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**FACTORS THAT AFFECT QUALITY OF TECHNICAL VOCATIONAL  
EDUCATION AND TRAINING PROGRAM IMPLEMENTATION IN AFAR  
REGIONAL STATE**



By

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## **Abstract**

*The main purpose of this research was assessing the factors that affecting the quality of TVET program implementation in terms of input factor i.e instructor qualification, competence and experience, availability and appropriateness of training materials, management approach, relevance curriculum and instruction process. The method employed to conduct this study was descriptive survey. Trainees, trainers, Deans and regional expert of TVET were as a source of data, the necessary data for the study was collected through questioners, interviews, observation and document review. The study was conducted in two TVET institutions in Afar region 152 trainees, 25 trainers, 4 TVET Deans and 2 regional experts have participated. The data analysis method to analyze the data in this study was percentage and mean scores. The findings reveal that the TVETs in the region have quality problems for several reasons. Such reasons are explained in detail. Also this study has found out that the institutional capacity of TVET is also too weak. Hence, this study has unearthed the challenges and opportunities of TVET and has provided a set of conclusions and recommendations in line with original data gathered in the study area. Hence, among other things, it is suggested that to tackle such problems working on quality of TVET and improving the institutional capacities and facilities of the TVET institutions suggested being mandatory.*

# **CHAPTER ONE**

## **1. The problem and its approach**

This chapter deals with the problem and its approach and consists of background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms and phrases and organization of the study.

### **1.1. Background of Study**

Vocational training contributes to development of entire economy when the institutional training takes into account the requirements of the quality of training and labor market. In line with this vocational training can “improve productivity, make people employable, enhance human capital, attract investment, and ignite a virtuous circle of development-if certain essential conditions exist. Otherwise, its role is very limited” (Varma, 2000: 11). To this effect, “a number of countries are in the process of adopting reforms aimed at making vocational training more flexible, of a higher quality, and capable of responding better and more rapidly to the needs of the labor market while, at the same time, lowering costs, especially for the government” (Abdelkarim & Ahmed, 2003a: 1).

However, in most developing countries there is imbalance between the skills provided by the training centers and the requirement of the labor market. Consequently, ILO (1988) forwarded the following reasons for lack of relevant skills or absence of need based training programs:

- a) need assessment which is inadequate or based on incorrect assumptions about labor market opportunities;

- b) lack of communication between training centers and potential skill users;
- c) an undue reliance on foreign training models;
- d) inability or unwillingness of training centers or their staff to adapt to changing needs and circumstances;
- e) wrong reasons for training, such as “keep the Kids off the street”; and
- f) Inadequate feedback mechanism.

In developing countries like Ethiopia, the supply of vocational graduates exceeds the demand in the labor market. There is also a tendency to rely on the formal sector for wage employment. As a result, the labor market became saturated. In order to wisely use limited resources and adjust to the changing employment pattern, vocational training programs need to be quality, relevant and targeted to prepare youngsters for both wage and self-employment.

In some developing countries there exist too much unemployed school leavers with inappropriate skills. On the contrary, there is acute shortage of certain skilled labor force which necessitates government officials to import appropriately trained people from abroad (Derebssa, 1997). This mismatch entails that there is lack of labor market information.

According to CRDA (1996), economic concept of vocational training deals with the need of the society and the labor force. The labor market information system (LMIS) is an important aspect of planning vocational training programs. The supply of vocational graduates should be compatible with the demand of the labor market. In relation to this, vocational education should prepare individuals for the world of work in providing quality training that enables youngsters to be on their own either by securing wage employment or making their own job.

In terms of vocational education and training, governments at times are tensioned between the function of vocational training as economic investment and social consumption. It is true that the government should expend on education in order to fulfill the public demand and to ensure itself by a supply of staff to man the government machine. However, unless the quality or efficiency agenda is promoted, economic take off that could bring demand for training will be hampered (Thompson, 1981).

The main objective of TVET system in Ethiopia is to create a competent, motivated, adaptable and innovative work force in Ethiopia contributing to poverty reduction and social and economic development through facilitating demand-driven, high quality technical and vocational education and training, relevant to all sectors of the economy, at all levels and to all people in need of skills development (MOE, 2006:7).

Thus, All TVET has to respond to the skill and knowledge, attitude and competence that time demands and or provide better employment opportunity self employed or other's employment that improve the quality of production and service, which result in fostering the development of entire economy at macro level.

Therefore, the purpose of this study is to investigate the institutional factors that affect quality of TVET program implementations in Afar Region.

## **1.2. Statement of the problem**

*Quality* is a strategic objective that is established to fulfill the needs and expectations of all interested parties and therefore equates with the corporate objectives – no benefits are gained from ranking quality equally with other objectives. The *quality management system* is the management system that enables the organization to fulfill its purpose and mission.

The *adequacy, suitability and effectiveness* of the management system is judged by how well the system enables the organization to achieve its objectives, operate efficiently and fulfill its purpose and mission – no benefits are gained from simply focusing on one aspect of performance when it is a combination of factors that deliver organizational performance( ISO 9000:1994).

Quality education is expensive and requires huge resources: materials, human, financial and time. Most developing countries continue to wrestle with difficulties produced by inadequate responses to long-standing challenges faced by their higher education institution systems. Among the unmet challenges are: institutional efficiency in governance, administration and accountability, the quality of staff qualification, curriculum, and student selection procedures (Wongsothern and Yibing, 1995:20)

The internal factors such as academic environment, infrastructure, instructional technologies and equipment, programmes, academic staff, organizational culture and effective management affect quality of output of TVET. Besides, the availability of funds, the involvement of stakeholders with regard to this Hallak(1990) and Mosha(1998) have similar views on the internal features that create pressure on quality.

Similarly, Cryer in (Doherty,1994) and Ellies(1993) focused on the quality of the teaching and learning process, research and the service of the community (the output). They further pointed out that the quality of education has declined greatly and the entire education system could be taken in a vast number of countries; while for some countries, the education provided had always been poor.

So quality of education is greatly affected when its system encounters inadequate educational materials, facilities, inefficient management and

administration ,poorly trained teachers and working conditions, less relevant curriculum and evaluation. Supporting this, Mwam(1987) and Mbizela(2004)noted “provision of education with in adequacy of material ,and supporting services resulted in poor quality”.

Improving quality education is important and it is an essential means by which any nation can achieve optimum development .According to Kate Ashcroft quality assurance process has a purpose of rank excellence and to foster improvement level of educational quality in assessing the input, and through put so as to achieve good out puts (Ashcroft, 2003:10).

Currently, in Ethiopia the TVET institutions in general and public TVET in particular are being criticized on a number of issues regarding their roles in the realizations of quality of education. Some of the issues are quality of academic staff, selection criteria on and competence of student, adequacy of instructional materials and educational technology as well as facilities like building (office and classrooms) library, laboratories, and books.

As regards Afar, to the best knowledge of the student researcher, the quality status of TVETs .Therefore, the purpose of this study was to identify the factors affecting the quality of public TVET in afar Regional State.

### **1.3 Basic Research Questions**

This research attempts to identify the input elements as well as through put process that constitutes quality of TVET program delivery by answering the following basic question.

To meet objectives, the study was guided by the following basic questions:

1. To what degree do instructors' characteristics affect the quality of TVET program?
2. Do top TVET managers capability affect the quality of TVET program implementation?
3. To what extent do infrastructure and educational materials affect the quality of in TVET program?
4. How does teaching learning process and relation between business and industry affect the quality of TVET institutions in Afar Region?

### **1.3.1. Research Objectives**

The general objective of this study was to examine the factors that affect the quality of technical vocational education and training in Afar Regional State and to provide necessary suggestion for the improvement.

The specific objectives of study were:

- a. To examine how, do Trainers' qualification, experience and competence affect the quality of TVET.
- b. To examine to what extent TVET top managers qualification and experience and competence affect the quality of TVET program.
- c. To examine how input factors : infrastructure , human resources, curriculum, educational material ,such as work shop ,class size, library ,reference books, machine ,equipment etc affect the quality to promote better training.

- d. To investigate how teaching learning process and relation between business and industry affect the quality of TVET program.
- e. To forward some recommendation pertinent to mitigate the problem

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

It is believed that this survey may have the following significance:

- a. Assist planners, policy makers and practitioners in the Region to assess strength and weakness in areas of quality TVET program.
- b. Assist educational administrators to develop the necessary awareness on how to best allocate their resources.
- c. Give rise to new ideas to manage factors that influence quality of TVET program.
- d. Initiates others researchers to study the problems in a wider scope so as to provide better opportunities for students to obtain good quality of TVET.

#### **1.5. Delimitation of the Study**

This study was delimited to only government TVET collage in Afar Regional State. It did not attempt to examine the problem apart from quality problem in terms of input and process in TVET program implementation.

#### **1.6. Limitations of the Study**

While conducting the study the student investigator faced with constraints that have direct influence on the study, these are:-

- a. Lack of recent literature in area of factors that affect quality of TVET program implementation in the region.

b. Shortage of time and internet service access to have detailed experience of other developing and developed countries, had it not been these constraints, the study might be more comprehensive.

### **1.7. Definition of Terms**

Customers- In context of education is students, parents, governors and employers or governments (Sallis, 1993:31).

Performance standard- is an objective sentence articulating a specific content area or skills focus we expected the students' work expected the students work to demonstrate (Zmuda and Tomiano,2001:53).

Standard- The knowledge and skills that are considered appropriate and adequate for students to have acquired at particular levels in education system (Kellaghan and Greaney, 2002:24)

Class-Size- This refers to the number of students assigned to and enrolled in a specific class under the direction of a specific teacher (Deighton, 1971:157).

Factor – A case or determiner that underlines and influences performance (Good, 1973:233).

Quality – Is the level of excellence in performance which can be measured by establishing an acceptable criteria and standards of good performance (Mosha, 1998).

### **1.8. Organization of the Study**

This study organized under five chapters. The first chapter is the introductory part which deals with the background of the problem, statement of the problems, significance of the study, and limitations. The second chapter is the review of related literature, Chapter three deals with research methodology and design, Chapter four is about presentation and analysis of data and last chapter deals with summary, conclusions and recommendations.

## **CHAPTER TWO**

### **2. Review of the related literature**

This part deals with the main concepts related to Quality of TVET, Meaning and Definition of Quality Education, Measuring of Quality Education and Training, Input Factors and Instructional Process that can affect the Quality of TVET.

#### **2.1 The concept of Quality**

According to Peters (1977:25) assessments of quality depends on the isolation of distinctive attributes which are thought to be either intrinsically or instrumentally valuable; judgments about whether a particular things possess these attributes in a per-eminent degree.

Different writers have tried to explain quality. For example, Sallis (1993:11) defined quality as “we all know quality when we experience it but describing and explaining it is a more difficult task “In additional Sallis( 1993:22-23) explains that quality can be used both as absolute and a relative concept, Quality in every day conservation is mainly used as absolute. In absolute definition things which exhibit quality are of the highest possible standard which can not be surpassed .This is to indicate that quality products are things of perfection made with no expense spared .quality as a relative concept is the sense in which it is used in total quality management (TQM) . The relative definition views quality not as an attribute of a product or service but as something, which is ascribed to it. As such quality can be judged to exist when a good or service meets the specification that has been laid down for it. This definition of quality has two aspects to it. The first is measuring up to specification. This is measuring up “fitness for purpose or use “the second meaning is meeting customer requirement (Badiro and Ayeni, 1993:2). Organizations who follow the TQM path regard quality as being defined by their customers (Sallis, 1993: 24 ;Hoy Bayne-Jardine and Wood ;1999:15).

The reason for this is that customers are the final arbitrators of quality and without them the institution does not exist. Quality can, therefore, be defined as that which best satisfies and exceeds customers' needs and wants.

Quality can also be defined by means of identifying longer-term aims, which helps to define medium-term goals and lead to the immediate short-term objectives. By closely specifying objectives and striving to achieve them; we find ourselves led towards the achievement of related goals in pursuit of the ultimate aims (Hoy, Bayne-Jardine and Wood;1999:15).

A very important and powerful definition of quality is that quality can be said to lie in the eyes of the beholder (Sallis;1993:25). Accordingly it is the customers who make the judgment of quality. Customer-driven quality refers to a notion of quality in which those who receive a product or service make explicit their expectations for this product or service and quality is defined in terms of meeting or exceeding the expectation of customers (Murgatroyd and Morgan; 1992:46). In line with this concept market-driven quality is quality defined in terms of fitness for use (Juran,1979 cited in Murgatroyd and Morgan;1992:46).

## **2.2. Quality Education**

### **2.2.1. The Concept of Quality in Education**

Until the early 1990s, the pursuit of quality in schools was implicit in such activities as curriculum development, rather than explicit in programmes for school improvement. The concept of quality as a management was only just beginning to merge within the can industry. By the early 1980s, competition from Japan has generated a desperate financial crisis of the Ford Motor Company-ironically so, accountants dedicated to reducing costs and tightening budgets. During the 1990s as the notion of managing quality has become formalized in business

applications so several attempts have been made to transfer the idea of quality to educational settings (Maurice Holt in Hoy, Bayne-Jardine and Wood ,1999:1-2) Quality in education is linked purpose. Education is to do with learning, rather than with social control and advantage. Quality is dependent upon the particular context in which it is applied .Quality essentially is part of the learning process, a learning process that is the purpose of educational organization. Margaret Maden and Josh Hillman, cited in Hoy Bayne-Jardine and Wood (1999:13) pointed out that improvement is achieved by the whole school ; by the teacher ,but also by the pupils by all staff not only the teachers; and by the parents and wider community.

### **2.2.2. Meanings of Quality Education**

Literature on the quality of education often covers broad concepts .Under the quality of education umbrella term may be included: content and methods of teaching, management of the educational process, what that student learn and who the learners are ,as well as attempts to adapt education to changing needs through innovation (Coombs,1969).

Teachers and other engaged actively in education look at what is going on the terms of its education value. Their valuation on which their estimates of 'quality' are based , will relate to intrinsic consideration of two types -the first to do with the approximation of their products to their concept of an educated man, and the second to do with efficacy of various process of education in achieving approximation to such products out of children who came to them at very different levels of development Peters(1977:25) .Quality for them will therefore be understood partly in terms of achievement in relation to some ideal standards, and partly in terms of efficiency relative to the standards of intake. According to Peters (1977:27) there could be:

1. Product judgments of quality ,which related purely to the degree to which those who had been at school or a college satisfied the multiple criteria involved in 'being educated ' in this case quality of education involves quality of the product (Hawes 1985:255).
2. Process judgments of quality ,which took careful account of the state of student before they entered such institution and measured the extent to which they had progressed towards being educated from a given base-line . Accordingly we can say education has a quality if it exhibits some of the criteria associated with education, in either the product sense or in the process sense to a pre-eminent degree. But it is usually very difficult to say that there is more or less quality, because of the multiplicity of the criteria involved.

