objectives of the study, descriptive survey research method was used. The researcher wants to use both primary and secondary data as source of data. The data are gathered through in questionnaire.

##### **3.1.1 Primary data**

The researcher use questionnaire, and focus group discussion for the collection of primary data sources. The following is a brief explanation as to how to use the primary data sources.

##### **3.1.2 Secondary data**

The researcher also wants to use secondary sources as to have some background information about the issues. Related documents revised. Documents like magazines, books, journals, and research papers, published and unpublished materials examined.

#### **3.2 Procedures of the study**

Questionnaire set and distributed to be filled by the expected respondents. Interview conducted. Observation taken by the researcher and of key informants and focus group discussion give consolidated information. The questionnaire prepared for the respondents tested Semera TVET colleges which are not selected as a sample to be studied. The pilot study carried out in order to avoid errors related to language, ideas etc and to enrich the framed items. The selection of the pilot TVET colleges arbitrary as the purpose of this stage confirms the application of instruments. Then the final copies distributed to the expected respondents. After the gathered and collected and analyzed, presented

and interpreted quantitatively as well as qualitatively. Finally the study summarized and concluded and the suggested recommendations.

### **3.2.1 Sampling techniques**

Currently there were two regional TVET colleges in Afar; namely: Adadale and Lucy. Both colleges offer training in soft training programs and Industrial Technology fields of study. TVET colleges were preferred for the study, because, students were selected from level three and level four trainees from Afar regional state. Thus selecting TVET colleges for the study of students' attitude towards TVET programs in the region would help to generalize the finding of the study for large population of students attending the mentioned fields of study.

In the selected samples of two TVET colleges (Adadale and Lucy), 980(M=340 and F=640)students were attending on level 3 and level 4 in fields of study of business and other technologies field. Accordingly different selection proportions were used because female population of the study was found larger than males. Accordingly, 400 (M=150 and F=250) were selected by random sample technique and were requested to participated in the study.

### **3.3 Data collection instruments**

After the collection and gathering of data from the respondents, the next step is analyzing the given data by using tables. Quantitative and qualitative analysis of data employ. The data collected through close ended questions in the questionnaire and analyzed quantitatively.

#### **3.3.1 Participants**

In the selected samples of the two TVET, 980(M=340 and F=640)students were attending on level 3 and level 4 in fields of study of business and other technologies field. Accordingly different selection proportions were used because female population of the study was found larger than males. Accordingly, 400 (M=150 and F=250) were selected by random

sample technique and were requested to participate in the study. Among the 400 participants, 200 (M=75 & F=125) and the same number 200 (M=75 & F=125) soft and hard trend program field of study respectively. In respect of level of education 250 (M=100 & F=150) were level 3, 150 (M=50 & F=100) were level 4.

### **3.3.2 Development of measuring instrument**

Attitude type items and supplementary questions on joining TVET program, which supposed to measure students' attitude towards TVET program were developed based on literature reviewed. The area aimed to involve in measuring students' attitude towards TVET program were general interest.

### **3.3.3 Pilot study**

Conducted to test the instrument and to improve it for further use. The instrument for pilot study consisted of 53 items to be responded on a 5-point scale, 8 items on background information and 12 supplementary questions on joining TVET. This instrument was tested on 50 (M=25 & F=25) students at TVET Colleges of Semera. From each field of study were selected. Responses of 5 students were not included for analysis of the tryout because they were not fully completed. Hence, the pilot study sample comprised of 45 participants. Accordingly, 4 items found not significantly discriminating, and were discarded from further treatment. Of the 44 remained items, 10 were discarded because of low item-total correlation. Four items were re-stated and improved based on the information forwarded by respondents. Thus, 34 attitude type items remained for main study purpose. In addition, based on comments and answers of the respondents 18 background information and supplementary questions on joining TVET.

### **3.3.4 Final instrument and reliabilities**

Final instrument used to explore students' attitude towards TVET program comprised of two parts. The final part was the attitude scale and the second part was demographic information and questions on joining TVET program.

The attitude scale part consists of 34 items. Of the 34 items, 16 were stated negatively and 18 items were presented positively. It was to be responded on a 5-point scale that ranges from strongly Agree, Agree, Undecided, Disagree, and strongly Disagree.

The negatively stated items were reversibly scored for analysis. Besides, scores, of the negatively stated items on strongly disagree and disagree indicated positive attitude; while scores of the negatively appeared items on strongly agree and agree indicated low positive or negative attitude. The responses to undecided category indicated neutral attitude.

The attitude scale had two sub-scales. These were "general attitude towards TVET program" and "perceptions of the value of TVET program" sub-scale 20 and 14 items respectively" The demographic information and supplementary questions on joining TVET program consisted of 18 items. One to eight items were presented to understand the background of participants. The remaining 10 (8 closed ended and 2 open ended) items included exploring further information about attitudes

### **3.4 Procedure of data collection**

On the basis of pilot study, the instrument was improved. On both pilot and main study, the instrument was administered during the students' free time not to take off their learning time as well as to give them ample time to respond to all items.

On the final study sample, teachers' from both colleges assisted the administration of the instrument. While students required responding to

the instrument, the researcher was around to clarify whatever questions students might ask about the instruments. Thus, efforts were made to remove ambiguities about the instrument and related issues.

The scoring of attitude scale followed the usual procedures employed in likert scale. That is, 5,4,3,2,and 1 scales value were given for categories strongly agree, agree, undecided, disagree and strongly disagree respectively for positively stated items while it was reverses for negatively stated items.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRITATION**

#### **4.1 Method of data analysis and interpretation**

Data obtained from attitude scale and supplementary questions separately were organized in away they were appropriate for analysis. The data were analyzed using descriptive. These methods of analysis focused on independent variables of field of study, educational level and gender.

The results of the study are presented in the following order. The first part deals with the demographic information of respondents. The second is about attitude of students towards TVET program. The third part deals with perception of students on the value of TVET. The forth parts is opinion of students that were secured through additional questions. The final part is about respondents to open ended items.

