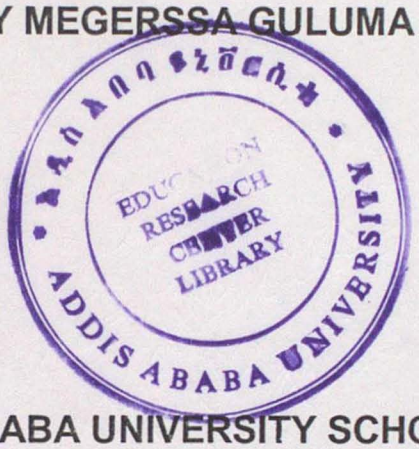
THE COMPETENCY AND PERFORMANCE OF TECHNICAL AND VOCATIONAL TEACHERS IN SELECTED ZONES OF OROMIA

BY MEGERSSA GULUMA



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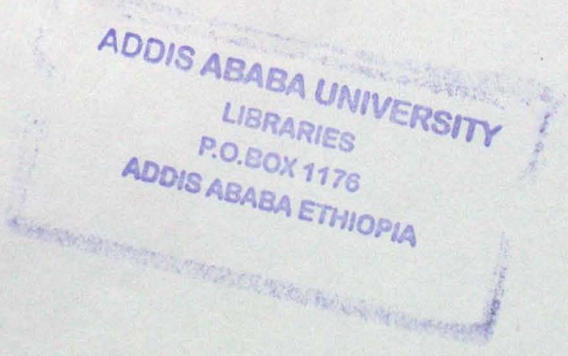

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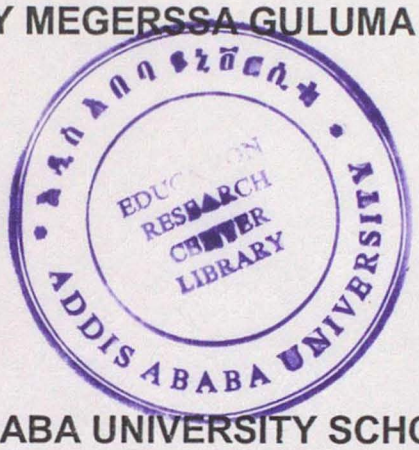

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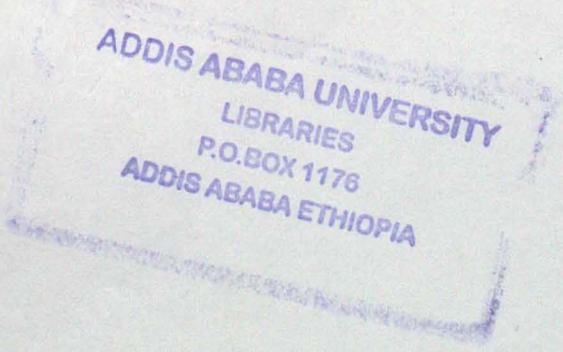

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BY
MEGERSSA GULUMA

A THESIS SUBMITTED TO
THE SCHOOL OF GRADUATE STUDIES OF
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MANAGEMENT

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES

JULY 2007
Addis Ababa

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I am also deeply grateful to all my instructors in the graduate of school whose courses have helped me in one way or another in writing this thesis.

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ACRONYMS

AAU- Addis Ababa University

EHEECE- Ethiopian Higher Education Entrance Certificate Examination

ESAURP- Eastern and Southern African Countries Research Programme

FAO- Food and Agriculture Organization

GTZ- German Agency for Technical Support

HDI- Human Development Index

HRM- Human Resource Management

ICT- Information Communication Technology

ILO- International Labor Organization

MOE- Ministry of Education

NGO- Non-government Organization

OEB- Oromia Education Bureau

TVET- Technical and Vocational Education and Training

TVTE- Technical and Vocational Teacher Education

UNDP- United Nations Development Programme

UNESCO-United Nations, Education, Scientific and Cultural Organization

ICDR – Institute for Curriculum Development and Research

ESDP – Education Sector Development programme

ecbp – Engineering capacity building programme

CoC – Centre of Competencies

HDI – Human Resource index

ABSTRACT

The principal aim of undertaking this research was to assess the competency status of current TVET trainers and factors adversely affecting their performance in selected zones of Oromia: Bale, East Arsi, West Arsi and East Shoa. Concomitant with this, answers to basic questions pertaining to, selection and recruitment process of trainers, supervisory and professional support, adequacy of pre-service and in-service training; trainers' technical, academic, managerial and social competencies, their capacity in preparing graduates, major constraints in their training activity and trainers job satisfaction were sought. To this end, a descriptive survey research method was employed for the study. The result of the study depicted that admission criteria to technical/vocational teacher education that based on EHEECE found unsatisfactory, selection and recruitment of trainers was not done efficiently. Current trainers were ill-prepared in technical skills they gained in pre-service and in-service training. Most trainers were under qualified and no adequate supervisory and professional support for them. The study found out that trainers' practical competency is low and current TVET training is a theory-dominated one. Regarding social competencies, trainers were well at communication but poor in understanding students' diversity and difficulties. The study also confirmed TVET trainers were not in position to adequately prepare their gradates in key skills and abilities required in the world of world. In general, it was concluded that many trainers/ teachers have adequate theoretical knowledge, but they lacked adequate practical technical skills and consequently they produced graduates poor in their technical abilities. Regarding the factors, the survey study found out that lack or absence of training raw material, dwarfed training budget, procurement problems, lack of qualification, lack of industrial experience, absence of their own commitment and insufficiency of physical facilities were the major constrains that impeded trainers performance. In addition trainers were greatly dissatisfied in recognition for their better performance, promotion prospects, with working conditions, in their social status, salary and other benefits as well as appraisal of their schools. Therefore, it was recommended that technical/vocational teachers training colleges' needs to review the content of the courses they offered. Trainees need be offered additional skill courses, and more practice time be arranged. In addition courses need be designed to integrate awareness creating and practice. OEB needs to provide skills gap training, on job training, in-staff training, capacity building undertakings, experience share, and increase training budget to reasonable level. TVET institutions have to design mechanism to generate their own internal-income and work diligently with their trainers. Trainers themselves need to respect for their own their profession and must be loyal to ethics and be good models. Government needs to raise salary package of TVET professionals as recently recommended in draft national TVET strategy.

CHAPTER ONE

1. THE PROBLEM AND ITS APPROACH

1.1 Background of the Study

The availability of skilled and productive manpower is a key matter for social and economic developments of any nation. No matter how vast its natural resources might be, a nation cannot achieve economic growth without trained and skilled manpower. The fundamental reason for the difference between developed and developing countries lies in this fact (MOE, 2002:90).

We are in a dynamic world and change is bound to take place in every sphere of life. The rapid technological progress coupled with trends related to globalization drastically increases the desire for skills and knowledge. It is believed that the 21st country is going to be an era of knowledge and skills on the one hand, and information and communication on the other. Know how is going to be the most determinant factor of survival in the global world (Teklehaimanot, 2002:1). Such global trends, desire for up-date skills and persistent changes in the world of work increase demand for Technical and Vocational, Education and Training (TVET).

The quality and competency of teaching force is among the basic requirements in the quest of excellence in the education sector in general and TVET in particular. Regarding this matter, Homes Groups (in Beyer, 1987:26) stated:

> *We can not improve the quality of education in our schools without improving the quality of teachers. Curriculum plans, instructional materials, elegant classrooms, and even sensitive intelligent administrators can not overcome the negative effect of weak teaching, or match the positive effects of positive teaching.*

The effect of teachers/trainers in any school is profound and it has even a long lasting impact on the coming generation. The above statement shows professional competency of trainers determines the standard of education among the other factors. UNESCO (1996:138) confirmed this view by stating "The effectiveness of any education system is dependent upon the quality of teaching and availability of quality teachers at all levels." The World Bank (1986) also up holds this view and asserts, quality of any training program is determined to a large extent by personnel

qualities, professional competency, attitude and insights of trainers. If the trainers are incompetent and poorly qualified, the best planned training programme is likely to be ineffective and fail. Aklilu (1967:1) noted the crucially of the teaching force in the following words, "of all the components that go to make an education system viable, functional, and productive nothing is as crucial as the provision and maintenance of qualified and satisfied teaching force" Teachers are the heart of the matter. So, what greatly matters is to have the right quality and quantity of trainers. The Competency of teachers will have a direct effect on how well students are prepared for their future career.

Apparently, the current education and training policy of Ethiopia and sector strategy made vocational education one of the priority areas in the education system. The policy also outlined the major objectives of the middle level TVET programme as follow:

- To create middle level technical workforce in various occupation
- To provide adequate skills and knowledge which builds problem solving capacity.
- Enable trainees to utilize resources wisely and economically for the benefit of individuals and the society.
- Enables to take business risks by establishing their own business relevant to their skill trade.

Thus, since 1994 E.C the technical/vocational training undergone through a reform process to fulfill the intended objectives it is established for. However, realization of these objectives is not an easy one. Evanthough, there has been a progress a number of a constraint occurred in the implementation process. One of the major challenges faced in the implementation process was the quality of training provided and competency of TVET teachers/trainers, the key forces and actors in implementation (MoE, 2003:2, ecbp, 2006:31).

When we are speaking of teachers' competency, we are speaking of knowledge, skills, and strength they need to possess. Trainers should have capacity and mastery of the subject they are teaching. They need to have necessary competencies to impart skills and deliver successfully training activities.

The new education and training policy (1994:21) underlined that the necessity of professionally competent teachers. It noted "Teachers will be required to have necessary teaching qualification and competency in the media of instruction through pre-service and in-service training." According to UNESCO (1973:202) teachers/trainers are among the other indictors of standard of education provided and its statement states "any kind of education is as good as its teacher." The more we have competent and efficient teachers/trainers the more efficient technical/ vocational training we have.

One of the major characteristics of technical/vocational education is its practical skills development component. Teaching practical skills is different from teaching knowledge or theory and it requires some special considerations. Within TVET institutions, the learning of practical skills is most often associated with workshops and laboratories, specialist materials, equipment, machines, smaller class size and frequently longer blocks of time for practice or rehearsal. It posses more difficulties than teaching of knowledge and theory. Thus, TVET trainers/teachers need to have more professional skills.

The existing TVET curriculum is practice-oriented i.e. 70 percent practice and 30 percent theory. It involves practical competency rather than teaching in script. TVET teachers require more competency and proficiency to train future skilled workers and technicians. However, MoE (2002a:15) reported the quality of training remained poor and there is a great scarcity of competent qualified instructors.

It is impossible to talk about the improvement of quality of education and TVET without first ensuring the competencies of teachers through careful selection and recruitment, adequate per service training, and then catering for their social status and convenient conditions of work.

1.2 Statement of the Problem

Problems pertinent to TVET programme are multidimensional and numerous. The program is entangled by a number of constraints because it needs much greater inputs and skills than academic education. Basically, technical/vocational training is intended to equip individuals with necessary skills, knowledge and attitude to be productive in the society and ultimately to contribute to national economy. In holding this view, the Oromia TVET division vision statement

declares, "The TVET system of Oromia will produce competent, creative and responsible citizens who will bring cultural, economic and social development of the region" (OEB 2003:5). However, implementation of this statement is not an easy task. And can not be materialized without competent trainers.

Ministry of Education (2002:15) revealed that the current quality of training is poor and handicapped by a number of limitations like insufficient number of qualified teachers, limited funding, lack of adequate resources, outdated occupational standards, lack of stakeholder's participation, and inefficient management. UNESCO'S (1996:67) study also confirmed, the existing vocational training in many developing countries including Ethiopia is inefficient.

In TVET, practical technical competency or skill is an area of priority. Recent surveys (Masresha, 2004: 3, MoE, 2003:2) and feedbacks from employers have shown that employers are unsatisfied with graduates of TVET schools. Above all, the training have been unsatisfactory in terms of quality of skills provided to graduates. Employers perpetually complaining about deficiencies of practical competency of graduates employed in their organization. Graduates lacked the skills and knowledge required in organizations and industries. To overcome this problem, employers usually try to give some kind of training. Thus, need for improvement is indispensable.

Among other factors, the incompetence and under qualification of teachers contributed to these drawbacks to a great extent. A good vocational/technical teacher must have had proficiency in practical training in his/her field. The current curriculum of TVET is practice-centered, with only 30 percent theory. It requires more practical training than knowledge teaching. Knowing the procedures of how to do something is different from doing the thing practically. For instance, one may know in theory how to perform soldering operation. However, this person can not perform sound soldering operation as a result of his knowledge and knowing the procedures. He/she needs to practice repeatedly (two, three, four . . . times) to master the skill. The purpose of establishing TVET schools is not to teach theory and produce a person who can tell the principles and procedures but to graduate those who do things right by employing his/her skill and knowledge. Teachers themselves lacked this knowledge and the training is a theory dominated one.

Some of the recent research papers (Mesfin,2003:78) revealed that only about 20 percent of teachers who are involved in the teaching training activity of TVET schools have the necessary

qualifications, first degree and above. He also ascertained that TVET trainers /teachers lacked necessary skills and knowledge to implement the current vocational curriculum. Similar research findings, for instance, GTZ (2000a:10), revealed that the supply of TVET teachers is far less than the demand both in terms of skills competency and number required at various levels. The study further indicated TVET trainers in Ethiopia lacked higher level training, and often unmotivated.

We cannot improve the quality of education in our schools without improving the competency of our teachers. Among the causes for failure or only partial success of training program, according to FAO (1982:37) is the low competency and qualification level of instructors. Chains of constraints all the way from recruitment and selection, pre-service training to in school factors affects teachers' performances and competencies.

These and associated problems inspired the researcher and conducted the study on TVET trainers/teachers competency level and factors that adversely affecting their performances in selected zones of Oromia at the middle level of the programme.

1.3 Objectives of the Study

1.3.1 General Objective

Teachers/trainers competency is a key issue in improving educational quality. However, their competencies and endeavor is often adversely affected by a number of factors and as a result training quality remains poor and below the standard. In this context the general objective of this study is to investigate the competency level of current TVET trainers and major factors that adversely affect their performance in selected zones of Oromia.

1.3.2 Specific Objectives

- To examine whether the middle level vocational teachers received desired knowledge and professional competencies in their pre-service and in-service training.
- To assess the TVET teachers/ trainers competencies from different perspectives.
- To examine admission criteria to TVET teaching profession and recruitment procedure of the region

- To examine the degree that the current trainers prepare trainees for the world of work and reduction of unemployment.
- To investigate major constraints that adversely affect trainers' performance.

To recommend possible solutions for constraints identified to improve trainers endeavor and competency.

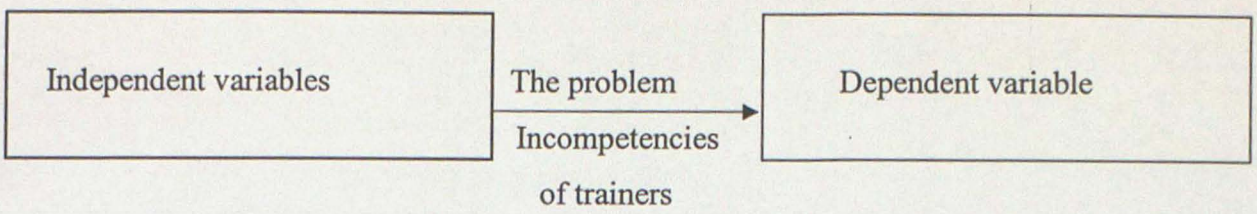
1.4 Basic Questions

To meet the objectives of the study the following basic questions were formulated as a guide for treating the problem.

1. Do TVET teachers receive adequate and relevant professional training in their pre-service and in-service training? To what extent they were satisfied?
2. Do TVET teachers/ trainers possess appropriate professional skill and knowledge in the fields they are training?
   - Practical/ technical competencies
   - academic competencies
   - managerial competencies
   - social competencies
   - trainers professional ethics
   - trainers performance level
3. To what extent TVET trainers have been competent in preparing trainees for the world of work and unemployment reduction?
4. What are the major constraints that adversely affecting teachers performance and competence?

Variables of the Study

The competency of teachers/trainers has been affected by a number of factors. These factors or assumed causes for incompetence of TVET trainers are taken as independent variables. The outcome variables which are the effects of the independent variables or factors are considered as dependent variables.



Independent Variables;

- Inadequate pre-service and in-service training.
- Shortage of training materials, equipments, facilities, machine
- Lower salary and absence of reward packages
- Limited funding/budget
- Links with industries and employees
- Inconvenient working condition
- Inefficient management

Dependent variable: the dependent variables for this study are competencies and performance of the teachers.

1.5 Significance of the Study

Vocational teachers play indispensable role in improving the quality of the would be technicians and future workers. In so doing they contribute to quality of education, societal and economic development. So, the student researcher believes that this study might be important for the following reasons:

Policy Significance

- The study may help the policy makers in the region and planners to obtain valuable information on the actual status of TVET teachers so as to exert their maximum effort to reduce the problems and to improve the quality of TVET in the region.
- It may aware policy makers and decision makers in the region to know the weaknesses and strengthens in pre-service and in-service of TVET teacher education so as to see their training policy in the light of the research.

Academic Significance

- This research provides teachers/trainers with valuable inputs on professional competency and major constraints in their performance, so, as to improve their efficiency.
- May provide recommendations on improving the trainers proficiency in TVET schools. This could help principals and educational managers to take corrective measures.
- May suggest researchers and highlight areas of focus for further research on different aspects of TVET.

As conditions allow efforts will be made to reproduce the results of the research to reach TVET schools and others Who may have interest and could use it for educational improvements.

1.6 Delimitation of the Study

The researcher decided to conduct the study in Oromia region for a number of reasons. The first and principal reason was to make the study manageable. It would have been more appropriate to include all TVET institutions in the country. However, it would be time taking and expensive endeavor. Second, as compared to other regions Oromia took the lion's share both in the number of trainees and institutions. Out of 111 governmental TVET institutions in the country, 37(33.3%) and out of 51459 trainees 10,042(19.5) were found in Oromia (OEB, 2004:24).

The study was further delimited to the government TVET institutions because majority of the trainees are absorbed up in these institutions. Of middle level training programme, the study coverage was confided to 10+2 and 10+3 levels on the base of wide exposure for the programme and long stay in the institutions.

In Oromia there are 37 TVET institutions dispersed over the vast territory of region. To make it manageable, the study was bound to seven institutions in four zones in the region. Eventhough, the study would be delimited to 7 TVET schools, it is believed that the study would still give some insights to the nature of trainers competency status and major factors that affect their performance in the whole region. The time horizon of the study was is also delimited to year 2001/02-2006.

1.7.3 Sample Population and Techniques

1.7.3.1 Sampling of Study Zones and Institutions

Oromia region comprises 17 zones and 37 government TVET institutions. Out of 17 zones, 4 zones namely: Bale, East Arsi, West Arsi and East Shoa were sample areas of the study. The researcher selected these zones based on stratification of enrollment (table I) and due to similarities among the zones and TVET institutions. In addition these zones comprises 12(32%) of TVET institutions, 441(41%) of trainers, and 6790(46%) of students which is comparatively high in the total number of trainees, trainers, and the diversity of the training fields. Subsequently, out of 12 institutions, 7(58%) of TVET institutions were chosen using purposive sampling and adequate data was drawn. In this regard, the researcher employed purposive sampling techniques for the following two major reasons: first, to include 10+3 level institution, and secondly, the total number of trainees and diversity of training fields in theses sample institutions were higher than the other. Consequently, Hawas, Batu, Shashamene, Asela, Batu Terara, Robe TVET institutions and Asela TVET College were selected for the purpose of the study (Table II).

Table I. Sample Zones based on Stratification of Enrollment (2005/06)

Zones with low participation rate			Zones with moderate participation rate			Zones with high participation rate		
Name	Number of Trainees	No of TVET inst.	Name	Number of Trainees	No of TVET inst.	Name	Total number of Trainees	No of TVET inst.
West Arsi*	760	2	Jima	1435	3	East * Shoa	2798	5
Gimbi -Kelem	643	2	East wellega	1301	3	Arsi *	2328	3
East Harerge	500	2	S/shoa	982	3	S/W/shoa	1480	3
West Harerge	356	1	Bale *	904	2			
Borena	312	1						
Guji	271	1						
I/A/Bora	246	4						
West Wellega	155	1						
North Shoa	153	1						
West Arsi *	382	1						
Total		16			11			10
Percent of participation		(25.18%)			(30.80%)			(44.02%)

** Indicate sample zones*

Source: OEB TVET division, 2006

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Total		16			11			10
Percent of participation		(25.18%)			(30.80%)			(44.02%)

** Indicate sample zones*

Source: OEB TVET division, 2006

1. 7.3.2 Respondents Sampling

The subjects of this study were vocational students, graduates, zone TVET heads, experts at OEB and trainers (teachers, department heads and principles). Since the number of principals, zone TVET heads and experts were quite few availability sampling technique was employed to draw information from them.

The other group of respondents constitutes 548 vocational students who are pursuing their training in five training occupations under study. Based on the number of trainees in each field of study and levels proportional stratified sampling technique was employed in determining the number of subjects with an attempt to incorporate ideas of trainees from all areas of training in the study. Then, in order to ensure fair representation of each group, random sampling technique was used to draw the sample respondents from each field of study to make fair generalization. Accordingly 47 (35%) from Automotive Technology, 45 (37%) from Construction Technology, 39(43%) trainees from Electronics, 61(37%) from General Mechanics, and 15(42%) from Garment Departments, in sum 208 (36%) of students were included randomly. The other subjects were the vocational trainers in these schools. Out of 99 trainers, 52(53%) of them were chosen randomly and made part of the study.

The other group of respondents constitutes 214 graduates of TVET in similar fields from sample institutions. Out of these graduates 86(40/%) of them selected randomly and included in the sample to obtain the required information.

Table II: Respondents Category and Data Gathering Tools

No	Sampled TVE Institution	Zones	Teachers/Trainers in sampled fields		Students/ trainees in the sampled fields of study		Graduates in the sampled fields of study		Principals and Experts		Total	
			Population	Sample	Population	Sample	Population	Sample	Principals	Experts and zone Heads	Pop.	Sample
1	Robe TVET	Bale	17	9	68	23	42	17	2		129	51
2	Shashemen TVET	W/Arsi	11	6	39	21	32	13	2		84	42
3	Batu(Zeway)TVET	E/Shoa	12	6	73	23	23	9	2		110	40
4	Hawas(Nazareth) TVET	E/Shoa	25	12	136	51	38	15	2		201	80
5	Asela TVET college	Arsi	27	15	196	75	48	19	2		273	111
6	Batu Terara TVET	Bale	4	2	25	10	19	8	2		50	22
7	Asela TVET Institution	Arsi	3	2	11	5	12	5	2	4* 4**	28	14
	Total Number		**99**	**52(53%)**	**548**	**208(38%)**	**214**	**86(40%)**	**14(100%)**	**8**	**883**	**366(41%)**
Data Gathering tools			**Questionnaires**							**Interview**		

* indicates zone TVET heads

** indicates TVET experts from OEB

1.7.4 Data Gathering Tools and Procedures

In order to obtain first hand information, primary data was collected from the subjects through questionnaire and interviews. Questionnaire was preferred because it enables to secure information from many students, teachers and other subjects at a time. Both closed and open ended types of questionnaires were administered. In order to get additional relevant information interview was administered to zone TVET heads and experts at the OEB.

The data gathering instruments was pilot tested at Addis Ababa TVET college on 25 students and 10 trainers to see validity of each item in terms of appropriateness and language clarity. Based on the comments obtained, some ambiguous questions were simplified, modified and the size of the questionnaire was also reduced. In addition, based on the comments, questionnaires were translated into Amaric and the interview guide to Afan Oromo to facilitate the process data collection. To maximize the rate of return, time convenient for the respondents was arranged. A close follow up was made in the distribution and collection of questionnaires. Brief orientation was also conveyed to students to facilitate the data gathering process and to maximize the returning rate of the questionnaire. Then responses were categorized and tallied.

1.7.5 Data Analysis

Different methods of analysis relevant to each variable were employed to analyze the gathered data. The following basic statistical techniques were used.

- Percentage was used to determine the relative standing of characteristics.
- Weighted mean was computed to find out average values of the factor.
- Chi-square was employed to see perception differences among the respondents
- One way ANOVA was used to determine if there were differences among trainers, students and graduates. SPSS was employed for the analysis of ANOVA.

1.7.6 Definition of Key Terms

Competency: sum of interrelated abilities, knowledge, behavioral patterns, skills, and ability to combine these elements at any given time.

In-service training: is a continuous trainer professional development endeavor for sustainable competency, and to enhance the capacity of the teaching force. In this study it refers to kiremt in-service training programme to up grade TVET trainers academic status.

Skill: Aspect or part of competency that describes all methods and techniques that are related to activities.

Students/Trainees: means a person who participates in technical and vocational education and training programme provided by a training institution with a view to acquiring or upgrading his technical and vocational skills.

Trainers/teachers: collective term for all teachers, trainers and principals who provide and perform training activities in TVET schools. In this study it includes TVET principals, department heads and all teachers, unless specified and indicated separately.

Training:- Any technical and vocational educational and training provided through formal or non formal program leading to a certificate or a college diploma and it also include competence earned through work experience and attested by the test of professional competence. (Federal Negerit Gazeta, March1, 2004, No 39/2004:25-53)

TVET: According to this study formal TVET includes 10 +1/ 2/3 programs provided by TVET institutions under the education sector financed by the government.

TVET institution: location and organizational set up in which TVET is supplied.

Vocational Training: Designed to teach the skills and knowledge required for particular kinds of work.

Performance: The accomplishment of work assignments or contributions to fulfill organization's goals. Teachers' performance is the behavior of a teacher that is manifested while teaching and training.

1.7.7 Organization of the Study

The research report was organized into four chapters. The first chapter deal with the problem and its approach. The second chapter covers review of the related literature. The third chapter presents analysis and interpretation of data. The forth chapter contains summary, conclusions, and recommendations of the study. Finally, list of reference materials and papers containing important information annexed in the appendices.

CHAPTER TWO
2. REVIEW OF RELATED LITERATURE

2.1 The Essence of Competency and Performance

2.1.1 Definition of Competency

Concepts like competency have a wide variety of possible meanings. Such concepts change overtime depending on the developments in the society and changes in contents of schooling.