### **2.3. Measuring of Quality of Education Training**

Quality in education is difficult to define and measure (world Bank, 1995:2) Regarding this, Tegegn Nuresu (1998:41) expressed that a discussion on the quality of education usually focuses on level of pupils achievement in examinations, parents satisfaction of the outcome of education, relevant skills, attitude and knowledge acquired for life after schooling and the condition of learning environments. However, some of these are subjective and hence, are difficult to measure. There are a number of indicators that contribute to the quality of educational provisions. These are pupil-teacher ratios, class-size, and availability of facilities and qualification of teachers.

One indicator of the quality of school work is the rate and frequency with which students complete on assignment, the performance, moreover, must conform to the requirements of the task (Schlechty, 1990:58). On the other hand, the quality of education system or part of the system is often described in terms of inputs in to the teaching process rather than

student achievement, basically because inputs are easier and less costly to measure. Furthermore, these measurements focus on formal rather than actual quality characteristics for example, a school can have highly qualified teachers .But not necessarily motivated staff, whereas another can be poorly equipped and yet able to make good use of the few facilities it has. There are also some indicators which are frequently used by planners in developing countries as approximate means of measuring quality, e.g repetition, dropout, promotion and transmission rates.

This is probably due to their availability (Grisay and Mahlck, 1991; 4-5) Nevertheless, whilst, they are useful for making aggregate comparisons between regions of the country , and between countries ,they are less relevant for analyzing different in performance between schools and between students with in. the same grade, for this, measures of learning out comes will be necessary (Lockheed and Hanushek, 1987). Learning outcomes are typically being measured through standardized measurements of the student learning implemented at the end of the schooling grade (Gropello, 2003:9). Most countries now have some form of national standardized assessment given at the end of schooling cycle. In cases where those does not exist, results of simple school learning examinations can be used as proxies, but the probable of lack of comparability of the results. These measurements may provide a sort of mechanism to keep some attention placed on quality of instruction (Schiefelbein 1990:21). Finally, the participation in regional assessments or even international assessment would also provides a country with some measure of learning outcomes, and all comparisons with other countries, providing some objective benchmarking of the countries performance. It is ultimately, advisable to measure learning outcomes through both national and non-national exams (Gropello, 2003:11). Where such data like results in standardized achievement tests and furthermore, the attainment of more complex- but not less vital

educational objective- are rarely evaluated: individuals capable of working in cooperation with others to demonstrate ability of inquiry and problem solving, etc, Can be used to measure quality of education (Ross and Mahlch;1990:41). In general according to Ross and Mahlch (1990:72-73), every society has certain explicit or implicit measures or status indicators of educational quality such as educational inputs, educational outputs and educational processes.

### **2.3.1. The Relation between Quality of Training and Standard**

The idea of standards is closely related to the idea of quality, and has had apart in much debate about education since the 1980s ( Kellaghon of Greoney; 2001:23) the philosophy or ideology of a government will implicitly or explicitly determine goals and specify standards for different aspects of education, although naturally each one will differ in the relative emphasis it places on cognitive as compared to affective achievement and social skills (Grisay and Mahlck, 1991:4). This means that education standards must be viewed as being relative to the particular purposes, place and time of student. When students receive performance standards which articulate a specific content area of skills focusing on expected students' work regularly and consistently in advance of their assignments, their work change both qualitatively and quantitatively.

Standard is word used to denote both excellent (high standard) and ordinary (Standard procedure) being both an identification of uniqueness and a measure by which conformity is judged. According to Knight the term "Standard in education tends to be elusive, None the less, it usually relates to three areas of activity.

1. Academic standards: measure ability to meet specified levels of academic attainment in relation to teaching and learning. This refers to

the ability of students to fulfill the requirement of the program of study, through what ever mode of assessment used.

2. Standard of Competency: measure specified level of ability on a range of competences which include the general transferable skills required for induction in to a profession.

3. Service standards: on the other hand are measure devised to see identified elements of the service of facilities provided by higher education Service standards' bench marks tend to be quantifiable and may Include turn around times for assessing students work, maximum class size, and frequency of personnel, absence tutorials, a variability of information on Complaints procedures', etc .

The relationship between quality and standard depends on the definition (approaches) to quality and the particular notation of standards required" (Knight, 1996:17).

Service standard depends on input such as well- qualified staff, well-stocked libraries, well- equipped laboratories and students with good entry qualification which can affect the qualities of education either positively or negatively. Furthermore, standard set should be periodically reviewed on the basis of research studies also because aspirations and expectations of the population change (Grisay and Mahlck, 1991:4). For this purpose, content standards and instructional objectives can serve as important of enters for teachers and administrate working to revise curriculum (Zmuda and Tomiano: 2001:20) Finally changes in standards must be related to changes pertaining to learning conditions, such as resources, classroom practices and teachers competency.

As stated by a Atchoarena (1994:128) quoted in Getachew (2005:21)

*Quality is a wide concept. It associated to both the quality of resources allocated to the training system (qualification of the teachers, availability and adequacy of equipments, student's characteristics, budget, management etc.) and the quality of the desired outcomes. Quality of training programs includes institutional buildings, teacher training programs, curriculum reforms, provision of learning and teaching materials and equipmen.*

The question of quality is an important issue in TVET program often, access to jobs that training provides depends on the nature and qualities of training; and job performance of graduates depends on the nature and qualities of training, and job performance of graduates depends on the right kinds of skill acquired.

Such quality of a program is usually affected by a number of factors. The information required to specify the important dimension of quality may be extensive. The contents of some dimensions of quality are also unsettled and disputed prokhorof (1997;10) in Getachew Heluf masters thesis (2005:22), In light of these elements, one may take a critical look at present trends in the quality of TVET. Consequently, according to UNESCO and ILO (2002:16), to ensure appropriate quality of training, national authorities should establish standards and criteria to be applied to all aspects of TVET.

#### **2.4. Factors That Affect Quality of TVET Program**

Quality is a wide concept, if associates, to both the quality of resources allocated to the training system (qualification of the teachers, Availability and adequacy or equipments, students characteristics, budget, management, etc) and the quality of the deserved out comes (Atchoaena 1994:128). Similarly, TGE (1994:2-3) pointed out that the quality and standard of equation and training in a given country relates to the

essence of its curriculum and the process of its complementation. Moreover, any comprehensive approach to quality may require adequate information on all logical stages of training program the implementation stage. The teaching learning process and the employment effects (Norton, 1992:25).

The question of qualities is an important issue in TVET programs. Often, access to jobs that training provides depends on the nature and qualities of training, and job performance of graduates depends on the right kinds of skill acquired. Such quality of a program is usually affected by number of factors. The information required to specify the important dimensions of quality may be extensive.

The contents of some dimensions of quality are also unsettled and disputed (Lauglo (1993:4) and Prokhorof (1997:10), the quality of vocational and technical institution can be affected by inadequately trained staff and instructors, poor curriculum, poor training materials and inadequate supplies, inadequate finances, inadequate recruitment of suitable trainees and high management complexes. In light of these elements, one may take a critical look at present trends in the quality of TVET. Consequently, according to UNESCO and ILO (2002:16), to ensure appropriate quality of training, national authority should establish standards and criteria to be applied to all aspects of TVET. The introduction of some of these "Quality-related" elements in TVET can contribute to additional cost. However, the long-term benefits for society and of the economy are such that the initial cost related to the up grading of quality is well-justified. Nevertheless, high-quality, TVET might be seen unaffordable by many governments, enterprise and training provides.

It is therefore particularly important that institutions in countries that have already developed and improved certain elements of quality

assurance in TVET share their best practices and innovations with other countries (UNESCO, 2000).

The Ethiopian government education and training policy the education sector strategy assign priority for the development of Technical and Vocational education and Training (TVET) programs in the country. It also emphasizes in the need for expanding the vocational and technical training facilities Through the provision of necessary funds, development of relevant curriculum, improving the standards of the trainers and the complimentary role of the private sector (MOE, 2002:16)

Public investment in TVET must primarily be geared to ensuring quality improvement in existing public institutions will be supported if sufficient resources can be allocated to sustain these investments, i.e. if necessary capital funds are available, future recurrent expenditure are appropriately budgeted for the medium and long-term public expenditure planning, and if properly qualified instructors can help recruited inadequate numbers (MoE, 2006:28).

#### **2.4.1. The Quality of Academic Staff/ Instructor's Quality**

Education that support and empowers both teachers and students through democratic process has increasingly defined quality in the 21<sup>st</sup> C. learning activity promotes critical thinking, problem solving, team work, and community involvement. The problem of Teacher's quality in the area that must be seen as sequential process (Aspin 1994). This process including recruiting competent and effective teachers, providing them with preliminary courses, retaining them in the profession and making, the best use of them by continues education and training. Professional development of teachers is also a factor that contributes to the whole hearted commitment of teachers to the profession (Anderson, 1991; Ayalew, 2002).

Supporting this, Hopking et.al (1994) states, that quality education is achieved to a large degree by a commitment to the professional learning of teachers. So to bring quality education and build an effective teachers should be continuous task for on institution starting from selection, continuing through orientation, training, and promotion./ They major objective to improve quality is to help instructors, become professionally flexible so that and their student's quiseitiveness and need ( Hopkins et.al 1994:113,52).

Good teachers are skilled not only in instructional methods but also in evaluation and assessment practices that local them too measure individual student learning progress so as to adopt activities according to student needs which includes to the performance assessment and assessment of factual knowledge ( Astin, 1994).

The issue of teachers' development is the heart of quality in education. Teachers need to have pedagogical skills, organizational skill, interactive skill, motivational abilities that will help them to work with their students and colleagues. Instructors need to increase their profession by expanding their sound knowledge base as a reservoir (Lipman, 1991:2120).

Jan knight gave more consideration that could be given for preparation for teaching, quality of delivery, volume and range of teaching, innovation in teaching, communication with students (knight, 1996).

Thus, motivation of teachers is very important condition for bringing about quality of higher education and the competence, quality and training of teachers is a key in higher education teaching. Supporting this, Aims (1996) noted that good teaching is becoming crucial, however the teaching profession in many developing countries gives local status to teachers, the highest quality teachers ,those most capable of helping their students learn, have deep mastery of both their subject matters and pedagogy (Green, 1993).

This positive learning outcomes generally sought by educational systems happen in quality learning environment (Adams, 1993). In general Teachers working conditions affect their ability to provide quality education, many aspects of school life and educational policy so into teacher's perceptions of at their employment. The dissatisfaction of instructors arise, (among other things), from a loss of self-esteem a sense of dealing social status and conditions of services that felt to be unsatisfactory professional development can help overcome short comings and keep teachers abreast of new knowledge and a practice in the field. In- service and external workshop training may help (Anderson, 2000). ✓

The adequacy and strength of academic staff in higher education's can be measured by academic and /or/ professional qualification of teaching staff. Supporting this idea that the adequacy and strength of academic staff in usually exposed in the form a desirable proportion of staff possessing appropriate qualifications (Ashcroft 2003:12). Furthermore, the quality of instructors may be expressed in the length their training for specific job.

Good TVET requires teachers with technical skills, industrial experience, and good pedagogical skills, various survey reports have pointed to the need to improve technical and pedagogical competence of TVET teachers and ensure adequate industrial experience to and during teaching service. In fact, these requirements are considerably higher than general education teachers and are quite expensive to develop of attract, A review of TVET institutions in many countries discovered that inadequate qualification of teachers has negatively affected the quality of training (Middleton, 1993: 195-198; World bank, 1993:143) and it is difficult to recruit, train and keep a Component teachers with relevant industrial or trade experience especially low income country ( Lauglo, 1993:3).

Quality Improvement, however, are possible if teacher training courses provide sufficient exposure effective performance in different teaching modes including TVET institution-enterprise partnership, modular programs, apprenticeship schemes, competency based programs, distance-learning apparatus, on the other hand, such quality improvement endeavors cannot be sustained due to the attrition rate of TVET teachers. As long as public TVET institutions are enable pay competitive salaries. The private sector may attract these teachers by higher wages.

In generally, limited supply of top quality TVET teachers will considerable restrict attempts to expand a provision and improve quality of training. To ensure high quality TVET, priority should be given to the recruitment and prior preparation of adequate and well- qualified teachers, administrators and guidance and counseling staff. This should be accomplished through continuous provision of professional upgrading throughout their career, and other kinds of facilities to make them effective (UNESCO, 1996:113; UNESCO & ILO, 2002:41).

It is through in service course or staff development programs that teachers upgrade their technical and pedagogical knowledge to cope with a pace of technological change. Staff development, according to Liberman, Miller and Peters in Desalegn (1996:60:61) is a different approach of improvement. It can be defined as a process designed to develop respectful, supportive and positive personal and organizational climate with the objective of better enhanced learning for students and continuous, responsible self-renewal for the entire staff. It normally considers the effect of the whole school, the individual and the possibility of long term development possibilities. In addition to this for the smooth running of TVET institution and for the purpose of enabling chief academic and administrative officers to carry out their numerous managerial, administrative and other duties effectively and efficiently, seminars and workshops can be organized by MOE (UNESCO,

1996:122) or management training could be provided in local management training institutions (World Bank, 1993:143)

Quality can also be maintained through some standardization to provide reliability, consistency and definition of what TVET teacher's qualification encompasses in terms of technical skill and teaching competences (World Bank, 1993:142; Middleton, 1993:1996). In fact it might be entirely difficult to quantify and specify staff development requirements exactly. Nonetheless various reports and observations high light some useful indicators. These include; refreshing industrial work place experience, improving technical and academic competencies, pedagogical, management and leadership training (World Bank, 1993:142).

In conformity with the above, the Ethiopian TVET Strategy stipulates the following requirements with regard to trainer's counselors and administrators. These include: a minimum of bachelor degree for trainers diploma assistant trainer, first degree holder principal first degree holder vocational consular and administrative and financial department with sufficient personal (MOE,2002:51-52).Besides, Every TVET institutions shall have a principal, trainers and technical support staff (MoE, Proc. 391/2004:2552).

However, according to Wanna in Amare et.al, the qualification of TVET instructors in Ethiopia does not meet such stipulation. Besides, in low-income countries it is often difficult to recruit teachers with relevant industrial experience (Lauglo, 1993:4).Yet, designing industrial attachment program will be an effective method in attempting pass an the latest experiences from industrially to both trainees and staff of TTVET institutions. To this end, individual institutions have to establish closer link with enterprises and make arrangements which suit their time schedules and type of programs (UNESCO, 1996: Middleton, 1993:250).

