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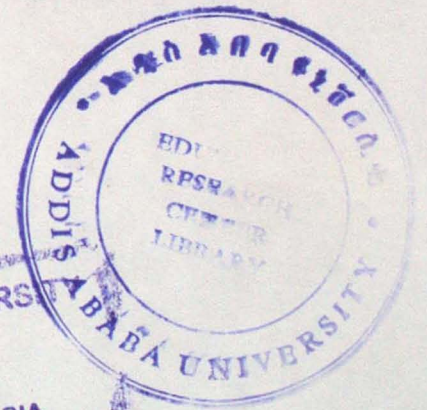
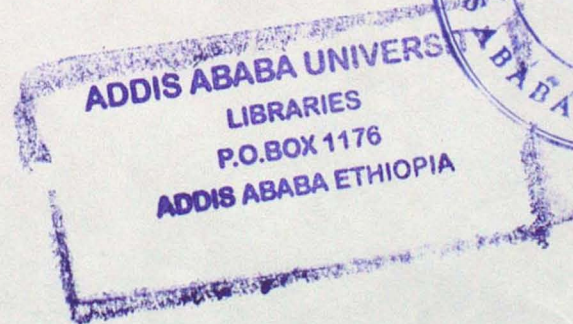


**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF BUSINESS EDUCATION**

**INSTITUTIONAL FACTORS AFFECTING TECHNICAL AND
VOCATIONAL EDUCATION AND TRAINING (TVET) TRAINEES'
ACADEMIC PERFORMANCE IN BENISHANGUL GUMUZ
REGIONAL STATE (BGRS)**

BY

BIRHANU SHIFERAW MAO



**JUNE 2011
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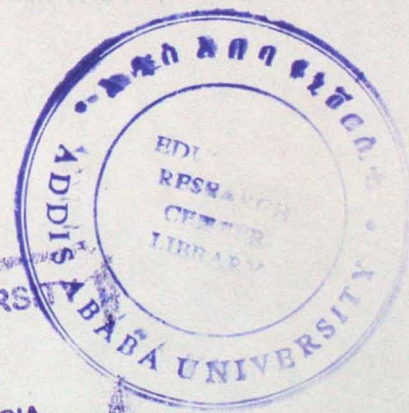
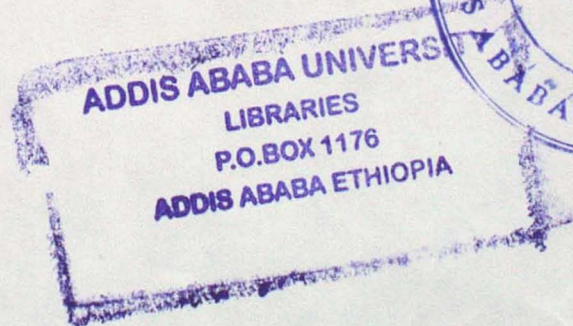


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BIRHANU SHIFERAW MAO

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

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Addis Ababa

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Abstract

The purpose of this study was to examine and investigate the major institutional factors affecting TVET trainees' academic performance in the selected TVET colleges of the Benishangul Gumuz Regional State. The subjects of the study were 150 trainees, 30 trainers, 6 TVET deans as well as 1 regional education bureau TVET expert. To meet this purpose both the primary and secondary data sources as well as qualitative and quantitative data were used. Questionnaire, interviews, observation checklists as well as document analysis were made. In this endeavor, a descriptive survey research method was employed. Regarding the selections of the trainees and trainers a stratified simple random sampling technique was used where as regarding the TVET deans, regional education Bureau TVET experts and the two TVET colleges a purposive sampling technique was used. The study revealed that the trainees' academic performance was affected by many and interrelated institutional factors. Consequently, it has indicated that the trainees' academic performance was marked by lack of awareness on the part of the regional education Bureau TVET experts and the deans of the respective TVET colleges. Based on the findings of the study, it is suggested that the sampled TVET colleges workshops and laboratories must be equipped with adequate and necessary training materials and equipments, the TVET curricula must be revised, the trainer must get updating and refresher training in their specific fields of study, smooth contacts and relationships must be conducted with the companies providing cooperative and in company training programs.

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Acronyms

BGRS: Benishangul Gumuz Regional State

UNESCO: United Nations Education, Scientific and cultural organization

UNDP: United Nations Development Program

TVET: Technical and Vocational Education and Training

GTP: Growth and Transformation plan

SIDA: Swedish International Development Agency

ECBP: Engineering Capacity Building Program

ESDP: Education Sector Development Program

ILO: International Labor Organization

FET: Further Education and Training

BGNRS : Benshangul Gumuz National Regional State

MTVET: Manbuk Technical and vocational Education and Training

CHAPTR ONE

INTRODUCTION

This chapter deals with the background of the study, statement of the problem, objectives of the study, significance of the study, limitations of the study, delimitation of the study and organization of the paper.