Different authorities expressed and defined competency from different perspectives. Colline (1987:15) defines the concepts of competency as a "sufficiency of qualification, capacity to deal adequately with a subject". He further elaborated competency as having adequate knowledge, skill, judgment, strength and range of ability. Davids and Durkin (1991:57) stated competency as the ability to perform activities to the standards required in employment, using appropriate mix of knowledge, skills and attitude. Competency according to ILO (in Kroner, 2006:3) is a concept that comprises knowledge, skills, know-how applied and mastered in a specific context. These authorities also indicated to enhance competency there is a need to increase not only knowledge but also understanding of how the knowledge can be applied, skills applying it; and appropriate attitude to implement it.

The recent study of Biemans and others (2004:5) defines competency from broader perspective as the capability of a person to reach specific achievements. He adds, personal competencies comprise cluster of knowledge structure, and also cognitive, interactive, affective and where necessary psychomotor capabilities. It includes attitudes and values, which are required to carrying out tasks and solving problems. ecbp (2006:46)describes competency as a sum of interrelated abilities position and application of knowledge, behavioral patterns and skills, and abilities to combine these elements. Further more Biemans and others (2004:6) presented six common characteristics of competencies which helps to understand the concept of competency in more broader ways: 1) competencies are context- bound; 2) they are in divisible (knowledge, skills and attitudes are integrated); 3) they are subject to change; 4) they are connected to activities and tasks; 5) competencies required learning and development process; 6) they are interrelated.

For the purpose of this study competency is defined in terms of the necessary skills, knowledge and attitude that enables to perform up to occupational standards. It indicates ability of performing tasks, jobs and duties adequately as to fit the world of work. In the nutshell it is the mastery of required skills and knowledge.

Performance is different thing for different people. Performance is the accomplishment of work assignments or contributions to fulfill organization's goal. It includes behavior and professional actions, attitude, manner as demonstrated by the employees to complete work assignment. It is a holistic or integrated demonstration of mental and manual activities. Performance is also an expression of particular values. For instance demonstration of performance often requires completion of specific tasks, and rationale for doing that task in particular way (OEB, 2003:36).

Teachers' performance is the behavior of a teacher that manifested while teaching and training. It is a characteristic of a teacher that is demonstrated in the interaction with student. Maldey and Patricia (2006:294) noted on the importance of performance.

> *Since teachers' performance is the point at which whatever influences the teacher has on pupil learning (training) takes place, it is an important focus of efforts to evaluate instruction. If a teacher is not effective, this is the place to look for the reason why; this is where a change must take place if the effects are to be changed. Improving teachers' performance is the key to improve teacher effectiveness.*

Teaching/training is performing; it is providing an opportunity to learn for trainees. Its direct purpose is to arrange teaching environment, so that students could have experiences, skills, knowledge, and engage in activities favorable to learning. This is the central task of a teacher i.e. to get students to do things that will result in training and learning. These things may or may not take place in the classroom in which the teacher is teaching and the learning results may or may not be immediately apparent (Madley and Patricia, 2006:295).

2.1.2 Importance of Teachers' Competency:- Teachers' competency is a sound determinant factor in endeavor to improve quality of education both in technical/vocational and general education. Of all the different factors which influence quality of education and its contribution to national development, the quality, competence and attitude (character, ethics) of teachers is the most significant. It is on his/her personal qualities, his/her educational qualification and professional competencies that the success of all educational endeavor

ultimately depends. "The quality of any educational program is directly related to the quality of instruction. In vocational education, the first measure of quality is the level of competence of teachers, its shops and laboratory" (Barlow, 1965:128).

Some of the competencies of vocational education teachers/ trainers are the same with those of academic teachers, but objectives, occupational structure, and operational patterns of vocational education need specialized abilities and understanding as well. Good vocational training requires instructors who have adequate technical skills, industrial experience, and pedagogical skills. These requirements are higher than the general education, and they are costly to develop or attract (Middelton, and others 1993:195, Barlow, 1965: 128,129).

The essentiality and importance of teachers' competence and qualification has also given a due attention in the new education and training policy of Ethiopia. It describes all teachers at all levels "will be required to have the necessary teaching qualification and competence in the media of instruction, through pre-service and in-service training" (MoE, 1994:21).

The competency of teachers in all aspects helps the students to think critically, create, solve complex problems, master complex subject matter . . . etc. Clement (2006:2) recommended:

> *Teachers have to be both knowledgeable in content areas and extremely skillful in a wide range of teaching approaches to carter for the diverse learning needs of every student. A technical and vocational education teacher has to play diversified roles and responsibilities such as a subject specialist, an experienced practioner, an effective communicator, curriculum and instructional materials developer, a manger, a counselor, an evaluator and motivator for entrepreneurship.*

2.1.3 Competency and Employability

Recently, skills have become determinants of individual's ability to get a job, retain employment and move flexibility in the labor market. Employability skills are basic transferable skills necessary for getting, keeping and doing well on a job. Unlike occupational or technical skills, employability skills are not entirely job-specific, instead they display more of generic attributes that cut horizontally across all types of jobs (service, industry, etc) or vertically across all job levels including entry-level worker to the senior position (Robinson in Yekunoamlak, 2006:67).

The Conference Board of Canada (in Yekunoamlak, 2006:68) categorized employability skills into three: fundamental skills, teamwork skills and personnel management skills. Fundamental

skills are skills needed as a base for further development. Individuals will be better prepared to progress in the world of work when they can communicate, manage information, use numbers and solve problems. Personal management skills, on the other hand, involve personal skills, attitudes and behaviors that derive one's potential for growth. Individuals will be able to offer themselves greater possibilities for achievement when they can demonstrate positive attitudes and behaviors, be responsible, be initiative and adaptable, learn continuously and work safely. Finally, teamwork skills incorporate skills and attributes needed to contribute productively. Individuals will be better prepared to add value to the outcomes of a task, project or team when they can work with others and participate in projects and tasks.

Improved productivity requires not only capital investment, but also a workforce that have adequate new skills for the new jobs created as the structures of economics and occupations change. The level of competency of country's skilled workers and technicians is a key determinant of labor force productivity and transformation. Skilled workers and technicians enhance the quality and efficiency of production (Middleton and others, 1996: v). Producing such skilled workforce lies in the hands of the trainers. Trainers' competency always determines the training capacity of any institution and organization.

The quality of training programme largely depends up on the trainers. They are the heart of the TVET system. As often ascertained and affirmed TVET will be as good as those who train it. The quality of trainers will then have a direct effect on how well students are prepared for their future career.

The question of competency is an important issue in TVET programme. 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 skills acquired. According to Wanna (in Amare and others, 1998:62) the quality of vocational and technical institution can be affected by inadequately trained staff or incompetent staff, poor curriculum, poor training materials and inadequate supplies, inadequate financing, inadequate recruitment of suitable trainees and efficiency of management. So, trainers competency determines employment prospects of the graduates. The more we have competent trainers, the more competent graduates we produce and consequently the more employment prospects. Put differently, under competent trainers, student would gain required skills for the world of work which raises their employability.

According to Middleton and others (1996:194) significant share of unemployment results form a mismatch between the skills required in available jobs and the competencies of unemployed. Thus, the capacity of trainers to identify and develop correct skills is one of the major factors in employment prospects. Without adequate skills and knowledge, a graduate from TVET would remain unemployed.

ESAURP (1993:124) underlined TVET trainers should have to equip their graduates to be good entrepreneurs. This mean they need to prepare them not only in technical skills but also in some generic skills (employability skills) like self-confidence, work responsibility, job-challenge, creativity, a realistic assessment of the market, work ethics, access to finance, how to treat people at work place, career development etc.

2.2 Preparation, Recruitment, and Selection of Technical and Vocational Teachers

2.2.1 Teachers/Trainers Preparation

Sustainable economic development can not be secured without improvement of the quality and quantity of its human resource. The role teachers/trainers play in producing skilled labour power is paramount. Before educating others, teachers themselves need adequate training. Educating teachers have a sound effect on the society as Aggrawal (2004:290) wrote: "If you educate a boy, you educate one individual, if you educate a girl, you educate the whole family, and if you educate a teacher, you educate the whole community." The teachers influence is usually high in the community.

Technical and vocation teacher education institutions are institutions which are responsible for the preparation and training of the "would be" teachers. If such institutions are strong enough in the inputs they have, it is likely that they can educate and train the "would be" teachers up to the expected standards.

UNESCO (2002:44) indicated preparation for technical and vocational teachers/ trainers should preferably be offered at a tertiary level with the following objectives:

a) to maintain standards of education and professional preparation in effect for the teaching profession.

b) to develop future teachers that possess ability to teach both the theoretical and the practical aspects of their field.

c) to develop future instructors that feel responsibility for keeping up to date with trends in their field.

d) to develop capable trainers that can guide learners with special needs.

e) to produce equipped teachers that are capable to teaching/training other subjects related to their primary subject.

Needless to say, improvement in education quality lies in having the quality teaching force. We can not improve the quality of education in our schools without improving the quality of teachers. On quality of TVET, UNESCO(2002a:41) recommended "To ensure the high quality of technical and vocational educational, priority should be given to the recruitment and initial preparation of adequate number of well-qualified teachers/ trainers, and administrators."

The quality of school teachers rests on the selection of suitable candidates for teaching, teacher pre-service preparation, the support they received in their induction, and continuous professional development provided to them through in-service programmes (Weeden and Tisher, 1990:128). In order to improve quality of education and teachers preparation, educational authorities, governments and inter-governmental organizations must ensure that teachers receive a good initial teacher education at higher institution levels to prepare them for their work as a teacher. To fully prepare teachers/trainers, teacher education must contain four components, methodology, pedagogy, practice and curriculum areas (EI and UNESCO, 2005: 13). UNESCO (1973:113) also mentioned the major areas of concern in teachers' preparation are: general education, subject area studies and professional courses including training practices. The new education and training policy (1994:20) also stipulated that "teacher education and training components will emphasize basic knowledge, professional code of ethics, methodology and practical things."

Teachers need, among other things, adequate training if their performance is to be high, because high performance requires both high level of competence and motivation. The prospective

teachers in the institutions need to gain necessary skills and develop balanced personality to fulfill educational objectives. They should gain broad understanding and wider scope of the subject they are going to train. In TVET technical practical training takes the grand share. So, the "would be" teachers/trainers must gain comprehensive knowledge both in technical practical skill and subject matter knowledge. This is not a matter of option. In his/her future career he/she needs to gear theoretical teaching to practical operations and to the level and aptitude of students (Sharma, 2005:3, Legesse, 1992:12, UNESCO, 1973:140). However, recent study of Antechoerea and Andre (2002:204) revealed that "Trainers are insufficiently trained, for the fulfillment of their respective tasks." in the continent of Africa.

The ill-preparation of the future teachers will have a number of undesirable and adverse effects in the education system and the society as a whole. It needs to equip them to respond to the difficult and complex tasks existing in the education. How effective and how competent a teacher is partly depends on how the teacher training was well in its performance.

Training such competent teachers requires above all effective teachers training institutions is the country. But Mesfin (2003:81) in his study of technical and vocational teachers indicated compared to unqualified number of teachers in the schools the pre-service and in-service programme provided is still appears to be slow and time taking in meeting the demands of teachers.

The graduates are also responsible to enhance their competencies in their career based on the foundation laid for them. After entering the profession teachers have to keep abreast of timely knowledge and updating themselves. "A teacher can never truly teach unless he is teaching himself" (Sharma, 2005:55).

2.2.2 In- Service Training

In the current largely knowledge-based society there is a growing need for continual professional development, in order to deal with the evolving character of professional knowledge and technology. These days learning at high schools and universities are merely regarded as just the commencement of life long learning. So, training provided at various levels has to be regarded as

a continuous process rather than an end in a person's life. Permanent knowledge renewal and in-service training are remedies for such pitfalls.

In-service teachers training programme is a continuous teacher's professional development endeavor for sustainable professional competency and to enhance the capacity of teaching force. It is one of the important ways of improving quality in all education spheres including TVET. It is widely accepted that improvements in education depend largely on the qualification and ability of teaching staff (MoE, 2003, UNESCO, 1996:9).

In its extensive study on TVET teachers' preparation UNESO (1973:205) pointed out the following statement on continual professional up grading:

> *Teacher education must not be considered an end when initial qualification is achieved. This stage should be seen as simply the first in a career which should include further education. As technology changes ever more rapidly, the technical and vocational teacher must keep abreast of innovations in the theory and practice of his field. Teachers must also be aware of new educational theories, methods and techniques.*

The need for in-service arises due to: existing of unqualified and untrained teachers/ trainers; deficits in pre-service training; skill gap in pre-service training and real world of works; emergence/introduction of new roles of teachers; the knowledge explosion and rapid technological change (Sharma, 2005: 55).

It is clear that teachers/trainers are always learners and above all TVET is subjected to continual state of change.

In-service teachers training programme has to be designed to improve teachers' effectiveness in the classrooms, workshops, in pedagogical practices, practical methods, how to make relevant the curriculum to social and physical environment, classroom management . . . etc. (UNESCO; 1996:11)

The professional preparation of all technical and vocational teachers should include the following elements in pre-service training and in-service upgrading programmes (UNESCO, 2002a:45):

a) educational theory in general and particularly as it applies to technical and vocational education;

b) educational psychology and sociology relevant to the subjects/ fields to be taught by the future teachers;

c) classroom management, special teaching methods appropriate to the subjects/ fields of the future teachers and methods of evaluating/assessing the students' work;

d) training in the choice and use of contemporary teaching techniques and aids, including information/ communication technologies;

e) training in how to create and produce appropriate teaching materials, including modular and computer-aided instructional materials, whenever such materials are in short supply;

f) a period of supervised practice teaching before appointment to a post;

g) an introduction to educational and occupational guidance methods as well as to educational administration;

h) planning the instructional environment of practical classes and laboratories and managing/maintaining these facilities;

i) A sound training in safety, with emphasis on teaching safe working practice and setting a good working example.

2.2.3 Recruitment and selection of Teachers

2.2.3.1 Recruitment:- In any organization getting appropriate and proper employees with a right qualification, knowledge and skill is of vital importance. The strength and success of any institution depends largely on its quality and quantity of human resources. In fact, human resource and material resources are complementary to attain organization's goal. Without recruiting and selecting the best candidate that fits the job, fulfilling organizations objectives is difficult.

Recruitment is a process of generating a pool of qualified applicants for organizational jobs (Mthis and John, 1997:218). According to Mondey and Noe (1999:30) recruitment is "the process of attracting individuals on a timely basis, in sufficient numbers and with appropriate qualifications and encouraging them to apply for jobs within organization." So, recruitment is a

process of attracting appropriate candidates to fill a vacancy in an organization. If a number of available candidates equal the number of people required to be recruited, no need of selection.

The recruitment process:- when an organization is in need to undertake recruitment, careful analysis of qualifications, experiences and qualities needed should be assessed. Roger (in Armstrong, 1991:351-352) indicated seven major points to be considered: physical make up, attainments, general intelligence, special aptitude, interest, disposition and circumstances.

The first step in the process is human resource planning. HR planning is a plan that indicates a demand for additional or replacement employees or teachers. Before stepping to recruitment various alternatives to fill the gap must be assessed. When these options fail the recruitment process will be initiated. The process of recruitment begins when managers approves and initiate an employee or teachers requisition. Employee requisition is a document that specifies a job title, department, the date the employee/teacher is needed for the work, and other details. Subsequently appropriate job description to determine the qualification of the teacher to be recruited will be drawn (Mondey and Neo, 1990:174).

The next step is to determine whether to use internal sources or external sources to obtain appropriate person that fit the job. On this matter Chandan (1999:17) commented:

> *"Organizations prefer to promote from within for key positions because these personnel know the organization well. Others prefer to hire from outside, because these personnel do not know the organization at all, so they can bring some new and fresh ideas into the organization."*

Organization or schools can use one of the two sources which suit their interest. They can use the more productive recruitment sources and methods available. Recruitment sources are where individuals with necessary qualification for selection are available. Recruitment methods are strategies or means of attracting appropriate workers or teachers to the institution (Monday and Neo,1990: 174-175). Two major methods exist: internal recruitment methods and external recruitment methods. Appropriate methods i.e. one of the two can be applied to undertake the recruitment process. Fillppo (1984:143) further elaborates internal and external recruitment methods. He further mentioned three methods used in internal recruitment.

a) *Management and skill inventories of employees*: it refers to scanning process of whether the existing employees fit the vacancy or not.

b) *Job posting*: it is a process of informing employees the existence of job vacant.

c) *Job bidding*: allowing employees with adequate qualification and experience to apply for posted job.

On the other hand external recruitment method comprises advertising medium, contracting employment agencies, educational institute, and employee referrals. Different organization, including educational institutions can use the method they think appropriate for their context. "Thus in order to maximize recruiting effectiveness, utilizing recruitment sources and methods tailored to each organization's needs is virtually important" (Mondey and Neo, 1990:175).

2.2.3.2 Selection- The role of selection in obtaining competent and appropriate employee is vital. It is a very important step. If an organization or a school miss at this step or committed a mistake, the performance of the institution will be curtailed. Subsequently fulfilling organization's goal will be jeopardized. So, care must be taken in selecting a right person for a right position.

Selection "is a process of choosing from a group of applicants the individual best suited for a particular position" (Mondey and Neo,1990:208). Selection is much more than just picking the best employee, however. "Selecting the right set of knowledge, skill and abilities is an attempt to get a 'fit' between what applicant can do and wants to do and what the organization needs." (Mathis,1997:229). It is a final stage of decision making in the recruitment undertakings. Regarding the importance of selection of right employee Mondey and Neo (1990:208) wrote the following words:

> *If mediocre or poor performers are hired, a firm can not being been successful even if it has perfect plans, a sound organizational structure, and finally tuned control systems. These organizational factors are not self-actuating. Competent people must be available to "make things happen."*

Due attention must be given and care must be taken when selection of teachers is carried out. Apparently, it affects the quality of education and training at all levels.

Different methods of selection can be implemented to undertake academic staff selection. These methods can vary from organization to organization, from profession to profession, from time to time and from place to place. Though, these methods vary basically they are aimed at betterment

of organization's productivity. According to Cowling and Mailer (1983:26) there are four main components of selection methods that should be kept: (1) Validity (2) Reliability (3) Cost effectiveness (4) Accountability. Mondey and Noe (1990:224) also confirmed this view and selection tests must satisfy standardization, objectivity, norms, reliability, and validity.

In a similar way,(MOE:2002:27-28) suggests selection criteria of teachers. These are: academic qualities a consistent performance average of 50% or over in a range of subjects over the last 2/4 years. The average in English and mathematics must be 50% or above: hand writing must be neat, clear and legible; good reading ability and comprehension skills; basic levels of competency in the 4 skills of English language, fluency in language of instruction for the area, and good communication skills. MoE further disclosed that personal qualities, such as interest in the teaching profession and personal development with in the profession, good standard of conduct in and out of school, high morale standard, addiction free and no criminal record.

Meanwhile the MoE (2002:28) noted that physical qualities such as age between 17-35 of good metal and physical fitness, free of communicable disease, current medical certificate, no serious speech impediment be physically and mentally able to carry out all normal classroom activities should be taken into consideration.

2.3 Profile of Competent Technical and Vocational Teachers/Trainers

New trends like globalization and new approaches has introduced to vocational education which intended to improve its effectiveness and efficiency. Such new trends, included demand-driven training, learners-centered training, competency-based, outcome-based, team working and lifelong learning approaches that expanding the range of competencies required for teachers/ trainers (Rawashdeh, 2003:1). He also outlined major profiles that should be covered as follow:

- Technical practical skills within his/her field of specialization according to the needs of industry.
- Recent technical knowledge related to his/her field of specialization
- Professional pedagogical and instructional technique skills

- Communication and social skills to enable him/her of efficient communication with trainees follow staff, parents and industry.
- Team working skills
- ICT skills
- Self development iniatives and skills.

Traditional vocational training is learning by doing and learning at the work places by copying examples. However, this model can not suit vocational training with modern technologies and sophisticated methods of production that results in less physical, but with greater mental capability. Modern techniques imply a higher degree of abstraction such as symbolic representation of complex systems. That is why more and more skills and competencies are desired by trainers (GTZ, 2003:3).

In order to fulfill the new role and functions of the teacher/trainer, a different profile of competencies is required for teachers/trainers. This profile should cover the following main areas of competencies.

2.3.1 Academic/Subject matter knowledge:- Competent TVET teachers should have to possess mastery of the content of the subject they are teaching/training. Effective teaching requires individuals who are academically able; having command of the subject they are required to teach. Brameld (1972:35) elaborated that competent teachers have similar characteristics with that of the competent physicians as:

i) A well- rounded general education;

ii) A solid knowledge in the subject area, which is most necessary to all practitioners;

iii) A thoughtful theory or philosophy of their profession that helps them understands the contributions of their profession.

iv) An abundance of rich experiences in effective practice.

Shulman (1987:2) further added "teachers should demonstrate knowledge and understanding of specific or factual knowledge of content area, concepts and theory of the subject area."

The aim of teaching learning-training is not basically the acquisition of knowledge alone. It is the awakening of curiosity, the stimulation of creativity, the development of proper interests, attitudes and values and the building of essential skills such as independent learning (Aggrawal, 2004:434).

Teachers/trainers capacity has a paramount importance in promoting quality education. The more teachers with solid knowledge in the subject area the more the quality of education and achievements in socio-economic development. That is why trainers/ teachers are required to posses high levels of knowledge and skills. Perhaps, one of the core problems of the current educational system in Ethiopia is teachers inadequacy in subject knowledge.

2.3.2 Pedagogical knowledge and skills- The concept of pedagogical knowledge refers to teachers' interpretations and transformations of subject matter knowledge in the context of facilitating student learning. Shulaman (1887:6) noted pedagogy comprises the concepts and skills to be taught, how to organize and present the content as a meaningful sequence, and forms of presentation which is more appropriate to promote students understanding.

Technical and vocational trainers need to have the necessary knowledge and educational background which enables them among other things, understanding human behavior and logically has the individual learns and must also be competent in the matters to be taught.

Pedagogical knowledge includes theories of learning, teaching methodology, media and didactics. The theory of learning explains how human beings learn. Teaching methods explain how a lesson is planned and properly delivered so that the students can learn well. The theory of media explains which media can support learning or acquisition of skills and promote teaching-learning or acquisition of skills and promote teaching-learning process. In didactics what students have to learn and why they should learn (Edelman, 2002:4).

According to Colen and Chan (1986:44) teaching methods are the combination of teaching/training plans, strategies used to organize classroom practice, shop training and aspects of organization. MoE (1999:61) describes teaching methods as an overall plan for the systematic presentation of knowledge based up on a selected approach. UNESO (1973:115) added teaching

method it is how technical materials, both theoretical and practical, being designed and presented in most effective and comparable fashion.

To meet the diversified educational and training needs of their students/ trainers, teachers in technical/vocational area must be not only occupationally competent but expert in the use of distinctive teaching methods. Teachers must be skilled in "how to teach" these potential workers. Trainers must understand how people learn in technical/vocational environment. Teachers must know not only the general principles and methods of teaching but also the most effective methods of developing the skills that helps for the future employment (Barlow, 1965:127-128).

Each teacher in TVET should be familiar with the various methods of teaching/training. Teachers must know not only the differences and similarities in shops, laboratory, and classroom instruction but also the most appropriate teaching/training techniques for certain situation in each area. Teachers must know the merits and demerits of each training methods. They must be qualified to provide not only group instruction but also individual instruction (Barlow, 1965:129-130, MoE, 1999:67-68).

Teachers must have adequate pedagogical knowledge and how to apply it in the teaching-learning process. They need to know how to organize contents, ideas, models and relevant forms of methodology. TVET trainers/ teachers are not exception and should have sufficient pedagogical knowledge to impart their know how.

2.3.3 Competence in practical/Technical Training:- Technical competence refers to assimilation of cognitive capabilities and motor skills inherent to an occupation (Tippelt and Antonio, 2003:14). According to GTZ (2002:16) technical competence is the ability and willing to apply skills and knowledge acquired during the vocational training in such a way that technical tasks can be solved independently and competently, and the result can be assessed. Aggrawal (2004:443) further described technical competence as specific aspects of teaching/training behaviors that are considered to be particularly effectively in facilitating desired training in students. It comprises the following major elements.

- Demonstration of practical skills;
- Use of technology, resource and other work tools of the occupational areas;

- Ability to identify appropriate technology, innovations and implementing in training;
- Ability of applying research information;
- Ability of applying appropriate assessment instruments and procedures;
- Use of technical language, symbols and texts;
- Ability of knowing and applying safety rules and regulations;
- Ability of knowing and applying principles of maintenance of machines, tools, equipments and materials;
- Capability of organizing workshops, tools, equipments and materials for practical training.

As per the new educational and training policy, the implementation of vocational education programme at the various levels can only be made possible by competent vocational trainers in practical skills in the shop. Perhaps, the gravest bottleneck of our current TVET teachers/ trainers is lack of adequate skill in their practical training. Yet, the curriculum stipulated 70% of the training is practical. Feedbacks from trainees, employers and officials unanimously indicated that the practical competence of TVET graduates is far below the expected standard.

Some recent survey's like that of Mesfin (2003:79) revealed considerable proportion of TVET graduates got their certificate through passing a paper-and- pencil type of examination rather than the performance of the skills necessary for the job. One of the fundamental reasons for such inefficiency of performance is the incapability of teachers/ instructors to teach and instruct the behavior and skill that is demanded for the trade.

The objectives of establishing technical and vocational schools, in general is not to produce a person who can tell principles and procedures of doing a certain technical jobs. Having knowledge about something and implementing it practically is quits different. Technical and vocational education and training is not a matter of learning through the use of scripts largely. It involves practical skills other than the mental exercises.

Instructional/training programme of technical and vocational education is based on the requirements and practices of an occupation. Teachers must be equipped by practical experience

and professional training to provide students with the occupational skills, knowledge, attitude and appreciations they need to fulfill their aims (Barlow, 1965:129). The young people in TVET schools must be trained efficiently how to operate machines, construct projects, and how to work safely in work environment. Vocational teachers must be able shop organization and management, supervising shops, conducting occupational analysis and selection of equipments, tools and materials for training. In additions trainers must have sufficient knowledge is maintenance of machine, equipment, hand tools, safety and shop hygiene.