#### **2.4.2. Quality of Infrastructure/ Facilities**

Physical learning environments or the places, in which formal learning occurs, range from relatively modern and well- equipped building to open air-gathering places, (UNICEF, 2000:5). Therefore infrastructure included classrooms, study rooms, offices, toilet rooms, water and electricity services, etc. According to ministry of education (MOE, 2003:18), School facilities includes water, latrines, clinic, library pedagogical center and Laboratories, these materials are required to be proportional to the number of teachers and students in the school. In explaining the importance famine in Africa make be lessens worthy than the food famine, but if may prove almost as destructive of Africa's future. This indicate how much harmful is shortage of school facilitate in Performing instructional activity.

Most of the courses in TVET programs usually have high development and recurrent cost. The most highly advanced technological the more experience the needed equipment and materials will usually be .The high cost of facilities makes it difficult to easily secure the latest technology. It should be noted, moreover, the text books, practice materials for workshops, are essential to effective training as is effective maintenance of facilities and equipment. These elements contribute significantly to high recurrent costs typical of good quality vocational programs (Middleton, 1993).

Meeting the entire costs of functional workshops and providing up to date teaching materials is one the relevant measure to maintain quality of training. Vocational and technical a courses usually have high development and recurrent cost. The more highly advanced the technology taught, the more expensive the needed equipment and materials will usually be. The extremely high cost of facilities makes it difficult to easily secure the latest technology. If should be noted, moreover, that text book, input materials for workshops are very

important even though it contribute significantly to high recurrent typical of good quality of vocational programs (Lauglo, 1993:9)

Materials development in a given institution may be expensive due to the rapidly changing nature of present day occupations .However, such materials for modern sector occupations can be easily adapted from models used in industrially developed countries. To facilitate such adaptation, maintaining close cooperation with enterprises (employers) is relevant to adapt existing materials and familiarize the new and rapidly changing occupations. On the other hand, if business and industrially no longest to take such responsibilities, workshops should be set up, as much as possible. In training establishments so that students will have the best opportunity to be familiarized with the practical side of their future job or new occupations. But in real sense, no school can create such workshops covering all fields of technical and vocational education, nor can it afford to provide gently equipment and machinery. As a result, workshops use out dated equipment purchased on the cheap or given to them as donation by donors or leaving workshops without adequate supplies. In consequence, the students training as well as its quality suffer considerably (Prokorof, 1997:11, Middleton, 1993:211). Similarly World Bank (1993:141) confirmed that in adequate supply of equipment very poor basic equipments lack of laboratories, unserviceable or out of date equipment, lack of surrogating and maintenance wall make effective teaching impossible. Moreover, advanced programs will not be practical because of such shortages of adequate establishments, equipments and auxiliary services. Financial short comings will even a make it difficult for a public TVET institution to provide up-to-date equipment consistently with the requirements of the modern occupations. Recent World Bank Survey of TVET on this critical issue recommending opposable solution based on links with business and a industry dual training arrangements).

With regard to teaching materials, text books and manuals, efforts should be made to update them so that students may be trained with equipments identical to that which they will subsequently use on the job. Training material for self employment also must be developed to incorporate skills that are specific to local products and technologies and that include business management skills that fit the local regulatory and market environment (Prokhorf; 1997:11, Middleton; 1993:211). There is substantial evidence that the availability of body teaching materials, equipment, and other educational resources would noticeably improve the quality of education. Scarcity and less expenditure on them will adversely affect the potential for improving quality. Adequate budget must be allocated for this purpose. (World bank, 1993:139).

As far as a Physical plant (establishment) is concerned, the small size of many TVET institutions restricts their capacity to offer diversified and cross-curricular programs. This requires larger units of establishments. These larger institutions will be capable of offering programs of different levels, and make standard setting and program progression easier (World Bank, 1993:138).

On the other hand, Norton (1999:26) states that government decisions about TVET are often stated in terms of quantity (e.g. Number of places provided in particular programs) rather than quality. Simply replacing programs or changing size will have considerable impact on the breadth and depth of services (quality) provision, in an environment where there is more local constituency for the quantity of places than quality; it is often troublesome for institutions to enhance the quality of training programs. Increasing the volume of low-quality programmes is obviously not a sensible policy. Taking into account the theme of the above discussion, The Ethiopian TVET strategy stipulated detailed standards regarding establishment (Physical plant) and training equipment, these are enumerated as follows.

In connection to establishment, TVET institutional will have suitable laboratories and workshops; laboratories and fields with the capacity to accommodate 20\_30 trainees for each specialization, rooms for storing training and raw materials, discussion and preparation rooms for a trainers, administration and technical support rooms, library Auditorium, latrine and first aid room. With regard to training equipment and materials, raw materials for a training, appropriate teaching aids and others which are essential for training in each institution (MOE,2003:49-51).

In sum TVET requires the allocation of adequate and quality resources in addition to the provision and utilization of tools workshops and facilities for the intended purpose occupational training and education will also need sufficient resources to be able to cope with changes that will affect the labour market the expansion in the demand for jobs. This sufficiency includes adequate number of teacher's equipments, text books, etc.

### **2.4.3. TVET Management System**

Organization need component management to be able to reach their objectives equality has to be managed. It will not just happen clearly. It must involve everyone in the process and be applied a throughout the organization. Failure to meet the equipments in any part of quality chain has a way of Multiplying in other world failures in one part of the system creates problems elsewhere learning to yet more failure, more problems etc (Oakland, 1990:9) The worth of a quality system depends largely on how well people do their jobs, people are responsible for the success of the system and pay the major roe in the functions it performs. Behavior occurs when people try to satisfy one or more needs. The strongest need

at any given time tends to direct. The person's activity towards the goal or situation that he feels is most likely to satisfy that needs.

According to Adesine(1990:7) management in general can be defined as the organizational and mobilization of all human and material resources in any system of effective achievement of the identified objectives of the system. In any organization including the school system, effective management is considered to be prerequisite for successful accomplishment of organizational objectives.

In the school system, the manager (Principal or head teacher) is a key person to organize and mobilize the schools' human and material resources for the successful realization of educational objectives, so as to bring about quality of education.

This means that leadership is a crucial factor in school effectiveness only the key to organizational success and improvement. To carry out this responsibility, principals should be well qualified and experienced in related area. A good principal has multiplier effect on his/her teaching staff Schiefelbein, 1990:23).

Appointment, whether external or internal, are crucial and yet people get very little practice or opportunity to consider the technical skills the process of selection the right post should be two sided offering the greatest possible opportunities for the success of future relationships to be judged that said appointment school authority is one of the most effective ways that they can influence the quality of the education that pupils receive since. The promotion and subject quant career development of their staff similarly dependent upon them, it is responsibility, which carries great power (Phipson,1986:36) Therefore, selecting good candidates could be highly rewarding. Many researchers have concluded that leadership is necessary to initiate and maintain the school Improvement process (Cohn, and Rossimiller, 1987:384).

Maintaining effective and efficient management system in training institutions often challenging, a number of preconditions must be

fulfilled. Expensive and complex facilities and equipment must be fully maintained. Instruction should be delivered in class rooms, workshops, laboratories and during cooperative / in company/ training, in enterprises. To do so, institutional cooperation with business/industry /must be established. Tracer study and Job placement tasks are also highly needed; curriculum and materials must be constantly adjusted and up graded, and the management effective institutional are likely to use flexible and innovate instructional systems that requires a high level of planning and managerial attention (Middleton, 1993:200).

Similarly, when resources are allowed for a particular TVET program, it usually requires effective managerial control and supervision to generate a program with particular characteristics. In this connection, the implementation stage is decisive because there may be many ways in which resources intended for training may fail to result in a well established program. The funds may be misspent or may be spent on initial planning and administrative costs without recruiting instructors who are the heart of the training program; or a program may be started by failing to attract any trainee. Alternatively, program may be initiated, but its characteristics may be different from those intended e.t.c ( Nertorn, 1999:13) These all call for enhanced managerial responsibilities.

Attracting and training effective managers not entirely and easy task for weakly financed training systems, management training not often provided. This inability of TVET institutions to attract qualified managers and staff has combined with centralization in many countries to restrict the autonomy of individual institutions. This is manifested in centralized curriculum decisions, regulations that hinder entrepreneurship in revenue generation. And adherence to government

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provided. This inability of TVET institutions to attract qualified managers and staff has combined with centralization in many countries to restrict the autonomy of individual institutions. This is manifested in centralized curriculum decisions regulations that hinder entrepreneurship in revenue generation, and adherence to government rules and regulations and salary scales in teachers recruitment and compensation (Middleton, 1993:201).

Autonomous institutions have significant level of part time enrollment; a number of revenue earning programs and advanced management and vocational guidance and counseling system ,in contrast institution, under more direct government ministry control show fewer of these positive features. For example, when administration and institution want to be more flexible and to improve quality those traditions and centralized regulations greatly restrict their ability to do so. This can cause considerable inefficiency in terms of resources utilization; as long as it doesn't confer a large degree of autonomy and independent boards of management to reallocate budget adjust programs, Plan for staff development etc (World Bank 1993:143).

On the other hand, public institutions would benefits from a higher degree of autonomy to be able to adjust programs and financing quickly in response to changing demands. Besides when the board of management comprises various community leaders including business and industry representatives ,it will pave the way for the possible involvement of industry in the management of the institutions to ensure relevance in training programs and continued collaboration in training as well as to improve links with the economy ( UNESCO. 1996:29; World Bank ;1993:143) However, substantial institutional autonomy would need to be complemented by appropriate monitoring and inspection system. Including feed aback on institutional performance from employees of public and private sector (World Bank, 1993:143).

In sum the achievement of the overall policy objective of TVET developing effective efficient competitive flexible and responsive training system should be supported through parallel policies for decentralization of public sector which provides for decentralization of public sector which provides greater institutional autonomy to help them maintain effective management system ( Ziderman, 2003:24-25) .In additions to in improving efficiencies in TVET institutions without comprising quality may be achieved through measure aimed at increasing capacity utilization and improved management results in underutilized of training capacities, costly and bureaucratic Financial procedures(in particular regarding to the procurement of consumable training materials and spare parts); which altogether severely affect the quality of TVET institutions ( MOE, 2003:24).

#### **2.4.4. Relevance and Development of Curriculum in TVET**

The curriculum defines the subject to be taught at furnishes general guidance regarding the frequency and duration of instruction curriculum and syllabi should be closely linked to performance standards and measure of outcome (World Bank; 1995:77). National goals for education and outcome statement that translate those goals into measurable objectives should provide the starting point for the development and implementation of curriculum (UNICEF, 2000).Curriculum should emphasize problem solving that stresses skills development as well as knowledge acquisition. Curriculum should also provide for individual difference Curriculum should also provide for individual difference and focus on results or standards and targeted for student learning. In addition curriculum structure should be gender-sensitive and inclusive of students with diverse abilities and backgrounds and responsive to emerging issues such as conflict resolution (UNICEF; 2000:9).

The problem is that curriculum changes are made without assurance that teaching materials to implement the changes are available. There is little or no monitoring of educational quality and comparison of output on a national or regional basis (Baum and Tolbert 1985:124) sometimes there is a problem of relevance when curriculum is developed in line with this Seyoum and Ayalew (1989:8) argued that by the twentieth century educators were confronted with large numbers of students who found the existing curriculum rigid difficult un motivating and irrelevant to 'real life' situations therefore when the future life of the student and should be relevant to the development of the society as a whole Hence, the quality of the curriculum affects the quality of education .

The concept of relevance finally relates the dimensions of quality and labour market responsiveness training can only be relevant if it achieves to equip with the right skills of any type of employment, i.e. skills in demand and help improving economic productivity. Relevance of a given training has a significant role to play with regard to external efficiency TVET graduates; which described the relationship between output of the training system (graduates) and economic and social success e.g. employment and productivity (MOE,2003:22).

Central to many studies on TVET is the policy objective to developing effective competitive, flexible, and responsive training system. This system aims to be demand- driven. This means, the training provision aims at meeting the skill needs of the economy, of society, and individuals of the above elements is vital for TVET success (Ziderman, 2003:24). In light of this, then, one of the power full challenges to policy makers, Planners and implementers has been the tasks of designing developing and effectively implementing a relevant TVET program that meet the needs of the economy.

Foster (1965) in his influential study that produced the "Vocational school fallacy" has beautifully pointed of vocational training as a way of increasing the relevance of training to occupational features. This view of

relevance includes the acquisition of employable skills and appropriate training which help graduates benefit from it in using the skills. They are acquired in their lively hoods when there are of course, enough job opportunities for relevant employment to be possible.

In these connections, the decisiveness of making TVET programmers' appropriate and relevant must be stressed. These is because, first most forms of TVET, by their natural virtue, are assumed to have strong association with the labour market and with making livelihood after graduation, second, TVET polices are in general attempts for greater labour degree regarded as playing key roles increasing the transition from school work and enabling trainees to acquire employment related skills (UNEVOC, 2000:58; Lauglo,1998:8).

In reinforcing the above view, Mekonnen (1989:75) also contends that, the principal goal TVET programs is only prepare proficient and competent manpower of the various modern economic sectors, Hence, for successful achievement of this goal, numbers essential measures should be taken to make graduates as relevant as possible to the objective needs of the prevailing labour market, moreover, these system to ensure relevance, they must reflect the state of the art in the world of work (UNESCO, 1996:33).

Preparation and development of a curricular should be considered in light of what has been done to include the interests, needs and educational background of the students and their level of a achievement .The content of curriculum should be appropriate and proportionate to the knowledge level of the learners if the desired quality of education is to be attained effectively in relation to this, Coombs (1986:105) argued that quality of education pertains to the relevance of what thought and a learned to how well it fits the present and future learning needs of the particular learners in question ,given their particular circumstances and prospects in relation to relevance appropriateness and level content the Ethiopian secondary school curriculum has some problems . Regarding

this Amare (1998:105) has pointed out that one of the major problems of the Ethiopian education system is related with problems of the Ethiopian education system is related with appropriateness and relevance of the curriculum i.e. subject difficulty and unnecessary burden some number of subject is the major problem. Additionally irrelevance of the curriculum is the most crucial problem in the education system of this country. Therefore the problems related with what is stated above affect the quality the quality of secondary school education.