1.1. Background of the Study

Education in general and training in particular gives us the power to correct our past mistakes, makes our present life enjoyable, and holds the key that unfolds the bright and meaningful future. The future of our society by and large depends on how we educate and train our young generations today. The knowledge that we teach, the skills that we develop, and the behavior that we form in our young generation today determines the kind of personalities that face the challenges of tomorrow i.e. in any society, the role of education and training is to prepare the youth for tomorrows social lives by providing them with the basic and primary skills necessary normally to fit into the existing social relations.

Education and training schemes have also a great influence on the attitudes and inclinations of the student or trainee to decide and choose a suitable and reliable vocation. However, education and training should never have been offered for own sake whatever people often pretend i.e. it should not been limited to the broadening of the mind and developing intelligence and character rather it should be practicable and relevant to the lives of the individuals' needs and aspirations. Trucker in Mekonnen (2004) asserts that the quality of the economic performance of a nation to be the function of its human resource and the quality of the human resource of any country in turn to be the function of its education and training programs i.e. it is education that provides trained and trainable manpower whose skills and knowledge are required to interact with the non-human resources to

bring a true change both in the personal life and the countries over all economy. The development of the economy of any country on the other hand creates a fertile ground whose education and training can show growth both quantitatively and qualitatively. Because of the unwavering of the financial and other supports obtained from the economy. As it is explained by Kristensen (1974), a new development has come about with the explosive growth of knowledge in the present era, and that knowledge is progressively replacing capital as a dominant factor for the economic development and capital formation. As they get the necessary skills and knowledge, individuals and the society become more productive and their contributions to the over all economic and social development in turn shows a significant look for education and training.

Education and training enables citizens to be more productive and fruitful both at the work place as well as at their home (Lee, 1998). Education is the most powerful means to improve the quality of life, the most powerful weapon to overcome poverty and to bring both personal and social changes and prosperity. I.e. education and training in its essence opens doors to both personal and social developments (UNESCO, 1999).

According to Good (1973), education and training is the aggregate of all the process by means of which an individual develops abilities, attitudes, norms, beliefs and other forms of behaviors of positive values in the society in which they live. However; education and training to bring the desired and targeted human resource development has to be closely linked with the productive life of the society. Education and training which includes an attempt to bring about behavioral changes that will create harmonious relationships between theory and practice ,must integrate a sound general education with the technical and vocational studies as integration, assimilation and intermingling of general education and vocational studies is indispensable for the economic growth and prosperity both at personal and societal levels.

With regard to the technical and vocational education and training, UNESCO (1997) states that TVET is most directly related with the acquisition of skills and knowledge that is required for the world of work and every country must adapt and adopt its TVET programs to outfit to the skill requirements of its work place. Technical and vocational education and training which is part and parcel of the general education can be provided either with in the school or out side the school system in the formal, informal or non formal manners.

Atchoarena (1994) asserts that the former mode of delivery has regularly criticized for that technical and vocational education and training schools are expensive and produces students who are no more employable than those from academic schools. However, the second mode of delivery is favored for that it is very much linked with the enterprises and industries and with the world of the work. In many developing countries the link between the training programs and the industries were not this much strong as well as promising. Hence with the absence of this linkage, the demand of the dynamic, changing and fast going labor market can not attain its momentum and equilibrium.

Middleton (1993) asserts the above idea as follows; theory based learning curriculum which did not consider the needs and aspirations of the local community and the relevance of the training to the local institutions and high cost per trainee due to low student teacher ratios, expensive machineries, tools, and materials are the cumulative contributions for the mismatches and imbalances between the training provided and the labor market needs.

In the modern, dynamic and fast going global economy and technological advancements, enormous changes in the world of work have taken place and influenced the way for looking at technical and vocational education and training

in many African countries in general and in Ethiopia in particular, hence, education in general and TVET in particular deals with knowledge, skills and attitudes that fits an individual fully or in part to a definite occupation or vocation. With increased and fast going technological advancement and liberal international market, a country's TVET system and policy will increasingly become fundamental for the competitive strength and the level of the development of the economy.

Most countries in the world as well as in Africa have faced a crucial problems of too many people looking for jobs and too many jobs unfulfilled with the necessary and relevant manpower, while there is a growing number of the unemployed among the educated or graduated; there is a continuous shortage of human resource with the technical and vocational skills required by the economy (UNESCO, 1998).

From the above statement one can clearly understand that there is a mismatch between the available technical and vocational human resources and the available employment opportunities in the world of work even though the content of training, the process under which the training is provided, the inputs of the training program may vary from time to time and from place to place depending on the complexity of the task to be performed (Gillie, 1976).

The responsibility for training the desired manpower needs substantially falls on the TVET subsector of the economy (MOE, 2005). Recently, there are more than 253 public owned and government sponsored TVET institutes and colleges in Ethiopia. These TVET institutions started their actual functions in the academic year 2001/2002. They provide training programs at 10+1, 10+2 and 10+3 according to the time based TVET training programs and Level 1, Level 2, Level 3, Level 4 and level 5 TVET training programs according to the outcome based TVET curriculum. The provision of the TVET program in such a large scale is a recent phenomenon in Benishangul Gumuz Regional State and surrounded by secular factors but the source and degree of their influence is not yet clearly known. Therefore, the student researcher has found it essential to investigate the institutional

factors affecting trainees' academic performance in the TVET institutions of the Benishangul Gumuz National Regional State (BGNRS).