From these discussions, we conclude that practical-technical competency is the key competency and priority area in TVET. That is why the Ethiopian education, policy also stipulated 70% practical training and 30% theoretical knowledge so as to make TVET more effective. However, the practical aspect was overlooked and observed in the opposite direction. TVET teachers should be given a deeper and adequate technical and employability skills to provide right kind of training.

2.3.4 Social competence- refers to the ability of communicating clearly, making skilful use of variety of media, and interact successfully with students, individually and collectively. It is the ability of the trainers to cooperate with other people through basic cooperation and communication skill. It entails positive student approach, understanding students training difficulties, acknowledging the individual student, and being some one student can trust (Malm and Horst, 2006:2). GTZ (2002:16) elaborates social competence as the ability and willingness to communicate with others in a constructive manner on different levels of the hierarchy and to deal with them as equals in a team. TVET trainers have to be socially competent hence teaching itself is a communication between students and teachers. Specific social competencies expected from trainers are:

- Cooperate and work in teams inside and outside;
- Communicate efficiently with others;
- Manage and resolve conflicts;
- Guide and orient trainees;
- Know and apply principles of psychology.

2.3.5 Planning competence:- planning is the bridge between identification of learner's needs and the learning activities. The modern technical and vocational education mainly depends upon the existence of well-planned programmes and the competence of teachers to develop, design, and conducting training programmes. Planning for practical training comprises ranges of tasks working with particular equipment, tools machines and ensuring that everything its ready for the next use of training process. Planning units of instruction and lesson plans requires taking into consideration the students' specific preconditions, needs and interests. The result of teaching and learning are crucially depending on the teachers' ability to keep their learners preconditions in their mind, such as levels of their education, gender, age, working experiences, social circumstances, and so on. Every teacher is responsible in planning training modules, learning units and lessons in his/her domain of teaching (Gerds, 2000:30).

Arends (1997:24) ascertained planning is important to develop a whole new conceptual framework of thinking and acquiring knowledge. He added efficient teachers prepare yearly, term, unit, weekly and daily planning of their respective subject. At this levels teachers identify required outcomes, appropriate training techniques, organizes the content and so on.

2.3.6 Presentation, Classroom Management and Evaluation:- Vocational students/trainees are more attracted towards shop and laboratory activities rather than lesson delivery in theory. They are not highly motivated towards classroom instruction. So, TVET teachers must be especially creative and imaginative in order to stimulate and maintain students' interest in classroom instruction. Teachers must use every opportunity to relate their instruction and to apply the principles to students shop work. In technical and vocational education every instruction must be geared towards trainee's occupational goals. Teachers have to be competent in their clarity, use of teaching aids , questioning, mastery of the subject, trainees participation, voice and expression, explaining, demonstrating, using blackboard, language competence and so on (Barlow, 1965:133-134).

Aggrawal (2004; 445-446) explained seven essential skills of competent teachers at this level as motivational skills, communication skills, questioning skills, group and independent instruction, developing students thinking, evaluation skills and classroom management skills.

A competent technical/vocational teacher knows how to mange his instruction session, shops, laboratories and his/her time. Clark (1994: 94) describes classroom management as the process of establishing and maintaining the internal environment of the group and the classroom conditions for the attainment of educational goals. It is a well- managed and disciplined class. Trainer is a manger since he control, plan and pass necessary decisions in his daily activities pertinent to instruction, training process and to maintain order in the classroom. Besides, teachers supervise class group work, giving directions and coping with multiple issues. A teacher is a head of training workshop. So, he needs skill in organization and administration.

2.3.7 Developing Instructional Materials:-To meet training objectives a vocational instructors need a wide range of instructional materials to guide students in their practical work and study assignments. Text books are important instructional materials required per students in the training programmes. Many TVET teachers/ trainers are required to develop their own instructional materials which involve writing, illustrating, editing and duplicating written instructional materials training manuals, and constructing model mock-ups and other aids. Teachers need to provide job instruction and operation units for skill training, lesson sheets or study guides for technical instruction Barlow (1965:131).

Technical and vocational training ideally suits the use of visual materials because skill development depends to a great extent on how successfully the students visualizes, understands, and practices the techniques, processes, and operations undertaken in the performance of world of work or specific job. So, films, slides, illustrations, charts, mock-ups, and scale models are examples of the visual aids which vocational education teachers must know to use effectively. Above all, vocational teachers can be aided by computers to make their training more likely and attractive (UNESCO, 1996b:52-53; Gerds, 2000: 22).

2.3.8 Establishing the Safety Concept:- Developing student attitudes towards safe practices and safety consciousness in job performance is an important facet of the vocational education program. Safety is the appropriate use of tools and the operation of equipment and machine which is emphasized throughout the instructional program. It is taught by precept and example, by demonstration and practice, by close supervision, by lecture and visual aids, and by special techniques used successfully in business and industry to promote and maintain safety (Barlow, 1965:134).

2.3.9 Counseling Trainees:- Although a teacher is not a trained counselor he/she performs the true activity of counselor. They should be sensitive to behaviors of their trainees and consult them. Above all, teaching in technical and vocational area involves more than good instruction. The nature and physical setting of vocation education fosters a close relationship between teachers and students. Consequently, the student is likely to share his job, educational, and personal problems with the teacher. Thus, the vocational teacher has opportunity and responsibilities for counseling. However, this does not necessarily mean that vocational teacher is a substitute for professional guidance services. Vocational teacher often knows his students intimately, their strength, and weaknesses, their aspiration and frustrations. So, he can advice them, provide them information, inspiration that will help them achieve their vocational objectives. Moreover, teacher counseling continues in connection with the student's job placement and follow up. The vocational teacher who has helped and guides a student into and through an occupational training helps them into employment upon completion of training. Finding the right job for the right graduates, placing them in the job, and maintaining contact with them and the employers to evaluate progress imperative and to provide additional assistance if needed are important parts of vocational teacher's follow up responsibilities. Often these responsibilities are carried out after school hours (MoE, 1999:4, UNESCO, 2002b:5)

2.4 Major Factors Affecting Competence and Performance of Technical and Vocational Teachers

2.4.1 Job Satisfaction:- From the very beginning human beings are created with needs and desires. Motivation is generally considered to be rooted in human needs. However, peoples need vary from place to place, and from individual to individual. Some people are motivated by economic gains while others aroused by non-economic rewards. The motivation of teachers, like other workers, is affected by a number of factors, including their material, social and psychological needs. They expect to receive rewards that satisfy their needs in exchange for their services. They also expect fair treatment and a work environment that is conductive for their functions. Educational organizations should meet these needs and expectations as much as possible so as to motivate them for effective performance. The recent research conducted by VOS (2002: 2) pointed out that teachers motivation is not an area of concern and it is at its lower level

in developing countries. It stated "there is strong link between teachers' motivation and performance, and education quality. However, teachers' motivation is not prioritized as a major concern of national policy makers. Teachers motivation was fragile and declining."

Hoy and Miskel (1987:198) in their study indicated two main motivational factors: intrinsic and extrinsic. In the nutshell intrinsic motivators are internal rewards that a person feels when performing a job. It is a satisfaction directly pertinent to work itself. Extrinsic motivation refers to external factors like incentives provided by the organization.

Theories of motivation in brief attempts to explain what energize human behavior, how such behavior is channeled towards a given goal, and sustained at a given level. Legesse (1992:32) in his extensive study of work motivation stressed a comprehensive theory of motivation at work must address three major groups of variables: characteristics of the individual, the job, and the work environment. Unfortunately, no such totally unifying theory encompasses all these variables.

Theories of motivation broadly categorized in to two main groups; content theories of motivation and process theories of motivation.

2.4.1.1 Content Theories of Motivation:- The content theories are primary concerned with identifying factors that stimulate, arouse, energize people for more efforts. They aim at what variable serve to stimulate a worker, a teacher or an individual.

Human beings posses diversified needs. These needs can be categorized in different ways. A. Maslow classified human need into five need hierarchy. This Maslow's theory had been the most popular and highly publicized one. The basic premises of this theory according to Szilagyi (1981) in Ayalew (1991:138) are:

- It is only the unfulfilled needs that motivates people;
- These needs are arranged in order of importance from the most basic to the complex;
- An individual moves up, only when his lower level needs are satisfied. These needs are from the lowest to the highest as follow: physiological needs, safety and security needs, social needs, esteem needs and self actualization needs. In general it emphasizes,

unsatisfied needs motivates behavior. Putting differently, a satisfied need lost its power as a motivator and the next hierarchy becomes the principal motivator of a behavior.

2.4.1.2 Alderfers Need Hierarchy or ERG Theory:- Clayton Alderfer's theory of motivation has fundamental similarity with Maslow's need hierarchy. He revised Maslow's theory and condensed the five need hierarchies into three major categories as existence, relatedness and growth categories of needs which labeled as ERG theory. The existence needs comprises what Malsow referred as physiological and safety needs, which includes salary, physical working condition, job sucrity and other material and non material benefits. Relatedness needs corresponds to Maslow's social needs which includes acceptance and being understood by people. The final category of growth needs embraces self-esteem and self actualization needs of Maslow (Gray and Frederic, 1984:7). However, this theory is also differing from Maslow's need hierarchy in some aspects. It is less fixed to a hierarchical arrangement and three levels can operate at the some time to certain extent. It is a more flexible one (Ayalew, 1991: 141).

2.4.1.3 Herzberg's Two Factor/ Hygiene Theory- The central notion of this theory is that there are factors which influence workers job satisfaction that operate on a continuum. Different aspects of a job can be categorized on the basis of the need to which they relate. These two factors according to this theory are motivation factors and hygiene factors (Bush and others, 1980: 145, Legesse, 1992:43).

Motivation factors are job elements that bring about the feeling of satisfaction when sufficiently available, but their absence does not lead to the dissatisfaction of workers. These factors are basically related to the content of the job itself. According to this notion the major motivational and satisfying elements are achievement, recognition, work itself, responsibility, advancement and possibility of growth. These elements are more intended to be intrinsic behavior and proposed, they lead to better performance (Bush and others; 1980:45).

Hygiene factors are job components that help to reduce and remove impediments to job satisfaction when available as just hygiene helps to remove health hazards from the environment of man. When present they do not motivate or bring satisfaction but reduce and may eliminate dissatisfaction. They are more extrinsic behaviors and related to job situation. These hygiene

factors include organization policy and administration, supervision, interpersonal relations (with subordinates and peer), working conditions, status, job security and effects on the personal life.

As Legesse (1992:45) showed, research evidence, however, has indicated that some people are motivated by hygiene factors. A study among elementary and secondary school teachers found that one-fourth of them were motivated by hygiene factors while two-thirds were motivated by motivation factors.

2.4.1.4 Process theories:- The process theories reject the existence of hierarchy of common human needs. They assume that factor which initiate motivation may vary from person to person but the *process* of motivation is common to all. That is why it is referred to as process theory. As Hanson (1985) in Legesse (1992:55) noted "the thing (s) that initiate motivation may be different for all people but the process of initiating, channeling, sustaining, and finally terminating behavior is fundamentally common to all". They assume behavior is determined by individual's expectations, beliefs, and anticipations concerning future events. People can exert efforts in all possible ways as long as they expect to obtain rewards for achieving goals. They stop such efforts when they realize these goals can not be attained (Legesse, 1992:56). The two major categories of process theory are expectancy, and equity theory.

The central idea of expectancy theory is person's perception of effort-performance and performance-reward linkage, and the attractiveness of a reward to the person. A person is motivated for a high level of performance if he believes that his efforts will result in high level of performance, and this will bring him a reward he views attractive. Mathematically it is described as valance X expectancy = motivation (Robins, 1989: 168).

Equity theory of motivation assumes that individuals decide whether a particular exchange is fair or not by comparing their input and outcome to that of other person or a groups. They usually compare their own rewards with others whom they share similar effort. In this-theory, inputs and outcome are the major components. Employees will be motivated only when they feel there is equity with comparison person (Gray and Ferederic, 1984:86-87, Legesse, 1992:66).

None of the current theories of motivation is universally accepted and perfect, for all of them have some limitations. But they have contributed to our understanding of human behavior through their different approaches and would enrich our knowledge of motivation.

2.4.2 Teachers Salary:- Salary of teachers is one of the factors that affects their performance status and deserves particular attention in many countries and in global organization like UNESCO and ILO. It affects their economic position and subsequently their performances. It reflect the importance of teaching and the responsibilities of teachers, compare favorably with the salaries of workers in other occupations with similar or equivalent qualifications, and ensure teachers and their families a reasonable standard of living. The UNESCO (2002a:41) recommendations also strongly pointed the following statement concerning teachers' salaries and other incentives.

> *The emoluments and conditions of service which are offered should compare favorably with those enjoyed by persons with similar qualifications and experience in other occupational sectors. In particular, promotions, salaries and pension scales for technical and vocational education staff should take into account any relevant experience acquired in employment outside the educational sector.*

It is clear that teachers salaries and other incentives needs due attentions. Professional instructors with good technical and pedagogical skills are central to quality. Most countries like Ethiopia have had difficulty of paying high enough to attract and retain such instructors, especially those with proficient occupational skills. Such trainers were highly demanded in the other sectors and causes turnover of trainers. In some developing countries vocational teachers' salary is too low and most of them obliged to hold two or more jobs. Inadequate pay reduces not only competences and performances but also seriously damages their prestige. To students it shows them how their society undermines the trade they are learning (Middleton and others., 1993:210).

Money as a motivating factor is still a controversial issue. However, when teachers/ trainers are not in a position to satisfy their basic needs it seriously affects their performance of shaping good citizens.

2.4.3 Inadequacy of Physical Resources:- To provide good training teachers in TVET institutions desperately needs properly organized workshops and adequate training materials. No

matter how far the objectives of any training programme is attractive, its success is greatly depends upon the quantity, quality, and availability of the resources at its disposal, among the other factors. What matters is not only their availability but also their appropriate use for training purposes (UNESCO, 1996:52)

Modern technical and vocational institutions need modern equipment, tools, machines and other facilities similar to that found in industry and the world of work. They must be available in sufficient quantity to permit extensive use by the students during their period of instruction.

In the process of integrating theory with practical activities the availability of organized workshops, suitability of its building, the extent to which its materials and equipment are kept up to date are highly important in technical and vocational institutions. Workshops hold central place in training activities with appropriate rooms and spaces. Day to day materials are needed for practical training and project works in the shops consumes high dosage of materials. The better the materials, and equipments available in the shops, the better promising to meet the goals of technical and vocational training.

TVET is basically expensive and heavy investment establishments for developing countries like Ethiopia. Apparently, TVET institutions in Africa including Ethiopia suffered from inadequate budget and inadequate facilities. It is a major bottleneck and trainers are handicapped and unable to transmit new knowledge to their students. On the criticality of the problem Williams (1986:104) wrote "the learning resource famine in Africa may be less news worthy than the food famine, but it may prove almost as destructive of Africa's future". As a result the training remained more of a theory centered. "Schools provide . . . more dosage of academic instruction, neglecting the practical skills required by the labour market" (Yekunoamlak (2000:19).

TVET in Ethiopia envisaged comprising 70% practical skill training and 30% theoretical education. Undoubtly, such training programme needs more amounts of material inputs, equipments, machines and the like. However there is a great shortage of material inputs and the training is crippled. One of El-UNESCO (2005:14) recent study has found out "in Ethiopia 72% of the students received their education in schools that need basic repairs or had to be totally rebuilt." The problem is tenser in TVET institutions/schools. The study of Yekunoamalk

(2000:72) also confirmed lack of facilities is one of the major problems that hindered implementation of vocational training program in government vocational schools.

2.4.4 Teachers Qualification- No doubt, teachers are key actors and plays a significant role in education system. The ultimate repository and safe guard of the quality of work is the teaching staff of the school. Sharma (2005:1) wrote "the best- scheme of education can become a bad scheme if the teachers handling it are bad, even so a bad scheme can, in practice, be a good one if the teachers are good." The quality of both academic instruction and vocational training depends largely on our securing a fair number of well educated, well equipped and contented teachers. In supporting this view, Aklilu (1967:1) stipulated that "of all the components that go to make an education system viable, functional, and productive, nothing is as crucial as the provision and maintenance of qualified and satisfied teaching force." MoE (2006:31) upholds this statement by stating "highly skilled, qualified, motivated flexible and creative TVET teachers and instructors are the backbone of any TVET system."

Without having the right quality and quantity trainers the best-planned training programme is likely to fail. According to FAO (1982:37) among the causes of failure or only partial success of training programme is the low qualification level of instructors and other supportive workers. Middleton and others, (1993:195-196) based on the study made by World Bank revealed ". . . unqualified teachers adversely affected training quality in two- thirds of the countries studied." The study further indicated the problem is more acute when the economy is expanding because qualified instructors left for more attractive salaries in other enterprises and industries. So, we can conclude having right quality and quantity of teachers/trainers is indispensable if we need to improve quality of both education and training.

Regarding this issue Desalegn (1996:7) pointed ". . . the teaching staff for the education of technicians should possess either a degree or a high technician qualification in an appropriate field and should have industrial or comparable experiences in their particular discipline." Shortage of such qualification is a major constraint that seriously affects competence of trainers in the region. Great deals of trainers are diploma holders that need up grading through in-service training. Furthermore, they lack work related practical skills and experiences (OEB, 2003:24).

experience is necessary for the effectiveness of trainers/instructors. Such experience helps teachers beyond practical instruction to understand further work prospects. To ensure that the contents of the courses run in the technical and vocational institutions are relevant with the needs of industry and companies, such linkage is of vital importance. Industries and companies must involve in the development of the curriculum and courses that provided in TVET institutions (UNESCO, 1973:114, UNESCO, 1986: 102-103).

Moreover, fostering such attachments helps trainers/teachers to:

- maximize their proficiency in practical technical knowledge and skills;
- updating themselves with dynamism of technology or keeping up with fast changing technology;
- provide skills and knowledge currently in the world of work;
- enhance the relevance and effectiveness of their training;
- conduct tracer studies easily;
- review the curriculum to up date the programme and so on.

Ultimately, it increases responsiveness of technical and vocational education and enhances the employability rate of graduates.

UNESCO (1996b:156) further indicated major constraints that impeded strong linkage between companies and TVET schools. The major are: (i) Lack of appropriate communication channels; (ii) Lack of clear polices on such co-operations; (iii) Skepticism or reluctance on the part of the industry to disclose their detailed working programmes and technology to outsiders; (iv)Lack of awareness on the part of industry on such attachments.

Gerds (2002:13) study with GTZ underlined the essentiality of teachers' industrial experience and identified three stumbling problems.

- Competent and more qualified teachers may be hired in the companies and it would be a loose for schools.
- Absence of responsible body in planning, conducting, supervising and evaluating such activities.
- Payments and incentives during such practice in companies have not yet clarified.

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2.5. TVET Teachers in Ethiopia

Education enables us to produce essential labour force both in quality and quantity. Through education we increase and improve the knowledge, skill and capacity of people. Academic education alone is not enough to produce diversified labor force required in different socio-economic sectors. That is why technical and vocational education was introduced. Technical and vocational education is basically aimed at producing skilled labor force demanded in the economy and preparing school leavers for life and employment.

There is a great scarcity of literature on historical development of vocational education in Ethiopia. Leave alone the vocational education, the history of the development of education in Ethiopia it self is, "a subject that still cries out in search of an author" (Seyoum, 1996:2)

Wanna Leka (1998:57), the frequent writer on TVET divided the development of vocational education is Ethiopia into three main periods: (a) 1940 – 1960s, (b) 1960s-1980s and (c) 1980s to present.

A) The first era (1940-1960s) – Vocational education introduced into Ethiopia after expulsion of Italians. It was made a part of education system but much attention was not paid to it. It might be the result of the impact of short-lived Italian occupation or the British influence, who shaped the immediate post war Ethiopian education system. As Seyoum (1996:4), indicated, in the post war education system the structure of Ethiopia education system had a British touch. Wanna (1998:57) further noted important vocational schools like Addis Technical school, A.A. Building School, and Bahir Dar Polytechnic school were established during this period.

B) The second era (1960s – 1980s) – This is a period of "Comprehensive high schools" in which vocational education was given inline with academic education. The first type of such school was W/ro Siheen comprehensive high school in 1962. Girma and others (1994:4) reported that the department of Technical Teacher Education was also established in 1967 in the then Haile Sellassie I University. Jimma and Ambo Agricultural Colleges as well as Bahir Dar Polytechnic School were established and operational during this period. Since then technical teachers continually graduating form these intuitions and assigned to teach in both junior and secondary schools with their diploma qualification. However, the training provided during this

period was handicapped by constraints like lack of human and material resource, shortage of qualified teachers and limited budget which is still major problems in TVET in particular and education in general. On top of this, the program itself was commenced with out proper study. Vocational education at this era failed to fill the mission it was established for i.e. reducing the number of unemployment number of high school leavers.

C) The third era (1980s to present): During this period more efforts were made to consolidate vocational education to address the problem of unemployment effectively Comprehensive schools were strengthened and independent vocational schools were established. Wanna (1998:58) indicated about 17 schools that were consolidated and offered 10+3 vocational programme during this period. The years of training were extended; number of trainees increased, the fields of training diversified and the programs began to be referred as 10+3.

The present education and training policy and sector strategy made vocational education as one of priority areas in the education system. The policy states, parallel to general education diversified technical and vocational training will be provided for those who leave schools form any level of education. The policy also emphasized the need to expand technical and vocational training, development of relevant curriculum, raising the standard of trainers, etc…

After introduction of the present educational policy the previous 10+3 and 12+1 training programme was abolished and replaced by 10+1, 10+2, and 10+3 programs. Since then significance progress has been made in TVET instructional expansion and enrollment increment. The number of government TVET institutions reached 111 by 2006 (Bizuneh, 2006:46). Eventhough, there has been a progress the training and education provided in TVET institution have seems unsatisfactory in terms of quality of the skills and knowledge provided. Graduates from these schools lacked skills required in the world of work and industries. One of the underlined causes for such inefficiency of graduates was the problem associated with the trainers/teachers in theses schools. "The problem of teachers' inefficiency both in the skills and in the ability of delivering these skills to students is a problem that cuts across all over TVET institutions" (Mesfin 2003:76). In his study he has found out the follow major problems among TVET Trainers.

- Insufficiency both in number and qualification
- Less committed and less motivated
- Suffered from low salary
- Unlike academic education there has not been an adequate higher education institutions to offer them further opportunity.
- Lack of continuous professional development.

Of all resources required for TVET progrmme, teachers/trainers are the major components that play the decisive role in successfully achieving the objectives of training. The quality of training programme largely depends upon the trainers. They are the heart of the matter. TVET will be as good as its teachers. Thus care must be taken in all matters pertinent to teachers.

A study conducted by the Addis Ababa University for the Ethiopian Teachers' Association in (MOE, 1999:12) identified the following major complaints by teachers.

low status of teachers, lack of financial incentives, low status of education, low standard of living, poor salary scale, improper handling of transfer requests, difficult and poor pupil behavior, poor living conditions in rural areas, involuntary transfer, improper evaluation method and lack of career ladder

In Ethiopian context, in the former years teachers represented knowledge, skills and were respected by their pupils. They enjoyed and held high esteem by their communities. However, with more expansion of education steady decline of status of teachers felt since late sixties and early seventies. The study made by USAID (1994) as cited in MoE (1999:12) revealed that while the cost of living index considerably escalates, the salary of teachers didn't kept the pace. The study revealed the cost of basic items between 1958/59 and 1993/94 has grown by about 900 percent while the starting monthly salary of TTI graduate teacher relatively remained constant with minimal increase of 15 percent. The same research of USAID conducted comparison study and concluded salary increment of employers graduating from commercial schools, nursing school, agricultural institutions. . .etc increased by 300-350 Birr compared with a 100 birr for teachers. These studies clearly indicate teachers are still paid lower salary which in turn affects their performance.

CHAPTER THREE

3. PRESENTATION AND ANALYSIS OF DATA

The main sources of information were three major groups: principals and trainers, students, and graduates. The questionnaire was distributed to 60 trainers 14 principals, 230 students, and 94 graduates. Out of the total number of questionnaire distributed among the three study groups, 87% from the trainers/teachers, 100% percent from the principals, 90% from the students and 91.5 percent from the graduates were filled in and returned. Moreover, 4 zonal TVET heads and 4 regional TVET senior experts were interviewed.

Table III: Characteristics of the Population

No	Characteristics		T/T		Principals		Graduates		Students		Total	
			No	%	No	%	No	%	No	%	No	%
1	Sex	Male	44	85	14	100	68	79	154	74	280	77
		Female	8	15	0	0	18	21	54	26	80	22
		Total	**52**	**100**	**14**	**100**	**86**	**100**	**208**	**100**	**360**	**100**
2	Age	Below 20 Years	-	-	-	-	5	6	69	33	74	20
		21-29 years	11	21	-	-	71	82	127	61	209	58
		30-39 years	18	35	5	36	10	12	12	6	45	13
		40-49 years	22	42	8	57	-	-	-	-	26	7
		Above 50	1	2	1	7	-	-	-	-	6	2
		Total	**52**	**100**	**14**	**100**	**86**	**100**	**208**	**100**	**360**	**100**
3	Years of Service	1-5 years	6	12	-	-	-	-	-	-	-	-
		6-10 years	14	27	-	-	-	-	-	-	-	-
		11-15 years	12	23	4	28	-	-	-	-	-	-
		16-20 years	12	23	4	29	-	-	-	-	-	-
		21 and above	8	15	6	43	-	-	-	-	-	-
		Total	**52**	**100**	**14**	**100**	**-**	**-**	**-**	**-**	**-**	**-**
4	Educational qualification	Below Diploma	3	6	-	-	-	-	-	-	-	-
		Diploma	25	48	7	50	-	-	-	-	-	-
		12+3	-	-	-	-	-	-	-	-	-	-
		BA/BSc	24	46	7	50	-	-	-	-	-	-
		MA/MSc	-	-	-	-	-	-	-	-	-	-
		Total	**52**	**100**	**14**	**10**	**-**	**-**	**-**	**-**	**-**	**-**

T/T = trainers/teachers

A breakdown of the study population in terms of gender indicates that males constitutes an overwhelming majority (77 %); while females make up a small minority. Female trainers/ teachers accounted only 15 % and there were no female principals in the sampled institutions. Similarly, females proportion among the graduates and students is also significantly low. They accounted only 21% and 22% of the students and graduates respectively. Thus, it is possible to rightly deduce that there is gender imbalance both in representation and managerial area of the system. The document analysis revealed that male students are more attracted towards industrial and construction fields, while more female trainees enrolled in business and home management streams.