#### **2.4.5. Budgeting and Financing**

In operating T.V.E.T countries face a number of constraints one of the most important obstacles is inadequate financing of public T.V.E.T systems weak financing of TVET consequently leads to significant deterioration in the basic materials equipments and facilities needed for practical training certain government regulations in public TVET often a persuade budget cuts on non salary operating costs such as maintenance consumable materials and supplies and even spare parts. As a result, workshops may not function with adequate equipment and supplies; training will be reduced to chalk and talk to the demise of the practical components of the curriculum (Gillis, 2000:12; Middleton 1993:196).

According to UNESCO (1996:2) TVET programs usually require tremendous amount of budget to run compared to general secondary education it has been estimated that the cost of one technical school is equivalent to two or three schools offering general education. This high cost of the TVET is mainly due to smaller class size and the need for expensive equipments facilities and teaching materials without such equipment and vocational or technical training yields poor results and graduates and unable to find jobs. Like wise in periods of tight government budgetary policies the quality of training will fall and

graduates encounter difficulties in securing employment opportunities (Lauglo, 1993:5:wanna in Amare et al 1998:60 ;UNESCO: 1996:120:21).

As past as well as current experiences confirm the state is the major finance of pre-employment TVET training courses at public free at purely nominal fees many countries in the world follow this pattern, however this kind of training financing has its own shortcoming that is in many TVET systems, there has been a tendency to word market failure, with firms under training particularly ;in transferable skills. This is notable in term of the amount of training provided and its quality. This in turn adversely affects productively growth competitiveness and industrial or business development (Ziderman,2003:35)in some developing countries, such as peru inadequate Financing of TVET institutions caused a number of serious consequences .

High percentage of TVET teachers were unqualified equipment maintenance and consumable supplies were largely nonexistent and most teaching has been chalk and talk or sheet lecturing inevitably TVE graduates couldn't have been advantages in securing jobs than academic graduates (Moock and Bellow, in Middleton, 1993:196 -197).

To alleviate or solve the above budgetary constraints financial mechanisms have a central role to play in achieving the overall objective including maintaining quality in this regard, a reconsideration of government's dominant role in financing and provision of training at public training institutions is required. This implies that in national training system where public training budgets are constrained it is customarily to seek alternative or additional funding mechanisms for public training this is often referred to as funding diversification. This funding mechanism takes different forms cost sharing institution in come generation greater lost recovery levy-grant and voucher systems student loan, etc, these mechanisms are also for warded by MOE (2003-22) However these diversification options are not alternatives. All means of securing finance can be explored simulation Easley. Such

matters in fact remains to be policy issues that must be settled within the contexts of country conditions (Ziderman;2003:13,26-27 ;Lauglo 1993:6; world Bank 1993: 150).

According to Atchoarena and Andre (2002:47) in order to find alternative source of Finance and reducing the burden of government spending on TVET institutions, it has been recommended that closer relationship between enterprises and institutional, e.g through company internships and sandwich training. Moreover, the funding of this type of education and training could be diversified by turning the private source of finance. In deed essential financing measures include government reallocation of budget to increase spending on maintenance, equipment and staff development through economic through cut the world, such steps and undoubtedly improve quality of training of training (World Bank, 1993:148).

#### **2.4.6. Cooperative (Partnership) with Business and Industries**

A steady progress on education and training often requires strong and productive partnerships. A job of strengthen education and training is troublesome for any single institution. Government and local social partners with the collaborate efforts of bilateral and multilateral development agencies have to operate closely together in prolonged commitment to ensure education and training objective are to be met (ESDP 11,2002:30 Moinas in Yekumoamlak, 2000:97; Cantor, 1989:150).

Stakeholders' participation is a relatively new phenomenon in Ethiopia. A TVET system should strengthen the role of the private sector there must be mutual learning process to change attitudes and introduce flexible conditions for improved participation of the private sectors and

minimizing the dominate role of the government. The question arises, thus, as to where the interaction between public and private sector will come to light itself in the case of TVET (OEB, 2003:21). In this regard international research based suggestions for the betterment of TVET systems refers to the desire to maintain closer links between training and the labour market. To manage this issue successfully, TVET systems must establish deep- seated links with enterprises to make it easier for graduates to make smooth transition to from school to work. These enterprises are of three kinds; small informal sector, small and medium sized modern sector and large modern sector enterprises. Each of them may have varied requirements in terms of labour force qualification (Atchoarena and Andre, 2008:58-59; OEB, 2003:21; UNESCO, 1996:31). There are numbers areas of partnership among the public and private sectors, TVET institutions and enterprises. These include employment, enacting legislation, provision of on-the job and internship training, collaborative ventures in research and development and provision of equipment and machinery for TVET establishment so that adequate training can be given on the type of equipment on common use on both training and work place. This includes financing of TVET Programmes through industrial donations and consultancy contact (OEB, 2003:21 Prokhorf, 1997:21; VNEVOC, 1995:35).

In a nutshell, social partners or stakeholders end need with enhanced role in TVET development. An important condition of success, in this regard, is continuous and institutionalized interaction among employers TVET institutions and the government. This provide favorable environment for mutual understanding. Stability in TVET development and promote peace in the world of work (UNEVOC, 199:55-56)

#### **2.4.7. Government Police, Legislations and Directions**

Unless there good effective state legislation that regulates the situation of higher education, “Diploma mills” and “Certificate shop)” may come

about in damaging the quality of training. In addition to the provision of appropriate and affective legislation, the government should formulate viable policies that promote the quality of TVET program. There is no doubt that government policies can either scuttle or stimulate the effect of maintaining the quality of education and training.

As noted by Wongsothron and Yibing (1995): Meaningful government policies are required specifically concerning the management of higher education institutions, the strengthening of their teaching and research function, building up of capital and other infrastructure facilities, building up of faculty and administrative infrastructure evaluation and quality control and with respect of financing.

According to Wongsothron and Yibing (1995) legislation on private higher education refers to the laws made by state or territories to regulate behaviors of people in their activities of conducting high education. The writers further disclose that the legislation embodies the will of the state or territories in the development of private education, and reflects and adjusts rarely of internal and external relations of higher education.

The state has to establish a sound and detailed accreditation and evaluation system. The legislation should also include the responsibilities of the government. State's responsibilities have to include not only appropriate regulation and supervision, but also provision of guidance and necessary support to higher education institutions. So that appropriate policies and legislations has much influence in maintaining the quality of TVET across the countries.

#### **2.4.8. Admission Criteria**

The purpose of TVET program is to provide vocationally-oriented learning opportunities for young people in institutions across various ability ranges, such provisions. However, are accompanied by a process of assessing and selecting learners at the admission stage. This process

of often valuable in order to admit learners to training programmes by establishing different entry requirements; and select people to practice a trade or profession by requiring specific types of experiences, units of competence or required grades from an academic or vocational qualification (Eccleston, 1996 in Getachew Heluf (2005:27).

On the other hand, as stated by Lauglo (1993:4-5) quoted in Getachew, (2005:27) 'inadequate requirements of suitable trainees is common throughout the world among TVET institutions; which result in poor quality of training. This is prevalent when the political goal of distributing education and training opportunities widely and equitably as well as the unofficial pressure in some countries to give privileged access to well-connected applicants. These conditions make it more difficult to enroll those students with some prior connection with, real aspiration for the field or trade concerned; consequently, when students join TVET without much interest in a given field of specialization, the training will be unattractive to them: and it will become a rather demoralized waiting room'.

Therefore to maintain proper streaming TVET institutions should admit only those students who apply for admission having deep interest for vocational and technical training. Accordingly, it is wise to formulate a guideline of criteria for the selection of trainees; such criteria will in turn help to promote the process of training. It also improves the competition and performance of the trainees and the achievement of the objectives of the training program.

In this regard, the Ethiopian TVET strategy (MOE, Proclamation No. 91/2004:2558) stipulates criteria for admission for middle level TVET programs. Students qualifying to be admitted to this level of program are required to complete general secondary education and shall have inclination and the will to be so trained. Moreover, persons who have completed Junior TVET program and obtained a certificate are required to have two years of work experience and managing evidence that they

can fulfill the profile of completion secondary education or have passed entrance examination. Theoretical and practical, prepared for that purpose are suitable to be admitted to the Middle level TVET programs.

#### **2.4.9. Instructional Time**

Whether a teacher uses traditional or more current methods of instruction, efficient use of school time has a significant impact on student learning. Learning occurs when teachers engage students in instructional activities, rather than attending to administrative or other non-instructional process (Fuller; et,al 1999 cited in UNICEF, 2000:13)

The opportunity to learn and the time on task have been shown in many international studies to be critical for educational quality (UNICEF, 2000:13).The amount of actual time for learning is consistently related to achievement. More time spent on wider coverage of the curriculum results in increased learning (World Bank, 1995:83). This means that longer school time is directly related to student achievement. The first strategy for increasing the amount of instructional time is to increase the length of the official school year; it falls, significantly below the norm. The second strategy for increasing learning time is to assign homework, and approach that has been effective in OECD countries (World bank, 1995:84). In general, evidence from both developed countries and less developed countries suggests that how, and how much, time is used for both in-school and out-of-school learning may be extremely important (Cohn and Rossmiller, 1987:396).

#### **2.4.10. Vocational Guidance in TVET**

According to the International Labor organization, in Nayak and Rao (2004:37) vocational guidance is the assistance rendered by an individual to another in the latter's solving of problems related to his progress and

vocational selection keeping in mind the individual's peculiarities or special abilities and their relations with his occupational opportunity.

According to the international Labour organization, in Nayak (2004) the objectives of vocational guidance are:

- To assist students to acquire knowledge of the characteristics, functions, duty requirement of occupations in which they are interested.
- To enable students to get relevant information about abilities and skills in terms of related qualifications and competencies required to take up the identified occupation,
- To enable students to understand their potentials and interest in relation to identified occupation or a group of occupations with they may take up.
- To enable students to choose the right type of jobs.

The selection of the right person for their right occupation is a key factor in the technological progress of a country. An organized vocational guidance programme in the institution may of great help to meet problems. Through this programme students get necessary information about different careers.

According to Nakak (2004) vocational guidance services should be offered on the basis of a proper understanding of the potentialities of the students of their aspirations, acquired knowledge and skills in relation to the nature of the job that can be expected to be immense assistance to students in the choice of their careers.

## **CHAPTER THREE**

### **3. Research Methodology**

#### **3.1. Research Design and Methodology**

The purpose of this research was to assess the factors that affect the quality of TVET program delivery. To this effect, descriptive research method was used. To secure dependable information both qualitative and quantitative methods were employed. Johnson (2006) suggested that there is no hard and fast rule to use the one and reject the other; instead prevailing trends favor the use of both designs in a single study. Aronson and others (1990) described that each data collection instrument has its own weakness and strengthens. Regardless of this, the same authors suggested that using each instrument accordingly as long as it is appropriate to the purpose, size and situation under which the research is conducted is necessary. Moreover, Best and Khan (1986) stated that the use of multiple data collection instruments as a rule is important because each reveals different aspects of empirical reality.

#### **3.2. Sources of Data**

In this study, Adadale and Lucy TVET College Trainees, Trainers, Deans and Regional TVET Experts were considered, both primary and secondary source of information were used. The primary source of information was collected by using structured questioner, semi-structured interview and observation. The relevant secondary data was obtained from books, journals, and internet sources. Added to this, the 2008 National TVET Strategic plan was reviewed.

### **3.2.1. Data collection Instruments**

The data gathering instruments employed in this study, were structured questionnaire, semi-structured interview and observation, were pilot tested in order to make essential corrections and maintain the validity of the instruments. Accordingly, instruments were revised based on suggestions and recommendations collected during pilot survey. Respondents who participated in the pilot study were excluded from the target population list. The logic behind is to eliminate the effect of test on the outcome of the research.

#### **3.2.1.1. Self Administered Questionnaire**

In order to gather all the necessary information from trainers and trainees, structured questions was administered to them. Before the questionnaire was distributed to these target groups, the following procedures were carried out. To gather solid and reliable information from the trainees as well as to facilitate the data collection, the questions were translated to Amharic by independent translator. And then it was distributed through their departments. Nevertheless, to gather data from trainers English version was used. The rationale behind is that the trainers easily understand the language and provided the required information.

#### **3.2.1.2. Interview**

Interviews were arranged in weekday's evenings and at weekend when interviewee had free time and were not in a hurry of work. As mentioned by Beryman et al. (2007: 321), since the location for interviews may influence the responses participants are likely to give researchers should choose a place convenient for respondents where they will feel comfortable and the interview is unlikely to be disturbed. To this end, the interviews were conducted at the time convenient to them.

According to Beryman and others, (2007, pp. 322-323), where the respondents and researchers have not been in contact before, the first few minutes of conversation will have a significant impact on the interview's outcome. The researchers need to explain the study to participants to establish credibility and gain interviewee's confidence. The interviews therefore were conducted by using the interview guidelines commencing with an introduction of interviewer, research subject, and estimated interview length. The presentation was kept clear and brief in order to reduce anxieties and make interviewees more relaxed and open.

By pursuing the above procedures, semi-structured interviews were conducted with experts and deans. The rationale behind was they have exposure with respect to problem under investigation. On top of this, they have the chance to observe the attitudes of trainees towards self employment.

#### **3.2.1.4 Observation**

In teaching and learning of technical and vocational education the condition of workshops and the availability of equipments, machineries, hand tools and raw materials are the bases, specialty in providing quality training program to TVET trainees. Due to this the researcher used observation checklist, conducted observation of workshops in two TVET colleges.

#### **3.3. Samples Population Size**

The samples size of population from each college and populations presented in the Tables as follows.

**Table 1 Sample Size of Trainees**

No	Sample areas and Field of Study	Total Population			Sample Size			%
		M	F	T	M	F	T	
I	Lucy TVET and Water Work Training College							
1	Rural Water Supply and Sanitation	42	35	77	6	5	11	15
2	Small Scale Irrigation and Drilling	69	89	158	10	14	24	15
3	Electro Mechanical Technology	72	26	98	11	4	15	15
4	Accounting	25	17	42	4	2	6	15
5	Secretary and Office Management	1	12	13	-	2	2	15
6	Marketing	4	16	20	1	2	3	15
7	Building Construction	55	47	102	8	7	15	15
8	Automotive	55	9	64	8	2	10	15
9	Information Technology	49	31	80	7	5	12	15
10	Consumer Electronic Servicing	5	9	14	1	1	2	15
11	Building Metal Construction	25	9	34	4	1	5	15
	Total	402	300	702	60	45	105	15
II	Adadale TVET College							
1	Accounting	94	69	173	14	10	24	15
2	IT	3	81	84	-	13	13	15
3	Secretary	-	27	27	0	4	4	15
4	Building Construction	21	-	21	3	-	3	15
5	General Mechanic	18	-	18	4	-	4	15
6	Total	136	177	323	20	27	47	15
7	Grand Total	538	477	1025	80	72	152	15

**Table 2 Trainers and other Sample Sizes**

No	Sample areas and Field of Study	Total Population			Sample Size			%
		M	F	T	M	F	T	
I	Lucy TVET and Water Work Training College							
1	College Dean	2	-	2	2	-	2	100
2	Trainers	23	4	27	12	2	14	52
II	Adadale TVET College							
1	College Dean	2	-	2	2	-	2	100
2	Trainers	19	2	21	10	1	11	52
II	Regional States TVET Experts	2	-	2	2	-	2	100

The sample of respondents' representation 50% for trainers from each department proportional for male and female and 15 % trainees from each department , level and year of study in considering gender disparity were considered by random sampling ,In addition 2 collage deans from each collage considered and 2 regional experts were considered with purposive Sampling.