#### **4.2 Demographic information**

Respondents were selected from two TVET colleges. While 37.5 % of students were male, 62.5 % were females. Regarding participants year level (educational level), 62.5% were level 3, 37.5% were level 4. The majority of respondents (83%) were in age group of 17-20 years. Thus, they expected to provide clear response to the instrument. Besides, they expected to indicate their attitude towards TVET program being free of other interferences. In addition, while 50% of them were from soft trend field of the study, 50% were industry field of areas. The respondent's father and mother educational levels found to be greater than grade five for about 72% and 56% respectively. Thus, it was assumed that the respondents' parents would have some contribution on career choices of their children. Regarding respondents grade 10 exam score, while 44% of

them reported that they had a score of less than 2.00, about 56% of them replied that they had a score of 2.00 and above.

### 4.3 Attitude towards TVET program

**Table 1 General attitude of students towards TVET program**

No	Statement(Items)	Responses in percent		
		SA+A	UD	D+SD
1	Technical and vocational education and training is my favorite field of study	96.25	3	0.75
2	I prefer TVET to academic subjects	93.25	1.75	5
3	For me, TVET education is attractive	90	3	7
4	In my view, technical and vocational careers are boring	2.75	1.75	97.5
5	I don't like to be called a 'technicians'	2.5	3	94.5
6	I don't like jobs that make hands dirty	2	-	98
7	Technical and vocational jobs are difficult: it is why I dislike to study it	3.25	1.75	95
8	I do not like Technical and vocational education and training program	2	1	97
9	In my understanding, Technical and vocational education and training is designed for low education	18.5	1	80.5
10	I like my current field (major) of study	97.75	1.75	0.5
11	I like to advice others to study technical and vocational education and training	83.5	5.25	11.25
12	I need to learn more in technical and vocational fields	98.75	-	1.25
13	I wish to study TVET program, till find other opportunity	34.75	2.5	75.75
14	I have optimistic attitude to TVET program now than before I joined it	96.5	2.5	1
15	I feel I have developed pessimistic to TVET program	9.5	3	87.5
16	I believe TVET is as difficult for boys as it is for girls	63.75	10.75	25.5
17	In my view, girls can also attend TVET as boys	96.5	1.75	1.75
18	I disagree to categorize careers as for males' and females'	92.25	1.75	6
19	In my view, since TVET is difficult for girls, they should not prefer to attend it	0.25	-	99.75
20	I prefer to separate fields of study as for males' and for females'	-	-	100

Table1 Items 4, 5, 6 8, 13, 16, and 19, 20 were stated negatively while the remaining items were presented positively. For analysis purpose, the responses of the negatively stated items were reversibly scored. Thus, the response frequencies of the strongly agree and agree categories for negatively stated items show the negative attitude of respondents. Similarly, response frequencies of the Disagree and strongly disagree categories indicate the positive attitude while the undecided category indicates neutral attitude.

Then, table1 items 1, 2, 3, 10, 11, 12, 14, 17 and 18 were agreed by more than 90% of respondents (SA plus A). This shows that the students highly favored TVET program, preferred TVET to academic subjects, enjoyed TVET, aspired more to learn in TVET, liked their fields of study and felt that they developed positive attitude towards TVET program. More over, item 11 were agreed by about 83.5% of respondents respectively (SA+A), this shows that students felt TVET program as for able students and liked to advice others to join TVET program. Further more, items 15 and 18 responded by about 87.5% and 92.25% students respectively (SA+A). Thus, students reported that they had positive attitude to TVET program at present time than was before they joined TVET, and did not like to separate fields of TVET program as for males and females.

On the other hand, while items 8 was strongly disagreed by more than 97% of the respondents, items 4, 5, 6,13, 16, 19, and 20 were also disagreed by more than 80% Of the respondents (SA+A). This shows that the students disagreed to feel inferior for studying TVET program, to consider TVET program as boring, to hate to be called technician and to dislike TVET program, and to consider TVET program as difficult for girls as it is males.

Besides, the only items that received relatively low percentage of responses were items 9 and items 16 (about 80.5% and 63.75% for SD and D). This show that relatively more students disagreed to equate TVET program as for low achievers and relatively more students agreed that TVET program could equally serve both male and female students. In sum, as the results of Table 1 indicates, most of the student's respondent's revealed favorable attitude towards TVET program.

One of the basic questions that are to be answered in this research was what interest and attitude do students have towards TVET program. As shown in Table 1, more than 90% of students responded that they considered TVET program as their favorite field of study. And, preferred TVET to academic subject viewed TVET as fascinating and fun, liked their current fields of study, aspired to learn more in TVET program and felt that they developed positive attitude to the technical jobs and TVET program. The present finding is similar to the findings of (Alloway , 2004; Black, 1976)

On the other hand, more than 90% of the respondents indicated their disagreement to the items related to hate TVET, to feel inferior for studying TVET and to dislike TVET program. These responses indicate that students were found to have positive attitude towards TVET program.

As previously revealed in literature, there were positive and negative reactions towards TVET program (Claus, 1990). The present research corresponds to the positive finding (Swortzel et al., 2003). Furthermore, Womble & Jones (1996) study is supported by the present research finding that students involved in TVET program had positive perceptions to work and career-related issues.

As Bell (1975) indicated, even though the prestige factor was one of the most discouraging factors to participate in TVET program, now a day's

attitude desirably changed. So, it may be due to the current change of attitude that the participants of this study showed high degree of positive attitude towards TVET program.

The finding of present research (students had positive attitude towards TVET program) was inconsistent with findings of (Teklehaimanot. 2002; Conroy, 1998; Dassie, 1996) as previously described in the review of the literature. Dassie & Tekelhaimanot mainly identified the problem of prestige and status as barrier to positive attitude to TVET program. In addition, Tekelehaimanot explored the misconception on TVET program as hindering factor for poor perceptions of students, administrators, and public on TVET program.

Though the present and some of previous research results are found to be not in agreement, the following factors seemed to be common. The prestige and job status factors, as barriers of positive attitude to TVET program, are also observed in present study though to a less in extent. This is evident from Table 6. About 53.75% of students scaled TVET on a medium prestige level, while 30.25% estimated it as a low prestigious program. What has to be noted is that having medium prestige is not equivalent to having no prestige. Thus, for the present sample of students TVET has medium prestige but not high. Then, the inference on present and previous findings is that in both cases the prestige factor in some way or another influenced students' attitude. That is, currently, students' attitude towards TVET program is positive but its degree might not be extremely high, as prestige factor is concerned.