As regards age, 77 % of the trainers and 93 % of the principals fall within the age range 30-50. Trainers below 30 accounted only 21 %and all principals were above 30. Those above age 50 are quite few. They accounted only 2 % for trainers and 7% for principals. Therefore, it is possible to conclude that TVET institutions management and academic staff are in their active ages and, hence, can perform well their duties and responsibilities. Their widen exposure also helps to give more valuable information on TVET and enhances data's reliability.

With respect to academic qualification, 48 % of the trainers were diploma holders and 6% were below diploma; while 50 percent of principals were also diploma holders. Yet the education and training policy suggested that trainers at this level ought to have a minimum of first degree. The implication, thus, is that these under qualified trainers were not competent enough to provide the required level of quality training to their students. It means that the core activity of technical and vocational education has been carried out by under qualified staff.

Table III further depicts greater number of the trainers 32 (61 %) have work experience of more than 10 years. Most of the principals (72 %) are reported to have served more than 15 years.

Table IV: Admission Requirements to TVET Training/Teaching Profession

Apparently, human resource is a major determinant factor for the success or any organization. TVET is no exception, it must have a concern on how to pool this resource.

No	Items	Responses				df	Table Value of χ^2	Calculated value of χ^2
		Trainers		Principals				
		No	%	No	%			
1	Do you support the current admission criteria that based on EHEECE (Entrance exam)					1	3.84	.73
	• Yes	16	31	6	43			
	• No	36	69	8	57			
	Total	**52**	**100**	**14**	**100**			
2	If no, what is your view on the entry requirements to technical/ vocation training/training profession					2	5.99	0.11
	• There should be rigorous recruitment procedures	11	30	3	37.5			
	• Should accept practitioners from industries and companies	10	28	1	13			
	• Should recruit from teachers that have professional background	15	42	4	50			
	Total	**36**	**100**	8	100			

It is interesting to note that majority of the trainers (69%) and 57% of the principals did not support EHEECE as admission criteria to technical and vocational training/ teaching profession. Only 31% of trainers and 43% of TVET principals upholds the view of using EHEECE as a right measurement to choose students for higher education in TVET teacher education. The chi-square test result also indicates that there is no statistically significant difference between the respondents on their opinion at 0.05 level.

In the second item of Table IV respondents were asked to forward their opinions concerning the selection of the candidates for TVET teachers training faculty. Majority of the respondents, 42% of trainers and 40% principals proposed that teachers with professional background should be admitted, while 30% of trainers and principals supported the need for rigorous recruitment procedures other than EHEECE. On the other hand, less proportion of respondents (28% and 13% of trainers and principals respectively) contend that practitioners from industries and companies are the appropriate candidates for TVET training/teaching profession. The chi-square

test result indicates that there is no statistically significant difference between the respondents on their opinion at 0.05 levels.

In line with this concept, UNESCO (1973:86) portrayed TVET teachers usually attracted from three groups: workers and technicians in employment, secondary school leavers, and teachers of general subjects, usually of science or mathematics. The recent TVET draft strategy (ecbp, 2006: 31) also suggested TVET teaching/training profession will be open to different groups those from various educational and professional backgrounds. This initiative seems a good departure if implemented.

Thus, in the light of the responses of the majority of the respondents, it is likely to conclude that the current admission criteria to technical/vocational teacher education is unsatisfactory. Respondents indicated that their preferences and total dependency on EHEECE for TVET training profession seems need revision and improvements. Recruits from different target groups will bring different experience and qualities to training that ultimately enhance the quality of TVET training.

Table V: Methods Used by OEB to Recruit Trainers/Teachers

Apparently, in getting trainers who are better in their performance and competency appropriate selection plays determinant role.

No	Selection Methods used	Response				df	X^2 table value	Cal-value
		Trainers		Principals				
1	Qualification and academic achievements	28	54	8	57	4	9.49	1.94
2	Interview only	2	4	-	0			
3	Interview and academic records	7	13	3	21			
4	Physiological and aptitude tests	2	4	1	7			
5	Interest inventory, intelligence test, aptitude test, and interview	13	25	2	15			
	Total	**52**	**100**	**14**	**100**			

As depicted in Table V, the vast majority of respondents, 54% of trainers and 57% of principals affirmed that the most frequently used selected method for TVET trainers/teachers has been qualification level and their academic achievements. On the other hand, quarter of the trainers (25%) reported that interest inventory, intelligence test, and aptitude test were employed to select

TVET trainers. Moreover, zone TVET heads, and TVET experts at regional level, during the interview, unanimously ascertained that the two predominantly used selection methods were academic qualification and academic achievements of the graduates. As one could see from the Table, the calculated value of χ^2 (9.94) for 4 df at 0.05 level is less than the χ^2 table value (9.49). Thus we retain the null hypothesis and possibly conclude that there is no significant perception differences among the respondents in their opinion about the selection methods used in the region.

It is worth to mention here the selection criteria prepared by Ministry of Education. This selection criteria for teachers by MoE (2002b: 27-28) among the other things comprises important qualities teachers need to have like: language fluency; neat, clear and legible hand writing; good communication skills; interest in teaching profession, good standard of conduct, interest in the learning needs and development of students, high moral standard, addiction free and the like. Apparently, these and others essential qualities expected of teachers/ trainers were not considered in the selection process.

Therefore, from the above discussion, it is likely to infer that the process of selection of trainers has been based only on qualification and academic achievement and other important measurements were not considered.

Table VI: Recruitment and Selection Process

No	The process of TVET trainers/teachers recruitment was:	Responses				df	Table Value of χ^2	Calculated value of χ^2
		Principals		Trainers				
		No	%	No	%			
1	Well planned and based on institutions need					2	5.99	0.05
	• Agree	1	7	3	5			
	• Agree to some extent	8	57	31	60			
	• Disagree	5	36	18	35			
	Total	**14**	**100**	**52**	**100**			
2	A lengthy process and recruited trainees did not arrive on time					2	5.99	3.60
	• Agree	12	86	31	60			
	• Agree to some extent	2	14	16	31			
	• Disagree	-	-	5	9			
	Total	**14**	**100**	**52**	**100**			
3	Efficient graduates were not properly attracted					2	5.99	1.89
	• Agree	5	36	28	54			
	• Agree to some extent	7	50	16	31			
	• Disagree	2	14	8	15			
	Total	**14**	**100**	**52**	**100**			
4	Based on rules and regulations					2	5.99	7.36
	• Agree	4	29	5	10			
	• Agree to some extent	8	57	20	38			
	• Disagree	2	14	27	52			
	Total	**14**	**100**	**52**	**100**			
5	Priority was given to trainers that improved their academic status					2	5.99	1.00
	• Agree	10	71	43	82			
	• Agree to some extent	3	22	6	12			
	• Disagree	1	7	3	6			
	Total	**14**	**100**	**52**	**100**			

To get work done and to achieve desired results, properly done recruitments and selection process has a great impact. The more the process of recruitment is efficient, the more competent trainers attracted and consequently the quality of training enhanced. To this end, respondents were asked to rate to what extent recruitment process of the region has been efficient. Accordingly, quite significant majority of respondents, (57% of principals and 60% of trainers), ascertained that the process of recruitment was to some extent a planned one and based on schools needs. On the other hand, 36% of principals and 35% of trainers responded negatively i.e. they claimed that the recruitment process was haphazard and not done in a well planned way. In their interview, zone TVET heads and experts affirmed that the planning activity was carried out not by professionals that trained in educational planning and so that it was not a safe process. Therefore, one can possibly conclude that the planning of recruitments was to some extent a planned activity. The

chi-square test also indicates that there is no statistically significant difference at 0.05 levels between trainers and principals in their perception of planning on recruitment activity.

In the item 2 of Table VI, both respondents unanimously agreed (86% of principals and 60% trainers) that trainers' recruitment was a lengthy one and newly recruited trainers don't arrived schools on time. The interview with zone TVET heads also disclosed that usually months elapsed before the arrival of new trainers. In this connection, the chi-square test result revealed that there is no statistically significant difference between trainers and principals at 0.05 levels on the perception of lengthy of recruitment. This implies that proper attention was not given to trainers' recruitment.

Item 3 of Table VI, deals with the proper attraction of efficient and right graduates. In this respect, 54% of the trainers reacted positively and indicated no major drawbacks on the pool of right graduates. On the other hand half of the principals stated to some extent there was a problem in this aspect too. Likewise, 36% of principals responded positively, and in general, the above findings suggest that there was no serious problem in this regard. Chi- square test also revealed that there is no statistically significant difference of perception between the groups at 0.05 levels and the null hypothesis was retrained.

As regard to item number 4 there is a slight difference between principals and the trainers. The great majority of the trainers (50%) declared that TVET trainers' recruitment didn't base on a clear rulers and regulation. On the other hand 57% of the principals accepted that the recruitment process was to some extent based on rules and regulations. The chi-square computed for 2 degree of freedom at 0.05 level indicated the table value $\chi^2 = 5.99$, is less than the calculated value, $\chi^2 = 7.36$. Thus we reject the null hypothesis (Ho) and there is a perception difference between the two groups. Surprisingly, experts of Oromia TVET division affirmed that the absence of a well established rules and regulations for trainers' recruitment. They suggested, it has been haphazard activity. Therefore, one can conclude that trainers' recruitment in Oromia TVET was not established on a clearly outlined rules and regulations.

Item 5 in table VI deal with trainers who improved their academic status. On this issue the overwhelming majority of the respondents, 71% of principals and 82% of trainers ascertained that priority was given to trainers/teachers who improved their academic status. Thus it is

possible to conclude that TVET trainers who improved their academic level were well-come and encouraged.

Adequacy of Pre- service and In-service Training

In teacher education or trainers preparation the main aim is to educate teachers/trainers towards attaining high professional and personal competencies. As emphasized under the theoretical framework the would be trainers are expected to be well grounded in technical skills, subject area knowledge and profession skills. The quality of school teachers rests on the selection of suitable candidates for teaching, teachers pre-service preparation; the support they received in their induction and continuous professional development provided to them through in-service programmes Weeden and Tisher (1990) in Ambissa (1997:38). Concomitant to this, trainers were asked to rate the extent to which the pre-service and in-service training prepared them for training tasks on 3 point scale. The result is presented using mean scores.

Table VII. Trainers views on the Adequacy of Technical Training they Attained in Pre-service and in-service Training

	Technical skills attained	Low (1)		Medium		High		Mean value
		No	%	No	%	No	%	
1	Practical training and skills developed (task skills)	48	73	16	48	2	9	1.30
2	Specialist knowledge gained	18	27	30	50	18	27	2.00
3	Manipulation and operation of machines, training equipments and tools	53	80	8	12	5	8	1.27
4	Workshop management and maintenance of equipments	58	88	6	9	2	3	1.15
5	Relevance of training attained to schools curriculum	29	44	20	30	17	26	1.81
6	Developing training materials and teaching aids	28	42	21	32	17	26	1.83
7	Use of new technologies and ICT in training	42	64	18	17	6	9	1.45
8	Innovations and creativity	62	94	4	6	-	-	1.06

mean $\leq$ 1.50 low; mean 1.51-2.50 average; mean $\geq$ 2.51 high N=66

The ill- preparation of trainers will have a number of undesirable and adverse effects in educational system and the society as a whole. Table VII illustrates to what extent trainers were adequately prepared in different training competencies. TVET trainers are expected not only to teach subject knowledge but also practical skills. The data show that the practical skills trainers

attained in pre-service and in service training was very low (mean = 1.30). Trainers unanimously believed that they were inadequately prepared practically. Teacher education should live up to the educational needs required by future teachers (Malm and Horst, 2006:7). This implies that TVET teachers training colleges didn't concentrate on practical aspect, which in fact is the substantial part of technical and vocational education. Moreover, trainers described that their dissatisfaction with core training competencies like manipulation of machines, tools, equipments (mean = 1.29), shop management and maintenance (mean = 1.15), ICT skills (mean= 1.45) innovation and creativity (1.06) and in developing instructional materials and teaching aids (mean =1.83). In TVET trainers/teachers preparation programmes the central focus must be technical competencies because it is the major component of their future career. The above mentioned skills can not be acquired through exploration or by simple verbal transition and even by trail and errors. They need to be learned through real and practical situation.

The item that received modest rating by the survey of respondents was theoretical knowledge attained (mean =2.00). Trainers felt and believe that they were adequately prepared in their subject area knowledge. Trainers/teachers were also asked the relevance of their college course content to their schools training and they reported that it was modestly relevant (mean = 1.81).

Besides, interviewees revealed that the TVET trainers preparation programmes focus on subject mastery much more than technical trainings. They affirmed it is not a skill-oriented approach. Colleges were more concerned with covering the topic instead of insisting skills. Since trainers were ill-prepared practically they trained themselves by themselves in schools by trail and error. Put differently, through on- job self training.

Therefore, we can conclude that pre-service and in-service trainers' preparation is predominantly theoretical with little attention to practical training. College courses were of little help in addressing the education and training policy which stipulate 70% practice. This finding is inline with recent study of Antechoerea and Andre (2002:204)which concluded "trainers are insufficiently trained, for the fulfillment of their respective tasks in the continent of Africa".

Table VIII: Adequacy of Professional Training Received by Trainers

	Adequacy of professional skills gained	Low (1)		Medium		High		*Mean value*
		No	%	No	%	No	%	
1	In the domain of planning	17	26	19	29	30	45	2.19
2	In the domain of training strategies	33	50	19	29	14	21	1.71
3	In creating attractive and conducive training atmosphere	25	38	21	32	20	30	1.92
4	In maintaining students diversity and individual difference	45	68	15	23	6	9	1.41
5	In principles of learning theories and psychology	47	71	13	20	6	9	1.38
6	In measurement and evaluation	18	27	30	45	18	27	2.00
7	In integrating training with students local needs	45	68	15	23	6	9	1.40
8	In proper use of time	15	23	21	32	30	45	2.23

mean $\leq$ 1.50 low; mean 1.51-2.50 "average"; mean $\geq$ 2.50 high N= 66

One of the professional skills and abilities required of a trainer is his/her ability in planning coherent and progressive training programmes, which match their trainees needs and abilities. Accordingly respondents were asked to indicate degree of their preparation in planning. As depicted from the table VIII, more proportion of trainers (mean = 2.19) reported that they were adequately prepared in the planning domain. In the second item trainers were asked to rate the degree of their preparation in the range of teaching strategies and training techniques. Trainers affirmed that they were fairly satisfied in the preparation they attained in the domain of training strategies (mean =1.71). Item 3 deal with creating attractive and conducive training atmosphere. This concept refers to organize and manage shops, resources to achieve safe, orderly and purposeful activity. Trainers also reported that they were satisfied with this issue in their pre-service and in-service trainers' preparation.

The fourth item to be rated was maintaining students diversity and individual differences. Apparently, a good percentage of trainers/teachers reported to have admitted that they were inadequately prepared in maintaining students diversity and in considering individual differences i.e. matching the lesson to individual differences. Trainers were also asked to rate the degree of their preparation in principles of learning theories and psychology. Quite high proportion of trainers (mean =1.38) expressed that they were dissatisfied with knowledge of psychology they gained.

Trainers were also asked to rate the degree of their preparation in measurement and evaluation. They replied positively (mean =2.00) and indicated they gained sufficient knowledge. This study also identified trainers were satisfied in the skills they attained in the proper use of time. Trainers also indicated the professional training they received in integrating training with trainees need and local demand was minimal (mean= 1.41).

In general, we can conclude that trainers were at least modestly prepared in the planning domain, in the range of training strategies, in measurement and evaluation, in proper use of time, and in creating conducive training atmosphere. On the contrary they were inadequately prepared: in maintaining students' diversity and individual differences, in psychology and theories of learning; and in integrating training with student and local needs. These skills seem complex and not easily practiced like the above mentioned skills. Conversely, like planning, measurement and evaluation, training strategies and use of time seems less complex and can possibly be mastered through immediate practices.

Table IX: Trainers Industrial Experience, Compatibility of Qualification, and Supervisory Support

No	Item	Responses						df	Table Value of χ^2	Calculated value of χ^2
		Trainers		Students		Graduates				
		No	%	No	%	No	%			
1	Trainers industrial experience									
	• Low	60	90	170	82	69	80			
	• Average	6	10	27	13	15	18	4	9.49	7.01
	• High	-	-	11	5	2	2			
	Total	**66**	**100**	**208**	**100**					
2	Do is trainers qualification level compatible with the grade level they are training									
	Yes	22	33	30	14	17	20	2	5.99	11.77
	No	44	67	178	76	69	80			
	Total	**66**	**100**	**208**	**100**	**80**	**100**			
3	If no, why									
	• Most of them train above their level	30	68	148	83	58	84			
	• Most of them train below their level	12	27	27	15	8	12	4	9.49	11.00
	• Most of them train in other fields	2	5	2	2	3	4			
	Total	**44**	**100**	**178**	**100**	**69**	**100**			
4	Supervisory and support service for trainers									
	• Low	63	96	-	-	-	-			
	• Average	2	3	-	-	-		-	-	-
	• High	1	1	-	-	-	-			
	Total	**66**	**100**							

One of the distinguishing characteristics of technical/vocation education is its linkage with industries and companies. UNESO (1973:85) noted "vocational teacher should have industrial or comparable experience." It is not only necessary but also essential. Concomitant with this, item 1 was posed to respondents with intention to identify the degree of industrial experience of trainers. The vast majority of respondents, 90% of the trainers, 82% of the students, and 80% of graduates, unanimously affirmed that trainers' industrial experience was marginal. Conversely, small proportion of respondents suggested that trainers' industrial experienced was either low or medium. Moreover, zone TVET heads and regional TVET experts, in interview with them; strongly affirmed trainers experience in industry is very low. Such drawbacks hampered trainers from relating the curriculum with the large social and economic context of the country. Consequently, it severely affects the quality of training because it would make the training less relevant to the labor market and world of work. The chi-square test at a 0.05 level, for this item also indicates the there is no perception differences among the groups in their opinion on trainers industrial experience.

To examine the compatibility of trainers' qualification level with the grade they are training question number 2 was posed to respondents. As assessed in the literature part the minimum qualification level required for trainers at middle level TVET programme is first degree. As can be observed from the Table IX, the highest proportion of the respondents (67% of trainers, 76% of the students, 80% of the graduates) reacted negatively, implying that there is a mismatch between trainers qualification level and grades they were training. Concomitant with this, item 3 was presented to the respondents, and still the vast majority, 68% of principals, 83% of students, and 84% of graduates reported most trainers train above their level. Although, a university degree was set as a minimum requirement to undertake activities pertaining to the training offered at this level, most trainers did not fully attain the desired academic level. The recent TVET strategy (ecbp, 2006:9) also affirmed "most TVET teachers/ instructors have relatively low formal qualification, severely affecting TVET delivery." This is the result of education system that long emphasized theoretical-academic knowledge and paid less attention to technical/ vocational education.

Item 4 of table IX deal with the level of supervision and professional support provided to the existing trainers. One of the objectives of supervision was providing professional and technical

assistance to promote educational activities. To this end, this question was posed to the trainers, and the overwhelming majority (96%) of trainers responded negatively. They affirmed the supervision and support they received was low. On the other hand, the interview with zone heads and experts disclosed that the supervision and support provided for trainers was inadequate. Moreover, they asserted that shortage of professionals in the area, lack of budget, lack of vehicles and other factors hampered provision of adequate supervision for schools. TVET is a flexible programme that must go with change in the labor market and technological innovations. Continual follow up, monitoring and evaluation, as well up dating trainers is important matter. However, poor supervision activities in one way or another profoundly affect trainers performances.

Table X: Trainers Technical Competencies

No	Cluster of Technical Competencies		Mean of respondent					
			Trainers	Graduate	Students	Grand Mean	ANOVA F	ANOVA P-valve
1	Trainers ability in practical technical skills demonstration	mean	1.38	1.72	1.36	1.45	6.456	.002
		SD	.49	.97	.77	.82		
2	Trainers proficiency in manipulation and operation of machines, tools, equipment....etc	Mean	1.50	1.64	1.41	1.48	2.459	.087
		SD	1.08	1.07	.62	.82		
3	Proficiency in maintenance and repair of machines and training tools	mean	1.19	1.49	1.34	1.36	4.142	.017
		SD	.40	.73	.47	.55		
4	ICT or Computer skills and using it for training improvements	Mean	1.19	1.00	1.86	1.56	51.168	.000
		SD	.40	.00	.86	.80		
5	Develop training materials and teaching aids.	mean	1.19	1.00	1.34	1.23	21.919	.000
		SD	.40	.00	.47	.42		

Mean $\leq$2.00 low; mean 2.01-3.00 average; mean 3.01$\geq$ high N= 326

The major characteristic of technical and vocational education is its practical skills development component. Teaching practical skill is very different from teaching knowledge or theory and it requires some special considerations. TVET basically emphasizes practical training and imparting skills. Therefore, trainers must have experiences, adequate practical skills and should provide students with occupational skills and competencies desired in the world of work (Barlow, 1965: 129). With this concept different questions were forwarded to respondents in table X to examine trainers status of technical skills.

As the data in Table X, reveals in item 1, majority of trainers, graduates, and students rated that trainers proficiency in practical skills as low. The grand mean (1.45) shows that how the current TVET in these zones suffers from inadequacy of practical skills. The unanimity of the respondents indicates that the dimension of the problem. Therefore, it is not surprising if TVET graduates were blamed by their employers for their incompetencies. Apparently, this implies trainers were not in a position to offer the required skills for the level. The recent TVET draft strategy (ecbp, 2006:9) confirmed this problem by stating "TVET teachers/ instructors are inappropriately practically skilled, i.e. not competent to provide TVET in accordance with the occupational standards". This is one of the major drawbacks of TVET trainers and main bottleneck of the current TVET programme itself.

Item 2 of Table X deal with trainers' proficiency in manipulation and operation of machines, training equipments, tools and materials. Machines and training equipments are important components of technical and vocational education. For TVET trainers competency in machine operation and relevant equipments is not a matter of option but obligatory. However, the vast majority of students, graduates and trainers ascertained that the trainers' proficiency in manipulation and operation of machines was significantly low (grand mean =1.45). Contrary to what was initially expected, respondents reacted negatively. This finding is congruent with survey of Gerds (2002:14-15) which pointed out that "key machines like lathes and mill machines were not serving the training because trainers and workshop personnel were unable to operate them properly. They were simply placed in the shops." He even indicated some of the machines have never been in use since their installation.

The information drawn from zone TVET heads and regional experts also affirmed the above finding. They asserted a trainer skill in machine is low and added efforts has been underway to reduce the problem by importing foreign trainers. These foreigners were assigned to different TVET institutions to provide on job-training for Ethiopian trainers, beside their duties. It seems this is a good departure.

Item 3 of Table X treats trainers' ability in maintenance and repairing of machines and other training tools. All respondents affirmed that trainers' competency in maintenance and repair was also below the average (1.47). The study of Gerds (2000:14-15) on TVET also pointed out most machines were in a poor state and not functioning due to damage and breakage. He further

explained, if not for the trainers' incompetency, it is possible to produce spare parts in the TVET institutions to overcome damages and breakage of tools and machines. Thus, one can possibly conclude that TVET is handicapped not only by the scarcity of appropriate training tools and machines but also by the absence of proper maintenance and repair for training materials.

Item 4 of Table X deal with information and communication technologies (ICT). ICT is an important tool for enhancing access and quality in TVET. Through ICT, teaching materials can be provided at a lower cost. In accordance with this view respondents were asked to rate TVET trainers ICT skills and to what extent they employed it for the improvement of their training undertakings. The vast majority of respondents reacted negatively. All respondents replied trainers' ability in computer/ICT was low or very low. This is also unpleasant result because TVET institutions themselves provide ICT training and also had better access to technologies.

The last item in Table X dealt with trainers' performance in developing training materials and teaching aids. Still the result of the mean of responses shows that trainers' ability in developing training materials was below average.

The ANOVA test result revealed that there was a statistically significant perception difference among the respondents except for item 2. Except for item 2, in all five cases P-value is less than 0.05 at 0.05 significant levels. The result of multiple mean comparison using Tukey's HSD showed that perception difference occurred between graduates on the one hand and graduates on the other. This dissimilarity may occur due to graduates' judgment, because they are unfamiliar with the most recent developments in TVET schools. The long experience of trainers in the profession may also contribute to such differences in perception. With respect to item 2 in Table X, however P-value is greater than 0.05 (0.087) which disclosed that there was no statistically significant difference regarding trainers proficiency in manipulation and operation of machines and training tools.

In general it is possible to conclude that trainers' competency in technical skills was significantly low. It is undeniable fact that absence of linkage with industries and theory-centered pre-service and in-service training soundly contributed to this drawback and prevalent problems.

Table XI: Trainers Academic Competencies

No	Items Cluster of Technical Competencies		Mean of respondent					
			Trainers	Graduate	Students	Grand Mean	ANOVA F	ANOVA P-valve
1	Trainers/teachers breadth of knowledge in the subject they are training	Mean	3.66	3.45	3.76	3.67	4.805	.009
		SD	.90	.79	.76	.79		
2	Trainers/teachers knowledge of pedagogy	Mean	3.22	2.74	2.81	2.83	3.263	.040
		SD	1.01	.91	.91	.93		
3	Trainers knowledge of psychology	Mean	1.09	1.03	1.58	1.39	36.508	.000
		SD	.30	.18	.65	.60		
4	Trainers knowledge of TVET Curriculum and syllabus	Mean	3.13	3.31	3.08	3.15	1.195	.304
		SD	.94	.79	1.33	1.18		
5	Trainers/teachers capability in spare parts & specification writing	Mean	1.00	1.60	1.70	1.60	5.355	.005
		SD	.00	.94	1.27	1.14		

Mean $\leq$2.00 low; mean 2.01-3.00 average; mean 3.01$\geq$ high N= 326

Trainers/teachers have to be both knowledgeable in subject areas and skillful in a wide range of teaching approaches to carter for the diverse learning of every student (Clement, 2006:2). Having this in mind, item 1 was presented to respondents to rate whether trainers were adequately knowledgeable in their subject area. The result seems encouraging. As illustrated in Table XI, the substantial number of students, graduates, trainers with strong similarity rated that trainers subject matter knowledge was high (grand mean 3.67). Moreover, zone TVET heads and regional TVET experts stated, unlike practical skills, trainers have adequate theoretical knowledge. In general, it could be logical to infer that trainers have adequate knowledge in the subject matter they are training. Some of the recent studies in TVET like Getachew (2005:66) have also come out with similar results.