In this study from these two colleges, 152 trainees and 28 trainers were selected based on quota and random sampling techniques. Checklists were also used to collect the overall situation of the TVET colleges.

The writer of this thesis believes that the sample size is sufficient enough to draw representative data of the total universe population of the two respective colleges.

Two regional TVET experts and four Deans from the respective colleges were included in the study purposely to get appropriate information.

### **3.4 Data Analysis**

In analyzing the data, relevant tools, which are appropriate to the nature of the data obtained, have been employed to test the findings in relation to basic questions of the study. Raw data obtained by questionnaire, interview and observation, were structured and systematically organized and analyzed. Interview questions, observations, and questionnaires were structured in qualitative and quantitative approach, and analyzed using percentage and mean score. In addition to this, relevant literatures and theories, which were discussed in chapter II, have been used to analyze the factors that affect the quality TVET program implementation.

## **CHAPTER FOUR**

### **4. Presentation, Analysis and Interpretation of Data**

This chapter deals with presentation, analysis and interpretation of the data. The points deal with are characteristic of population, trainers competence practice, trainers motivational and relation, instructional process, availability and appropriateness of infrastructures ,adequacy of training materials ,management system and its approach, curriculum relevance, budget and finance, partnership with business and industry, government police and liberation vocational guidance and trainees views and competence .

In this section the collected data are presented, analyzed and discussed. This chapter generally consists of presentation of the statistical results obtained, illustrated tables, discussion of the results obtained from questionnaires observations and interviews of both trainers and trainees

#### **4.1 Analysis of Respondents**

To make the analysis easier, the item of the trainees and trainers questionnaire, interview and observation as mentioned in the previous chapter, are categorized into twelve categories as follows.

1. Characteristics of Respondents
2. Trainers experience and competence
3. Trainer relation and motivation
4. Instructional process
5. Availability and appropriateness of infrastructure

6. Management system and its approach
7. Relevance of curriculum
8. Budgeting and financing
9. Partnership with business and industry
10. Government policy and legislation
11. Vocational Guidance
12. Institutional capability

In line with the above thematic categories, the highest possible score that can be obtained in the scale to measure the most favorable (The strongest Perception towards each individual item related to quality issues (either for the whole thematic category or individual item) is a mean value of five (5) and the lowest mean value is one ((1) which indicates the weakest perception in scale. A brief description followed by detailed presentation of each perspective Category has made as to meet the objective of the study.

#### **4.1.1. Characteristics of Respondents**

Two kinds of questionnaires were distributed to 152 trainees, 25 trainers. In addition 4 TVET collage deans and 2 REB experts were interviewed. Based on their responses, the personal characteristics of trainers, deans and experts were examined intermesh of sex, age, qualification and work experience.

**Table 3 Characteristics of Trainers, REB Experts and TVET Deans**

No	Variables	Categories	Trainers		Experts		Deans	
			no	%	no	%	no	%
1	Sex	Male	21	84	2	100	4	100
		Female	4	16	-	-	-	-
		Total	25	100	2	100	4	100
2	Age	20 and below	-	-	-	-	-	-
		21-30 years	4	16	-	-	-	-
		31-40 years	18	72	2	100	4	100
		41 and above	3	12	-	-	-	-
3	Qualification	Diploma	4	16	-	-	-	-
		BA/BSC	21	84	-	-	-	-
4	Terms of Reemployment	Permanent	25	100	2	100	4	100
		Contract	-	-	-	-	-	-
		Part time	-	-	-	-	-	-
5	Service years	1-5	16	64	-	-	-	-
		6-10	6	24	-	-	-	-
		11-15	3	12	2	100	4	100
		16-19	-	-	-	-	-	-
		20 and above	-	-	-	-	-	-

As indicated in the Table 3 84% of trainers were male and 16% were female, regarding the age of trainers about 72% were between 31- 40 years, terms of employment of all respondent were permanent. Regarding educational qualification 84% have first degree, and 84% have service below 10 years .this indicates that most of trainers were qualified, young and inexperienced. However experts and deans were experienced and qualified.

#### **4.1.2. Analysis of Trainers Competence**

Trainees and trainer perception concerning the competence of trainer was briefly analyzed using descriptive statistics based on Table 1. In this categories out of 5 items 3 favorable and 2 unfavorable for both trainees and trainers.

**Table 4: Trainer Experience and their Competency**

No	Statement	Trainees Responses					Mean score		Trainer Responses					Mean score		
		Fr %	SA	A	UD	DA	SD	MS	RE M	SA	A	UD	DA	SD	MS	RE M
1	Most of the college instructor are competent in what there are teaching	Fr %	16 11	20 13	14 9	53 35	49 32	2	Δ A	4 16	2 8	1 4	8 32	10 40	2	ΔA
2	College has some motivational schemes to make instructors competent	Fr %	19 13	21 14	10 7	33 22	69 45	2	DA	-	-	31 2	5 20	17 68	1	SD
3	Most of instructors have pedagogical training	Fr %	31 20	25 16	13 9	32 21	51 34	3	UD	-	5 20	1 4	15 60	4 16	2	DA
4	Appropriate technical Assistants are available	Fr %	23 15	45 30	8 5	56 37	20 13	3	UD	2 8	3 12	-	7 28	13 52	2	ΔA
5	There are instructor who provide training without his/her qualification	Fr %	6 4	8 5	4 3	51 34	83 55	2	Δ A	1 4	2 8	-	3 12	19 76	2	ΔA
Average frequency Average percentage		Fr %	19 13	24 16	10 6	45 30	56 36	2	DA	1 6	3 10	1 4	8 30	13 50	2	DA

Where SA= strongly Agree (5); A= Agree (4) UD= undecided (3); D= Disagree (2); SD= Strongly Disagree (5); MS=Mean score; RE=Remark.

As indicated in table 4 with regard to the issue of trainer competence in training delivery, 67% trainees and 76% of trainers, viewed as unfavorable with the same mean score of 2(disagree).The response of REB experts and Deans also confirmed as trainer lacks experiences and competence. This indicates as trainers have some gaps in transforming skill and knowledge to trainees during training.

Concerning the availability of Motivational schemes for trainers to increase their performance, 73% trainees unfavorable and 98% of trainer unfavorable with mean score of 2 (Disagree) and 1 (Strongly disagree) respectively. As all of the trainers and most of trainees response indicated the TVET institutions did not develop strategies to motivate trainers that enable them to improve their performance and commitment.

Regarding the appropriateness and availability of technical assistance 55% trainers and 80% unfavorable of Trainers agree with mean score of 3 (undecided) 2 (disagree) respectively. Thus, as the majority respondents express technical assistance in TVET institutions inadequate number and they were not in position to provide appropriate technical assistance.

The response of respondents for the item 5 of the Table 1 regarding the presence of TVET trainers who provide training without his/her qualifications 89% of trainees and 80% of trainers viewed unfavorable with the same mean scores of 2 (disagree). This indicates that as most of trainer's trains courses related to their qualification.

#### **4.1.3. Trainers approach to Trainees.**

The intention of Table 5 was to find the relation between trainees and trainers in TVET colleges and the motivation schemes employed to encouraged trainers.

Accordingly as indicated in the Table 5, 2 items favorable by both trainees and trainers and 2 items are unfavorable by both trainees and trainers regarding trainers approach trainees.

**Table 5. Trainers approach to Trainees.**

No	Statement	Trainees Responses					Mean score		Trainer Responses					Mean score		
		FR%	SA	A	UD	DA	SD	MS	REM	SA	A	UD	DA	SD	MS	REM
	Instructor's qualification has positive impact on quality education in maintaining quality.	FR %	543 6	62 41	6 4	231 5	7 5	4	A	156 0	7 28	- 8	2 8	1 4	4	A
	The relation between instructors and student is positive.	FR %	432 8	56 37	7 5	251 6	21 14	4	A	135 2	8 32	2 8	1 4	1 4	4	A
	Most of college instructor properly encourage students to wards their training	FR %	191 3	23 15	10 7	634 1	37 24	3	UD	3 12	4 16	5 20	7 28	6 24	3	UD
	Most of Instructors are motivated to Train and train effectively	FR %	271 8	41 27	9 6	35 23	40 26	3	UD	3 12	7 28	1 4	9 36	5 20	3	UD
	Average frequency and percentage	FR %	29 19	36 24	6 4	29 19	21 14	3	UD	7 27	5 21	2 6	4 15	3 10	3	UD

Where SA= strongly Agree (5); A= Agree (4) UD= undecided (3); D= Disagree (2); SD= Strongly Disagree (5) :MS=Mean score; RE=Remark.

As in Table 5 indicated with regards to the positive impact of trainers qualification on the quality of training, 77% and 88% of trainees and trainers favorable, with similar mean score 4 (Agree). Thus, as the respondents express the qualification of trainers have positive impact on quality of training.

As indicated in Table 5 the response of respondent concerning the positive relation between trainees and trainers, 65% of trainees

and 88% of trainers, viewed as favorably with the same mean score 4 (agree). This implies that, the relation between trainees and trainers is positive.

Regarding item 3, of the same Table the response of respondent trainees whether instructors properly encourage trainees to be effective in their area of training, 65% of trainees disagree and 52% trainers agree with the same mean score 3 (undecided). This indicates that, as most of trainers did not encourage trainees to be effective in their areas of training.

The response of respondent for the item 4 of the above Table whether most instructors were motivated to teach, 49% trainees and 56% of trainers were unfavorable with same mean score of 3 (undecided), thus. As the response of respondents indicate instructors were not well motivated to train trainees.

#### **4.1.4. Instructional Practices and Processes:**

Table 6 shows how instructional practices and process has to employ to effect the quality of TVET Program.

**Table 6 Instructional Practices and Processes.**

No	Statement	Trainees Responses						Mean score		Trainer Responses					Mean score	
		FR%	SA	A	UD	DA	SD	MS	REM	SA	A	UD	DA	SD	MS	REM
1	College has good trainers performance evaluation system to employed best instructional practice	FR %	35 23	46 30	15 10	45 30	11 7	3	UD	3 12	2 8	-	14 56	6 24	2	DA
2	College designed device to teachers and student of the college to take competency exam	FR %	43 28	38 35	13 9	35 23	23 15	3	UD	4 16	2 8		13 52	6 24	2	DA
3	College teachers assessment system of training is continues and project work	FR %	34 22	39 26	10 7	32 21	37 24	3	UD	5 20	6 24	2 8	8 32	4 16	3	UD
4	Instructor check group and individual assignment regularly	FR %	39 26	29 19	13 9	40 26	31 20	3	UD	4 16	5 20	1 4	8 32	7 28	3	UD
Average frequency and percentage		FR %	FR %	38 25	13 8	38 25	26 17	3	UD	4 16	4 15	1 3	11 43	6 23	3	UD

Where SA= strongly Agree (5); A= Agree (4) UD= undecided (3); D= Disagree (2); SD= Strongly Disagree (5) :MS=Mean score; RE=Remark.

In item 1 of Table 6, whether colleges have good trainers performance evaluation system to employed best instructional practice, 53% trainees agreed with mean score of 3 (undecided), whereas 80% of trainers viewed unfavorable with mean score of 2(Disagree). The interview made with experts and college deans also revealed as there were problems in evaluating the trainers. This indicated as the collages failed to employ good trainers'

performance evaluation systems that enable to improve the practice of instructional process.

Regarding arrangement of TVET institution in preparing both the trainees and trainers for competence exam 52% of trainees disagree with mean score of 3 (undecided) and similarly 84% trainers were found to be unfavorable with mean score of 2 (disagree). This revealed as TVET institutions has less emphases in preparing both trainees and trainers to take competence exam, and there by enable to objectively see the gap of training process which in turn has significant contribution in maintaining the quality of TVET program implementation.

As indicated in item 3 of the Table 6, whether trainers assessment system is continuous and project work is emphasized, while 54% trainees were found to have unfavorable view and surprisingly ,76% trainers themselves self unfavorable with mean score of 3( undecided) and 2 ( Disagree) respectively. This indicated that TVET institution did not appropriately employ continuous assessment and less emphasizes project work.

With regard to, whether instructor check group and individual assignment regularly, 55% and 59% of trainees and trainers have unfavorable views with common mean score 3(undecided). This reveled as majority of trainers did not strictly enforce trainees to do their individual and group works. In general, the overall category was unfavorable with average percentage of 50 and 60 for trainees and trainer respectively with the same mean score of 3(undecided).

#### 4.1.5. Availability and Appropriateness of Infrastructure

As indicated in Table 7, out of 9 items, 3 items favored by both trainees and trainers, and 6 items were viewed as unfavorable by both trainees and trainers concerning the availability and appropriateness of infrastructure.

**Table7. Availability and Appropriateness of Infrastructure**

No	Statement	Trainees Responses						Mean score		Trainer Responses					Mean score	
		FR%	SA	A	UD	DA	SD	MS	RE	SA	A	UD	DA	SD	MS	RE
1	Student class size 20-30 for technology area and 40-50 business area	FR%	49 32	79 45	4 3	21 14	9 6	4	A	13 52	9 36	- -	3 12	- -	4	A
2	TVET Compound is conducive for privacy	FR%	42 28	59 39	11 7	1 7	29 16	3	UD	13 52	9 36	- -	3 12	- -	4	A
3	TVET adequate material for training program	FR%	27 18	25 16	9 6	56 37	35 23	3	UD	- -	5 20	- -	15 60	5 20	2	DA
4	Text and Reference books are sufficient	FR%	21 14	19 13	15 10	57 38	40 26	3	UD	- -	7 28	- -	15 60	3 12	2	DA
5	Text and Reference books update	FR%	18 12	21 14	17 11	37 24	59 39	2	DA	- -	5 20	- -	13 52	7 28	2	DA
6	The library service convenient to trainees n terms of time	FR%	23 15	26 17	10 7	53 35	40 26	3	UD	- -	7 28	- -	11 44	7 28	2	DA
7	Sufficient laboratory, Workshops and Display shops are available	FR%	41 27	61 40	12 8	29 19	9 6	4	A	8 32	9 36	- -	5 20	3 12	4	A
8	Necessary work shop equipments, tools and other relevant materials are available	FR%	19 13	21 14	7 5	67 44	38 25	2	SD	- -	5 20	- -	14 56	6 24	2	DA
9	Workshops and laboratory have adequate row materials	FR%	17 13	19 13	11 7	71 46	34 22	2	SD	- -	3 12	2 8	16 64	4 16	2	DA
Average frequency and percentage		FR%	29 14	36 23	11 7	45 29	32 21	3	UD	4 15	7 28	0 0	11 39	4 12	3	UD

Where SA= strongly Agree (5); A= Agree (4) UD= undecided (3); D= Disagree (2); SD= Strongly Disagree: MS=Mean score; RE=Remark..