1.2. Statement of the Problem

In the modern, dynamic, fast going and competitive global economy, technical and vocational education and training (TVET) has become basic and vital source of human resource development. The human resource development report (UNDP, 1994) explained the united nations (UN) continuous and life long commitments to engage in a battle for peace in two fronts i.e. (economic struggle and competition) i.e. the security front (to secure freedom and stability from fear) and the social and economic front (to secure the society and economy for continuous sustainability).The latter is inextricably linked to the job security where TVET is the major contributor to it (UNESCO, 1988). Evidence from the world bank studies (World Bank, 1991) and studies of TVET in many African regions (Kerre, 1995) clearly pointed out that investment in TVET is worthwhile what ever the economic status of the country might be the TVET have great contributions to the nations trained and skilled man power needs i.e. effective training and efficient utilization of the skilled and talented manpower plays a pivotal role in the advancement of the countries over all economy and the national income. Moreover, the technical and vocational education and training (TVET) at a general level have the responsibility of satisfying the middle level skilled manpower needs and the enhancement of the socio economic advancements of the nation as well as TVET system is an essential system and a new approach to support and equip the secondary school leavers who could not get pursues tertiary education.

Accordingly, the demand for trained manpower in the different sectors of the economy have played its part and necessitated the establishment of the technical and vocational education and training institutions world wide in general and in countries like Ethiopia in particular.

The establishment and expansion of the TVET institutions in Ethiopia to assist the general school leavers and to equip them with the basic and primary skills which enables and prepares them either for the wage employments or self employment is a timely and paramount response to the prevailing economic and social problems of the developing countries like Ethiopia. However, even though, the new TVET institutions and training centers established in every part of the country were expected to play a significant part in the country, the problems of relevance and the quality issues as well as lack of practical skills, definite policies and occupational standards and other issues, like lack of competency based training, unequal distribution of the training institutions and the necessary human resource hampers its practicability and efficiency at the national level in general and many regional TVET centers in particular (MOE, 2005).

As Technical and Vocational Education and Training in Benishangul Gumuz Regional State is a generic term as well as a new and infant undertaking, its trainees' academic performance and efficiency level have been influenced and decreasing from time to time and assumed to be influenced both by the institutional and non institutional factors even though it is not scientifically detected. Having all the above constraints at national levels in mind, as the region of Benishangul Gumuz has its unique and peculiar feature and history; it calls the attention of the student researcher to conduct a research on the major institutional factors affecting TVET trainees' academic performance to answer the following basic research questions.

- 1) What are the major institutional factors that affect TVET trainees' academic performance in Benshangul Gumuz Regional Sate?
- 2) How does the major institutional factors that affect TVET trainees' academic performance can be reduced in the region of Benishangul Gumuz?
- 3) What are the consequences of the major institutional factors that affect TVET trainees' academic performance in Benishangul Gumuz Regional State?
- 4) What measures must be taken to alleviate the major institutional factors that affect TVET trainees' academic performance in Benishangul Gumuz Regional State?

1.3. Objectives of the Study

The general objective of the study was to evaluate the major institutional factors affecting TVET trainees' academic performance in Benishangul Gumuz Regional State, while the specific objectives of the study were:

1. Examining the major institutional factors that affects TVET trainees' academic performance in the TVET colleges of Benishangul Gumuz Regional State;
2. Investigating the major causes of the institutional factors that affects TVET trainees' academic performance in TVET colleges of Benishangul Gumuz Regional State;
3. Identifying the effects of the major institutional factors that affects TV ET trainees' academic performance in the TVET colleges of Benishangul Gumuz Regional State;
4. To forward an attempt taken to over come the major institutional factors that affects TVET trainees' academic performance in the region of Benishangul Gumuz.

1.4. Significance of the Study

Fruitfulness of the academic performance of the trainees in the Technical and Vocational Education and Training institutions and colleges might help to come up with the intended future profile of the TVET graduates. Having this in mind, the student researcher has been forwarded that the results of this research have the following significances.

- 1) The results of the study would be expected to create an awareness of the major institutional problems to the TVET leaders, experts and policy makers at the various levels of the organizational structure.
- 2) It might provide in formations and possible solutions for the management bodies of the region to contribute their part and to play their roles to solve the

major institutional problems of the trainees' for the future.

- 3) It might serve as a guideline for the regional policy makers and implementers relating the cause, effect and methods of minimizing the major institutional factors affecting TVET trainees' academic performance for the improvement and betterments of the training and the training programs.
- 4) The results of the study can serve as a spring board for the other researchers who need to conduct a research in similar areas.