Besides, ANOVA test result confirmed that the existence of statistically significant perception difference among the respondents because P-value for the item is 0.009 which is below 0.05. Tukey's HSD statistical analysis still shows the perception difference occurred between trainers on the one side and graduates on the other. This difference may occur due to trainers' proximity to the training activities and graduates unfamiliarity with some present developments in TVET.

In item 2 an attempt was made to examine trainers' knowledge of pedagogy. UNESO and ILO recommended pedagogical training for both theoretical and practical training, in order that

teachers be better to transmit skills and knowledge (UNESCO, 1973:85). As depicted from Table XI, the vast majority of respondents indicated that trainers have adequate pedagogical knowledge and rated high. The ANOVA test result revealed that there is significant difference among the three groups on perception of trainers' subject knowledge and pedagogical areas. The perception difference for this item occurred between graduates and students. The perception difference can be attributed to differences in school capacity and the presence of qualified trainers in schools. The fact that some TVET institutions have more qualified trainers can contribute to such differences.

The teachers' first role should be that of psychological practioner, manipulating the teaching materials psychologically making the class interesting, clear, and well organized. In item 3 of Table XI respondents were asked on how trainers were psychologically knowledgeable and practioner. All respondents rated trainers psychological knowledge as low (grand mean =1.39). The ANOVA test result indicates that there was statistically significant perception difference among the respondents because P-value for this item (0.000) is below 0.05. In sum, however, we conclude that TVET trainers' psychological knowledge was unsatisfactory or low.

With regard to trainers knowledge of TVET curriculum and syllabus the overwhelming majority of respondents, unanimously replied that trainers have modest knowledge of curriculum (grand mean =2.31). The ANOVA test result also indicated that there was no statistically significant perception difference among the respondents on this item.

In item 5 of Table XI, majority of the respondents stated trainers' ability in specification writing was low (grand mean = 1.21). Specification writing needs adequate knowledge of technical facts and detailed know-how of machines and training tools. The interview with experts and zone officials also showed that the existence of problems pertinent to specification. The specification problem often manifested in the process of purchasing equipments and they reported trainers' ability was poor. They also indicated that this problem basically emanates from two sources. One, due to the dissimilarity of machines and equipments in TVET teacher education colleges and secondly, the absence of skill gap trainings to update trainers. The ANOVA test result for this item at 0.05 significant level showed that there is perception differences among respondents because P-value 0.005 is below 0.05.

The Tukey's HSD multiple mean comparisons reveals that the perception difference occurred between trainers on the one hand and students on the other hand. Such differences may occur due to less knowledge and understanding that students have on the specifications and such technical matters. In general, from the above discussion, one can possibly conclude that trainers' ability was low both in psychology and specification of machines and other training materials.

Table XII: Trainers/Teachers Managerial Competencies

No	Items Cluster of Managerial Competencies		Mean of respondent					
			Trainer	Graduate	Students	Grand Mean	ANOVA F	ANOVA P-valve
1	In maintaining discipline in work-shops and classrooms	Mean	2.81	3.05	2.57	2.72	8.704	.000
		SD	.86	.96	.88	.92		
2	In Organizing, supervising shops and maintaining shop hygiene. (Shop management)	Mean	1.00	2.30	1.10	1.41	129.344	.000
		SD	.00	5.07	.30	.81		
3	Organizing trainees and assigning resources for project works (resource management).	Mean	1.00	1.35	1.88	1.66	7.245	.000
		SD	.00	.76	1.11	1.02		
4	Properly using and managing training time.	Mean	1.00	1.45	2.05	1.79	36.374	.000
		SD	.00	.90	.78	.86		

Mean $\leq$2.00 low; mean 2.01-3.00 average; mean 3.01$\geq$ high N=326

TVET trainers/teachers take on numerous roles in order to work effectively in their schools. Among their many roles they are program managers and also manage shops and classes. Table XII illustrates the extent of trainers' managerial competency. Item 1 of table XII, deals with trainers' managerial ability in maintaining discipline in workshops and classrooms. That is managing pupils' behavior and classroom incidents fairly. Trainers and students rated that trainers were average in their managerial competency (mean 2.81 and 2.57 respectively). Likewise graduates rated trainers competency in management of discipline as high (mean = 3.05). However, the grand mean (2.72) shows that trainers were modestly competent in maintaining discipline. Thus, it is palatable to accept this view.

The ANOVA test result revealed that P-value for this item is less than 0.05 implying that there was statistically significant difference among the students, graduates, principals and trainers on perception of maintaining discipline. However, the fact that more respondents rated that trainer were average in maintaining discipline and it is fair to accept this view as a conclusion.

Item 2 of Table XII, deals with shop management i.e. planning and organizing shops, taking care of machines, tools, supervising shops, keeping shop hygiene neat and clean, and making it attractive. On this issue, Greds (2002: 15) reported that " The poor state of machines in most case is due to the lack of workshop management and maintenance" With this view, item 2 was presented to the respondents and more of them reacted negatively and rated trainers ability in shop management as low (grand mean = 1.41). The interviewees also affirmed that the status of workshops in the region is not attractive. This result revealed that trainers have shortcomings in shop management. The ANOVA test result for this item indicates that the existence of perception differences between graduates and students.

One of the responsibilities of TVET trainers is organizing trainees into different groups, assigning resources to them and coordinating project works. Item 3 of Table XII, examines trainers capacity in organizing trainees and assigning resources to put a plan into effect. All groups of respondents reported that trainers capacity in this regard was also low (grand mean = 1.66). The ANOVA test result revealed that P-value for item 3 is less than 0.05 implying that there was statistically significant difference among respondents on their perception. In sum trainers were less capable in organizing and assigning resources.

Item 4 of table XII investigates trainers' competency in time management. This is to see whether trainers appropriately use training hours allotted for the day, week, month and year. ESAURP (1993: 103) study on TVET in East Africa indicated that the more contact hours used appropriately the better the quality of training. As observed from the table the vast majority of the respondents unanimously reported that trainers were low in managing time and using it properly to achieve training goals (grand mean = 1.79). Interviewees also indicated that using training time properly was a noted problem among trainers. They added absenteeism, late coming, and wasting time unnecessarily were common problems. In the nutshell, we can conclude that trainers were poor in planning and managing time and using it appropriately.

The ANOVA test result, for all items in this Table, revealed that there is a statistically significant difference among the responding groups in their perception on trainers' managerial competencies. That is P-value for items 1,2,3,4, is 0.000. These differences can be attributed to differences among TVET institutions management capacity, incentives provided to their trainers, professional support provided for trainers/teachers and the likes.

Table XIII: Trainers/Teachers Social Competencies

No	Items Trainers Social competencies in		Mean of respondent					
			Trainers	Graduate	Students	Grand Mean	ANOVA F	ANOVA P-valve
1	Communicating effectively with students and ability to get on with people	Mean	3.75	4.00	1.92	2.65	56.982	.000
		SD	1.88	1.46	1.67	1.90		
2	Positive students approach, diversities	Mean	2.78	2.55	3.03	2.88	8.080	.204
		SD	1.07	.75	1.01	.98		
3	Understanding students' difficulties, diversities and helping them.	Mean	1.00	1.00	1.07	1.05	1.267	.283
		SD	.00	.00	.49	.39		
4	Guide counsel, and orient trainees properly	Mean	1.16	1.17	2.16	1.80	25.958	.000
		SD	.37	.47	1.45	1.28		

- Mean $\leq$2.00 low; mean 2.01-3.00 average; mean 3.01$\geq$ high N=326

Teaching/training is basically a two way communication i.e. between trainers and trainees. Trainers need to be good communicators to transmit knowledge and to impart their skills. Concomitant with this, item 1 of Table XIII presented to respondents. As can be observed from the table, majority of the respondents affirmed that trainers were modestly effective in their communication skills (grand mean = 2.65). This finding implies that TVET trainers in the selected zones are good at their communication skills. The ANOVA test result shows that there is statistically significant difference among the respondents regarding trainers' communication skills. The difference occurred between graduates and students and it might be due to gradual improvements of teacher-students relations.

Item 2, of Table XIII, deals with trainers' attitude towards their students. The question asks respondents whether trainers have positive attitude towards their students or not. This item was responded with average similarity by all groups that trainers were averagely positive towards students (grand mean 2.88). This implies that the existence of good relationships between trainers and trainees which is very important in teaching learning process. The ANOVA test result also indicated that there was no statistically significant perception difference among the three groups of respondents. That is, P-Value 0.204 for the item is greater than 0.05, implying that there existed no perception difference.

In item 3 the extent of trainers/ teachers help for their students in their difficulties was treated. Effective trainers/teacher helps students with this personal as well as educational problem. Ineffective teacher seems unaware of students' personal needs and problems UNESCO (in Amare, 2000:82). Concomitant with this, question number 3 on table IX was posed to trainers. Majority of respondents reported that trainer performance in this regard was significantly low (grand mean 1.05). All respondents reacted negatively. The ANOVA test result also revealed that there was no statistically significant perception difference among the three groups of respondents (P-value = 0.283).

Students often expect clear guidance, counsel and orientation on a number of matters. Effective teacher is clear and through in giving direction UNESCO (in Amare, 2000:83). Item 4 deals with this matter. All respondents unanimously reacted negatively and rated trainers directing efforts as poor. This implies that trainers didn't offer adequate counseling, orientation and help for their trainees in TVET institution of these zones. The ANOVA test result revealed that P. value for this item indicates that the existence of perception differences among the groups.

Table XIV: Trainers Performance in Student Assessment and Evaluation

No	Items		Mean of respondent					
			Trainer	Graduate	Students	Grand Mean	ANOVA F	ANOVA P-valve
1	Performing continuous assessment and recording as per the module	Mean	3.41	3.73	3.06	3.27	19.591	0.000
		SD	.87	.76	.88	.90		
2	Trainers performance in giving timely feedback	Mean	3.09	1.88	1.38	1.68	45.395	0.000
		SD	1.91	1.11	.65	1.10		
3	Recording and reporting (students' evaluation, job accomplishments, achievements…)	Mean	2.97	1.20	1.45	1.53	42.280	0.000
		SD	1.69	.63	.91	1.07		
4	Using the results of evaluation to improve the quality of training.	Mean	2.81	2.38	1.52	1.88	5.258	0.625
		SD	.82	.96	.56	.86		

Mean $\leq$2.00 low; mean 2.01-3.00 average; mean 3.01$\geq$ high N=326

Educationalists repeatedly declared that it is difficult to measure students' ability in one shot evaluation system and continuous assessment is more appropriate method. In table XIV, an attempt was made to assess the extent of TVET trainers' competency in students' assessment and evaluation.

The first item of Table XIV asks the extent trainers practiced continuous assessment as per the module. As depicted from the table all groups of the respondents labeled trainers competency in practicing continuous assessment was high (grand mean 2.38).

Item 2, of Table XIV, deals with trainers competency in giving feedback to students. Properly done and timely feedback helps students to improve their training and academic performance and keep them from repeating similar mistakes again and again. A rehearsal in the shop to improve skills requires continual follow up of trainers and feedbacks. More proportion of respondents reacted negatively. They rated trainers performance in giving timely feedback to students as low (grand mean =1.71).

Item 3, in Table XIV was intended to know trainers performance in understanding and applying the principles of recording and reporting students evaluation and other accomplishments. The result of computed mean value (1.53) clearly shows that, trainers' competency was low in applying principles of recording and reporting. Interview with zone TVET heads and regional experts disclosed that there has been always delay in reports, and teachers often didn't give due attention to such activities. Therefore, it is likely to conclude that trainers' competency in applying the principles of recording and reporting was poor.

With item 4, of Table XIV, the intention was to know trainers ability in using the results of assessment and evaluation to improve the quality of training. Trainers and graduates rated trainers endeavor in using evaluation for training improvement as average (mean 2.81 and 2.38 respectively). On the contrary, students indicated that trainers performance in this respect was low (mean =1.52). However, based on the grand mean (1.88), it is likely to conclude that trainers were below average in using evaluation for the betterment of the training activity.

The ANOVA test result, except for item 4, revealed that there was statistically significant difference on continuous assessment, feedback and reporting. That is, in all the three cases P. value is les than 0.05 implying the existence of perception differences. These perception differences may occur due to dissimilarities among schools and zones in their management capacity, trainers' commitment, incentives obtained and support for trainers. With respect to item 4 in Table XIV, however, P-value is greater than 0.05 (0.625), which implies that there was no perception difference among the respondents.

Table XV: Degree of Trainers Effort in preparing their Trainees for the World of work and Employment.

No	Items	Responses of Students					
		Adequate		Medium		Inadequate	
		No	%	No	%	No	%
1	Trainers effort in strengthening relationships between employing agencies and TVET institutions	5	2	62	30	141	68
2	In integrating the subject matter with the world of work	29	14	107	51	72	35
3	Efforts to provide students' incentives out of salable project works.	15	7	48	23	145	70
4	In preparing and orienting students how to have access to credit and finance.	8	4	26	12	174	84
5	To what extent trainers incompetency affects students employment prospects	172	83	25	12	11	5

Item number 1 dealt with the extent of trainers' effort to link TVET with the world of work and real life of students to promote employment. The vast majority, 68% of students reported no effort has been made. Sizable proportion of students,30% indicated that modest effort was made, while 2 % asserted great efforts has been made on the side of trainers. Apparently, this finding indicates that the effort was minimal.

Basically, TVET is training for job. Item number 2 treats trainers endeavor in integrating the training with the world of work and students daily life. This is a matter of relevance and localization. Accordingly, majority of the students (51%) affirmed trainers competency in integrating training with real life and world of work was modest. On the other hand (35%) showed inadequate; while 14% claimed adequate. Thus, we can safety conclude that there was no serious problem in integrating training with the world of work.

As can be seen from item 3 of Table XV the vast majority (70%) of students confirmed that there was no efforts to provide students incentives from salable products. No financial or material reward for students. In general, the effort was minimal. However, if it would have been practiced it could encourage students to create their own job after graduation because it showed them means and way of earning money. Yekunoamlak (2000:59), also indicated "such situations however can make the program monotonous".

TVET students must be thoroughly familiar with procedural steps permits them access to finance, credit and licensing. Credit organizations like micro finance enterprise and different credit

provider organizations exists, and it seems there is a favorable conditions. To this end item 4 of Table XI was posed to students to rate trainers and schools endeavor in helping students how to have access to finance. However, it is sad to note that the overwhelming majority (84%) responded answered negatively and the effort was marginal.

In short, this finding implies that no satisfactory effort and trainees have no knowledge and information on access to finance which in turn affect their self-employment prospects.

In item 6, students were asked to what extent trainers competency affects their employment prospects. As depicted from the Table, the greatest proportion (83%) believed that it largely affects their employment opportunities. Likewise, in significant proportion (17%) claimed trainers competencies do not affect their employment prospects. This finding implies that trainees have great concern for proficiency of their trainers as it affects their ultimate career. The more trainers are competent the more employment prospects for graduates.

Table XVI: Degree of Trainers Competency in Graduates Preparation

Graduate of TVET institutions were asked to rate degree of their preparation and skills they acquired during schooling.

	Technical skills attained	Low		Medium		High		Mean
		No	%	No	%	No	%	Value
1	In work responsibility	5	6	31	36	50	58	2.52
2	For the job challenge in labor market	61	71	12	14	13	15	1.44
3	In having self confidence	59	69	13	15	14	16	1.48
4	In assessment of labor market	52	60	15	18	19	22	1.62
5	In how to create own job and be good entrepreneurs	24	28	30	35	32	37	2.09
6	In work ethics	37	43	33	38	16	19	1.76
7	In being creative	65	76	9	10	12	14	1.38
8	In how to deal with people at work place	41	48	25	29	20	23	1.76

mean $\leq$ 1.50 low; 1.51-2.50 moderate; 2.51$\geq$ high N= 86

Any training is a preparation for useful activity in the future. The value of a training program lies in the extent to which it prepares its graduates (ESAURP, 1993:25). Being successful in the

world of work requires skills besides than technical competency. The employee's work responsibility in an industrial plant, factory or indeed in private firm is important and technical and vocational institution must prepare graduates in this regard. Graduates were asked to indicate their degree of preparation in work responsibility and high proportion of the respondents (mean 2.52) reported that they were well prepared for work responsibility in their schools.

The ability of the employee to deal with the exigencies of his job is important for the effective operation of any enterprises. The employee is expected to be resilient in the face of problems. He must try to find solutions to challenges his job offers. This attitude does not develop on its own at the place of employment. Concomitant with this, respondents were asked how trainers prepared them for the job challenge in the labor market. As can be seen from Table XVI considerable number of respondents felt that they were not well prepared for job challenge. Most of them rated in the range of low (mean =1.44).

An employee felt confident in his job if, only the knowledge and skills he gained under his trainers at college is quite adequate and make him/her proficient. The data in table XVI revealed that most of the graduates (mean 1.48) reported they were ill-papered in having self-confidence, self-esteem and inner strength and consequently they felt less confident.

With regard to assessment of the labor market, most graduates (mean 1.62) reported that they were prepared modestly. Likewise, graduates were also asked to what extent trainers prepared them to create their own job. The vast majority (mean 2.09) indicated they were well papered for self employment or in creating their own job. The other important quality expected of an employee is having and knowing work ethics. Therefore graduates were asked how they were prepared at TVET institutions in work place ethics. Good proportion of them (mean 1.76) felt they were prepared averagely for work place ethics.

In item 7 the intention was to know how the theoretical knowledge and practical skills taught at TVET institutions enabled them to be initiative and creative in their place of work. The greatest proportion (1.38) of graduated reacted negatively and they felt they were ill-prepared in being creative at work place. Graduates were also asked to rate their degree of preparation in how to deal with people and majority of them reacted negatively. Majority of the them reported they were not adequately prepared in this important job element i.e in having social competency.

Table XVII Trainers Professional ethics

No	Items	Responses						df	table value of χ^2	Cal-value of χ^2
		Principals		Students		Graduates				
		No	%	No	%	No	%			
1	Would you support a code of conduct to guide teachers as professionals									
	• Yes	10	71	176	85	75	87	2	5.99	2.31
	• No	4	29	32	15	11	13			
	Total	**14**	**100**	**208**	**100**	**86**	**100**			
2	If no, why?									
	• The existing code of conduct is in complete	1	25	10	31	5	45			
	• The current code of conduct do not bear good results	2	50	11	34	4	36			
	• The existing code of conduct lacks clarity and specificity	0	0	3	9	-	-	6	12.59	2.62
	• It is not update	1	20	8	25	2	18			
	Total	**4**	**100**	**32**	**100**	**11**	**100**			
3	Do teachers obey their professional ethics ? Are they good role models?									
	• Yes, those of long experience	1	7	34	16	14	16			
	• Yes, the younger once	-	-	8	4	3	3			
	• Yes, most of them	8	57	81	39	35	41			
	• Few of them	5	36	82	39	34	40	10	18.31	2.84
	• Not at all (No, they don't)	-	-	3	2	-	-			
	• Unable to judge	-	-	-	-	-	-			
	Total	**14**	**100**	**206**	**100**	**86**	**100**			

In Table XVII an attempt was made to assess opinions on TVET trainers' professional ethics. As it can be observed from table respondents, unanimously supported code of conduct to guide trainers through their profession, 21%, 85%, 87% of principals, students and graduates respectively reacted positively. On the other hand respondents that reacted negatively were asked for their reason and 50% of trainers and 34% of students indicated that the current code of conduct does not bear good results. Likewise 45% of graduates reported that the reason was that the existing code of conduct is incomplete. Hence, more proportion of respondents suggested that the current code of conduct do not bear expected results, and it is palatable to accept this view.

Item 3 of Table XVII dealt with the extent trainers respect their professional ethics. Most principals (57%) believed that TVET trainers were good role models in their professional ethics. However, graduates and students reacted with equal proportion. 39% of students claimed most of the trainers were good role models while similar percentage i.e. 39% declared only few of trainers obey their code of ethics. It is also interesting to note that 40% of graduates reported most of the trainers were well ethical while 41% of them declared only few of the trainers well ethical and exemplary. The above findings suggest that the presence of ethical problems among the trainers. However, by taking into consideration a response of the principals it is likely to conclude that more proportion of trainers seems to have fair ethics. However, as the data revealed, one can not deny that sizeable of trainers have ethical problems.

Table XVIII Trainers/ Teachers Job Description

No	Items Opinions on trainers/teachers performance level	Principals	
		No	%
1	Is there a clear job description for TVET trainers in your institution?		
	• Yes	5	36
	• No	9	64
	Total	**14**	**100**
2	If no, why?		
	• Teachers job is known, hence job- description may not necessary	2	22
	• Regional TVET office do to pay attention to it	5	56
	• It is disputed by current result oriented performance evaluation	2	22
	Total	**9**	**100**

Item 1, of Table XVIII, deals with job description for trainers/ teachers in TVET schools. The great majority of principals (64%) reacted negatively and reported there was no a clearly described job description in their institutions. On the contrary, 36% of principals claimed that the existence of job descriptions in their schools. Zone TVET heads and experts at the region asserted that the existence of general guideline on teachers' responsibilities and duties for all schools and no specifically prepared job description for TVET trainers/ teachers. They believe that the necessity of such description because TVET is different from academic education in a number of activities in schools. So we can conclude that no well defined and clearly outlined job descriptions for trainers.

In item 2 of the same table principals were asked to give their opinion on the absence of job description. It was reported that more proportion of head teachers believe that preparation of such document is the responsibility of Oromia TVET division. The rest principals (22%) indicated that trainers' job is known and no need of job description and likewise, 22% still reported the result-oriented performance currently underway replaced it. From this discussion we sum, greater proportions of principals believe in the presence of job description and should be prepared at regional level. Based on such documents schools can prepare their own as need arises. Job descriptions have to be written for the jobs that really needed to be done by trainers in the region.

Table XIX: Trainers Performance Level

No	Items Opinions on trainers/teachers performance level	Responses						df	table value of χ^2	Cal-value of χ^2
		Students		Graduates		Principals				
		No	%	No	%	No	%			
1	In your opinion trainers performance level									
	• Low	78	37	36	42	5	36	4	9.49	1.97
	• Average (moderate)	114	55	41	48	8	50			
	• High	16	8	9	10	2	14			
	Total									
2	The practicing level of 70% practice and 30% theory in your school is							4	9.49	3.22
	• Low	147	71	63	73	12	86			
	• Average	57	27	23	27	2	14			
	• High	4	2	-	-	-	-			
	Total	206	100	86	100	14	100			

Item 1 discusses opinions on performance level of TVET trainers. Accordingly, 55% of students, 48% of graduates, and 50% of the principals indicated trainers were averagely good at their work. Conversely, a number of respondents, 37% of students, 36% graduates and 36% principals believe trainers' performance was low. However, as the majority of respondents reacted positively it seems palatable to conclude trainers were modestly good at their performance. The chi-square test at 0.05 level revealed that there is no perception differences among the respondents, hence calculated value of χ^2 (1.97) is less than table value of χ^2 (9.49).

Item 2 of Table XIX examines the range and coverage of technical know how and theoretical aspects of training that conducted in current TVET schools. Only a proper link between practical know how and theoretical underpinning can lead to effective work performance. Therefore, a question was posed to respondents to draw their opinion on the practical and theoretical aspect of the training. The overwhelming majority of the respondents, 73% of the whole respondents

affirmed that the implementation level of 70% practice and 30% theory is low in their schools. Moreover, the response of zone TVET heads and regional experts during the interview strongly supports this view. Most of them suggested that what is observed is the opposite and the reverse seems true. Even some claim it is non-existent. They disclosed that trainers themselves were not competent in practical skills and shortage of resources also considerably affects such activity. As one could see from the table the calculated value χ^2 table (3.22) for 4 df at 0.05 level is less than χ^2 table value (9.49). Thus we retain the null hypothesis and possibly conclude that there is no significant difference among the respondents in their opinion on the practicing level of 70% practice and 30% theory.

This finding implies that the current TVET training is theory dominated one instead of practice centered as the curriculum stipulated. Practical competency is marginal.

Table XX: Major Factors that Affects Trainers Performance

No	Major Constraints that affect trainers performance	Mean of Respondents			
		Trainers	Students	Graduates	Grand mean
1	Low supply of consumable raw materials for practical training	4.21	4.29	4.40	4.30
2	Lack of qualification among trainers	3.33	3.65	3.90	3.63
3	The lengthy and complex process of procurement	3.85	3.00	3.28	3.38
4	Shortage of training budget	3.61	3.38	3.47	3.49
5	Absence and low supply of relevant machines and other training tools	3.89	4.24	3.96	4.03
6	Low public awareness towards TVET	2.41	2.61	2.72	2.58
7	Inadequacy of training duration	1.92	2.03	1.86	1.94
8	Lack or absence of proper maintenance and repairs for machines and other training equipments	2.83	3.72	4.37	3.64
9	Trainers lack of industrial experience	4.62	4.32	4.64	4.53
10	Trainers lack of commitment	3.03	3.15	3.59	3.26
11	Insufficiency of physical facilities	3.44	3.48	3.62	3.51

N = 360

mean < 1.33 "rarely a problem"; mean 1.34 – 2.74 partially a problem'; mean > 2.75 'mostly a problem'

Skilled, qualified and motivated TVET trainers are the backbone of any technical and vocation education. Of all the resources required for TVET programme, teachers/trainers are the major components who play the decisive role in successfully achieving the objectives of the training. The quality of the training program largely depends up on the trainers. They are the heart the

matter. TVET will be as good as those who teach it. However, the performance of TVET corps is by large profoundly affected by a number of factors. In this study an attempt was made to look into major constraints that adversely affect the performance of trainers in the selected zones of Oromia.