Similarly, as the response of item 9 of Table 1 shows, about 80.5% respondents disagreed with the item stated as "in my understanding TVET is designed for low achievers." The percentage of responses to this item can be considered low compared with responses to other items. Thus, only some students thought TVET was for low achievers while the majority did not. This happened, may be because the background of

students has been contributed. About 44.03% students reported that they had a GPA of less than 2.00, which was low for preparatory program. Moreover, items 16 and 18 of Table 1 received 76% and 70 % (strongly disagree and disagree) responses respectively, that show disagreement but not strong to the item "to thought to drop the training" as compared with other items. Besides, as Table 1 indicated, 7.76% students wanted to attend academic subjects upon their graduation from TVET College. Thus, the common element is that the prestige factor influenced students' attitude towards TVET though the present research participants reported positive attitude towards the program.

Therefore, the majority of students reported TVET program as their most favorite field of study. Only very few aspired to attend academic subjects upon graduation while the overwhelming majority did not. On one hand, it is human nature to favor something and to aspire of another. Hence, it may not surprise being having positive attitude to TVET program and to aspire to attend academic subjects. Thus, the participants of present study showed more favorable attitude towards TVET program though they reacted to some issues like prestige and achievement factors are concerned with low rating.

#### **4.4 Perceptions of students on the value of TVET program**

Table 2, presents about students' perceptions on the value of TVET program. It further investigates to what extent students relate TVET program to job opportunity and personal success in life.

**Table2 Students' perceptions on the value of TVET Program**

NO	Statement (Items)	Responses in percent		
		SA+A	UD	SD+D
1	I believe that TVET is as useful as academic subjects	97.25	1.75	1
2	I feel safe in studying technical and vocational courses	94.75	3	2.25
3	I feel unconfident for studying technical vocational courses	2.25	1.50	96.25
4	Studying TVET is waste of time	1.5	1.50	97
5	Studying Technical and vocational education is waste of time for me	1.75	1.75	96.50
6	I expect to make good income when I finished my training	99.5	0.50	-
7	I dislike Technical and vocational education and training, because, it will be difficult for me to get a job after I complete my training	3	-	97
8	I estimate Technical and vocational education and training program causes large unemployment	1	1.75	96.75
9	In my view, Technical and vocational education and training program causes large unemployment	1	1.75	96.75
10	I believe that Technical and vocational education and training program well prepares me to competitively appear for workforce	96.75	1.25	2
11	I believe that Technical and vocational education and training program will make me successful in life	98	-	2.25
12	In my understanding, Technical and vocational education and training is one of the most demanding profession	97.75	0.75	1.50
13	I believe TVET is good for the future of the country	98.5	0.50	1
14	I think it is possible to reduce unemployment by expanding TVET	98	1.5	0.50

Table 2 items 3, 4, 5, 7, 8 and 9 of the table were negatively stated while the remaining was positively stated. Items 12, 13, 14, were agreed by more than 90% of the respondents (strongly agree plus agree). This shows that students strongly felt TVET program useful as academic subjects, as very demanding profession and as having considerable contribution for reducing the employment problem and then helps to develop a country. More over, items 2, 6, 10, 11, and 12 were in table 2 agreed by more than 90% of the respondents (SA+A). This show that students felt success in studying TVET, expected to make good income up on graduation and successful in life and believed to get marketable

skills for competitive labor market. On the other hand, responses to the negatively stated items range from about 97% for items 7 to 97% for item 4 (SA+A). Hence, students SD and D to feel insecure for studying TVET, to estimate as waste of time for studying TVET, to feel as unable for studying TVET, to fear for employment opportunity and to view TVET as having no contribution for daily life. Thus, all together, responses on this table indicate that the students valued TVET program. Finally, answers to each response category among the students showed significant differences among respondents.

Responses to the 14 items presented in Table 2, ranged from a high percentage of 95% to 100% (strongly agree plus agree). Thus, students' perception on the value of TVET program was generally positive. Moreover, to the supplementary questions on joining TVET that were presented to further explore information on students' attitude towards TVET Program, the students' reaction was quite positive. They evaluated the assistance their teachers provided them as high. Besides, 81% of the respondents answered they liked college works. Further, the respondents estimated the knowledge and skills obtained from the training as very high (about 96% of very good and good responses)

Previous studies (Womble & Jones, 1996; Kalleberg & Witte 1995) similarly reported positive perceptions of students on the value of TVET courses they were attending. Abdekarim's (1997) investigation to the issue under discussion, found to be similar to the present study. That is, though TVET program was known by the stigma as choices of the less successful, currently the trainees who joined the program were not for the case of "unable to pursue" academic education, but because the program offers them better prospects in the labor market.

#### 4.5 Students' opinion in issues related to TVET program

Additional questions of open ended type were presented for the students together with the attitude scale. It was aimed to collect supplementary information on students' attitude towards the TVET program. The results of the obtained data presented as reason for joining TVET program, plan before and after joining TVET, source of information about TVET and general views towards TVET

##### 4.5.1 Reason for joining TVET program

Respondents were asked to indicate their most important reason for enrolling in TVET program in order to investigate their underlying interest towards TVET. Besides, the responses might help to assess if male and female students would show significant differences in reasons for enrolling in TVET program.

**Table 3 Reason for joining TVET program**

Items	Response frequency and percentage by respondents					
	gender					
	Male		Female		Total	
No	%	No	%	No	%	
<b>Most important reason for enrolling in TVET</b>						
A. High interest in the area	49	32.66	44	17.6	93	37.2
B. Through it would help me get a good job after training	20	13.33	13	5.2	33	8.25
C. Low score in 10 <sup>th</sup> grade exam (unable to meet the requirements of other institution)	32	21.33	83	33.2	116	46.4
D. Through the course has further training opportunity	12	8	26	10.4	38	9.5
E. Though it would be easy to attend and earn a good grade	7	4.66	70	28	77	19.25
F. Friends recommended it to me	15	10	9	3.6	24	6
G. Parents recommended it to me	6	4	5	1.6	11	2.75
H. Other	9	6	-	-	9	2.25

Total	150	100	250	100	400	100
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Table 3, accordingly, more female (37.2%) than male (32.66%) students indicated "personal interest" as a reason for enrolling in TVET program. On the other hand no significant difference between female (33.2%) and male (32%) students reported that their main reason was "scoring low" (unable to meet the requirements of other institution). Further, 8% of male and 10.4% female respondents thought the course would provide them future training opportunity. In contrast, male students 10% informed that they joined TVET program on the recommendation of friends and parents than female students 3.6%. Altogether, even though, both male and female students vary in their reasons for enrolling in TVET program, the major reason for attending TVET program was found to be high interest and "scoring low in grade 10". The second and third reasons were easy to attend and earn a good grade and 'expectation of further training' from the program in that order.