As Table 7 indicated whether class size of students was 20-30 for technology area and 30-50 for business area ,75% and 88% trainees and trainers have show that, their agreements with the same mean score of 3(Agree). This revealed that the students in each area of training were with appropriate class size.

In item 2 of the same Table, the response of respondents trainees concerning the 'conduciveness' of TVET institutional compound 67% of trainees were to have favorable value and similarly 87% of Trainers have favored it with mean score of 3 (undecided) and 4(agree) respectively. The responses of respondents indicated as the compound training institutions were conducive for training.

The item 3 of the same Table, response of respondents whether TVET institutions have adequate material for training programs, 64% of trainees have responded unfavorable with mean score of 3(undecided) and similarly 80% of teachers did have viewed unfavorable with mean score of 2(Disagree).In addition interview and observation made at TVET institutions indicated the inadequacy of training materials. This implies that TVET institutions did not have adequate material for the training programs delivery.

Regarding the adequacy of references and text books item 4 of Table 7, 74% trainees disagree and 80% of trainers have also unfavorable with similar mean score of 2(disagree). This implies that references and text books were not sufficient for training

program in TVET institutions, the result of the interview and observation also confirmed the fact.

As indicated in Table 7 item 5 regarding the updates of references and text books 74% of trainees were unfavorable and 80% trainers unfavorable with the same mean score of 2 (Disagree). This reveals that references and text books in TVET institution were obsolete.

Item 6 of the same Table the response of respondent regarding the convenience of libraries service time to trainees, 68% trainees view it unfavorably and 72% trainers were also unfavorable with mean score of 3( undecided) and 2( disagree) respectively. The responses of both trainers and trainees indicated as library service time were not convenient to trainees to obtain necessary library service.

With regard to the availability sufficient laboratories, workshops and display shops in the same Table item 7, the majority 75% trainees and 68% of trainers did agree with similar mean scores of 2(Agree). Thus, the TVET institutions have sufficient laboratories, workshops and display shops, observation made at TVET institutions confirmed this fact.

Concerning the adequacy and availability of workshops equipment, tools 74% trainees and 80% trainers were, found to respond unfavorably with the same mean scores of

2(disagree).This implies that TVET institutions have shortage of workshops equipment and tools.

With regard to weather workshops and laboratories have adequate raw materials that enable trainees to exercise practical work, Item 9 of the same Table 74% of trainees and 80% of trainers did look it unfavorably with same mean scores of 2 (Disagree).Thus, the TVET workshops and laboratories have shortage of raw materials which can help both trainees and trainers to exercise practical duties.

#### **4.1.6. Management System and its Approach**

As indicated table 8, all 9 the items under this category, were responded unfavorable by both trainees and trainers concerning the effectiveness and approach of Management systems.

As Table 8 indicated weather management was competent enough to properly manage TVET institutions, 61% of trainees view unfavorably with mean scores of 3 (undecided), were as 80% trainers have perceived similarly unfavorably with mean sore of 2 Disagree).This fact revealed that of the management of TVET institutions have problems to properly manage the TEVT program implementation.

The item 2 of the same Table the response of respondents concerning whether TVET management work to improve the performance of trainees, in improving the quality of TVET program, 67% of trainees with mean score of 3 ( undecided) and 72% of trainers were to found unfavorable it with mean score 2( Disagree) .The response of both trainees and trainers indicated that management of TVET institution were not proactive in improving the quality of training that enable to improve the competence of trainees.

**Table 8: Management System and its approach**

	Statement	Trainees Responses					Mean score		Trainer Responses					Mean score	
		Fr% SA	A	UD	DA	SD	MS	RE M	SA	A	UD	DA	SD	MS	RE M
1	Management are competent enough to properly manage the college	FR % 27 18	32 21	12 8	51 34	30 20	3	UD	2 8	3 12	4 16	12 48	4 16	2	SD
2	College management work to improve the performance of students in improving training system	FR % 21 14	29 19	15 10	56 37	32 20	3	UD	4 16	3 12	1 4	14 56	3 12	3	UD
3	College are designed a clear means of evaluating the training to improve the quality	FR % 24 16	27 18	17 11	61 40	23 15	3	UD	5 20	4 16	3 12	11 44	2 8	3	UD
4	Have built your confidence to take competency exam	FR % 21 14	22 14	21 14	47 31	42 27	3	UD	4 16	6 24	- -	12 48	3 12	3	UD
5	Top management have not appropriate qualification and experience	FR % 19 13	24 16	19 13	49 32	41 27	3	UD	4 16	3 12	- -	9 36	9 36	2	SD
6	Management of the college employee participatory approach in make decision	FR % 13 9	27 18	11 7	69 45	32 21	2	SD	5 20	2 8	1 4	11 44	6 24	3	UD
7	Student participate in academic decision making	FR % 15 10	25 16	14 9	55 36	43 28	2	SD	6 24	2 8	1 4	10 40	6 24	3	UD
8	Student body represented in management of institution	FR % 13 9	37 24	16 11	59 39	27 18	3	UD	4 16	5 20	- -	9 36	7 28	3	UD
9	Teacher participate in academic decision making	FR % 19 13	24 16	14 9	65 43	30 20	3	UD	7 28	2 8	- -	9 36	6 20	3	UD
Average frequency and percentage		FR % 19 13	27 18	15 10	57 37	33 22	3	UD	UD	4 15	1 6	11 46	5 18	3	UD

Where SA= strongly Agree (5); A= Agree (4) UD= undecided (3); D= Disagree (2); SD= Strongly Disagree., MS=Mean score; RE=Remark.

The item 3 of the same Table response of respondent, whether the management of TEVT institutions designed a clear means of

evaluating training program implementation in observing the gap that can affect the quality of program implementation, 66% of trainees viewed unfavorably with the mean score of 3 (undecided) and where as 64% trainers also perceived similarly with the same mean score of 2 (Disagree). Thus, it implied that TVET management has no clear means of evaluating TVET program implementation to identify the gap observed and to improve the condition of training. Regarding the confidence management build on trainees and trainers to take competence exam, item 4 in the same Table 62% of trainees did look it unfavorably with mean score of 3 (undecided) at the same time 60% of trainers fail to favor it with mean score 3 (undecided). This implies that the management of TVET institution did not build confidence of trainers and trainees to take competence exam.

As indicated in Table 8 regarding the appropriate qualification and experience of top management, trainees have responded 71% with mean score 3 (undecided) and 72% of trainers unfavorable with mean score of 2 (Disagree). This indicated that top management of TVET institutions have appropriate skill and experience that contribute to overcome managerial problem to implement the program appropriately.

The item 6 of the same Table the response of respondent regarding the college management participatory approach in making decision, 73% of Trainees and 72% or trainers were found to respond unfavorably with mean score of 2 (disagree) and 3 (undecided) respectively. So, both the response of trainees and trainers indicate that management of TVET institutions did not employed participatory decision making.

With regard to students participation in academic decision making, in the same Table item 7, majority 60% of trainee respondents and 68% of trainers did have unfavorable response with similar mean scores of 3(undecided). Thus, the management of TVET institutions did not, participate trainees in meaningful manner in academic decision making process.

Concerning the students body representation in the management of institutions, 67% trainees where viewed unfavorably and 64% trainers perceived similarly, with the same mean scores of 3(undecided).This implied that the management of TVET institutions did not participate trainees body in management of TVET.

With regard to the, whether trainers participate in academic decision making, Item 9 of the same Table 71% of trainees respondent unfavorable and 56% of trainers unfavorable with same mean scores of 3 (undecided).This implies that the management of TVET institutions were not participate trainers in right way to participate in academic decision making matters.

#### **4.1.7. Issues and Relevance of Curriculum**

As indicated Table 9 , regarding issues and relevance of curriculum, out of 4 items under this category ,equally 2 items favorable .and 2 items unfavorably responded by both trainees and trainers.

As Table 9 indicated whether the courses delivered in TVET institutions enable trainees to develop skill and knowledge in appropriate way, it was found out that 51% of trainees and 52% of trainers were to have favorable views; on other hand nearly half of respondents of both group remains in doubt whether course

delivered develops skill and knowledge. This indicates as there was a gap in course delivered in TVET institutions in transforming appropriate skill and knowledge to trainees.

**Table 9 Relevance of Curriculum**

No	Statement	Trainees Responses						Mean score		Trainer Responses					Mean score	
		Fr %	SA	A	U D	D A	SD	M	S	RE	SA	A	U D	D A	SD	M
1	The courses delivered in TVET enable trainees to develop skill and knowledge in regional context	FR %	41 27	37 24	12 8	31 20	31 20	3	U D	7 28	6 24	- -	7 28	5 20	3	UD
2	There some research which is done by academic staff to improve the quality of training	FR %	17 11	18 12	17 11	43 28	57 38	2	D A	- -	4 16	- -	17 68	4 16	2	DA
3	The TVET are usually associated with high status	FR %	41 27	42 28	6 4	40 26	23 15	3	U D	10 40	8 32	- -	4 16	3 12	4	A
4	The existing TVET system encourage life-long learning opportunity	FR %	35 23	26 17	15 10	46 30	30 20	3	U D	2 8	6 24	- -	10 40	7 28	2	DA
Average frequency and percentage		FR %	34 22	31 20	13 8	40 26	35 23	3	YΔ	5 19	6 24	- -	16 40	20 28	3	YΔ

Where SA= strongly Agree (5); A= Agree (4) UD= undecided (3); D= Disagree (2); SD= Strongly Disagree. MS=Mean score; RE=Remark.

Item 2 of the same Table the response of respondents trainees concerning the availability of some research which was done by academic staff to improve the quality program delivery by TVET

institution, 65% trainees and 84% of trainers were unfavorable with common mean scores 2 (Disagree). This shows that TVET institutions did not have much concern in making research which helps to improve the quality of training.

Item 3 of the same Table response of respondents whether TVET is being perceived by people as high status training programs, 56% of trainees have responded unfavorably with mean score of 3 (undecided) and 72% of trainers unfavorable with mean score of 2 (Disagree). This implied that TVET program have been given low status by most of society.

Regarding whether the existing TVET program encourages lifelong learning opportunity, 60% of trainees and 68% of trainers were too unfavorably with similar mean score of 3 (undecided). This implies that almost less than half of respondents accept TVET program encourage lifelong learning.

#### **4.1.8. Budgeting and Financing**

As indicated Table 10 among 2 items under this category, 1 item favorable by both trainees and trainers, and 1 item unfavorable concerning budgeting and financing.

Regarding the adequacy of budget to procure material for training process, 67% trainees and 80% of trainers were unfavorably with mean scores of 3 (undecided) and 2 (Disagree) respectively. This revealed that there was no sufficient budget for TVET institutions to

cover the demand of program delivery in providing adequate raw material for training

**Table10. Availability of Budget and Finance**

No	Statement	Trainees Responses						Mean score		Trainer Responses					Mean score	
		Fr %	SA	A	UD	DA	SD	MS	REM	SA	A	UD	DA	SD	MS	REM
1	The collage has enough budget to bay raw material for training	FR %	31 20	72 47	10 7	19 13	20 13	3	UD	3 12	2 8	- -	12 48	8 32	2	DA
2	The collage has autonomous in generating income and administrating it.	FR %	64 42	47 31	15 10	12 8	14 9	4	A	8 32	7 28	- -	6 24	4 16	3	UD
Average frequency and percentage		FR %	48 41	60 39	13 8	16 10	17 11	3	UD	6 22	5 18	0 0	9 36	5 18	3	UD

Where SA= strongly Agree (5); A= Agree (4) UD= undecided (3); D= Disagree (2); SD= Strongly Disagree. MS=Mean score; RE=Remark.

The item 2 of the same Table the response of respondents concerning the autonomy of TVET institutions in generating and administrating income while, 73% of trainees have favored it with mean score of 4 (agree), conversely, 60% of trainers did look it favorably with mean score 3(undecided) .The response of both trainees and training indicated that TVET institutions have autonomous in generating and administrating income.

#### 4.1.9. Partnership with Business and Industry

As indicated in Table 11, concerning the partnership of TVET institutions with business and industry among 2 items under this category both items were viewed unfavorably by both trainees and trainers.

**Table 11 Partnership with Business and Industry**

No.	Statement	Trainees Responses					Mean score		Trainer Responses					Mean score		
		Fr-%	SA	A	UD	DA	SD	MS	REM	SA	A	UD	DA	SD	MS	REM
1	The college has strong relationship with business and industry in sharing resources	FR %	11 7	19 3	7 5	55 36	66 43	2	SD	2 8	1 4	- -	13 52	9 32	2	SD
2	Enterprise voluntary to accept trainees in cooperative training	FR %	26 17	7 5	9 6	67 44	43 28	2	SD	2 8	1 4	- -	13 52	9 36	2	SD
Average frequency and percentage		FR %	19 12	10 7	8 5	61 40	55 36	2	SD	SD 8	2 8	1 2	12 48	9 34	2	SD

Where SA= strongly Agree (5); A= Agree (4) UD= undecided (3); D= Disagree (2); SD= Strongly Disagree. MS=Mean score; RE=Remark.

As Table 11 indicated whether TVET institutions have strong relation with business and industry, the majority (90% and 84%) of trainees and trainers have looked unfavorably with similar mean score 2(Disagreed) this fact revealed that TVET institutions did not make strong ties with business and industry that enable to share resources and experiences.

Item 2 of the same Table, the response of respondents on whether business and industry were voluntary to accept trainees in cooperative training, 78% of trainees and 88% trainers were found to it unfavorably with same mean score of 2(Disagree). This implies that business and industry were not voluntary to receive trainees without push in cooperative training.