Item 1 deals with inadequacy of consumable raw materials for training. Practice materials for workshops are the major inputs badly demanded by trainers for their daily practical sessions. As depicted from the Table all respondents unanimously indicated that low supply of raw materials for practice was a grave problem (mean = 4.30). The mean value shows the magnitude of the problem. Obviously, trainers hardly get the required practice consumable materials for workshops. Shortage of training raw materials drastically reduces the quality of training and obliged trainers to provide a theory dominated training. Zone TVET heads and experts also underlined the criticality of the problem and they stated that the problem emanates from inadequacy of training budget that allotted to schools.

Machines, laboratories, workshop equipments, tools, and similar items are by and large key components in any technical/vocational programme as they reflect the quality of the practical part of the programme. Materials that established in the shops should be adapted from models used in industries and real world of work. Respondents were asked to rate the degree of the problem in machines, and other equipments. All groups of respondents affirmed as a serious problem with grand mean 4.03. Interviewees also ascertained most equipment and machinery were obtained as donation and workshops are without adequate supplies.

The other major barriers that badly affect trainers performance was low training budget or financial scarcity. Good percentage of teachers (mean 3.49) reported that to have admitted that shortage of training budget has been a grave problem that crippled TVET. Apparently, TVET programme requires greater amount of budget and it is an expensive undertaking. The guideline on school management, community participation and educational financing which was endorsed in 2003/04, clearly identified the amount of unit cost per student in each training field (Appendix-5). The amount of a budget required per student in each department was clearly outlined but the discrepancy between the allocated budget and required budget was always high. A quality work based route to TVET achievement is not a cheap option. This reality calls for some mechanisms

like income generating to reduce the burden of government spending on TVET and restrain budgetary constraints.

Inadequacy of physical facilities was also among the constraints that hampered trainers from performing well. A considerable number of trainers (mean =3.50) reported that a shortages of the physical facilitates like workshops, classrooms, libraries, offices. .etc adversely affects their training activities. TVET zone heads and experts also revealed physical infrastructure of TVET institutions are far below what has been stipulated by the Ethiopian TVET strategy. On top of this, inadequacy of computers, books, reference materials, journals, textbooks, and other facilities are still insufficient and aggravates the problem.

The data in table XX also revealed that the qualification level of TVET trainers was among the pitfalls that affects trainers endeavor, (mean =3.63). Quality of teachers considerably restricts strives to improve the quality of training. In fact, the current effort to improve academic status of TVET trainers through summer in service program is a good departure. However, as Mesfin (2003:81) indicated, compared to unqualified number of trainers in schools in-service program provided is still appear to be slow and time taking in meeting the demand.

Dugger (in Wanna, 1984:8) described, among the major characteristics of exemplary vocational teacher is having a dedication and preparedness. With this concept, respondents were asked to rate to what extent trainers dedication and commitment affects training performance. As illustrated in the table XX respondents affirmed that low trainers commitment was a serious problem that affects provision of the training. It seems, job satisfaction among the trainers of TVET affects their commitment and preparedness.

Workshops, in most cases use outdated equipment purchased on the cheap or given to them as donation. As discussed in table X a number of training equipments were unfunctioning due to damage and breakage. Respondents rated lack of maintenance and improper utilization of machinery as major problem affected trainers accomplishments (mean= 3.64). Absence of proper care and lack of repair obviously affects the endeavor for improving quality.

As one could see from Table XX trainers lack of industrial experience was among critical constraints that handicapped trainers' efforts, above all their technical skill. The mean value 4.53

clearly indicates the prevalence of the problem. As depicted from the table it is the most fundamental barriers to TVET program.

The lengthy and complex process of procurement of training materials was another major constraint that adversely affect trainers performance (mean =3.38). Above all protracted tender procedures in finance offices curtailed TVET institutions to use their meager budget properly. Zone TVET heads affirmed that the bureaucratic red tapes in financial offices and absence of autonomy for TVET institutions on financial matters were the sources of the problem. According to the guideline by MoE non-salary recurrent expenditures will be managed by schools and it would be allocated in block grant. Subsequently, schools could utilize it on the basis of their priority needs. However, it was not implemented as per the guideline, and consequently, maintaining effective financial management appeared to be challenging in TVET institutions.

Contrary to the initial expectation, respondents didn't rate as low the public awareness TVET. It didn't appear as a major problem (mean =2.58). UNESCO (1973:15) itself described this problem as a fundamental one in many countries. However, the finding implies public attitude towards technical and vocational educational is gradually improved. In addition, respondents indicated inadequacy of training duration was rarely a problem (grand mean =1.94). One thing seems certain. Most factors discussed above are pertinent to shortage of resource in one way or another. Most of these constraints emanates from inadequacy of resources provision. It is worth to note here what Seyoum (1996:25) suggested "an educational reform that is bent to bring about improvement in an education system without adequate resource would be nothing but an exercise in futility."

According to the responses of open ended questions forwarded by the respondents the major problems that affect trainers' performance were:

1. Absence of proper streaming of students based on their choices
2. Absence of skill gap training and on job training.
3. Admission of disinterested students to TVET.
4. Mis-behaving characteristic of students

5. Less attention paid to TVET at OEB level. More number of respondents indicated this matter as a serious problem. Interviewees also confirmed the existence of the problem and stated that in spite of the demand for TVET steadily increasing at the grass root level, attention to TVET at OEB level decreased. They complained the regional education bureau paid more attention to academic programmes. This mean, TVET seems not to be treated equally with academic education.

Table XXI: Trainers /Teaches Job-Satisfaction

Teachers' performance in contributing to learning is strongly influenced by teacher motivation (VOS, 2001:16). One of the benefits of education, including technical and vocational is job satisfaction. This satisfaction obviously is a good motivational factor for trainers to work hard. Their job satisfaction profoundly affects their training activities in a number of perspectives. The better they are motivated, the better they perform. Conversely, the more they dissatisfied the less they accomplish.

No	Items	Trainers Responses					
		Dissatisfied		Neither of the two (Undecided)		Satisfied	
		No	%			No	%
1	Recognition for better performance you did	36	56	7	11	21	33
2	With your work itself	16	24	4	4	46	70
3	Better promotion prospects and possibility of growth like career structure	44	67	6	9	16	24
4	With your school management	29	44	8	12	29	44
5	Working conditions in your school	31	47	7	11	28	42
6	With your social status as TVET trainer	40	63	5	8	18	29
7	With job security in TVET	13	20	9	14	42	66
8	Salary scale and other benefits	58	88	3	5	5	8
9	With your school policy	26	39	13	20	27	41
10	With your training load (work load)	17	26	10	15	39	59
11	Appraisal of your institution	33	50	20	30	13	20

The first item presented to trainers was whether they were satisfied or dissatisfied with recognition they received for their performance. According to Sergiovani (1981:77) sources of recognition for teachers comprises feedback from principals, supervisors, students, and fellow teachers. Recognition takes the forms of letters, oral statements, gifts, statements and committee appointments. Concomitant with this, the first question was posed to trainers, and the vast majority (56%) of trainers of sampled schools confirmed they were dissatisfied with recognition they gained. Conversely, one- third (33%) of the trainers claimed that they were satisfied with

recognition they obtained for their better performances. Few percentage (11%) of trainers also admitted they were neither satisfied nor dissatisfied with recognition in their job. So, it could be possible to infer that vast majority of trainers felt dissatisfaction in recognition given to them.

Item number two treats the work itself factor. It is interesting to note that the overwhelming majority of trainers (70%) affirmed that they derived satisfaction from work-centered activities. The table shows it is the highest source satisfaction for TVET trainers. This finding is inline with Herzberg's two factor theory which cities the work itself factor as important component of job that results in satisfaction.

Promotion prospects and chances for career advancement like career structure are critical and sensitive areas for trainers/teachers. As depicted from the table quite high proportion of TVET trainers (67%) revealed that they were dissatisfied. This implies that, even though efforts were made by MoE, the age-old problem it still there unresolved. Only 24% of trainers claimed that they were satisfied in this regard. Zone TVET heads and regional experts, in interview with them asserted that the instability of educational guidelines and policies are a source of complication for practicing career structure. The guidelines and polices are being altered now and again. They affirmed such situation creates stats of confusion and intensified trainers grievances and dissatisfaction.

Contrary to what was initially expected, inefficiency of TVET schools management was not found to be among the major source of dissatisfaction. Equal parts of the trainers (44%) on both sides reported their satisfaction and dissatisfaction. Putting differently, 44% of trainers reported they were satisfied and similarly 44% of trainers asserted their dissatisfaction with current TVET institutions management. This may be "teachers attribute administrative inefficiency to the incompetency of office holders at woreda and zone levels" (Manna and Tesfaye, 2000:16). This finding suggests that TVET management at school level is not a serious problem.

Working condition is also an important ingredient of job satisfaction. Trainers job satisfaction was influenced by working conditions in their respective schools. 47% of trainers indicated their dissatisfaction, while 29% of them replied as they were satisfied with working environment in their respective institutions. The fact that a good proportion of the respondents reacted negatively suggests that trainers were dissatisfied with working conditions in their respective institutions.

Item number 6 of table XXI treats TVET trainers social status as perceived by themselves. The result showed that the majority (63%) of the TVET trainers perceived their social status low and dissatisfied with it. The study of Manna and Tesfaye (2000:17) also showed similar results. The finding is also congruent with study of Ayalew (1991) in Darge (2002:4) which concluded that public regard for teachers was low.

Question number 7 was posed whether trainers were satisfied or not in job security in their current career. Job security is looking for whether the current occupation they engaged in would ensure continued employment. Of 64 trainers responded on this item (Table XXI number 7), 66% felt that they were satisfied with job security in TVET. It means they were comfortable in continuity of their job.

With regards to salaries, the overwhelming majority is not satisfied with it. Only the small proportion of the trainers (8%) claimed that they were satisfied with the current pay. Interview respondents also confirmed that teachers/ trainers were not in a position to fulfill their basic necessities and consequently it affects their performance in their respective schools. It remained still a serious problem.

Trainers view towards their TVET schools administration policy as indicated in item 9 was also examined. TVET institutions administrative policy was not found to be a critical factor that affects trainers job satisfaction and consequently their performance. 39% reported their dissatisfaction while 39% of trainers replied they were satisfied with their institution's policy. The narrow gap between the two proportions shows that the factor is not that much a serious problem.

Another commonly mentioned problem of trainers/teachers was work load. However, majority of the trainers (59%) reported that they were happy by training load (work load) they hold in their schools. In fact 26% of the trainers portrayed they were dissatisfied and loaded with work. Thus, we can safety conclude that trainers work load was not a critical problem that affects their performance.

Yet another frequent source of grievance for teachers is evaluation of their performance or appraisal which often related to salary and career advancement. It was with this concept question

number 11, was presented to them. Half of the trainers (50%) declared that they were unhappy by performance appraisal of their respective institution and reacted negatively. Fair proportion (30%) of the teachers on the other hand indicated that they were neither satisfied nor dissatisfied by appraisal of their institutions. In general, this study shows trainers of TVET were dissatisfied with appraisal of their schools.

Table XXII: Trainers Salary Schedule as compared with non teachers.

Item	Responses						
	Trainers		Principals		DF	Table value of χ^2	Calculated value of χ^2
	No	%	No	%			
Teachers' salary schedule compared with those of similar qualification and experience in other organizations.							
▪ Very low	18	35	4	29			
▪ Low	31	60	8	57	4	9.49	1.17
▪ Medium	3	5	2	14			
▪ High	-	-	-	-			
▪ Very high	-	-	-	-			

The inequality of salary between teachers/trainers and non-teachers with similar qualifications and how it adversely affect teachers job satisfaction has been a critical matter. Concomitant to this, the above question, table XXII was posed to trainers and principals to assess their opinion on this inequality of salary schedule. As can be seen from the table the overwhelming majority of the trainers (95%) and principals (86%) rated teachers/trainers salary as low. The overwhelming majority indicates that the dimension of the problem is quite high.

As assessed in the literature part, the study made by USAID (1994) in MoE (1999:12) indicated salaries of some non-teaching profession increased by 300-350 Birr while that of teachers/ trainers increased only by Birr 100. This is a clear indication of imbalance of salary promotion and inequality of salary between teachers and non-teachers. An interview with zone TVET heads and regional experts was consistent with this finding. They affirmed teachers/trainers' salary has been low and, they were not in a position to fulfill even their basic needs. There is a great mismatch between teachers salary increment and continually escalating cost of life index which as a result adversely affect their social status and their performances. The chi-square test result (χ^2=1.17) also indicates there is no statistically significant difference between the respondents on their perception of teachers/ trainers salary at 0.05 levels and for 4 degree of freedom.

CHAPTER FOUR

4. SUMMARY, CONCLUSION AND RECOMMENDATIONS

4.1 Summary

The principal aim in undertaking this study was to assess the current TVET trainers competency level and major factors affecting their performance in four selected zones of Oromia. Concomitant with this, the following basic questions were formulated:

1. Do TVET teachers receive adequate and relevant professional training in their pre-service and in-service training? To what extent they were satisfied?
2. Do TVET teachers/ trainers possess appropriate professional skill and knowledge in the fields they are training?
   - Practical/ technical competencies
   - academic competencies
   - managerial competencies
   - social competencies
   - trainers professional ethics
   - trainers performance level
3. To what extent TVET trainers have been competent in preparing trainees for the world of work and unemployment reduction?
4. What are the major constraints that adversely affecting teachers performance and competence?

The study employed descriptive survey method. To address the raised research questions, the researcher reviewed relevant literature and prepare three sets of questionnaires, interview guides and documentary analysis to collect data from the subjects at sampled TVET institutions and towns where these institutions were located. These questionnaires were designed for trainers, students and graduates. The questionnaires, after having been evaluated and checked by the thesis advisor, were pilot-tested. Based on the comments obtained some ambiguous questions were simplified and modified, irrelevant questions were omitted, and questionnaires for trainers were

translated into Amharic for the purpose of understanding and to fill it out easily. The subjects of the study were 66 trainers, 208 vocational students, 86 graduates, 4 zone TVET heads, and 4 TVET experts. Accordingly, the respondents sampling was carried out through purposive, random and availability sampling techniques.

Questionnaire, interview, and document analysis were used to collect data form the sources. The questionnaires included both close and open ended questions and rating items. The data obtained were analyzed by applying percentage, weighted mean, chi-square and ANOVA.

4.1.1 Respondents Characteristics

- A breakdown of the study population indicates that males constitute an overwhelming majority while females took a small minority. Apparently, there seem to be lots of factors that prevent females from technical/vocational education. The major ones could be related to cultural factors and, perception problems that consider technical training as male profession. In addition lack of interest on the side of female students themselves, biased views of teachers and similar factors can contribute.

- As regards to age compositions,77% of the trainers and 93% of the principals fall within the age range 30-50. Those above 50 are quiet few. Apparently, they are in their active age and can perform their duties properly.

- The academic profile of TVET trainers and principals depicted that what was stipulated in the education and training policy as a minimum, first degree qualification level was far from attainment. Only 46% of trainers and 50% the principals have the first degree. It astonishing to note that even 6% of trainers were below college diploma.

- Regarding their work experience, the great majority of trainers (61%) have work experience more than 10 years and 72% of principals were reported to have served more than 15 years. Their widen exposure helped to draw reliable data.

4.1.2 Admission Requirements and Trainers Recruitment

- The finding of the study disclosed that majority of the trainers (69%) and principals (57%) do not support using EHEECE (Ethiopian Higher Education Entrance Certificate Examination) as admission measurement to technical/vocational teacher education. EHEECE was not their preference.

- In pertinent to this finding, more proportion of trainers (42%) and principals (50%) proposed that teachers with professional background and who have interest should admit other than using EHEECE. Still fair proportion of trainers and principals suggested that there should be rigorous recruitment and selection procedures.

- The study reveals that the trainers/ teachers selection criteria prepared by MoE which comprises important elements that a trainer needs to have was not practiced in Oromia. The process of selection of TVET trainers/ teachers in Oromia was solely grounded on qualification and academic records (54% trainers and 57% principals).

- TVET trainers recruitment and selection process was not a well planned activity and rather done haphazardly (57% principals and 60% trainers).

- Recruitment and selection of required trainers was a lengthy process and newly recruited trainers didn't arrive schools on time (60% trainers and 86% principals).

- The study indicated no drawbacks or shortcomings on the proper attraction of right graduates for recruitment.

- According to this study, there was a strong believe among the respondents (52%) that the recruitment and selection of trainers was not based on clearly outlined guidelines or rules and regulations.

4.1.3 Adequacy of Pre-services and In-Service Training

This refers to basic question number two and examines the extent TVET trainers were adequately prepared in their pre-service and Kremit in-service training programmes.

- Trainers strongly underlined that the technical skills they obtained in their respective colleges was considerably low (mean 1.30). The training they obtained was a theory dominated one and they agreed unanimously they were ill-prepared in practical skills in manipulation and operation of machines (mean 1.27), in maintenance (mean 1.15), in ICT, and workshop management. Majority of TVET trainers believed that the in-service and pre-service training they gained didn't equip them sufficiently in key competencies and other training components

- The study disclosed that technical/vocational teacher education didn't adequately prepare its graduates to be innovative and creative a their future career (mean 1.06). On the other hand it was disclosed that trainers were satisfied in specialist knowledge they gained.

The study indicates that among the professional skills specified the graduates seem to be inadequately prepared in maintaining students diversity and individual differences as well as psychological knowledge (mean 1.40 and 1.38 respectively).

On the other hand the study has found out that trainers were adequately prepared in the domain of planning, in creating conducive atmosphere of training, in measurement and evaluation, in the domain of training strategies and in proper use of time.

4.1.4 Trainers Industrial Experience, Qualification and Supervisory Support

Basic question number 3 examines trainers industrial experience qualification and supervisory support.

- It was found out by this study that trainers at TVET institutions have no industrial experience or comparable experience (85%). All respondents believe industrial experience was almost non-existence, and indicated it is one of the major drawbacks of current TVET programme. Likewise, the study indicates there is a mismatch between trainers' qualification level and grades they were training. Most of the trainers/teachers have relatively low formal qualification and they train above their level which severely affects TVET delivery and its quality(78%).

- Majority of the respondents(96%) affirmed that the supervisory services and other professional supports provided to the trainers were low and inadequate. Besides, it was identified that lack of adequate budget and material responses as well as absence of higher professionals in the area hampered this supportive activity.

4.1.5 TVET Trainers Competency Level

This fourth basic question of the research examines current TVET trainers' level of competency.

4.1.5.1 Cluster of Technical Competencies

- The result of the study showed that trainers' ability in practical skills was low. 76% of the total respondents affirmed that trainers' technical practical proficiency was very low. Similarly, majority of the respondents ascertained that trainers' proficiency in manipulation and operation of machines, in maintenance and repair in ICT and employing new technologies for training improvement was minimal.

4.4.5.2 Trainers Academic Competency

Among the competencies specified in academic area trainers seem competent in the following three areas: In their breadth of knowledge (mean 3.76) and subject area they are training, in their pedagogical knowledge (mean 2.83) and TVET curriculum (mean 3.15). Conversely, trainers seem incompetent in psychological knowledge, in understanding and threatening their students' difficulties and in specification writing.

4.1.5.3 Trainers Managerial Competency

Many respondents believe that TVET trainers in most of the sampled TVET institutions have average competency in maintaining discipline and in handling conflicts in their workplace among their trainees(mean 2.72). On the contrary, the study revealed that trainers have shortcomings in workshop and resource management (mean 1.41 and 1.66 respectively). Workshops were not attractive places and states of machines were not pleasant. The other drawback of the trainers that revealed by this study was in managing time. It was reported by more respondent that trainers do not use training hours allotted for the tasks and jobs as per the module.

4.1.5.4 Trainers/ Teachers Social Competencies

The result of the study showed trainers were good at their communication skills (mean 2.65). They effectively communicate with their students and impart their knowledge and skills. The study also concluded that trainers were modestly positive towards their students (mean 2.88). On the contrary, the study revealed that trainers were not adequately competent in understanding students diversity, difficulties and deal with them (mean 1.05). Among the specified social competencies, trainers were also poor in providing clear and through direction i.e. counseling, orienting and guiding students in different matters that students were in need (mean 1.53).

4.1.5.5 Trainers' Performance in Students Assessment and Evaluation

As regards to the continuous assessment the study showed trainers were well at performing continuous assessment as per the module (mean 3.27). However, the study ascertained that trainers' performance in giving timely feedback was unsatisfactory (mean 1.68). In addition more respondents believe that trainers were poor performers in recording and reporting students' achievements and their own valuable accomplishments (mean 1.53).

4.1.6 Trainers' Competency in Preparing Vocational Students for the world of work

Research question number five examines the degree that TVET trainers adequately prepared for the world of work and reduction of unemployment. Any training is a preparation for the useful activity in the future. The value of training lies in the extent to which it prepares its graduates.

- Most graduates felt that they were not well prepared for the job challenge in the world of work (mean 1.44).

- The study also revealed most of the graduates believed they lacked self-confidence at their work place due to insufficiency of practical skills they gained in their respective institutions (mean 1.48). Moreover, graduates affirmed that they were inadequately papered in skills of how to deal with people at work place and how to be creative and innovative in the world of work (mean 1.38).

- On the other hand graduates believe that they were sufficiently prepared by their trainers in work responsibility, in assessment of labor market, in creating of their own job and work ethics.

4.1.7 Major Factors that affects Trainers Performance

4.1.7.1 It has found out by this study that there was no a clearly outlined and well described job description for TVET trainers.

4.1.7.2 According to the study the major impeding factors of trainers/teachers performance were: low supply of raw materials (mean 4.30), inadequate training budget(mean 3.49), lack of proper maintenance (mean 3.64), the lengthy procurement process (mean 3.38), shortage of qualified trainers(mean 3.63), insufficiency of physical facilities (mean 3.51), trainers lack of industrial experience (mean 4.53), trainers lack of commitment, and inadequacy of relevant training machines and equipments (mean 4.03).

On the contrary, trainers indicated that low public awareness towards TVET and inadequacy of training time and school management are not among the major constraints that affect their training performances.

Open ended responses also indicated that absence of proper streaming, absence of skill gap training, less concern for TVET, admission of disinterested students, absence of opportunity for further education and misbehaving character of students are the major constraints that affect trainers training activities in TVET schools.

4.7.1.4 Trainers/Teachers Job Satisfaction

Apparently, many factors that satisfy trainers/teachers are found to be motivators to work hard, and those that dissatisfy them are demotivators to teachers/trainers and hampered them from performing to their extent and work hard. According to the finding of this study factors that satisfy majority of the respondents and motivate them to work hard were few. Among the variables considered, TVET trainers were satisfied and motivated by work itself (70%), job security (66%) and training load (workload) they hold and to some extent school management

and school policy. Contrary to what was initially expected, low capacity of TVET schools management was not found to be among the source of dissatisfaction. On the other hand, trainers were dissatisfied with absence of recognition(56%), promotion prospects(67%), working conditions (47%), their social status (63%), salary scale(88%) and appraisal of their schools (50%).

All respondents and interviewees agreed trainers/teachers' salary is low as compared to non-teachers. There is a deep grievance among the trainers about their salaries. It is inadequate even to fulfill their basic needs and they are unable to cope with the escalating cost of items. What matters is not only the money but it also seriously affects their performance and their social status.

4.2 Conclusion

The Study concluded that the TVET Trainers/teachers recruitment and selection in the region was not done efficiently as per the guideline. The current entry criterion to TVET teaching profession is also unsatisfactory. It has been concluded that TVET teachers were not adequately prepared in their pre-service and in-service trainings. The professional preparation they undergone do not equip them properly in core competencies needed in technical/vocational program. Generally, TVET teachers were not sufficiently prepared in desired skills.

The study identified that TVET trainers in these selected zones were low in their technical practical competencies and managerial competences. Practical aspect of training was over looked at all levels. Likewise, they were modest in their social competencies and in preparing trainees for the world of work. On the other hand, trainers were found out competent in their academic knowledge. It has been concluded that majority of the trainers in TVET institutions were under qualified, lacked industrial experience and train above their level. So, one can safely conclude that trainers were not in a position to provide training to the required standards and levels of quality.