Thus, it appears that students join TVET, not based on their interest, inclination, and ability as first choice; but forced to join it when they were unable to meet for preparatory (academic) or other program requirements due to low achievement in 10<sup>th</sup> grade national exam. This shows that students came to TVET program with poor interest and academic ability.

As shown in Table 3, about 46.4% (Male plus Female) students indicated, "scoring low in 10<sup>th</sup> grade exam score" (unable to meet the requirement of other institution) as the reason to prefer to join in TVET program. The second and third reasons for enrolment in TVET as responded by 37.2% and 19.25% of students were high interest in the area and thought it would be easy to attend and earn a good grade. The remaining reasons were not significant when they were seen individually as compared with the three main reasons.

Besides, gender main effect significant differences were observed in

reasons for enrolment in TVET program. Females were found to associate to "low scoring" (33.2%) than males (21.33%) while males associated to high interest (32.66%) than females (117.6%). 10.4% of females thought the course would have further training opportunity than did 8% of males. Thus, the three main reasons for enrolling in TVET program for the majority of student were 'low scoring' (in grade 10), 'interest' and 'expectation for further training' in TVET program in that order; whereas, parents' and friends' recommendations found to be the minimum reasons for the students to join TVET program. Other research finding (Hairston, 2000), reported that parents recommendation as the main reason for enrolment in TVET program. Maxwell, Cooper, & Biggs (2000) found immediate job focus, personal aspiration and employment opportunity as reasons for students to join TVET program.

Barak (2002) report was somewhat different from others. That is, 10 graders preferred to study Electronics for the reason they thought important and interesting for which they could find jobs after graduation. Contrarily, grade 12 (after 2 years of training), responded that if they were previously known what they later study, they would have not chosen Electronics. This indicates students' interest and attitude declined to study Electronics as they longer studied the course, which does not relate to the present study. Alloway et al., (2004) found students self-determination, career advisors and academic achievement for reasons to enroll in TVET which partly relates to the present research finding.

Questions presented in Table 3 aimed to further investigate reasons for enrolling in TVET program and to see whether students intended to continue in the fields of TVET program. Then, 54.75% (the total) students replied that they wanted to study academic subjects after grade 10. Contrarily, 31.5% of students replied that they intended to join TVET program after grade 10. Thus, the majority of respondents wanted to

attend academic subjects and less in number aspired to join TVET program when they were in grade 10. Besides, differences were observed between male and female students, that is, while more males showed interest in academic subjects than females, more females wanted to study TVET than males after grade 10.

On the other hand, as item 2 of Table 3 indicates about 52% students wanted to continue to study TVET, and 29.25% aspired to begin work in fields they trained upon graduation from TVET College while the remaining were wanted to study academic subjects and yet not decided. Generally, students were found to continue in their current fields of study after graduation from TVET College. Similarly, (Alloway et al., 2004; Hairston, (2000); Maxwell, Cooper, & Biggs, 2000) found students wanted to continue in their fields of study. Regarding gender differences, more boys than girls wanted to continue training in TVET and more girls than boys had the plan to begin work in their fields of study upon graduation from TVET College.

As the above explanation reveals, the majority of students did not want to study TVET after grade 10. Contrarily, the majority of students showed more inclination to TVET program and wanted to stay in TVET program either by continuing further training or by beginning works in their field of study. This shows that the background interest of students in TVET was poor but after participating in TVET, they showed more interest in the program, which shows significant contribution of the training to the students' interests and attitudes.

Though TVET program seem to be contributing for students' attitude towards the program, currently TVET Colleges seem to lack appropriate service of vocational counseling. There was few number of the respondents who answered vocational counseling as their source of career information. In addition, to open ended item presented for additional information of the students reported they lacked timely

information on employment opportunity when they were on training.

#### 4.5.2 Plan before and after joining TVET

Students were asked whether they had planned to join TVET when they were in secondary school and would have shown more desire to continue in TVET program.

**Table 4 plans before and after joining TVET**

No	Item	Response frequency and percentage by respondents gender					
		Male		Female		Total	
		No	%	No	%	No	%
1	What was your plan to do after your complete grade 10?						
	A. Get a job right away	10	6.66	18	7.2	28	7
	B. Attend preparatory program	93	62	126	50.4	219	54.75
	C. Attend TVET	44	29.33	82	32.8	126	31.5
	D. Other	3	2	24	9.6	27	6.75
	Total	150	100	250	100	400	100
2	Immediate plan upon graduation from TVET college						
	A. Attend further training in current field of study	98	65.33	110	44	208	52
	B. Attend academic subjects by improving grade 10 exam score (GPA)	19	12.66	30	12	49	12.25
	C. Begin work	30	20	87	34.8	117	29.25
	D. Not decided	3	2	23	9.2	26	6.5
	Total	150	100	250	100	400	100

Table 4 presented what extent students had planned to join TVET program before completing grade 10 and after graduation from TVET College. Differences were found between male and female students on the plan upon completion of grade 10. Higher proportion of male students (62%) had the plan to attend a preparatory (non-vocational) program as compared to 50.4 of female students. On the other hand, 32.8% of female

students had the plan to study TVET program as compared to 29.33% male students. Only 6.66% of male students and 7.2 female students indicated they had the plan to begin a job right away of completion of grade 10, while 2% of male and 9.6% of female students reported that they had a plan other than the presented preferences. Thus, one can observe that most of the respondents did not plan to study TVET program as their first choice when they were in grade 10. For both sexes, TVET program was the second preference (plan). As the obtained data further indicated, the majority of student respondents preferred academic subjects to TVET that would show their poor interest in TVET program when they were in grade 10 or attending academic subjects.