#### **4.1.10. Government Polices Legislation.**

As indicated Table 12, 2 items under this category were unfavorably by both trainees and trainers concerning the government polices and legislation.

As Table 12 indicated whether the instruction of the programs as per the policy of TVET; 30% theory and 70% practical work, 77% of trainees and 80% trainers responded unfavorably with the same mean scores of 2(Disagree). This fact implies that the instruction of the TVET institutions were more of theory than practical duties as per the policy of TVET.

Concerning the policy of TVET the extent it help to maintain the quality of TVET program delivery ,72% of trainees and 80% of trainers were to unfavorably with the same mean scores of (2Disagree). This indicates that the current TVET policy and legislation were not effective in TVET institutions to maintain the quality of train

**Table 12 Impact Of Government polices legislation.**

No.	Statement	Trainees Responses						Mean score		Trainer Responses					Mean score	
		Fr%	SA	A	UD	DA	SD	MS	REM	SA	A	UD	DA	SD	MS	REM
1	The instruction of collage 30% theory and 70% practical work	F %	18 12	16 11	13 9	59 39	46 30	2	Δ A	2 8	3 12	- -	7 28	13 52	2	DA
2	The current police of collage helps to maintain quality program delivery	F %	29 19	13 9	9 6	61 40	40 26	2	Δ A	2 8	3 12	- -	9 36	11 44	2	DA
Average frequency and percentage		FR %	9 6	6 4	4 3	24 26	17 11	2	Δ A	1 3	1 5	- -	3 13	5 19	2	SD

Where SA= strongly Agree (5); A= Agree (4) UD= undecided (3); D= Disagree (2); SD= Strongly Disagree. MS=Mean score; RE=Remark.

#### 4.1.11 Vocational Guidance Service:

As indicated Table 13 concerning the vocational Guidance Service, out of 5 items under this category, 3 items were viewed unfavorably and 1 item favorable by trainees and trainers.

As Table 13 indicated whether trainees join TVET program because of their interest, 68% trainees unfavorable and 80% of trainers unfavorable with mean scores of 3 (undecided and 2 Disagree) respectively. This fact revealed that as most of trainees join TVET without their choice (interest).

The item 2 of the some Table the response of respondents concerning career orientation before trainees were joining the TVET program, 69 of trainees unfavorable with mean score of 2

(Disagree) and 76% of trainers where unfavorable with mean score 2(Disagree) .The response of both trainees and training indicated as TVET institutions were not provide early career orientation to trainees.

**Table 13. Availability of Vocational Guidance Services**

No.	Statement	Trainees Responses						Mean score		Trainer Responses					Mean score	
		F %	SA	A	UD	DA	SD	MS	RE	SA	A	UD	DA	SD	MS	RE
1	Trainees join TVET due to their interest	F %	23 15	26 17	12 8	40 26	51 34	3	UD	3 12	2 8	- -	9 36	11 44	2	DA
2	Trainees receive early orientation to join TVET	F %	19 13	27 18	10 7	44 29	52 34	2	DA	4 16	2 8	- -	11 44	8 32	2	DA
3	Vocational Guidance and other staff have assisted trainees to choose the right career	F %	21 14	29 19	17 11	37 23	50 33	3	UD	3 12	4 16	- -	8 32	10 40	2	DA
4	Trainees receive appropriate guidance in school and cooperative training	F %	30 20	31 20	13 9	38 25	40 26	3	UD	3 12	5 20	- -	11 44	6 24	3	UD
5	The college has educational guidance service	F %	56 37	33 22	12 8	27 18	24 16	3	UD	9 36	16 64	- -	- -	- -	4	A
		F %	30 50	29 19	13 8	37 24	43 29	3	UD	4 16	6 23	- -	8 31	7 28	3	UD

Where SA= strongly Agree (5); A= Agree (4) UD= undecided (3); D= Disagree (2); SD= Strongly Disagree. MS=Mean score; RE=Remark.

The item 3 of the same Table response of respondents weather Vocational Guidance and other staff assists trainees to choice appropriate carrier according to their potential capability, 77% of trainees unfavorable with mean score of 3(undecided) and 72% of Trainers unfavorable with mean score of 2(Disagree).This implies as Vocational Guidance and other staff did not assists trainees to choice appropriate career according to their potential capability.

Regarding whether the trainees receives appropriate guidance in school training and in cooperative training,60% of trainees were unfavorable and 68% of trainers are unfavorable with mean score of 3( undecided) and 2(Disagree) respectively. This implies the TVET institutions guidance service were not properly function in school and cooperative training.

As indicated in Table 13 regarding the availability of vocational guidance service in TVET institutions, 59% favorable with mean score 3 (undecided) and 99% of trainers favorable with mean score 4(agree). This indicated as the available guidance were not satisfy the need of trainees.

#### **4.1.12. Trainees View and Competency**

As indicated Table 14, 3 items under this category unfavorable by both trainees and trainers concerning the view of trainees and competence.

As Table 14 indicated weather most of trainees were competent in school training, 57% of trainees and 60% of trainers unfavorable with mean scores of 3(undecided) and 2 (Disagree) respectively. This fact revealed that most of trainees were not handle appropriate knowledge in school training.

The item 2 of the same Table the response of respondents concerning the competence of trainees in cooperative training in business and industry, 66% of trainees unfavorable with mean score of 3 (undecided) and 56% of trainers where unfavorable with

mean score 2(Disagree). The response of both trainees and training indicated as trainee were incompetent in cooperative training in business and industry.

**Table 14: Trainees View and Competency**

No.	Statement	Trainees Responses						Mean score		Trainer Responses					Mean score	
		FR%	SA	A	UD	DA	SD	MS	REM	SA	A	UD	DA	SD	MS	REM
1	Most of trainees are competent in school training	FR %	31 20	35 39	13 9	46 30	27 18	3	UD	4 16	6 12	2 4	8 36	5 20	3	UD
2	Most of trainees are competent in Cooperative training	FR %	32 21	38 25	11 7	30 20	41 27	3	UD	7 28	4 16	1 4	6 24	7 28	2	DA
3	Trainees are happy with what has been trained	FR %	28 18	31 20	17 11	35 23	41 27	3	UD	8 32	4 16	2 8	6 24	5 20	2	DA
		FR %	18 12	21 14	8 5	22 15	22 14	3	UD	2 9	2 10	- 2	5 22	5 18	2	DA

Where SA= strongly Agree (5); A= Agree (4) UD= undecided (3); D= Disagree (2); SD= Strongly Disagree. MS=Mean score; RE=Remark.

The item 3 of the same Table response of respondent weather trainees were happy with their training program, 62% of trainees unfavorable with the mean score of 3( undecided) and 62 trainers were unfavorable with mean score 2 (Disagree). This implies as almost most of trainees were not interested with the program they studied in TVET.

## **CHAPTER FIVE**

### **4. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **4.1. SUMMARY OF MAJOR FINDINGS**

The main purpose of the study was to investigate of the factors that affect quality in public TVET in Afar region. In order to meet the goals /aims of the study, basic questions were raised addressing the area of(1)trainers' qualification, experience and competence (2) top mangers qualification, experiences and competence (3) infrastructure and educational materials such as workshop, class size, library, reference book, machine, equipment etc (4)teaching learning process and the relation between business and industry.

To address the raised research questions, the researcher reviewed relevant literature and prepared two set of questioners, and observation (guides on the basis of the reviewed literature) to collect data from the subjects at sampled public TVET institutions. The questioners were designed for trainees and trainers, and interview for collage deans and regional VET experts. These questioners, after having been evaluated and checked by the thesis advisor, were pilot-tested in order to avoid irrelevant and ambiguous question items. Based on comments secured, necessary corrections and modifications were made before distributions. The study was carried out on two public TVET in the Region, which were selected using the simple random sampling techniques. The study was conducted using questionnaires as data gathering tools .Accordingly,152,Trainees ,25 Trainers ,4 collage deans and 2 regional TVET expert were selected using random sampling techniques, all respondents appropriately filled, returned and used in the analysis of data.

The data obtained was analyzed using various statistical tools such as percentage and mean score. Depending on the results of analysis made, the following major findings were obtained:

1. It was revealed that most of trainers have required educational level to handle the training process in all fields of studies. However, they are not competent in technical capability, further they lack necessary training in pedagogy.
2. The finding of the study indicated as the relationship between trainees and trainer was strong, however trainers were not motivated to train and encourage trainees while training.
3. The study further revealed that the TVET institutions were failed to develop appropriate trainers evaluation system that enable to employ good instructional process; despite the existence of varied student performance evaluation techniques, trainers failed to increase instructional time by providing different individual and group work; the majority of trainers were bounded in limited assessments and final examinations were predominately used in TVET institutions.
4. The finding of the study indicated physical compound, facilities like library, libratory, workshops, offices and class size were satisfactory. However, workshops equipments, hand tools, raw material, update reference books were inadequate.
5. The respondents of trainees and trainer disclosed that the top collage management officials were found to be incompetent in managing their college, they also believed that efforts made to improve the performance of trainees and trainers was also

unsatisfactory. The management process was not participatory as trainees and trainers were not involved in decision making in meaning full ways. Furthermore the study revealed that the management was not providing close attention to instructional process.

6. The courses that have been provided in TVET were not in a position to respond the regional context. The courses were not delivered based on the labor market demand, in considering the actual tasks and duties in business, industry and community at large.
7. As pointed out by the result of the study, that the instruction of TVET institutions were failed to implement as per the policy 70:30, ratio of theory to practical duties. Furthermore it was indicated that the policy and legislations were not effective to maintain the quality of TVET program delivery,

8. In relation to vocational guidance services, the study showed that appropriate vocational guidance services were not available to trainees, trainees join the program without appropriate orientation, appropriate and systematic guidance service were not available in TVET institutions.

## **4.2 Conclusions**

For TVET institutions to offer quality education and training at any level, trainees' interest, teachers' qualification, competence and experience, competent of the top management, availability of facilities and educational material, adequate finance and conducive environment of training and learning process are important variables.

- Though trainers have required educational level, trainees perceived that majority of trainers were not competent in providing practical

technical skill to trainees, Furthermore; they lacked necessary pedagogy skills which enable to transfer skill and knowledge to trainees in systematically planned and organized way. In addition trainers were not motivated to train and encourage trainees while training. Trainers failed to increase instructional time by providing different individual and group work. Therefore; it is possible to say trainers were not in required position to transfer appropriate skill and knowledge to trainees.

- TVET institutions failed to develop appropriate trainers evaluation system that enable to employ good instructional process, the management system was not participatory, top management members were perceived as incompetent by both trainees and trainers. Thus, it is sufficient to conclude that the management of both institution were not organized with competent and motivated members what is required for quality provision of TVET training.
- They study also revealed that inadequacy of instructional materials and educational technologies, such as work shop equipments, hand tools, raw materials and update reference materials were constraints to the teaching learning.
- The instruction of TVET institutions failed to implement as per the policy 70:30, ratio of theory to practical duties. Furthermore it was indicated that TVET institutions were unable to employ good instructional process; despite the existence of varied student performance evaluation techniques, trainers failed to increase instructional time by providing different individual and group work; the majority of trainers were bounded in limited assessments and final examinations were predominately used in TVET institutions.

- In considering the advantage of making strong ties with business ,industry and community the TVET institutions failed to share resources, experience and knowledge that enable to develop and curriculum and instructional process
  
- All in all, the above-mentioned reasons apply equally to all TVET in the region; therefore, the quality of TVET is a function of competent trainers. Effective management and adequate/an availability of instructional materials and educational technologies, facilities .., good state education policies and effective implementation of policies.
  
- In general the study revealed that the inputs provided to the institutions and processes undertaken were not in a position to provide quality Training in the two institutions.

### **4.3 Recommendations**

Based on the findings and conclusions of the study, the following solutions are suggested to mitigate the effect of the problem of low quality of TVET institutions of Afar Region.

1. The quality of TVET at all levels depends on highly qualified trainers, among other things .Because instructors are the pillars of the teaching learning process ,their role in implementation TVET policy, utilizing the available input and serving /teaching the student is vital. It is believed that experienced trainers play a crucial role in the improvements of the quality of TVET program. Trainers with long experiences develop stronger instructional skills. Therefore, to tackle the problems, for trainers who had no pedagogy training, in-service summer training in universities should be organized by the regional education bureau. For those

who did not use appropriate evaluation and teaching method, the institution need to prepare workshops wherein the experienced teachers share experiences with the less experienced trainers and short term trainings.

2. Institution needs to have competent managers to implement their objectives both efficiently and effectively. The college management should run as participatory body that accommodates trainees and trainer's involvement and work hard to harmonize the relationship between trainers and trainees. To this end, the regional education bureau need to evaluate deeply and reorganize the management of the institutions as deemed necessary. Moreover, I suggest the regional education bureau to continuously follow-up, monitor, provide technical support and take corrective measures accordingly on managements of the institution.
3. It was reported that trainers use more of teacher-center lecturing method in the teaching learning process. This, in view of making the teaching and learning process trainees-centered, expected to diversify their teaching methods and make them more practice oriented so that trainees able learn by doing. In addition instructors need to employ different evaluation mechanisms on continuous bases credit being given at each step. This could show trainees whether the light is green or red their move towards attaining their objects.
4. The contribution of college academic evaluation of the teaching and learning to the betterment of quality of education is high; however, the frequency undertaking is inadequate. Therefore, to utilize its advantage to the quality of education and training, I call attention to the respective colleges and regional education bureau to create favorable conditions where the quality assurance expert can supervise the respective institutions at least four times in a year

along with the supervision and evaluation made at institutional level.

5. Instructional materials and educational technologies and facilities have a profound effect on the quality of TVET program. So to train capable, skilled and knowledgeable trainees TVET institutions able to provide adequate equipments and materials, further more the institutions need to make mobilization activity to change the attitude of business and industries and community at large to share experiences and resources to work together cooperatively.
6. Quality of education is a concern of every one in general and the education bureau in particular .It needs a coordinated effort to make it high priority area .Therefore, education bureau officials has to take initiative by organizing seminars ,panels, workshops and collect stake holders opinions in the attempt to improve the quality of education and training . Thus, creating conducive environment for take holders to make relevant curriculum, training program, and to formulate appropriate police direction, issues of quality education and training, thus enable to take immediate action to correct /mistakes that hinder development.
7. I will suggest also putting in to affect the TVET policy, to maintain the quality of training. In addition provision of guidance, training, and appropriate finical support have to provide for TVET institutions, the training institutions themselves has to generate and properly manage their Owen income to tackle finical constraints.
8. Finally further research with wide scope needs to be done on the topic under study in order to gain an in-depth understanding of the quality of TVET in Afar Region.