1.5. Delimitation of the Study

The concern of this study was assessing and evaluating the major institutional factors affecting TVET trainees' academic performance in Benishangul Gumuz Regional State. According to MOE (2000) there were 10 TVET colleges and institutions in the region of which 5 were public colleges/institutions/ and the rest were private ones. The private colleges and institutions were providing training in the fields of business and health science occupations, while the public ones provide training in the fields of business, industrial, health, technology agriculture as well as teacher's training education at diploma level. The student researcher has delimited his study to cover only to cover two public TVET colleges i.e. Assosa and Manbuk TVET College.

The two public TVET colleges were chosen purposively based on their proper site (ease of accessibility), accommodation of experienced and inexperienced trainers, and educational background of the trainers, machineries and equipment, availability of services and facilities as well as enrollment rate of the trainees. And the study was focused on the major institutional factors affecting trainees' academic performance especially in the areas of trainee related factors; trainer related factors, materials and facilities, services and guidance, curriculum, cooperative and in company training as well as management related factors.

1.6. Limitations of the Study

As stated in the introductory part; the trainees of TVET colleges and institutions of the region of Benishangul Gumuz Regional State are suffering from problems of various institutional factors. Analyzing and investigating the basic institutional factors affecting TVET trainees' academic performance is a serious issue and requires urgent and immediate responses from the side of the researcher. However, due to such constraints as shortage of time, supportive materials, finance, transportation services, and related review literature as well as in voluntariness of some respondents and the regional education Bureau TVET experts, the study could not investigate all the institutional factors that affect the TVET trainees' academic performance. However, due to all this limitations and constraints the student researcher has got all the relevant and reliable in formations by taking time and convincing the participants as well as through efficient and effective use of its time and the available financial budget. As a result the study is hoped to shade some lights on to the basic and major institutional factors that affects TVET trainees' academic performance in the TVET colleges of the region of Benishangul Gumuz Regional State.

1.7. Definition of Terms

Technical and Vocational Education and Training: Refers to all forms and levels of educational process involving, in addition to the general knowledge, the studies of technologies and related sciences and the acquisition of practical skills, know-how, attitudes and understanding relating to occupations in the various sectors of economic and social life (UNESCO, 1989).

Trainee: Means a person who participates in the technical and vocational education and training institutions with a view to acquire or upgrading his/her technical and vocational skills (MOE, 2005).

Training institutions: Means a public or private institution, or one owned by non-governmental organizations to which a pre-accreditation certificate is issued by an appropriate accrediting authority to be engaged in the provision of technical and vocational education and training (MOE, 2005).

Vocation: Means a calling, as to particular occupation, business or profession (Good, 1973).

1.8. Organization of the Paper

This study consists of five chapters. Chapter one deals with the background of the study statements of the problem, objectives and significance of the study, limitations and delimitation of the study as well as organization of the paper. Chapter two deals with the review of the related literature. The third chapter deals with the research design and methodology. Chapter four deals with the presentations and analysis of the study. Finally, the summary of the major findings, conclusions and recommendations were presented in chapter five.

CHAPTER TWO

Review of Related Literature

2.1. Historical Development of Technical and Vocational Education and Training (TVET).

Technical and Vocational Education and training has become the term that is associated with the economic development as a result. Various international organizations, such as; United Nations Education, Scientific and Cultural Organizations (UNESCO), and the International Labor Organization (ILO) have always associated Technical and vocational Education and Training with the economic development. Technical and Vocational Education and Training is the term that is used some how as an umbrella term that includes various derivatives for the past many years, such as ; Vocational Education (VE), Technical Education (TE), Technical Vocational Education (TVE), Technical and Vocational Education and Training (TVET) and Further Education and Training (FET) in many countries of the world as result it become hard and difficult to give an all encompassing definition of the technical and vocational education and training hence there are many and varied meanings attached to each definition.

Many and varied number of books were written on and a great deal of authors have attempted to define what a technical and vocational education and training is. However, even though these definitions have been provided by different authors in different places at different times, there has been hardly definition which has embraced the whole thing that should be included i. e. the common ground for many authors is that the technical and vocational education and training is a type of training that stresses on skill training and preparation of individuals for the world of the work. Technical and vocational education and training is, and continuous to be, known by many names: such as; industrial education, technical education, manual education and more recently, career education. What is common all to these forms of vocational education is the essentially practical and

applied character of instruction usually thought not exclusively, aimed at matching pupils with the relevant work position in industries and commerce (Atchorena, 1994).

The national development of a country could be seen from economic, social and political aspects. This social sector in turn encompasses culture, health education and economic development. Economic development of a country depends on the availability of trained and trainable man power because when the economy of a certain country develops, the educating sector will have a chance to promote its activity both in scope and content due to the availability of organizational and financial supports from them (Yekunoamlak, 2004). Thus the history and origin of the TVET was the history of man's effort to learn to work.