Similarly, difference was found between male and female respondents on their immediate plan upon graduation from TVET program. More male (65.33%) than female (44%) students have plans to continue studying TVET program of their current field, while relatively 34.8% of females and 30% of males intended to begin work upon their graduation. Therefore, immediate plan upon graduation from TVET College varied between the genders of respondents though the responses of the majority were to continue further training in TVET upon graduation from TVET College.

Further examination of the responses of item 2 of Table 4 indicates that reversibly, large proportion of respondents (52% of the total of male and female) wanted to further participate in TVET program. Besides, 29.25% of students (of the total) intended to begin work upon graduation that might show the confidence they developed through training. Thus, it appears that students have developed favorable interest in TVET program while pursuing the program. In other way of explanation, being participating in the TVET program has positive influencing role on students' interest to TVET program. From the analysis of item 1 and item 2 of Table 4, then, one can understand that students showed positive attitude towards TVET program while participating in the program;

however, they had not revealed strong interest while they were in grade 10 (academic program).

#### 4.5.3 Source of information about TVET

The underlying assumption to ask source of information about TVET program was to secure information to the extent TVET colleges were providing appropriate and timely information for students in developing favorable attitude towards TVET program.

**Table 5 Student's Source of career information**

Item	Response frequency and percentage by respondents gender					
	Male		Female		Total	
	No	%	No	%	No	%
<b>Where the most career information obtained?</b>						
a. From parents	6	4	17	6.8	23	5.75
b. From teacher	15	10	29	11.6	44	11
c. From nearby individual	18	12	43	17.2	61	15.2
d. From friends	24	16	26	10.4	50	12.5
e. From vocational counselor	17	11.33	11	4.4	28	7
f. From media (radio, TV, Newspaper)	70	46.66	116	46.4	186	46.5
g. You have no any source of information	-	-	8	3.2	8	3.2
Total	150	100	250	100	400	100

As Table 5 indicates, no differences were found between male and female students on "where the most career information was obtained". However, the majority of both groups 46.66% of males and 46.4% of females rated media (Radio, TV and Newspaper) as their major sources of information. Surprisingly, the vocational counseling that could be the major sources was reported as a source of career information only by 11.33% and 4.4% male and female's respondents respectively! Thus, students seemed to lack appropriate and timely career information regarding TVET Colleges.

#### 4.5.4 General views towards TVET

In addition to the attitude scale, some questions were presented to obtain additional information on students' general views towards TVET program

**Table 6 General Views of Students towards TVET Program**

No	Item	Response frequency and percentage by respondents gender					
		Male		Female		Total	
		No	%	No	%	No	%
1	In your view, the prestige TVET has						
	A. High	14	9.33	50	20	64	16
	B. Medium	76	50.66	139	55.6	215	53.75
	C. Low	60	40	61	24.4	121	30.25
	Total	150	100	250	100	400	100
2	Do you believe that grade 10 high achiever join TVET?						
	A. Yes	98	65.33	146	58.4	244	61
	B. No	52	34.66	104	41.6	156	39
	Total	150	100	250	100	400	100
3	Degree of assistance your teachers are providing you						
	A. High	100	66.66	201	80.4	301	75.25
	B. Medium	44	29.33	49	19.6	93	37.2
	C. Low	6	4	-	-	6	1.5
	Total	150	100	250	100	400	100
4	Do you like your college work?						
	A. Yes	121	80.66	203	81.2	324	81
	B. No	29	19.33	47	18.8	76	19
	Total	150	100	250	100	400	100
5	In your view, the knowledge/skill you are getting on the training is						
	A. Very good	66	44	88	35.2	154	38.5
	B. Good	75	50	155	62	230	57.5
	C. Not good	8	5.33	7	2.8	15	3.75
	D. Not very good	1	0.66	-	-	1	0.25
	Total	150	100	250	100	400	100

As can be seen from Table 6 on item 1, it was the majority, more females (55.6%) than males (50.66%) regarded TVET program as having a medium prestige while more males (40%) than females (24.44%) consider

the program as having a low prestige. Besides, there were only 9.33% males and 20% females who estimated TVET program as having a high prestige. Closer inspection of the total proportion (53.75%) indicated that the majority of student respondents were viewing TVET program as having more prestige but not as strong as a high prestige.

Item 2 of Table 6 shows significant differences in conviction between male and female students in decision whether grade 10 high achievers favored to attend TVET program or not. Accordingly, 65.33% of male students suggested joining TVET program of grade 10 high achievers as compared to 58.4% of female students. On the other hand, the proportion was high also for female (41.6%) than for male (34.66%) students who opposed the grade 10 high achievers to join TVET program. Nevertheless, the comparison of total proportion for both male and female responses indicates that the respondents agreed upon grade 10 high achievers attending TVET program. This shows that majority of the respondents did not consider TVET program as for low achievers (failures). Again, it appears more likely that current TVET program participants were showing positive attitude towards TVET program.

The respondents' evaluation of the assistance teachers provide was high (81% of male and female). The data, then, would suggest that male students (66.66%) had a strong feeling to the assistance teachers providing. The female students (80.4%) also felt that teachers provide the necessary assistance. Moreover, while only 29.33% of male students weighted the assistance as medium, 19.6% of females supported the evaluation. One again, 81.2% females and 80.6% reported that they liked their college work, 19.33% of males and 18.8% females respectively were reflected negative feeling towards the college's activity.

Nevertheless, 50% of males and 62% females viewed the knowledge/skill they obtained as good condition and 44% of males and 35.2% females estimated as very good. In sum, there were about 5.33% males and 2.8%

females who poorly viewed the knowledge/skill they obtained from TVET program as not good or not very good. The implication for this is that, respondents have been viewing themselves as benefited of TVET program that might indicate their positive attitude towards the TVET program.

#### **4.6 Students response to the open ended items of the instrument**

There were 2 open-ended items for the students to respond. Most of them reacted to each item. For the first item stated, "In general, what main problems do you observe in the TVET college you are attending training"? 90.12% of the students reported that there were inadequacies of teaching materials. They said that they were using one computer for 4 to 8 students at a time. Because of lack of teaching materials (raw materials) like cement, electric wires, sheet metal, lumbers, papers and other similar materials, the practical training hours were often substituted by theory lessons. Thus, the lack of teaching materials was found as the major problem.