Low supply of training inputs, shortage of resources, facilities, inefficient procurement process, lack of industrial experience, under-qualification and related factors affects trainers' performance considerably. These items are far behind meeting the standards set by MoE. So, one can possibly

8.2 Write other problems you faced in your training and in your institution/college?

_____

_____

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_____

_____

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_____

APPENDIX II

በአዲስ አበባ ዩኒቨርስቲ
የድህረምረቃ ፕሮግራም
የትምህርት ሥራ አመራርና ዕቅድ ትምህርት ክፍል
ከቴ/ሙ/ት/ሥ ተቋምና ኮሌጅ በተመረቁት የሚሞላ

እነዚህ መጠይቆች በቴ/መ/ት/ሥ ተቋማትና ኮሌጅ ውስጥ ማሰልጠን ላይ የሚገኙትን መምህራንን ብቃትና የሥራ አፈፃፀም እንዲሁም ችግሮቻቸውን በመዳሰስ የመፍትሄ ሃሳቦችን ለመጠቆም የተዘጋጁ ናቸው። ዓላማውም ለጥናትና ምርምር (research) ነው። ጊዜ ወስደው በጥንቃቄ እንዲሞሉ ይለመናሉ።

ማሳሰቢያ- ስም መፃፍ አያስፈልግም

- የምርጫ ጥያቄችን በመክበብና ሌሎችን የ(✓) ምልክት በማድረግ ያመልክቱ።
- መጠይቁና መልሱ በአ.አ ዩኒቨርስቲ ለሚድረግ ምርምር ብቻ ይውላል።

ክፍል አንድ: የግል መረጃ

1. የምትስለጥንበት ተቋም ስም ----------
2. ፆታ ወንድ ☐ ሴት ☐
3. ዕድሜ ከ20 በታች ☐ ከ25 - 29 ☐ ከ21 -24 ☐ ከ30 - 34 ☐
4. የምትስለጥንበት የሙያ መስክ (field) ----------
5. የሥልጠናህ ደረጃ 10 + 1 ☐ 10 + 2 ☐ 10 + 3 ☐

ክፍል ሁለት: የአሠልጣኝ መምህራን ብቃትን በተመለከተ

የተለያዩ የብቃትና (የዕውቀትና ክህሎት) መግለጫዎች ከዚህ በታች ባለው ሠንጠረዥ ውስጥ ተዘርዝረዋል። ከእያንዳንዱ ጥያቄ ፊት ለፊት ባለው መመዘኛ የብቃት ደረጃቸውን በ(✓)አመልክት።

(1=በጣም ዝቅተኛ 2= ዝቅተኛ 3=መካከለኛ 4= ከፍተኛ 5= በጣም ከፍተኛ)

ተ.ቁ	የአሠልጣኝ መምህራን ትምህርቱንና ሥልጠናውን የማስተላለፊ ብቃት	በጣም ዝቅተኛ	ዝቅተኛ	መካከለኛ	ከፍተኛ	በጣም ከፍተኛ
		1	2	3	4	5
2.1	**የአጠልጣኝ መምህራን ቴክኒካዊ (technical) የሙያ ብቃት**					
	• የአጠልጣኝ መምህራን በተግባር የሚሰጠውን ሥልጠና በሚገባ ለተማሪዎች ማሳየትና በተግባር ያላቸው ችሎታና ክህሎት					
	• የማሽኖችንና መሣሪያዎችን አሠራር ጠንቅቀው ማወቅና በማሽኖች በብቃት የመጠቀም ችሎታቸው					
	• የስልጠና መሳሪያዎችንና ማሽኖችን የመጠገንና የመከንከብ ብቃት					
	• የኮምፒውተር ክህሎቻቸውና ለስልጠናው ማደግ መጠቀማቸው					
	• በአካባቢ ከሚገኙ ማቴሪያሎች የሥልጠና መሣሪያዎች የማዘጋጀት ችሎታ					

2.2	**የአሠልጣኝ መምህራን የትምህርትና ዕውቀት ብቃት**					
	• በሚያስለጥኑበትና ተመሳሳይ በሆኑ መስኮች ያላቸው በቂ ዕውቀት (theoretical)					
	• ስለ ፔዳጎጂ (የማስተማር ሳይንስ) ያላቸው ዕውቀት					
	• ስለ ተማሪዎች ሣይኮሎጂ (ሥነ-ልቦና) ያላቸው ዕውቀት					
	• ስለ አጠቃላይ ቴ/መ ካሪኩለም (ሥርዓተ ትምህርት) ያላቸው ዕውቀት					
2.3	**የአጠልጣኝ መምህራን የሥራ አመራር (managerial) ብቃት**					
	• በክፍልና በዎርክሾፕ ውስጥ ዲስፒሊን ማስጠበቅ					
	• Workshop በማደራጀት፣ በመቆጣጠርና ንፅህናቸውን ማስጠበቅ					
	• ሠልጠኝ ተማሪዎችን መደረጀትና የሥልጠና ግብአቶችን በአግባቡ ማስተዳደርና ለፕሮጀክት ሥራ ማዋል።					
	• የሥልጠና ሠዓቱን ሳያባክኑ በአግባቡ መጠቀም					
	• ለተማሪዎች orientation በየጊዜው በመስጠት ስለተቋሙና ስለ ሌላው እንዲያውቁ በማድረግ					
	ሌላ _____					
2.4	**የአጠልጣኝ መምህራን ተግባብቶና አግባብቶ የመሥራት ብቃት (social competencies)**					
	• ከተማሪዎችም ሆነ ከሌሎች ጋር ተግባብቶ የመሥራት ብቃት					
	• ለተማሪዎች ያላቸው በጎና ጥሩ አመለካከት					
	• የሌሎችንም ሃሳብ መረዳትና መቀበል					
	• ተማሪዎችን በሙሉ በእኩል ዓይን ማየት (አለማዳላት)					
	ሌላ _____					
2.5	**የአሠልጣኝ መምህራን የተማሪዎች ሥራ አፈፃፀም በአግባቡና በተገቢው መንገድ የመመዘን ብቃት**					
	• የተማሪዎችን ተከታታይ ውጤት (ምዘና) በሞጁል መሠረት እየተከታተሉ በጥንቃቄ መዝግቦ የመያዝ ብቃት					
	• የተማሪዎች በሥልጠናው ላይ የሚያሳዩትን ድክመት በመከታተል በየጊዜው ተከታታይ ዕርምትና ማበረታቻው የማድረግ ብቃታቸው					
	• የተማሪዎችን በትክክል ግምግሞ ውጤት መስጠትና በጊዜ ውጤታቸውን ሪፖርት ማድረግ					
	• የግምገማ ውጤትን ለሥለጠና ለስልጠና መሻሻል የመጠቀም ብቃት					
	ሌላ _____					

2.6 የአሠልጣኝ መምህራን የሥራ ብቃት እንዲሻሻል ምን መደረግ አለበት ትላለህ/ትያለሽ?

ክፍል ሶስት ፡ የአሠልጣኝ መምህራን ሠልጣኞችን ለሥራው ዓለም የማዘጋጀት

3.1 ሥልጠናው ለሥራ ዓለም ምን ያህል እያዘጋጀህ እንዳለ ከ3ቱ መልሶች አንዱን አመልክት

(1= አልስማማም 2 =በመጠኑ እስማማለሁ 3= እስማማለሁ)

ተ.ቁ		አልስማማም	በመጠኑ እስማማለሁ	እስማማለሁ
		1	2	3
1	አሠልጣኞች ተማሪውን ለሥራ ሃላፊነት በድንብ ያዘጋጃሉ			
2	ተማሪውን በሥራ ፍለጋ ውስጥ የሚያጋጥሙት ችግሮች በደንብ እንዲወጣ ያዘጋጁታል			
3	በሥራ ውስጥ በራስ የመተማመን መንፈስ እንዲኖረው ያዘጋጁታል			
4	ለተማዎች ትክክለኛ የሥራ አፈላለግ ክህሎትን ያስጨብጣሉ			
5	በሥራው ዓለም እንዴት ተግባብቶና ተቻችሎ መሥራት እንደሚገባ ያዘጋጃሉ			
6	እውነተኛና ትክክለኛ የሥራ ተነሳሽነትን በተማሪው ውስጥ ይፈጥራሉ፡፡			
7	ተማሪውን ለራሱ ሥራ ፈጣሪና ባለቤት እንዲሆን ያዘጋጁታል፡፡			
8	በሥራ ቦታ ጥሩ ሥነ-ምግባር እንዲኖረኝ መምህራን አዘጋጅተውኛል፡፡			

3.3 አሠልጣኝ መምህራን ተማሪዎችን የሥራ ባለቤት እንደሆኑና ራሳቸውን እንዲችሉ ምን ማድረግ እንዳለባቸው ዘርዝር

ክፍል አራት፡ የአሠልጣኝ መምህራን የመያ ሥነ-ምግባርን በተመለከተ

4.1 አሠልጣኝ መምህራን ባለው የሙ.ያ ሥነ-ምግባር እየተመሩ ሥራቸውን እንዲፈፅሙ ትፈልጋለህ? ሀ. አዎ ለ. አይደለም

4.2 በ5.1 የሰጠኸው/ሸው መልስ አይደለም ከሆነ ለምን?

ሀ. አሁን ያለው የሙ.ያ ሥነምግባር ጉድለት ስላለው፡፡

ለ. አሁን ያለው የሙ.ያ ሥነምግባር ለውጥ አላመጣም፡፡

ሐ. አሁን ያለው የሙ.ያ ሥነምግባር ግልፅነት ይጎድለዋል፡፡

መ. አሁን ያለው የሙ.ያ ሥነምግባር ከጊዜው ጋር አይሄድም፡፡

ሠ. ሌላ ምክንያት ----------

4.3 የአሠልጣኝ መምህራን መ.ያዊ ሥነ-ምግባራቸውና ለተማሪው አርአያነታቸው ምን ያህል ነው?

ሀ. ብዙ ዓመት የሠሩ መምህራን ጥሩ ሥነ ምግባር ይታይባቸዋል፡፡

ለ. ወጣት መምህራን የተሻለ ሥነ-ምግባር አላቸው፡፡

ሐ. ብዙዎቹ መምህራን መልካም ሥነ-ምግባር አላቸው፡፡

መ. ብዙዎቹ ጥሩ ሥነ ምግባር የላቸውም

ሠ. በጣም ጥቂት መምህራን ብቻ መልካም ሥነ-ምግባር አላቸው፡፡

ረ. ሁሉም ሥነ-ምግባር ይጎድላቸዋል

4.4 በአጠቃላይ የአሠልጣኝ መምህራን መ.ያዊ ሥነ-ምግባር

ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ

4.5 በመምህራን ሥነ-ምግባር ተጨማሪ ሃሳብና ጉድለት ነው የምትለውን/የምትይውን ዘርዝር

ክፍል አምስት፡ የአሠልጣኝ መምህራን ሥራ አፈፃፀም ሁኔታ

5.1 አሠልጣኝ መምህራን የሥራ ሃላፊነታቸውንና ተግባራቸውን በተገቢው ሁኔታ ይወጣሉ?

ሀ. ሁሉም ይወጣሉ ሐ. የተወሰኑት ይወጣሉ ሠ. ሁሉም አይወጡም

ለ. አብዛኛዎቹ ይወጣሉ መ. ጥቂቶቹ ይወጣሉ ረ አላውቀውም

5.2 አሠልጣኝ መምህራን ተማሪዎች በቂ የሙያ ዕውቀትና ክህሎት እንዲያገኙ ምን ያህል ጥረት ያደርጋሉ?

ሀ. ሁሉም መምህራን ሐ. የተወሰኑት መምህራን

ለ. አብዛኛዎቹ መምህራን መ. ጥቂቶቹ መምህራን ሠ. ምንም ጥረት አያደርጉም

5.3 በአንተ/በአንቺ ተቋም ውስጥ የሚካሄደው ሥልጠና 70% በተግባር 30% በቲዎሪ የሚለው መርህ ምን ያህል ሥራ ላይ ውሏል?

ሀ. ሙሉ በሙሉ ለ. በመጠኑ

ሐ. በዝቅተኛ ደረጃ መ. ሙሉ በሙሉ ሥራ አልዋለም

5.4 70% የተግባር ሥልጠና ሙሉ በሙሉ ሥራ ላይ ካልዋለ ምክንያቶቹን ዘርዝር

5.5 አሠልጣኝ መምህራን የሥልጠና አፈፃፀምና ብቃት እንዲሻሻል ምን መደረግ አለበት ትላለህ?

APPENDIX I

Addis Ababa University

School of Graduate Studies

Department of Educational Planning and Management

(A Questionnaire to be filled by TVET Trainers/ Teachers)

The Questionnaire is designed to survey views on the Competency and Performance of TVET teachers to identify problems encountered in the training process and finally to recommend possible solution. Since the success of this study depends on your genuine response, you are kindly requested to be honest in answering the questions.

Please note that

- No need of writing your name
- Mark "✓ " for questions with alternatives
- All responses will be kept confidential and used only for academic purpose.
- In-service training in this case, refers to summer in-service training and not evening class, workshops, seminars and the likes.

Thank you in advance for your co-operation

Part One: Personal Data

1.1 Name of your TVET institutional/college _____

1.2 Region _____ Zone _____ Town/city_____

1.3 Sex: Male ☐ Female ☐

1.4 Age: Below 20 ☐ 30- 34 ☐

21- 24 ☐ 35-39 ☐

25- 29 ☐ 40 - 44 ☐

1.5 Major field of study _____

1.6 Educational qualification and respective years of service

No	Qualification	Years of Service				
		1-5	6-10	11-15	16-20	Above 20
a	Diploma					
b	12 +3					
c	BA/BSc					
d	MA/MSc					
e	Ph.D					
f	If others specify					

1.7 Your service years as a principal/vice principal/dean/ vice dean _____

1.8 If you are in the summer in-service training, please wrote the year_____

Part Two: Questionnaires related to teachers selection and recruitment

2.1. Do you support the current admission criteria that based on EHEECE. (Ethiopian Higher Institution Entrance Certificate Examination) a) yes b) No

2.2. If no, what is your view on the entry requirements to technical/vocational teacher profession?

A) Academic qualifications B) Interview
C) Interview and academic records D) Psychological and aptitude tests
E) Interest inventory, intelligence test, aptitude test and interview

2.3 What is your view on the selection of candidates to technical/vocational teachers prior to teaching profession?

A) There should be rigorous recruitment procedure other than 10th grade national examination.
B) Technical/vocational colleges should accept TVET teachers who served for few years.
C) Technical/vocational colleges should accept employees who industrial experience.

2.4 Practices pertinent to teachers recruitment

Listed below are a series of statement that describe how teachers recruitment practices are efficient. Please indicate the degree of your agreement by putting a "✓" mark for each item. (1= Disagree 2= Agree to some extent 3= Agree)

No	Items to be rated	1	2	3
A	TVET teachers recruitment is a well planned activity based on your institution's /college's requirement			
B	Teachers recruitment is a lengthy process and newly recruited teachers do not arrive on time			
C	Efficient candidates are not properly attracted and recruited.			
D	Teachers recruitment is not based on rules and regulation and thus favoritism may occur			
E	Priority is given to internal to teachers who fit the job			
F	TVET institutions/colleges are not autonomous to recruit teachers			

2.6 Do you have any other work experience in industry and other organizations?
A) Yes ☐ B) No ☐

2.7 Is your qualification level sufficient for the level you are training?
A) Yes ☐ B) No ☐

2.8. If no A) You are training above your level B) Below your level
C) You are training in other field D) Other reason _____

2.9 Is there a supervisory and support service for trainers/ teachers? A) Yes ☐ B) No ☐

2.10 If yes, how do you rate supervisory service A) Low ☐ B) Average ☐ C) High ☐

Part Three: Trainers/ Teachers Competencies (Only for Principals/Deans)

The following clusters of competencies are proposed to assess the current status TVET teachers' competencies. Please rate your answer to what extent teachers are competent in their performance. Please rate your answer as:

(1= very low 2= Low 3= Medium 4= High 5= Very high)

No	Items to be rated	Very low	Low	Medium	High	Very high
		1	2	3	4	5
3.1	Teachers Technical Competencies					
	• Ability to demonstrate practical skills					
	• Teachers ability to manipulating, operating machines, equipments and other training tools.					
	• Proficiency in maintenance and repairing of machines, equipments, and other training tools.					
	• Computer skills and using it for training improvements.					
	• Ability in developing and preparing training materials and teaching aids					
	Add if any _____					
3.2	Trainers subject-matter knowledge					
	• Teachers' level of knowledge in the subject they are training					
	• Knowledge of pedagogy					
	• Knowledge of psychology of students					
	• Knowledge of TVET curriculum and syllabus					
	• Ability in specification writing					
	Add if any _____					
3.3	Teachers managerial competencies					
	• Maintain discipline in workshops and classrooms					
	• Organizing and supervising shops and maintaining shop hygiene (Workshop management)					
	• Organizing trainees and assigning resources for project work (resource management) .					
	• Properly using and managing training time					
	Add if any _____					

3.4	TVET teachers/trainers social competency					
	• Communicating effectively with their students and ability to "get on" with people.					
	• Positive student approach					
	• Understanding students difficulties, diversities and helping them					
	• Guide and orient students in their training					
	Add if any _____					
3.5	Teachers competencies in student assessment and evaluation					
	• In performing continuous assessment and recording as per the module					
	• Teachers' performance in providing feedback on time					
	• Timely reporting of students' evaluation and other accomplishments.					
	• Using the results of evaluation to improve the quality of training.					

Part Four: Questionnaire on the adequacy of pre-service and in-service training and how teachers were satisfied with what they attained. (Only for Teachers)

4.1 Rate the adequacy of your pre-service and in-service training.

(1= Low 2= Medium 3 = High)

No	Items to be rated	Low 1	Medium 2	High 3
1.	Practical training you obtained and skills you developed			
2.	Academic knowledge you gained in your subject			
3.	Skills you obtained in manipulating, operating, maintaining, repairing, and controlling machines, equipments, tools. . . etc during your stay			
4.	Workshop management and organization			
5.	Relevance of the curriculum to your school training			
6.	Problem- solving capacity you developed			
7.	Innovations and creativity.			

4.2	To which extent pre-service and in-service training prepares you in the following domains.	To great extent	To some extent	Not at all
1.	In the domain of planning			
2.	In maintaining conductive teaching/training-learning environment(creating attractive and orderly manner for trainees)			
3.	In how to manage students			
4.	In maintaining youth psychology especially in motivating students			
5.	In the domain of relations with local industry and enterprises			
6.	In the domain of measurement and evaluation			
7.	In integrating training with students local needs.			
8.	In maintaining students diversity and individual difference.			

Part Five: Trainers/teacher Professional Ethics

5.1 Would you support a code of conduct to guide teachers as professionals?

A) Yes ☐ B) No ☐

5.2 If no, why?

a) The existing code of conduct is incomplete
b) The current code of conduct do not bear good result
c) The current code of conduct is not clearly defined
d) The current code of conduct is not update
e) Add, if any _____

5.3 Do teachers obey their professional ethics? Are they good role models?

A) Yes, only those of long experience ☐
B) Yes, the younger ones ☐
C) Yes, most of them ☐
D) Partly (few) ☐
E) No they don't ☐
F) I don't know ☐

5.4 Generally, trainers/teachers level of professional ethics in your institution/college is

A) High B) Average C) Low

Part Six: Teachers/Trainers performance Level

6.1 Is there a clear job description for trainers at all levels in your institution/college?

A) Yes ☐ B)No ☐

6.2 If no, why

A) Teachers job is known-hence job description may not necessary
B) the institution's college's principals/deans didn't pay attention to it
C) It is disrupted by current result oriented performance evaluation
D) If your have another reason _____

6.3 In your opinion teachers performance level is A) High B) Average C) Low

6.4 the practicing level of 70% practice and 30% theory in your institution/college is

A) High B) Average C) Low

6.5 If low what are the problems. Please write them

_____

_____

_____

_____

_____

_____

_____

_____

Part Seven: Major Factors Affecting Trainers/Teachers Performance

7.1 How does teachers' salary schedule compare with those of similar qualification and experience in other organization?

A) Very low B) Low C) Medium D) High E) Very high

7.2 Below are list of major factors or constraints that assumed to affect teachers/trainers performance. Please, indicate the degree of seriousness of the problem by putting "✓" mark.

(0= not a problem 1= rarely a problem 2= medium problem 3= serious problem 4= Very serious problem)

Rate the following factors affecting teachers/trainers performance

No	Factor	Not a problem	Rarely a problem	Medium problem	Serious problem	Very serious problem
		0	1	2	3	4
1.	Low supply of consumable and raw materials for training					
2.	Lack of qualification and experience					
3.	Slow purchasing process and lengthy procurement process					
4.	Shortage of training budget					
5.	Low public awareness towards TVET					
6.	Shortage or insufficiency of training time					
7.	Absence of maintenance for training equipments, machines and materials					
8.	Teachers' lack of industrial experience					
9.	Inappropriate utilization of existing machines, equipments, tools . . . etc.					
10.	Teachers' lack of commitment and interest					
11.	Limited capacity of accommodation of the existing facilities like classrooms, workshops, library, . . . etc in relation to number of trainees.					

7.3 What has to be done to overcome these problems.

_____
_____
_____
_____

7.4 What has to be done improve teachers performance and competency in training?

_____
_____
_____
_____
_____
_____
_____

7.5 Kindly rank in order of importance to you at least seven (7) factors that you would consider most important in increasing your morale and performance in your work or training. Rank 1st , 2nd . . . . 7th :

Part Eight: Trainers/Teachers Job-satisfaction

8.1 Motivational factors that affecting teachers performance.

To what extent you are satisfied with the following job elements in your institution/college/schools.

(1= Very dissatisfied 2= Dissatisfied 3= Neither satisfied nor 4= Satisfied

5= Very satisfied)

No	Items to be rated	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
		1	2	3	4	5
1.	Recognition for good performance you did					
2.	With your work itself					
3.	Better promotion prospects and possibility of growth in your school like career structure.					
4.	With your school administration/management					
5.	with working condition in your school/college					
6.	With your status as TVET trainer					
7.	Job security in TVET					
8.	Salary scale					
9.	With your school policy					
10.	With training load you possess					
11.	Appraisal of your institution					

ክፍል ስድስት፡- 6.1 የሚከተሉት የአሠልጣኝ መምህራንን የሥራ አፈፃፀም የሚጎዱ ወይም የሥልጠና ተግባራቸውን በአግባቡ እንዳይወጡ የሚያደርጉ ናቸው፡፡ እነዚህን ችግሮች እንደደረጃቸው አስቀምጥ፡፡

(0=ችግር አይደለም 1= አልፎ አልፎ ችግር ነው 2= መጠነኛ ችግር ነው
3= ከፍተኛ ችግር ነው 4= በጣም ከፍተኛ ችግር ነው)

ተ.ቁ	ዓበይት ችግሮች	ችግር አይደለም	አልፎ አልፎ ችግር ነው	መጠነኛ ችግር ነው	ከፍተኛ ችግር ነው	በጣም ከፍተኛ ችግር ነው
		0	1	2	3	4
1.	የሥልጠና ጥሬ ዕቃ (ግብዓቶች) አቅርቦት ዝቅተኛ መሆን					
2.	የመምህራኑ የትምህርት ደረጃና የልምድ ማነስ					
3.	ለሥልጠና የሚያስፈልጉ ወቅታዊ ጥሬ ዕቃዎች በጊዜ ተገዝተው ስለማይቀርቡ					
4.	የባጃት ወይም የፋይናንስ እጥረት					
5.	የቴክኒክና ሙያ ያለው አመለካከት ዝቅተኛ መሆን					
6.	የሥልጠናው ሰዓት ማጠር/አነስተኛ መሆን					
7.	የማሽኖችና ሌሎችም የሥልጠና መሣሪያዎች ጥገናና እንክብካቤ ማነስ					
8.	አሠልጣኝ መምህራን የእንዱስትሪና የካምፖኒ ልምድ ማጣት					
9.	የሥልጠና መሣሪያዎችንና ማሽኖችን በግባቡና በጥንቃቄ ያለመጠቀም					
10.	የአሠልጣኝ መምህር የሥራ ፍላጎትና ተነሳሽነት ዝቅተኛ መሆን					
11.	የተቋመ ፋስሊቲዎች (ዎርክሾፖች፣ ክፍሎች፣ ቤተመፃህፍት. . . ወዘተ) ከተማሪው ቁጥር ጋር አለመመጣጠን					

6.2 አሠልጣኝ መምህራንን በተመለከተ ሌሎች ችግሮች ካሉ ጨምርና ዳብ

6.3 እነዚህን ችግሮች ለመፍታት የሚያስችሉ የመፍትሄ ሀሳቦችን ከዚህ በታች ዳብ፡፡

APPENDIX III

በአዲስ አበባ ዩኒቨርስቲ
የድህረምረቃ ፕሮግራም
የትምህርት ሥራ አመራርና ዕቅድ ትምህርት ክፍል
የቴ/ሙ/ት/ሥ ተቋምና ኮሌጅ ተማሪዎች የሚሞላ

እነዚህ መጠይቆች በቴ/ሙ/ት/ሥ ተቋማትና ኮሌጅ ውስጥ ማሰልጠን ላይ የሚገኙትን መምህራንን ብቃትና የሥራ አፈፃፀም እንዲሁም ችግሮቻቸውን በመዳሰስ የመፍትሄ ሃሳቦችን ለመጠቆም የተዘጋጁ ናቸው። ዓላማውም ለጥናትና ምርምር (research) ነው። ጊዜ ወስደው በጥንቃቄ እንዲሞሉ ይለመናሉ።

ማሳሰቢያ- ስም መፃፍ አያስፈልግም

- የምርጫ ጥያቄችን በመክበብና ሌሎችን የ(✓) ምልክት በማድረግ ያመልክቱ።
- መጠይቁና መልሱ በአ.አ ዩኒቨርስቲ ለሚድረግ ምርምር ብቻ ይውላል።

ክፍል አንድ፡ የግል መረጃ

1. የምትስለጥንበት ተቋም ስም ----------
2. ፆታ ወንድ ☐ ሴት ☐
3. ዕድሜ ከ20 በታች ☐ ከ25 - 29 ☐ ከ21 -24 ☐ ከ30 - 34 ☐
4. የምትስለጥንበት የሙያ መስክ (field) ----------
5. የሥልጠናህ ደረጃ 10 + 1 ☐ 10 + 2 ☐ 10 + 3 ☐

ክፍል ሁለት፡ የአሠልጣኝ መምህራን ብቃትን በተመለከተ

የተለያዩ የብቃትና (የዕውቀትና ክህሎት) መግለጫዎች ከዚህ በታች ባለው ሠንጠረዥ ውስጥ ተዘርዝረዋል። ከእያንዳንዱ ጥያቄ ፊት ለፊት ባለው መመዘኛ የብቃት ደረጃቸውን በ(✓)አመልክት።

(1=በጣም ዝቅተኛ 2= ዝቅተኛ 3=መካከለኛ 4= ከፍተኛ 5= በጣም ከፍተኛ)

ተ.ቁ	የአሠልጣኝ መምህራን ትምህርቱንና ሥልጠናውን የማስተላለፊ ብቃት	በጣም ዝቅተኛ	ዝቅተኛ	መካከለኛ	ከፍተኛ	በጣም ከፍተኛ
		1	2	3	4	5
2.1	የአጠልጣኝ መምህራን ቴክኒካዊ (technical) የሙያ ብቃት					
	• የአጠልጣኝ መምህራን በተግባር የሚሰጠውን ሥልጠና በሚገባ ለተማሪዎች ማሳየትና በተግባር ያላቸው ችሎታና ክህሎት					
	• የማሽኖችንና መሣሪያዎችን አሠራር ጠንቅቀው ማወቅና በማሽኖች በብቃት የመጠቀም ችሎታቸው					
	• የስልጠና መሳሪያዎችንና ማሽኖችን የመጠገንና የመከንከብ ብቃት					
	• የኮምፒውተር ክህሎቻቸውና ለስልጠናው ማደግ መጠቀማቸው					
	• በአካባቢ ከሚገኙ ማቴሪያሎች የሥልጠና መሣሪያዎች የማዘጋጀት ችሎታ					

2.2	**የአሠልጣኝ መምህራን የትምህርትና ዕውቀት ብቃት**					
	• በሚያስለጥኑበትና ተመሳሳይ በሆኑ መስኮች ያላቸው በቂ ዕውቀት (theoretical)					
	• ስለ ፔዳጎጂ (የማስተማር ሳይንስ) ያላቸው ዕውቀት					
	• ስለ ተማሪዎች ሣይኮሎጂ (ሥነ-ልቦና) ያላቸው ዕውቀት					
	• ስለ አጠቃላይ ቴ/ሙ ካሪኩለም (ሥርዓተ ትምህርት) ያላቸው ዕውቀት					
2.3	**የአጠልጣኝ መምህራን የሥራ አመራር (managerial) ብቃት**					
	• በክፍልና በምርክሾፕ ውስጥ ዲስፒሊን ማስጠበቅ					
	• Workshop በማደራጀት፣ በመቆጣጠርና ንዕህናቸውን ማስጠበቅ					
	• ሠልጠኝ ተማሪዎችን መደረጀትና የሥልጠና ግብአቶችን በአግባቡ ማስተዳደርና ለፕሮጀክት ሥራ ማዋል።					
	• የሥልጠና ሠዓቱን ሳያባክኑ በአግባቡ መጠቀም					
	• ለተማሪዎች orientation በየጊዜው በመስጠት ስለተቋሙና ስለ ሌላው እንዲያውቁ በማድረግ					
	ሌላ _____					
2.4	**የአጠልጣኝ መምህራን ተግባብቶና አግባብቶ የመሥራት ብቃት (social competencies)**					
	• ከተማሪዎትም ሆነ ከሌሎች ጋር ተግባብቶ የመሥራት ብቃት					
	• ለተማሪዎች ያላቸው በጎና ጥሩ አመለካከት					
	• የሌሎችንም ሃሳብ መረዳትና መቀበል					
	• ተማሪዎችን በሙሉ በእኩል ዓይን ማየት (አለማዳላት)					
	ሌላ _____					
2.5	**የአሠልጣኝ መምህራን የተማሪዎች ሥራ አፈፃፀም በአግባቡና በተገቢው መንገድ የመመዘን ብቃት**					
	• የተማሪዎችን ተከታታይ ውጤት (ምዘና) በሞጁለ መሠረት እየተከታተሉ በጥንቃቄ መዝግቦ የመያዝ ብቃት					
	• የተማሪዎች በሥልጠናው ላይ የሚያሳዩትን ድክመት በመከታተል በየጊዜው ተከታታይ ዕርምትና ማበረታቻው የማድረግ ብቃታቸው					
	• የተማሪዎችን በትክክል ግምግሞ ውጤት መስጠትና በጊዜ ውጤታቸውን ሪፖርት ማድረግ					
	• የግምገማ ውጤትን ለሥለጠና ለስልጠና መሻሻል የመጠቀም ብቃት					
	ሌላ _____					

2.6 የአሠልጣኝ መምህራን የሥራ ብቃት እንዲሻሻል ምን መደረግ አለበት ትላለህ/ትያለሽ?