Vocational education of an informal sector was dated back to earlier civilization of the man kind in the world. Mothers taught daughters and fathers instructed sons and the tribe leaders and elders trained the youths in the practical arts and crafts many years ago before agriculture become established and town and villages were built (Struck, 1958). The primitives and ancient men as well as the cave man were believed to have lived and worked for many years by the trial and error method of learning and supporting his/her own lives as well as family and societal lives. This type of life was still in use in many parts of our world. However, as time passes gradually and pace by pace, new ways of teaching and new techniques of instructing the young replaces the former ones.

The history of Technical and Vocational Education and Training is as old as the history of man kind. It started when people learned essential skills through trial and error method and advanced gradually and continually when they started to acquire education in its informal form. It was started when the human beings started to live together and started to produce his/her basic needs. Work was considered as a true site of TVET. The primitive societies used the digging stick, stones, bones, and fire to clear the vegetation and hunting and gathering of their

food. The process of learning that was prevalent during this period was simple imitation of skills and knowledge passed from father to son and mother to daughter continuously and verbally (Yekunoamlak, 2004). People learned to use fire to cook and melt metals to produce simple hand tools and this skills and habits necessitated the division of labor and sedentary life that made people to work as smiths, carpenters, weavers, and etc. several and varied ancient crafts men, such as Greeks, Romans and men of the middle age have added much to the civilization and advancement of the man kind.

These arts, crafts and the technical skills in turn made the life of the people more comfortable and enjoyable even though there was no formal work site. During this time the home was served as the production center or crafts men's or artisan's shop and place of living and the apprenticeship was considered as the means of providing the training (Bizunehe,2006).

In the most parts of the world in general and in many African countries in particular, parents and elders played very important role in the skill training of their young children and generations i.e. the mother educate the female youth how to live and work as a women in the society and the father and elders trained and shaped the male youth to become more competent crafts men and responsible skilled and knowledgeable person.

Concerning the above idea, Antonios (2006) noted that in most African society's life, work and learning are inseparable. She further argued that in such societies, knowledge is holistic that is to say; it is not compartmentalized in to theoretical and practical, intellectual and emotional, and mental and spiritual. However; each and every member of the society is expected to acquire it in order to live responsible life as an average member of the society he /she represents. Antonios (2006) also justified that the traditional skill training was in existence until 1400's in the developed and industrialized parts of the world, however; in the most parts of the world in general and countries like Africa in particular, it is still continuing

to exist as a major provider of technical and vocational education and training.

The origin of the technical and vocational education and training in the modern sense goes back to the 18th century industrial revolutions of the west European countries, such as; England and Wales for the purpose of developing and producing the skilled and semi skilled man power required for the newly established factories at that period hence TVET was considered as an opportunity for the people living the peasantry life (Deloris, 1998).

Furthermore, in 1980's the mass production was developed in many European countries as a result an individual and societal crafts men become obsolete and less productive and the production of goods and services shifted from the small retail shops in to huge factories. Deloris (1998) asserts that it was the mass production operation that forced the big factories and the industrialized nations to establish the technical and vocational schools in or near their plants for the purpose of training and retraining their own present and future workers prior to the production activities.

Consequently during the 20th century technical and vocational schools were expanded and diversified to meet the demands of the local industries and factories and formal training programs were organized and arranged to have strong linkage with the factories and industries as well as post school training programs were expanded and enabled the workers to improve and up date their skills and knowledge when they were out of work when lay offs were assumed to exist. Therefore, the 20th century was a period of rapid initiatives when there were a great pressure to expand and diversify the technical and vocational education and training that is aimed at satisfying the trained man power needs of the labor market and when the developed and industrialized nations recognized the educated and trained manpower have given a decisive importance than any other forms of the factors of production at an international level (Marsi, 1994).

To day we are in the era of rapid technological advancement in which case the

knowledge and skills were become more dynamic and volatile as the result of fast going global economy and interconnected information communication.

As a result the 21st century is the era of information and communication on the one side and knowledge and skills on the other side where computers and other technologies not only provide new products for the markets but also the way the work is to be carried out (Teklehymanot,2002).

2.2. The Rationale for the Introduction of Technical and Vocational Education and Training

Several educators and scholars in the fields of education suggested that education and training is a vital and corner stone for any development of a nation. The development of any society depends on the active and responsive participation of its working populations. i.e. with the absence of an adequate and competent work force having the necessary knowledge, skills and attitudes one can not imagine change that leads to the desired developments both in the social and economic sectors. It is justifiable that every governments economic development policy usually includes the human resource development components of the economy which can be realized through the education and training in the one way or the other.