In addition, about 85% of students complained that they were not getting appropriate information about apprenticeship and job opportunity. This shows that the function of vocational counseling was weak in the sample colleges. Furthermore, some students indicated that, though, they came from far area of semi-pastoralist family, they were not provided with a pocket money while some other students were earning some payment monthly. This shows that, the students were not well informed about the payment. For the second item stated, "... indicate some ideas that you think help to develop positive attitudes of students towards TVET program", about 88% of the students proposed

- ❖ To provide necessary and adequate teaching materials
- ❖ To arrange conditions for employment opportunities
- ❖ To provide pocket money or to arrange boarding facility in the college and other similar ideas.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATION**

#### **5.1 Summary and findings**

This chapter deals with the attitude of students towards TVET particularly those enrolled at level 3 and level 4 soft and hard programs students' gender, field of study and educational level. The study conducted in Afar regional TVET colleges of Adadale and Lucy. From the analyses, the following results were obtained:-

- Majority of students expressed favorable attitude towards TVET program. Their responses to 20 items presented to measure their general interest and attitude towards TVET program. Thus, students viewed TVET program as interesting, agreed to advice others to join TVET, felt positive attitude towards the program and disagree to categorize field of TVET as for males and females
- Over all, the year level main effect was significant, level 4 students, had more favorable attitude than level 3 students. The attitude towards TVET program showed as trend of positive increase with the rise in year of study.
- No statistical significant differences in attitude mean scores between field of study of soft and hard program trained students were observed. As a result, no significant differences in attitude towards TVET program between the two fields of study among students.
- The perception of students on the value of TVET program was generally positive. Students' responses to 14 items presented to measure their perceptions, the student respondents viewed TVET program as equally useful s academic subjects, as very demanding area of study, as that contribute to personal daily life and country's development and as that has employment opportunity.

All together, students felt secured in life for studying TVET program and had strong convictions in their field of study as that enables to be successful in life after completion of the training.

- A statistical significant difference was observed in perception between male and female students. Males viewed TVET program as more useful that contributes for daily life and country's development.
- The field of study main effect and all the possible interactions were not significant. Thus, no significant differences in perceptions on the value of TVET program were observed between students' of field of study.
- The majority of the students had no plan to study TVET program when they were in grade10. Most of them wanted to pursue in academic subjects. They found to have low interest and low attitude towards TVET program. They were not informed well about TVET program before completion of grade 10. Nevertheless, after they participated in TVET program, they showed more interest and attitude towards the program and its value. In addition, the training program found to be positively influenced students' interest and attitude towards TVET program.
- The sources of career information of trainees were Radio, TV and News paper. The function of vocational counselor on the carrier information was found to be low.
- Most of the numbers of students TVET program as prestigious field of the study. Male were found to view TVET program as more than females.
- More females than males estimated TVET program as appropriate for low achievers.
- In general, the attitude and perception of TVET students toward TVET program were positive. The participants generally believed that TVET program is a viable option to prepare for further

education and employment. More over, no significant differences in attitude between students' of soft and hard trained fields of study found in that both of them believed to have similar employment opportunity.

## **5.2 Conclusions**

Based on the findings of the study, the following conclusions have been made:-

- TVET students' attitude towards TVET program is positive. The majority of students consider studying TVET program as interesting, they like to perform truly. TVET students want to learn more in TVET program. They like to advice others to study TVET program as them selves. They dislike categorizing fields of study as for males and as for females. They have well out look for any field of study of TVET program. Male and females students show differences in their attitude towards TVET program, attitude towards TVET program is more influenced by gender. Nevertheless, no significant differences in attitude between soft and hard trained programs.
- Students' perceptions on the value on TVET program are positive. Most students view TVET program as useful and important for daily life and country's' development. Variation in perception on the value of TVET program exists in gender and level of education. Males than females view TVET program as more useful and important. The gender variable is the greatest contributor for differences in perceptions on the value of TVET program than level of education. The other hand the result show that no significant differences in perceptions on the value of TVET program between soft and hard fields of program, because they are often have similar employment opportunity.
- Both male and females students tend to view it as relatively prestigious and esteemed field of study, it as interesting and

important. Present students less discriminating fields of study as for male and female.

- Students are in grade 10, they want to study preparatory program. However, after they enroll in TVET, they show change of interest and want to more pursue in TVET program.
- Large numbers of students joins TVET due to scoring low. Some students join TVET for the expectation of further training.
- While students are in grade 10, they want to study preparatory program. However, after they enroll in TVET, they show change of interest and want to more pursue in TVET program, That is, TVET program is positively influencing students' attitude.

### **5.3 Recommendations**

On the above findings the following suggestions to be taken in consideration to improve students' attitude towards TVET program and its value

- ✓ Though the result revealed that students currently enrolled in TVET program have developed favorable attitude, it further requires investigating about the underlying reasons in order to strengthen them and explore ways that help to develop more positive attitude towards TVET program.
- ✓ As the findings of the study indicated, students who were attending academic subjects on grade 10 did not want TVET program, while who enrolled in TVET program showed high interest in the area. This indicates that students might not get first hand information about TVET program while attending high schools. Hence, the TVET institutions and high schools should cooperatively work to provide career information for students before they complete secondary school that believed to positively influence students' attitude and increase entrants to TVET program as well.

- ✓ To better understand towards TVET program, it is advisable to extend investigation among specific fields of study.
- ✓ Equivalent to other types of fields like Teachers training ,Nursing schools etc...all TVET students should be involved in cost sharing program that enables them earn pocket money while they are on training.
- ✓ The role of vocational counselor is multidimensional in TVET. To say some, he/she provides career information, arrange different programs and assess training needs and labor market demands. TVET should give priority to strengthen the function of vocational guidance.
- ✓ TVET institutions should expand study field of study based on the needs of student and labor market demand.
- ✓ In addition, the curriculum developers should design courses of the study according to local needs and then, create awareness about the courses.