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## **Appendix A**

**Addis Ababa University**

**School of Graduate student**

**Collage of Education**

**Department of Business Education Vocational Education Management Program**

Research questionnaire to be filled by students.

The objective of this questionnaire is to collect necessary information for the study "Factors Affecting Quality of TVET Program in Afar Region" and to identify major problems affecting the quality of TVET program and to come up with some solutions that need to be considered for better quality TVET program implementations. Therefore, since the success of this study depends on your genuine responses, you are kindly requested to honestly provide information for the entire item presented in the questionnaire.

Thank you in advance for your  
Cooperation

### **Instruction**

1. No need of writing your name
2. Fill in the black spaces and encircle the choice you through to be the answer or thick.
3. Give short answers for question items that are open-ended and write your answer on the free page at the back by writing the question number if the space provided is not enough.
4. The information to be obtained will be used only for academic purpose, i.e. your responses will be kept confidential.

**1. Background information**

Name of your collage \_\_\_\_\_

Department \_\_\_\_\_

Level \_\_\_\_\_

2. Sex : male  Female

3. Age: below 20  21-23  26-30  31-40   
Above 40

**Part II Question Item Instruction:- Read each statement carefully and respond to each of items by expressing your degree of agreement or disagreement by ticking (  ) one alternative for one question that most represent your understanding and feeling as SA, A, UD,DA or SD**

SA=Strongly Agree

A= Agree

UD= Undecided

DA= Disagree

SD= Strongly Disagree

o.	Items	Level of Agreement				
		SA	A	UD	DA	SD
	You join TVET because of your interest					
	Students in your class are competence enough.					
	Student size in class 20-25 for technology area and 30-40 for business area					
	Enough instructors in your collage					
	Most of your collage instructors are qualified in what they are teaching					

o	Items	Level of Agreement				
		SA	A	UD	DA	SD
	Instructors qualification has impact on quality education in maintaining quality.					
	The relation between instructors and student is positive.					
	You are happy with your study					
	The instruction of collage 30% theory and 70% practical work					
0	Most of collage instructor properly encourage students to wards their training					
1	Your teacher evaluation system of a training is continues assignment and project work.					
2	Evaluation system is mostly practical work by group and individual based					
3	Instructors check group and individual assignment regularly					
4	Most of Instructors are motivated to teach					
5	There are instructors who provide training without his/her qualification					
5	The TVET are usually associated with low status					
7	The current police of collage helps to maintain quality program delivery					
8	Most of trainees are competent enough in school training and in cooperative training.					
	I have received early orientation to Join TVET					
	Vocational guidance and other staff have assisted me to choose the right career					
	I have received appropriate guidance in school training and in cooperative training					
	The collage has vocational guidance service					

No	Items	Level of Agreement				
		SA	A	UD	DA	SD
23	The courses delivered in TVET enable you to develop skill and knowledge					
24	The existing TVET system encourage life-long learning opportunity					
25	The TVET system enable to keep a peace with a rapidly changing environment					
26	The Current course delivery by TVET's are relevant to regional context					
27	TVET programs matches with current working environment					
28	Your collage has strong relation with business, enterprise and industry in sharing resource					
29	Enterprise voluntary to accept trainees in cooperative training.					
30	TVET's compound are conducive for privacy					
31	TVETS have adequate material for the training programs					
32	Text and reference books are sufficient					
33	Text and reference books are obsolete					
34	The library service is convenient to the trainees in terms of time					
35	Sufficient laboratories, work shops and display shops are available in the compound.					
36	Necessary workshops equipment, tools and other relevant material, laboratories equipment are available					

NO	Items	Level of Agreement				
		SA	A	UD	DA	SD
37	Work shops and laboratories have adequate raw material for trainee's to exercise practical work					
38	Appropriate technical Assistants are available to provide technical support when needed.					
39	Management are competent enough to properly manage the college					
40	College management work to improve the performance of students, in improving the training system.					
41	Collage has designed a clear means of evaluating on the training to improve quality					
42	Have built confidence to take competence exam					
43	Top management have appropriate qualification experience and competence					
44	Management of Collage employ participatory approach in making decision					
45	Student participate in academic decision making of management					
	Students body are represented in the management of institutions					
	Teachers participate in academic decision making					

No.	Items	Level of Agreement				
		SA	A	UD	DA	SD
47	There some research which is done by academic staff to improve the quality of training					
48	Collage has good performance evolution system to encourage best instructors and to improve instructor's performance.					
49	Collage has some motivation schemes to make instructors competent					
50	The collage has enough budget to bay raw material for training					
51	The collage has autonomous in generating income and administrating it.					
52	Most of instructors have pedagogical training When it is necessary and produce teaching training learning material (TTLM)					
53	Collage designed device to Teachers of the collage to took competence exam					

## PART II

4. State major problems do you in your collage?

4.1. Major academic problem: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4.2. Major managerial problem: \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4.3. Major problem related to educational material /technological and facilities:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4.4. Major Police Issues:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5, if any others mention them? :

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Appendix B**  
**Addis Ababa University**  
**School of Graduate student**  
**Collage of Education**  
**Department of Business Education Vocational Education**  
**Management Program**

Research questionnaire to be filled by Instructors.

The objective of this questionnaire is to collect necessary information for the study” factors Affecting quality of TVET program in Afar region” and to identify major problems affecting the quality of TVET program and to come up with some solutions that need to be considered for better quality TVET program implementations. Therefore, since the success of this study depends on your genuine responses, you are kindly requested to honestly provide information for the entire item presented in the questionnaire.

Thank you in advance for your  
Cooperation

**Instruction**

1. No need of writing your name
2. Give short answers for question items that are open-ended and write your answer on the free page at the back by writing the question number if the space provided is not enough.
3. The information to be obtained will be used only for academic purpose, i.e. your responses will be keep confidential.

**1. Background information**

1. Name of your collage \_\_\_\_\_

Department \_\_\_\_\_

Level \_\_\_\_\_

2. Sex: male  Female

3. Age: below 20  21-23  26-30  31- 40

Above 40

4. Department /section \_\_\_\_\_

5. Educational Qualification: diploma  BA/BsC  MA/MSc  ph.D.

6. Terms of employment: Permanent  Contract/par time

7. Total number of service years:

1-5  6-10  11-15  16-19  20 and above

**II Question Item Instruction:- Read each statement carefully and respond to each of items by expressing your degree of agreement or Disagreement by ticking ( √ ) one alternative for one question that most represent your understanding and feeling as SA, A, UD,DA or SD**

SA=Strongly Agree

A= Agree

UD= Undecided

DA= Disagree

SD= Strongly Disagree

No.	Items	Level of Agreement				
		SA	A	UD	DA	SD
1	Your student join TVET because of their interest					
2	Your students are competent enough.					
3	Student size in class 20-30 for technology area and 40-50 for business area					
4	Enough instructors in your collage					

No.	Items	Level of Agreement				
		SA	A	UD	DA	SD
5	Most of your college instructors are qualified in what they are teaching					
5	Instructor's qualification has impact on quality education in maintaining quality.					
7	The relation between instructors and student is positive.					
8	Your student are happy with their study					
9	The instruction of college 30% theory and 70% practical work					
10	Most of college instructor properly encourage students towards their training					
11	Your assessment of student is continues assignment and project work.					
12	Evaluation system is mostly practical work by group and individual based					
13	Instructors check group and individual assignment regularly					
14	Most of Instructors are motivated to teach					
15	There are instructors who provide training without his/her qualification					
16	The TVET are usually associated with low status					
17	The current police of collage helps to maintain quality program delivery					
18	Most of trainees are competent enough in school training and in cooperative training.					
19	Trainees obtain early orientation to Join TVET					
20	Vocational guidance and academic staff have provided trainees to choose the right career					

No	Items	Level of Agreement				
		SA	A	UD	DA	SD
1	I have provided appropriate guidance in school training and in cooperative training					
2	The collage has vocational guidance service					
3	The courses delivered in TVET enable trainees to develop skill and knowledge					
4	The existing TVET system encourage life-long learning opportunity					
5	The TVET system enable to keep a peace with a rapidly changing environment					
6	The Current course delivery by TVET's are relevant to regional context					
7	TVET programs matches with current working environment					
8	College has strong relation with business, enterprise and industry in sharing resource					
9	Enterprise voluntary to accept trainees in cooperative training.					
10	TVET's compound are conducive for privacy					
	TVETS have adequate material for the training programs					
	Text and reference books are sufficient					
	Text and reference books are obsolete					
	The library service is convenient to the trainees in terms of time					
	Sufficient laboratories, work shops and display shops are available in the compound.					
	Necessary workshops equipment, tools and other relevant material, laboratories equipment are available					

NO.	Items	Level of Agreement				
		SA	A	UD	DA	SD
37	Work shops and laboratories have adequate raw material for trainee's to exercise practical work					
38	Appropriate technical Assistants are available to provide technical support when needed.					
39	Management are competent enough to properly manage the college					
40	College management work to improve the performance of students, in improving the training system.					
41	Collage has designed a clear means of evaluating training system to improve quality					
42	Have built confidence to take competence exam					
43	Top management have appropriate qualification experience and competence					
44	Management of Collage employ participatory approach in making decision					
45	Student participate in academic decision making of management					
46	Students body are represented in the management of institutions					
47	Teachers participate in academic decision making					

No.	Items	Level of Agreement				
		SA	A	UD	DA	SD
47	There some research which is done by academic staff to improve the quality of training					
48	Collage has good performance evolution system to encourage best instructors and to improve instructor's performance.					
49	Collage has some motivation schemes to make instructors competent					
50	The collage has enough budget to bay raw material for training					
51	The collage has autonomous in generating income and administrating it.					
52	Most of instructors have pedagogical training When it is necessary and produce teaching training learning material (TTLM)					
53	Collage designed device to Teachers of the collage to took competence exam					

**PART II**

4. State major problems do you in your collage?

4.1. Major academic problem: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4.2. Major managerial problem: \_\_\_\_\_  
 \_\_\_\_\_

# Appendix C

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATES STUDIES

DEPARTMENT OF BUSSNESS EDUCATION AND  
MANAGEMENT

Questionnaire to be filled by the TVET Experts From  
Regional Education Bureau and College Deans

1. **Topic of the study:** THE FACTORS AFFECTING THE QUALITY OF TVET PROGRAM DELIVERY T IN AFAR REGIONAL STATE

2. **Purpose of the study:** the researcher intends to assess the factors affecting the quality of TVET program implementation. Hence, knowing that your responses will be used only for research purposes, you are kindly request to fill the questionnaire. For genuinely doing so by devoting your time and exerting effort, the student researcher, really remains very grateful to you; meanwhile, wish to bring your attention that the out come of this study will highly depend up on your responsible, sincere and timely response.

3. **General Direction:**

3.1 No need of writing your name

3.2 Where alternative answers are given put "✓" mark in the box to indicate your answer.

3.3 For the open-ended questions try to give precise answers.

**Thank you in advance for your cooperation**

## Part I

1 Name of your College.....

2. Personal Data

2.1 Sex

Male  Female

2.2 Age Range

a) 20-24  b) 25-29  c) 30-34  d) 35-39  e) 40-44  f) 45-49

g) 50 and above

2.3 Education Qualification

a) MA/MSc  b) BA/BSc  c) College Diploma  d) Certificate

e) Other, specify .....

2.4 Area of Specialization

a) Major.....

b) Minor.....

c) courses/Subject .....

**Part II Questions on TVET**

1. To what extent do you think that the TVET system enables the trainees competent?
2. Does the Regional Education Bureau have studied the quality issues of TVET program implementation?
3. How do you evaluate the TVET institution's Trainers performances?
4. TVTSe usually associated with low status. What are the contributing factors that you observe?
5. TVETs have also considered in low accreditation due to poor image of the society. What should be done from the TVET institutions and other stakeholders to change this negative image of the society?
6. Do the TVET institutions, which are found in the region, capable to cope-up the technological changes?
7. What are the efforts made in the TVET institutions, to build the trainees self-confidence?

8. To what extent the TVET institutions in the region provide vocational guidance and counseling to the trainees? Is counseling taking place consistently up to the graduation time?
9. Would you explain how the trainees are consulted to choose their field of study?
10. How the Institutions compromise the gaps, when the trainee's choices do not fit for the existing field of study? What are the mechanisms of the regional education bureau to assess the performance of TVET trainees? Can you explain in detail?
11. How effective and efficient are the government and private organizations cooperative training?
12. How do you evaluate the relevancy and adequacy of text and references books to the training system, particularly to self-employment?
13. TVET institutions have low accreditation due to poor image of the society. In your opinion what should be done to change this poor image?

# Appendix D

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATES STUDIES**  
**DEPARTMENT OF BUSSNES EDUCATION**  
**TVET MANAGEMENT PROGRAM**

Observation Checklist

Name of the TVETs College.....

Geographical Settings .....

Distance in K/M

From Addis Ababa...276.....

Location

Woreda .....

Town.....

Annual

High...34 c.....

Average 26 c.....

Low...18 c.....

Year of establishment.....

Staff Population

No	Sex	Academic	Administration	Total



7. Total No. of Trainees in Each Field

No	field of study	number of trainees											
		Level3-y-1			Level-3y-2			Level-4y-1			Total		
		M	T	T	M	F	T	M	F	T	M	F	Total

7, Total number of Trainees in Each Field

NO	Field of study	NUMBER OF TRINEES		
		10 + 3		
		M	F	TOTAL

8. Facilities and Services

No	Items	Available	Not Available	Remarks
1	Training Compound			
2	Classrooms, Workshops, Laboratories, Computers ...etc			
3	A room for ICT Common Courses			

4	Libraries			
5	Offices (For academic and Administration Workers)			
6	Meeting Hall			
7	Stores			
8	Clinics			
9	Latrine Rooms (For Male and Female Trainees)			
10	First Aid Kitts			
11	Fire Extinguishers for Each Workshop			
12	Sport Field			

#### 9. Workshop Conditions

No	Workshop Condition	Satisfactory	Not Satisfactory	More than Satisfactory
1	Enough Space			
2	Height (4M)			
3	Ventilation Entrance and Window			
4	Safety Materials (First Aid Kit ...etc)			
5	Space for Storage Tool and Materials			

10. Adequacy of Workshop Facilities

No	Items	Industrial Technology			Construction Technology			Others		
		1	2	3	1	2	3	1	2	3
1	Hand Tools									
2	Machineries									
3	Basic Instruments									
4	Raw materials									
5	Text Books									
6	Reference Materials									
7	ICT									

Note 1= Adequate  
 2= Inadequate  
 3= Not Available