Regarding the above idea, Ecclestone in Antonios (2006) asserts that the quality of the economic performance of any country is a function of the quality of the performance of its education and training. Moreover, on their parts both Atchoarena and Andre (2002) contended that no country can escape from the training of its young people since their technical and the vocational skills are necessary and needed to increase the productivity in each sectors of the economy. Among the varied and different categories of education, it is the technical and vocational education and training that was generally believed to determine the competitive strength of the countries productive and adaptable work force (Antonios, 2006). The technical and vocational education and training which represents in the modest sense as comprehensive and inclusive approach intends

to help people to achieve their full educational potentialities and as a result it makes a meaning full measurable participations and valid contributions in the development efforts of their communities. Thus, in most countries of the world the introduction of the systematized, well planed and rigorous programs of the technical and vocational education and training has become a vital component of the over all education and training programs (UNESCO: 2002)

Technical and vocational education and training have been needed to strengthen the acquisition of skills and knowledge that are needed by the most and varied manufacturing and service industries and to give the labor force more flexibility and mobility to meet the changing requirements of the work place as a result technical and vocational education and training has been regarded as a tool for an economic recovery and the development of the nation was infant due to the very conviction that prospects for the economic growth and development are to a large extent for both the traditional and infant industries, such as; agriculture, business, and the technical services. Improved productivity requires not only capital investments but also a skilled labor force (Atchoarena & Andre, 2002).

Regarding the above idea, Middleton (1993), asserted that the level of the countries skilled workers and technicians competency is by much and large is a key determinant factor of the labor force productivity as a result technical and vocational education and training's successfulness is measured in terms of workers productivity levels.

Technical and vocational Education and Training provides a specific training and skill development in a particular vocation for ensuring the trainees' transition from the school to the world of the work. Moreover, an equally important and valid rationale for the TVET in relation to the employment potentialities is that it enables the young generations who are academically less able to learn a craft or manual trades, enabling to secure a gainful and sustainable employment potentialities. Regarding this idea, Aggarwal (2004), contended that education and

training can not produce jobs but the technical and vocational education and training makes it more conducive and timely for an individual to secure a job or to be masters of his own either by establishing a new business service which can satisfy the needs of the local community.

2.3. The Objectives of Technical and Vocational Education and Training

The multidisciplinary nature of the Technical and Vocational Education and Training and its relatedness in to the world of the work makes it one of the education sector that contributes most to the training of skilled labor force and gives the young generations and adults the basic skills and knowledge that is applicable to the different trades. The objectives of the Technical and Vocational Education and Training are mainly focused on the types of education and training which leads to a particular occupation.

According to the United Nations Education Scientific and Cultural organizations (UNESCO: 1995) the purpose and objectives of the Technical and Vocational Education and Training was a reflections of schools that are concerned with the provisions of subjects that are technical and vocational in nature and have the responsibility of training people who would be able to work in the available occupations. Regarding this idea, Evans (1971) asserted that the objectives of meeting the man power needs of the society is the earliest and more generally accepted one i.e. one of the primary objectives of the technical and vocational education and training program is intended to meet the skilled man power needs of the specific area in which case schools have given a pivotal role to perform.

Furthermore, Evans (1971) asserted that the objectives of the technical and vocational education and training is a mechanism of increasing the students options so that they could fit any areas they want both at home and in the areas of the work. Generally speaking schools here and there are being to ask to prepare the young generations for the jobs of the tomorrow and the TVET have given an

important and measurable role to play and address its intended objectives.

Technical and Vocational Education and Training contributes to the successful achievements of the nations self sufficiency in different sectors of the economy, such as; in agriculture, industry, and the other informal sectors of the economy by developing the suitable skills hence a well trained and motivated work force can be readily maximized and the newly industrialized societies have invariably invested a huge amounts of capital in an education and the man power straining. However; this investment consequently has been paid off in the forms of productivity gains (Atchoarena and Andre, 2002).

To sum up, even though the objectives and importance of the Technical and Vocational Education and Training are many in number and varied in nature the primary and basic objectives of the program is to attain the skilled and trained man power and work force that can adapt to the requirements of both the local and national labor market needs. Now days the major and principal objectives of the Technical and Vocational Education and Training is not simply to bring the economic developments but also to enhance the over all social developments, a mechanism to fight against poverty, and a means to integrate the youth in to the world of the work (Atchoarena and Andre,2002).

In addition, the Technical and Vocational Education and Training helps in realizing equity by helping the youth, the refugees and the hard to employ group of the society to find a place in the economy through training in general or specific occupational skills and the related work habits. It also facilitated the students understanding about various issues relating to society, technology, the work environment and their own future career developments (Antonios, 2006).

Finally, the world is collectively addressing the big challenge of globalization through wider and deeper integrations. It was also perceived the labor market and the world of work as well as change is indispensable in the areas of the Technical

and Vocational Education and Training (TVET). As a result, training and educating for tomorrow and for the future could be one of the major objectives of the technical and vocational education and training and necessitated

2.4. Factors Affecting TVET Trainees' Academic performance

The academic performance of the trainees of an educational institutions in general and TVET colleges and institutions in particular can be affected by a number of factors and variables. However, the major factors that affects trainees' academic performance in most educational institutions and training centers includes trainers qualification, availability and adequacy of instructional materials, class size, school leadership, trainers motivation and commitment, conduciveness of the school compound, students background, parental expectation, students educational background and health conditions, prior educational achievement of the trainees, services and other cultural, societal and psychological related variable. Students' academic performance can be and must be affected by all the major features and processes of a school which includes quality of the leadership, classroom management, curriculum, buildings and physical environment as well as other in school and out of school situations (Elton, 1989).