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## **Appendix A**

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF EDUCATION AND BEHAVIORIAL STUDIES**  
**DEPARTMENT OF BUSINESS EDUCATION**  
**MANAGEMENT OF VOCATIONAL EDUCATION**

### **Dear Respondent**

Thank you for the willingness to respond to my questions. The following questions are not meant for testing your knowledge. They are presented to understanding what trainees think and about Technical and vocational Education and Training (TVET). Please, complete all items according to the instruction given in each part. Since your frank and honest responses for each item has practical and valuable significance for the success of this study, you are kindly requested to respond accordingly.

Thank you for responding to each question.

### **General Information**

This questionnaire has two parts and each part has its own instruction that helps the respondent on how to provide the responses. Please, read carefully each item and answer all questions. Honesty and frankness is highly appreciated.

### **PART ONE**

Read each statement carefully and respond by ticking (✓) one alternative for one question that most represent your thinking and feeling.

<b>NO</b>	<b>Statement (Items)</b>	<b>strongly agree</b>	<b>agree</b>	<b>Undecided</b>	<b>disagree</b>	<b>strongly disagree</b>
1	Technical and vocational education and training is my favorite field of study					
2	I prefer TVET to academic subjects					
3	I believe that TVET is as useful as academic subjects					
4	I feel safe in studying technical and vocational courses					
5	I feel unconfident for studying technical vocational courses					
6	For me, TVET education is attractive					
7	I feel inferior for studying TVET					
8	In my view, technical and vocational careers are boring					
9	I don't like to be called a 'technicians'					
10	I don't like jobs that make hands dirty					
11	Technical and vocational jobs are difficult: it is why I dislike to study it					
12	I do not like Technical and vocational education and training program					
13	In my understanding, Technical and vocational education and training is designed for low education					
14	I like my current field (major) of study					
15	I like to advice others to study technical and vocational education and training					
16	I need to learn more in technical and vocational fields					
17	Studying Technical and vocational education is waste of time for me					
18	I expect to make good income when I finished my training					
19	I dislike Technical and vocational education and training, because, it will be difficult for me to get a job after I complete my training					
20	I estimate Technical and vocational education and training program causes large unemployment					
21	In my view, Technical and vocational education and training program causes large unemployment					
22	I believe that Technical and vocational education and training program well prepares me to competitively appear for workforce					
23	I believe that Technical and vocational education and training program will make me successful in life					
24	In my understanding, Technical and vocational education and training is one of the most demanding profession					
25	I think it is possible to reduce unemployment by expanding TVET					
26	I believe Technical and vocational education is good for the future of this country					
27	I wish to study TVET program, till find other opportunity					
28	I have optimistic attitude to TVET program now than before I joined it					
29	I feel I have developed pessimistic to TVET program					
30	I believe TVET is as difficult for boys as it is for girls					
31	In my view, girls can also attend TVET as boys					
32	I disagree to categorize careers as for males' and females'					
33	In my view, since TVET is difficult for girls, they should not prefer to attend it					
34	I prefer to separate fields of study as for males' and for females'					

**Part II:**

**Background information about studying TVET**

**Direction: Give your answers by making tick (✓) in the given boxes or write short answer on the space**

1. The name of the college you study in is A/ Adadale  B/ Lucy
2. Sex A/ male  B/ female
3. Age A/ less than 17 years  B/ 17-20 years   
C/ Greater than 20 years
4. Level of training a/ level-three  b/ level-four
5. Field of study-----
6. Father's education level is  
a/ Illiterate  b/ Grade 1-4  c/ Grade 5-8   
d/ grade 9 and 10  e/ Grade 11 and 12  f/ TVET graduates   
g/ University graduates
7. Mother's education level is  
A/ Illiterate  b/ Grade 1-4  c/ Grade 5-8   
D/ grade 9 and 10  e/ Grade 11 and 12  f/ TVET graduates   
G/ University graduates
8. Immediate plan up on completing grade 10  
A/ get a job right away  b/ Attend preparatory program   
C/ Attend TVET  d/ Other \_\_\_\_\_
9. Most important reason for enrolling in TVET  
a) High interest in the area   
b) Thought it would help me get a good job after training   
c) Low score in the 10<sup>th</sup> grade exam   
d) Thought the course would have further training opportunity   
e) Thought it would be easy to attend and earn a good grade   
f) Friend recommended it to me   
g) Parents recommended it to me   
h) Others
10. Immediate plan upon graduation from TVET College  
a) Attend further training in current field of study  
B) Attend academic subjects by improving grade 10 exam score (GPA)  
a) begin work b( not decided  
c) Other \_\_\_\_\_

11. Where the most career information was obtained from:

- a) Parents       b) Teacher       c) Nearby individuals   
d) Friends       e) Vocational counselor       f) Media       Other

12. In your view the prestige TVET has

- a) High       b) Medium       c) Low

13. Do you believe that grade 10 high achievers join TVET?

- a) Yes       b) No

14. Degree of assistance your teachers are providing you is

- a) High       b) Medium       c) Low

15. Do you like your college work?

- a) Yes       b) No

16. In your view the knowledge or skill you are getting on the training is

- a) Very good       b) Good       c) Not good

17. In general, what are the main problems that you observe on the training?

- a) \_\_\_\_\_  
b) \_\_\_\_\_  
c) \_\_\_\_\_  
d) \_\_\_\_\_

18. Please write some ideas that you think help to develop positive attitudes of students towards TVET

- a) \_\_\_\_\_  
b) \_\_\_\_\_  
c) \_\_\_\_\_  
d) \_\_\_\_\_

Thank you very much for responding to this questionnaire

## Appendix B

### Population of the study

Sex	Field of the study					
	Soft training			Hard training		
	Level three	Level four	Total	Level three	Level four	Total
Male	81	96	177	79	84	163
Female	127	186	313	166	161	327
Total	208	282	490	245	245	490

### Participants of the study

Sex	Field of the study					
	Soft training			Hard training		
	Level three	Level four	Total	Level three	Level four	Total
Male	40	40	80	35	35	70
Female	65	65	130	60	60	120
Total	105	105	210	95	95	190