ክፍል ሶስት ፡ የአሠልጣኝ መምህራን ሠልጣኞችን ለሥራው ዓለም የማዘጋጀት

3.1 አሠልጣኝ መምህራን ተማሪዎችን ለሥራው ዓለም ምን ያህል እያዘጋጁ ነው;

(1= አልስማማም 2 =በመጠኑ እስማማለሁ 3= እስማማለሁ)

4.2	ሥራ አጥነትን በመቀነስ ውስጥ አሠልጣኝ መምህራን ምን ያህል ጥረት እያደረጉና እየሰሩ እንደሆነ አመልክት	በከፍተኛ ደረጃ	በተወሰነ ደረጃ	ምንም ጥረት አያደርጉም
1	በሚሰለጥነበት ተቋምና ቀጣሪ ድርጅቶች መካከል ያለውን ግንኙነት ለማጠናከር ምን ያህል ጥረት ያደርጋሉ?			
2	አሠልጣኞች ሥልጠናው ከዕለታዊ ኑሮና ከሥራው ዓለም ተጨባጭ ሁኔታ ጋር እያዛመዱ በመስጠቱ ረገድ ጥረታቸው፡፡			
3	በፕሮጀክት ሥራ በተማሪዎቹ የሚመረቱ ቁሳቁሶች ለገበያ ቀርበው ተማሪውም ተጠቃሚ የሚሆንበትን መንገድ በማመቻቸት ረገድ			
4	ስለ አነስተኛና ጥቃቅን ድርጅቶችና ስለ የብድር አገልግሎት ሰጪ ተቋሚነትና መነሻ ካፒታል ማግኛ ሁኔታ መምህራን ግንዛቤ እንድትጨብጥ/ጪ ያደረጉት ጥረት			
5	አሠልጣኝ መምህራን የሚሰጡት ሥልጠና ገበያ ተኮርና ፍላጎት ላይ የተመሠረት እንዲሆን ምን ያህል ሠርተዋል?			
6	የመምህራን የሥልጠና ብቃት በቂ አለመሆን የተማሪውን የሥራ ዕድል ምን ያህል ይጎዳል ትላለህ?			
7	አሠልጣኞች ተማሪውን ከራስ አገዝ የሥራ ድርጅቶች ጋር ለማስተዋወቅ ያደረጉት ጥረት፡፡			

3.3 አሠልጣኝ መምህራን ተማሪዎችን የሥራ ባለቤት እንደሆኑና ራሳቸውን እንዲችሉ ምን ማድረግ እንዳለባቸው ዘርዝር

ክፍል አራት፡ የአሠልጣኝ መምህራን የመያ ሥነ-ምግባርን በተመለከተ

4.1 አሠልጣኝ መምህራን ባለው የሙያ ሥነ-ምግባር እየተመሩ ሥራቸውን እንዲፈፅሙ ትፈልጋለህ?

ሀ. አዎ ለ. አይደለም

4.2 በ5.1 የሰጠኸው/ሽው መልስ አይደለም ከሆነ ለምን?

ሀ. አሁን ያለው የሙያ ሥነምግባር ጉድለት ስላለው፡፡

ለ. አሁን ያለው የሙያ ሥነምግባር ለውጥ አላመጣም፡፡

ሐ. አሁን ያለው የሙያ ሥነምግባር ግልፅነት ይጎድለዋል፡፡

መ. አሁን ያለው የሙያ ሥነምግባር ከጊዜው ጋር አይሄድም፡፡

ሠ. ሌላ ምክንያት ----------

4.3 የአሠልጣኝ መምህራን መ.ያዊ ሥነ-ምግባራቸውና ለተማሪው አርአያነታቸው ምን ያህል ነው?

ሀ. ብዙ ዓመት የሠሩ መምህራን ጥሩ ሥነ ምግባር ይታይባቸዋል።

ለ. ወጣት መምህራን የተሻለ ሥነ-ምግባር አላቸው።

ሐ. ብዙዎቹ መምህራን መልካም ሥነ-ምግባር አላቸው።

መ. ብዙዎቹ ጥሩ ሥነ ምግባር የላቸውም

ሠ. በጣም ጥቂት መምህራን ብቻ መልካም ሥነ-ምግባር አላቸው።

ረ. ሁሉም ሥነ-ምግባር ይጎድላቸዋል

4.4 በአጠቃላይ የአሠልጣኝ መምህራን መ.ያዊ ሥነ-ምግባር

ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ

4.5 በመምህራን ሥነ-ምግባር ተጨማሪ ሃሳብና ጉድለት ነው የምትለውን/የምትይውን ዘርዝር

ክፍል አምስት፡ የአሠልጣኝ መምህራን ሥራ አፈፃፀም ሁኔታ

5.1 አሠልጣኝ መምህራን የሥራ ሃላፊነታቸውንና ተግባራቸውን በተገቢው ሁኔታ ይወጣሉ?

ሀ. ሁሉም ይወጣሉ ሐ. የተወሰኑት ይወጣሉ ሠ. ሁሉም አይወጡም

ለ. አብዛኛዎቹ ይወጣሉ መ. ጥቂቶቹ ይወጣሉ ረ አላውቀውም

5.2 አሠልጣኝ መምህራን ተማሪዎች በቂ የመ.ያ ዕውቀትና ክህሎት እንዲያገኙ ምን ያህል ጥረት ያደርጋሉ?

ሀ. ሁሉም መምህራን ሐ. የተወሰኑት መምህራን

ለ. አብዛኛዎቹ መምህራን መ. ጥቂቶቹ መምህራን ሠ. ምንም ጥረት አያደርጉም

5.3 በአንተ/በአንቺ ተቋም ውስጥ የሚካሄደው ሥልጠና 70% በተግባር 30% በቲዎሪ የሚለው መርህ ምን ያህል ሥራ ላይ ውሏል?

ሀ. ሙሉ በሙሉ ለ. በመጠኑ

ሐ. በዝቅተኛ ደረጃ መ. ሙሉ በሙሉ ሥራ አልዋለም

5.4 70% የተግባር ሥልጠና ሙሉ በሙሉ ሥራ ላይ ካልዋለ ምክንያቶቹን ዘርዝር.

5.5 አሠልጣኝ መምህራን የሥልጠና አፈፃፀምና ብቃት እንዲሻሻል ምን መደረግ አለበት ትላለህ?

ክፍል ስድስት፡- 6.1 የሚከተሉት የአሠልጣኝ መምህራንን የሥራ አፈፃፀም የሚጎዱ ወይም የሥልጠና ተግባራቸውን በአግባቡ እንዳይወጡ የሚያደርጉ ናቸው፡፡ እነዚህን ችግሮች እንደደረጃቸው አስቀምጥ፡፡

(0=ችግር አይደለም 1= አልፎ አልፎ ችግር ነው 2= መጠነኛ ችግር ነው
3= ከፍተኛ ችግር ነው 4= በጣም ከፍተኛ ችግር ነው)

ተ.ቁ	ዓበይት ችግሮች	ችግር አይደለም	አልፎ አልፎ ችግር ነው	መጠነኛ ችግር ነው	ከፍተኛ ችግር ነው	በጣም ከፍተኛ ችግር ነው
		0	1	2	3	4
12.	የሥልጠና ጥሬ ዕቃ (ግብዓቶች) አቅርቦት ዝቅተኛ መሆን					
13.	የመምህራኑ የትምህርት ደረጃና የልምድ ማነስ					
14.	ለሥልጠና የሚያስፈልጉ ወቅታዊ ጥሬ ዕቃዎች በጊዜ ተገዝተው ስለማይቀርቡ					
15.	የባጃት ወይም የፋይናንስ እጥረት					
16.	የቴክኒክና ሙያ ያለው አመለካከት ዝቅተኛ መሆን					
17.	የሥልጠናው ሰዓት ማጠር/አነስተኛ መሆን					
18.	የማሽኖችና ሌሎችም የሥልጠና መሣሪያዎች ጥገናና እንክብካቤ ማነስ					
19.	አሠልጣኝ መምህራን የእንዱስትሪና የካምፓኒ ልምድ ማጣት					
20.	የሥልጠና መሣሪያዎችንና ማሽኖችን በግባቡና በጥንቃቄ ያለመጠቀም					
21.	የአሠልጣኝ መምህር የሥራ ፍላጎትና ተነሳሽነት ዝቅተኛ መሆን					
22.	የተቋመ ፋስሊቲዎች (ዎርክሾፖች፣ ክፍሎች፣ ቤተመፃህፍት. . . ወዘተ) ከተማሪው ቁጥር ጋር አለመመጣጠን					

6.2 አሠልጣኝ መምህራንን በተመለከተ ሌሎች ችግሮች ካሉ ጨምርና ፃፍ

6.3 እነዚህን ችግሮች ለመፍታት የሚያስችሉ የመፍትሄ ሀሳቦችን ከዚህ በታች ፃፍ፡፡

APPENDIX IV

Qajeelcha Gaaffii fi deebii Hoogantoota fi Eeksiiparatoota akkasumas hoogantoota wajjiin Godhaamu

1. Qulqulina BLTO yeroo amma irratti yadanii isin qabdan maal akka ta'e nuuf ibsa?
2. Gaheen Lenjistootaa qulqulinna BLTO Wajjiin hangam wal qabata?
3. Naannoon Oromiyaa filannoo lenjiftootaa haala kamiin gaggeessa?
4. Yeroo baayyee Lenjiftoonnii rakkoo gahumsa qabu jedhama. Ka'umsi isaa mal ta'a jetannii yaadu?
5. Qabxiilee armaan gadii kan gahumsa barsiisotaa agarsiisan kanniiniratti ibsa nuuf kennaa?
    - Gahumsa ykn dandeettii barnoota leenjisan irratti
    - Haala Leenjii itti kennan
    - Beekumsa fi dandeettii peedagoggii isaan qaban
    - Gahumsa isaan shaakala hojii irratti qaban.
6. Leenjistoonii leenjifamtoota hojii of duraa tiif hagam qopheesan jettanii yaadu? Gahumsii barsiisota gama kanaan maal fakaata?
7. Leenjiin barsiisonnii Kooleejjoota eebfiman irraa argatanii fi leenjii gannaa irraa argacha jiran hagam isaan qoheessaa?
8. Ilaalchii isin mindaa barsiisoota irratti qaban maalii?
9. Rakkooleen ijoon leenjistoota hojii isaanii iratti isaan qunnama jiran maal fa'aa?
10. Rakkoolee kana furuuf maaltu hojjatamuu qaba jettan?

APPENDIX-V

ሠንጠረዥ 1. የቴክኒኒክና ሙያ ትምህርት ተቋማት የተማሪዎች ዓመታዊ የነፍስ ወከፍ ወጪ በሙያ ዘርፍ

ተ ቁ	የሙያ ዘርፍ	የተማሪ የነፍስ ወከፍ ወጪ /በብር/
1	Machine	3,549.93
2	General mechanics	1,959.65
3	Bakery & confectionery	1,556.28
4	Cook	1,428.68
5	Electricity	1,346.62
6	Auto mechanics	1,304.22
7	Electronics	1,142.53
8	Surveying	963.41
9	Building construction	954.25
10	Wood work	907.38
11	Drafting	906.36
12	House manager	577.35
13	Tailor	508.34
14	Dress maker	492.83
15	Textile craft person	487.02
16	Road construction	479.05
17	Technical Drawing	479.05
18	Information Technology	475.88
19	Hair Dresser	459.74
20	Junior Secretary	282.70
21	Banking & Insurance Operator	273.57
22	Beginner Accountant	263.84
23	Purchases, Store & Freight clerk	250.84
24	Sales persons	243.43
25	Hotel service provider	230.63

ምንጭ ት/ሚ(1994)

APPENDIX – VII

Technical Vocational Education and Training Structure

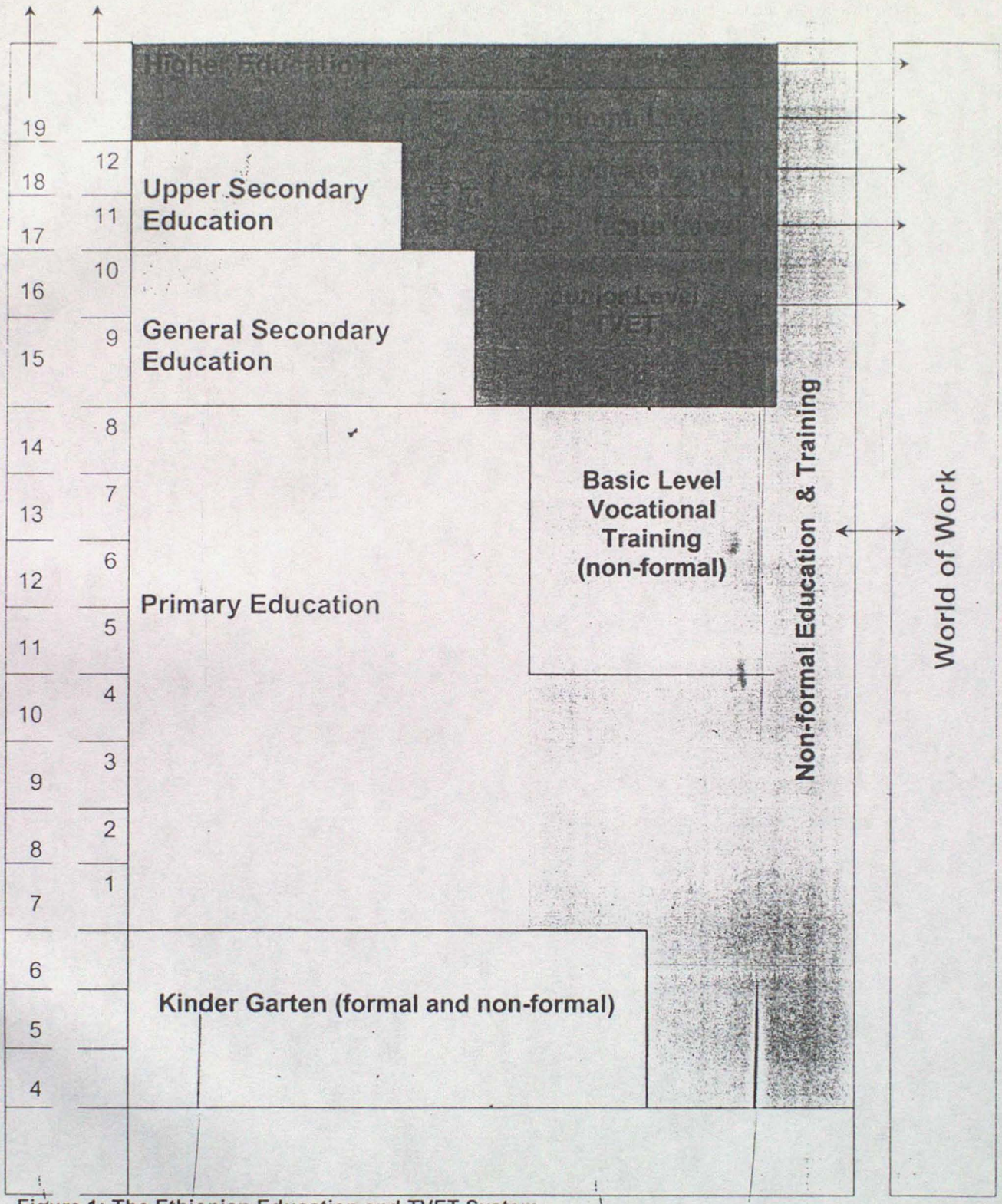

Figure 1: The Ethiopian Education and TVET System

DECLARATION

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

Name Megersa Duluma

Signature

Date of Approval

This Thesis has been submitted for the examination with my approval as University advisor.

Name Yekunoamlak Alemu

Signature

Date of Approval 21/07/07

conclude that TVET institutions are ill-equipped centers that are working to produce skilled young men and women for the socio-economic development. TVET trainers corps were found to be dissatisfied with their recognition, salary package, social status, promotion prospects, working condition and appraisal. So we can conclude that trainers were less motivated and consequently perform less. These factors reduced trainers endeavor, damage their prestige and undermine TVET.

4.3 Recommendations

4.3.1 Admission and Selection

- Students' admission criteria or entry requirements that based on EHEECE needs revision. Besides, access to TVET training /teaching profession needs to be open to those from various educational and professional backgrounds. People with technical competencies and previous work experience can be a target groups. Teachers with professional background, TVET graduates of 10 +3 level and skilled practioners from the world of work could be preferable target groups. However, all these groups should have to fulfill entry eatery requirements of the universities and colleges to pursue their education. Placement of students should also be designed and practiced in such a way that interested candidates could only admit.

- In recruiting trainers/teachers priority should be given to interest in or preference to the job by OEB. To this effect, other than usual methods of screening candidates, recruitment policy that recognizes both interest and performance needs to be adopted. It has to be also a planned activity based on clearly defined guideline know to all. Thus OEB needs to review its selection mechanisms and prepare appropriate guideline based on that of MoE.

- Recruitment planning and schools man power needs ought to be synchronized.

- As much as possible TVET institutions needs to assign students' to different fields of training based on their first choice, interest and abilities.

4.3.2 Pre-service and In-service Training

The strength and weakness of a trainers/teacher in one way or another is associated with their pre-service and in-service training. To strengthen the competency of trainers who graduate from the technical and vocational teacher education college, the colleges themselves, first of all must be strengthened in terms of:

- Practical competencies they offer to their future trainers/teachers. The predominately theory oriented training method should be accompanied by sufficient practical skills in the shops. TVET colleges need to offer additional courses to enhance the technical capacity of the graduates. They need to arrange more practice time and do researches on the problem and evaluate their own graduates. Appropriate and right kind of training machines that are similar to the world of work has to be available in TVTE colleges.
- Colleges of TVTE must strive to do their best towards making trainers training more meaningful, effective and functional.
- The recent draft national TVET strategy stipulated that repeated internships in industry during training will be introduced. The feasibility of this statement by the government would reduce the prevalent problem of linkage with industries. All efforts should be made by MoE for the realization of this statement.
- The current TVET program should also give emphasis to some aspects of professional skills like training strategies, threatening students' diversity and in how to integrate the training with real world of work and trainers needs.

4.3.3 Trainers/Teachers Industrial Experience, Qualification and Support

- Improving TVET-Industry linkage has to be one of the priority areas in ajenda for action. MoE needs to develop legitimate guidelines for TVET-industry partnership. OEB also needs to assign Industrial Liaison Officer to facilitate the partnership with industries and business firms.
- Steps need to be taken by OEB and zones TVET divisions to enhance supervisory and professional support. If will be helpful if regional experts conduct periodic monitoring and evaluation in all institutions.

- The current kirmet in-service programme has to be strengthened and expanded to reach more teachers/trainers and to equip them properly up to standards.
- MoE and OEB need to arrange professional development schedules for teachers.
- MoE need to arrange and offer opportunities for further education such as second degree.

4.3.4 Trainers Competencies

Enhancing trainers' competencies and their performance through training and support ensure them to do the job better. Trained and motivated trainers are more likely to feel committed to their profession. So, to enhance trainers' level of competency and elicit better performance:

- Testing competencies and subsequent certification is an important feature of TVET in enhancing competencies and quality of TVET. To accomplish this task center of competencies (CoC) should be established in the region as core institutions for testing proficiency. This is mainly the responsibility of OEB in collaboration with MoE and other donor agencies like GTZ may provide help.
- The other important step needs to be taken was development of occupational standards which define the competencies required of a worker in the world of work. Occupational standards could be developed by team of knowledgeable experts from TVET, industries, business firms and other stake holders. Occupational standards help the staff to optimize their competency.
- Provision of skill gap training has to be arranged by OEB. Continuous review and updating of knowledge and skills is essential. Workshops and symposiums also help if properly organized and delivered
- Offering on job training to upgrade trainers technical skills and in-staff training where by trainers share experiences that could help to improve competencies within schools.
- Arrangement of short term visits and experiences share with some notable NGO Vocational colleges, industries and varies companies are helpful.
- Trainers themselves should make efforts to improve their own competencies and abilities. Self-development through using available learning resources could be helpful and

appropriate for continuous and effective development. Modem learning resources such as internet, computer based multimedia and distance education are good means. School management can set database for teachers to promote this activity.

- OEB need to prepare list of core competencies, clear job descriptions, profile of roles and responsibilities of TVET trainers and other employees at all levels.
- It is the responsibility of TVET institutions to provide and enhance ICT skills to teachers. They need to design mechanisms and devices to accomplish it, possibly they can do it in their leisure time with low costs.

4.3.5 Trainers Competency in Preparing Graduates for the World of Work

Trainers and TVET institutions are required to prepare their graduates in job components and employability skills like self-confidence, being creative, facing job challenges, access to finance and how to deal with people in the work place to be a successful entrepreneur. To achieve this goal TVET schools need to strengthen courses like entrepreneurship within their schools and training relevancy to local labor market needs.

TVET institutions can enhance employability of their graduates by promoting attachments with employers. Such attachments enable schools to look into their deficiencies in preparing graduates for the world of work and to take corrective measures easily. To prepare their graduates in a more effective way TVET schools need to conduct tracer studies which provides them valuable information regarding graduates. Based on the feedbacks trainers can improve their preparation of graduates.

4.3.6 Tackling Major Problems that Affects Trainers Performance

- Ensuring the availability of essential training materials is a perquisite for provision of quality training. To this end, necessary training raw materials and others inputs needs to be bought and distributed to the respective departments prior to the time of training. Care must be taken, however, in using them properly and appropriately for the fulfillment of the training objectives.
- There is a need for more machines and training equipments. However, before claiming additional machines, tools and equipments, institutions must ensure whether the existing

machines were functioning properly and exhaustively operating to their optimum capacity. TVET institutions should properly maintain and repair their machines and training tools for effective training programme before they seek more.

- To reduce financial constraints TVET institutions can devise some mechanisms to generate their own income from various possible sources. Some of the means could be establishing their own production units and produce salable items, sales of products produced by students, strengthening evening training, providing consultancy service and rendering maintenance services in their workshops.

- Ways and means should be devised for giving recognition to trainers for their better performances. Writing them letters of commendation, oral statements and the likes can serve as a ways of expressing recognition for their good performances.

- Salaries and benefits are the main source of discontent. Trainers/teachers salary scale needs to be improved at least in congruence with the salary scales of other civil servants and inline with a cost-of-living index that continually escalating. The recent national TVET draft strategy indicates efforts will be undertaken to raise salary packages offered to TVET professionals, which may include housing and transport allowances and other benefits like career promotion schemes. If feasible it would reduce dissatisfaction among trainers/ teachers and improve trainers' situation. So, protracted endeavor is expected from MoE for the feasibility of this statement.

- TVET institutions need to be granted autonomy in using their own budget as per the guideline endorsed by MoE and financial regulations. OEB and finance office can undertake periodic audit to assure the appropriate usage of the allocated budget.

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DECLARATION

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

Name Mogessa Dulluma

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Date of Approval

This Thesis has been submitted for the examination with my approval as University advisor.

Name Yekemwork Alemu

Signature

Date of Approval 21/07/07