Generally speaking the major factors that affect TVET trainees' academic performance can be grouped in to two broad categories. i.e. the institutional factors and the out of school factors. The out of school variables and features are not the concern of this paper but the in school factors are discussed one by one hereunder as follows.

2.4.1. Institutional Factors affecting TVET Trainees' Academic Performance

In an educational process and system in general and TVET institutions in particular members of the institutions/colleges, such as; trainees, trainers, administrators, and all the materials, services and facilities (materials, equipments, machineries, guidance and counseling services, the curriculum,

libraries, and the management system itself) interacts and influences one another either favorably or unfavorably. However; to bring a positive effect on the trainees' training and education as well as academic performance in the TVET institutions all the human members and facilities must make certain desirable interactions.

In the school management; teachers, students and the other human members must all participate as actively as the study and occupational guidance counselors in the work if success and academic performance of the trainee is to be achieved in altering the trainees' attitude towards their education and training. However, different research works conducted at different times revealed that there are a number of factors in the TVET institutions and colleges that can negatively or positively affect the academic performance of the trainees'. Some of them are assumed to have a strong influential power over the trainees' at this level (UNDP, 1994). As a result, for this particular study, the trainee related factors, the trainer related factors, materials and facilities, curricula and guidance related factors, as well as the managerial related factors are included and discussed one by one here under as follows.

2.4.1.1. Trainer Related Factors Affecting TVET Trainees' Academic Performance.

Technical and Vocational Education and Training plays crucial role in helping individuals and the society to adapt them selves to profound social, economic, cultural and structural changes and transformations and to foster the development of both the local and national human capital which is needed for rapid economic growth and prosperity. The ability of the education and training system to full fill and play this roles by much and large depends greatly on whether the teachers/trainers/ develop and deliver the education and training contents in ways that meet the needs and aspirations of the today and tomorrows citizens both at the local and national level (UNESCO, 2001).

For the last many years, teachers were considered as the key and basic factors and engines for the educational development and the most valuable inputs in to the educational system for the enhancements and betterments of the trainees' academic performance. The improvement and upgrading of teachers/trainers/ academic and professional skills is prerequisite to provide and deliver quality education and training provision that promotes better trainees' academic performance and achievements.

Supporting the above idea, Musnazi (1987), clearly noted that the education and training system heavily depends on teachers and trainers for its effective and successful implementations, as a result, teachers and trainers at any levels of the educational system are considered as the most indispensable element in the education and training system. The students/trainees/become the subjects of the educational system and process and the teacher/trainers are one of the major variables that determines school climate as well as basic factor that enhance both the teaching and learning of the trainees in the educational institutions. Among all the role players of the educational system teachers and trainers is the most important figure to make frequent contacts and there by lay an appropriate base for the students /trainees (Jimen and Pinzon, 1999).

The strength and failure of an educational system most often determined by both the quality and quantity of the teachers and trainers assigned to it and the students' academic performance and success is partly the reflection of the teachers and trainers in the system as well as in the schools. Regarding this idea, MOE (1995) clearly explained that teachers to be effective in their profession they need to possess the professional skills, knowledge and attitude that enables them effective in their assignments. However, much of the trainees' educational performance does not only depends up on the above of the teachers but also depends on the teachers and trainers beliefs, expectations, and attitudes about their students which have a tremendous impact on the students learning and academic performance.

2.4.1.1.1. Trainers Knowledge of the Subject Mater and Skills

Teachers and trainers are the most important inputs in schools and the educational institutions and an indispensable actor in the teaching learning process. Therefore, the quality of teachers (knowledge and skill possession) school has had direct impact on the academic achievement and performance of the students and trainees in the school and education and training institutions.

Regarding the above idea, Psacharopoulos and Wood Hall (1995) after examining of 32 studies that trained teachers do make difference and in particular the teachers and trainers' qualification, amount of education and the knowledge and skills possessed are positively correlated with the trainees' academic performance. The more people know, the more they can do. The better educated staff, the better able they will be to undertake quality improvements (Sallis, 1993). That is the quality of the teacher (in terms of knowledge and skills possession) influences the quality of teaching and learning in the class room (Deer, 1996).

The quality of the teaching staff primarily by their educational level and of all inputs required to carrying out an educational activity effectively the teachers are the major components in successfully accomplishing their tasks. They occupy a crucial position in the modern society because they serve as bridge to link the society and the educational system. Effective teaching and efficient training is determined by the individual teachers' knowledge of the subject matter and mastery of the pedagogical skills, which creates strong positive effects on the student's achievements and academic performance. However, for this to happen adequate and continuous preparation is required i.e. teacher and trainer of any educational system needs professional training to be able to understand the needs and aspirations of the trainees and to assist them expertly in a more effective ways.