## Appendix C

### Frequencies, percentages for general attitude scale.

NO	Statement (Items)	F & P	SA	A	UD	D	SD
1	Technical and vocational education and training is my favorite field of study	F	339	46	12	1	2
		%	84.7	11.5	3	0.25	0.5
2	I prefer TVET to academic subjects	F	301	72	7	8	12
		%	75.2	18	1.75	2	3
3	For me, TVET education is attractive	F	254	106	12	18	10
		%	63.5	26.5	3	4.5	2.5
4	In my view, technical and vocational careers are boring	F	2	1	7	123	267
		%	0.5	0.25	1.75	30.7	66.5
5	I don't like to be called a 'technicians'	F	3	7	12	122	256
		%	0.75	1.75	3	30.5	64
6	I don't like jobs that make hands dirty	F	5	3	-	129	263
		%	1.25	0.75	-	32.25	65.75
7	Technical and vocational jobs are difficult: it is why I dislike to study it	F	6	7	7	199	181
		%	1.5	1.75	1.75	49.75	45.25
8	I do not like Technical and vocational education and training program	F	4	4	4	92	296
		%	1	1	1	23	74
9	In my understanding, Technical and vocational education and training is designed for low education	F	34	44	4	166	156
		%	8.5	11	1	41.5	39
10	I like my current field (major) of study	F	302	89	7	-	2
		%	75.5	22.25	1.75	-	0.5
11	I like to advice others to study technical and vocational education and training	F	204	130	21	32	13
		%	51	32.5	5.25	8	3.25
12	I need to learn more in technical and vocational fields	F	366	29	-	3	2
		%	91.5	7.25	-	0.75	0.5
13	I wish to study TVET program, till find other opportunity	F	54	45	10	123	168
		%	13.5	11.25	2.5	30.75	42
14	I have optimistic attitude to TVET program now than before I joined it	F	288	98	10	2	2
		%	72	24.5	2.5	0.5	0.5
15	I feel I have developed pessimistic to TVET program	F	24	14	12	155	195
		%	6	3.5	3	38.75	48.75
16	I believe TVET is as difficult for boys as it is for girls	F	126	129	43	56	46
		%	31.5	32.25	10.7	14	11.5
17	In my view, girls can also attend TVET as boys	F	265	121	7	4	3
		%	66.2	30.25	1.75	1	0.75
18	I disagree to categorize careers as for males' and females'	F	249	120	7	12	12
		%	62.2	30	1.75	3	3
19	In my view, since TVET is difficult for girls, they should not prefer to attend it	F	-	1	-	137	262
		%	-	0.25	-	34.25	65.5
20	I prefer to separate fields of study as for males' and for females'	F	-	-	-	34	366
		%	-	-	-	8.5	91.5

### Perception on the value of TVET program sub-scale

NO	Statement (Items)	F & %	SA	A	UD	U	SD
1	I believe that TVET is as useful as academic subjects	F	299	89	7	4	-
		%	74.75	22.25	1.75	1	-
2	I feel safe in studying technical and vocational courses	F	278	101	12	5	4
		%	69.5	25.25	3	1.25	1
3	I feel unconfident for studying technical vocational courses	F	3	6	6	87	298
		%	0.75	1.50	1.50	21.75	74.5
4	Studying TVET is waste of time	F	3	3	6	89	299
		%	0.75	0.75	1.50	22.25	74.7
5	Studying Technical and vocational education is waste of time for me	F	3	4	7	97	289
		%	0.75	1	1.75	24.25	72.2
6	I expect to make good income when I finished my training	F	311	87	2	-	-
		%	77.75	21.75	0.50	-	-
7	I dislike Technical and vocational education and training, because, it will be difficult for me to get a job after I complete my training	F	6	6	-	89	299
		%	1.50	1.50	-	22.25	74.7
8	I estimate Technical and vocational education and training program causes large unemployment	F	4	-	7	78	309
		%	1	-	1.75	19.5	77.2
9	In my view, Technical and vocational education and training program causes large unemployment	F	4	-	7	78	309
		%	1	-	1.75	19.5	77.2
10	I believe that Technical and vocational education and training program well prepares me to competitively appear for workforce	F	300	87	5	5	3
		%	75	21.75	1.25	1.25	0.75
11	I believe that Technical and vocational education and training program will make me successful in life	F	293	99	-	5	4
		%	73.25	24.75	-	1.25	1
12	In my understanding, Technical and vocational education and training is one of the most demanding profession	F	300	91	3	3	3
		%	75	22.75	0.75	0.75	0.75
13	I believe TVET is good for the future of the country	F	354	40	2	2	2
		%	88.5	10	0.50	0.50	0.50
14	I think it is possible to reduce unemployment by expanding TVET	F	306	86	6	1	1
		%	76.5	21.5	1.5	0.25	0.25

## Appendix D

### Demographic information

No	Item	Frequencies of respondents					
		Male		Female		Total	
		N	%	N	%	N	%
1	Sample Colleges	75	50	125	50	200	50
	A. Adadale						
	B. Lucy	75	50	125	50	200	50
2	Gender	150	100	250	100	400	100
3	Level of education						
	A. Level three	100	40	150	60	250	62.5
	B. Level four	50	33.3	100	66.6	150	37.5
4	Age	10	6.6	20	8	30	7.5
	A. less than 17 years						
	B. 17-20 years	123	82	209	83.6	332	83
	C. Greater than 20 years	17	11.33	21	8.4	38	9.5
5	Field of study						
	A. Soft training programs	75	50	125	50	200	50
	B. Hard training programs	75	50	125	50	200	50
6	Respondents father's educational level						
	A. Illiterate	10	6.66	15	6	25	6.25
	B. Grade 1-4	6	4	23	9.2	29	7.25
	C. Grade 5-8	102	68	186	74.4	288	72
	D. grade 9 and 10	14	9.33	7	2.8	21	5.25
	E. Grade 11 and 12	10	6.66	5	2	15	3.75
	F. TVET graduates	6	4	11	4.4	17	4.25
G. University graduates	2	1.33	3	1.2	5	1.25	
7	Respondents mother's educational level						
	A. Illiterate	23	15.33	37	14.8	60	15
	B. Grade 1-4	20	13.33	21	8.4	44	11
	C. Grade 5-8	76	50.66	148	59.2	224	56
	D. Grade 9 and 10	11	7.33	33	13.2	44	11
	E. Grade 11 and 12	9	6	9	3.6	18	4.5
	F. TVET graduates	11	7.33	10	4	15	3.75
G. University graduates	-	-	2	.8	2	0.5	