Supporting the above idea, Mayer and Gayle (1996) expressed that higher education teachers and trainers must be well educated and competent in their professional skills emphasizes the need for and adequate preparation in the courses and subjects by the educational training institute trainers and teachers. Teachers are fundamental to the educational activity and the quality of education and trainees' academic performance largely depends on the quality of the instruction and the trainer/teacher/ efforts (Carnoy, 1996). As a result, teachers and trainers are increasingly being asked to accept fuller responsibility of creating conditions to the trainees and students learning and mastery of learning offers exciting possibilities. In doing so teachers and trainers subject knowledge and practical skills, and intended out come of pre service training is strongly and consistently related with the student's academic performance. The most effective strategy for ensuring that teachers and trainers have an adequate knowledge and skills of the subject matter is to recruit and place or hire an educated teachers and trainers whose knowledge and skills have been asserted and attested.

2.4.1.1. 2. Trainer's Professional Experience and Motivation

In the modern, dynamic and fast going education and training policies and strategies in addition to the qualification and the subject knowledge of the trainers/teachers/,their experience and adaptation to the system is an other important factors that creates favorable and interesting conditions in teaching and instructions.

Regarding the above idea, Caillods (1989) has asserted that the development of stronger instructional and classroom management is gained through continuous instruction and experiences i.e. those teachers and trainers with long and adequate teaching experience minimizes by much and large the amounts of resources needed for administrative procedural matters in the school /class/.i.e. experienced teachers and trainers introduce appropriate methods, procedures, techniques of teaching and learning that can relate the learning activity with the

pleasant events and consequences and it also able to create an environment that assist trainees to feel good about them selves. However, once the trainers educational qualification is fit to the standard i.e. knowledge and well skilled with sufficient experience other working conditions which includes remunerations , professional developments , availability of learning materials , effectives and democratic leadership , freedom from stress affects their ability to provide quality education and training that fosters students'/trainees'/ academic performance.

All the aforementioned variables are collectively known as motivation forces. Because a motivated teacher and trainer might show greater effort and responsibilities towards enhancing the quality of education and training and trainees' academic performance by developing various types of instructional media and other supplementary materials to accompany the variables used for instruction.

2.4.1.1.3. Trainers Training Process

The training process can be done effectively when the trainees gain the necessary knowledge, skill and socially desirable attitude and use it properly in their day to day life. In order to make the training process effective, to know the nature of the contents is very important. That is the contents should be suitable to the age levels, need, and interest of the trainees and it should be easy to understand. As the age increases, the need and interests of the trainee varies. Effective teaching requires that teachers know what students of certain age are likely to know, understand to do what they learn quickly and what will be struggle.

Teaching is an active process by which students individually or in group can achieve or understand. In teaching the technical and vocational courses trainers should make their lessons understandable and explain concepts clearly, so that, their trainees were able to follow the training process step by step since there is individual difference in perception. Therefore, effective trainers should use different training styles alternatively. The importance of using different training

style can be seen from different angles. For instance in a class with different age group and experiences, applying similar type of training through out the period may make the training uninteresting and decreases the interest of the trainees. The training process in the TVET colleges and institutions can be affected by a number of factors.

However, the major factors hindering the training process could be qualification of teachers, availability of instructional materials, class size, school leadership, teachers motivation and commitment, conduciveness of the training compound, educational background and health conditions of the students and all these factors are assumed to an impact either positively or negatively on the teaching learning process in the TVET colleges and institutions. Students' behavior can be affected by all the major features and processes of a school. These include quality of the leadership, classroom management, curriculum, building and physical environment (Elton, 1989).

The teaching experience of the trainers can also affect the trainers' training/teaching/ process in different ways. In experience of the trainer or teacher can create problems in the process of working with a particular group of the students or trainees. Inexperienced new teachers are usually anxious about being able to maintain control and in the process, may set inappropriate disciplinary procedures for themselves and the students. Therefore class room management is the most difficult problem; particularly for in experienced trainers and teachers and for those who have not taken relevant courses in this area.

2.4.1.2. Trainee Related Factors Affecting TVET Trainees' Academic Performance.

The academic performance of the trainees' at the higher institution in general and TVET institutions and colleges in particular would be affected by both the institutional and non institutional factors. The academic performance assessment and evaluation of the trainee is an important key factor to investigate the needs, interest and deficiencies of the students or trainees. i.e. it helps to identify the

needs interests and aspirations of the students, to know what areas of knowledge and learning experience to offer and how and to what magnitudes to offer. All this and others are the major areas of concern, which should be closely investigated for the maximum attainment of the educational objectives to be realized. The selection and placement of the trainees in to different technical and vocational fields of study is an important principle that characterizes the quality of any training programs as well as the academic performance of the trainees'. The trainees' career and occupational placements principally affects positively or negatively their academic performance at the TVET institutions and colleges. Trainees' who joins their TVET programs in accordance with their full interests, aptitude, and capabilities are proved to be more motivated to learn different skills than the others. Therefore; the most effective learning of the trainees for the occupational skills on the optimal levels of motivation should be established and maintained (Antonios, 2006).

The selection and streaming of the trainees in the TVET in situations and colleges must consider the trainees' interest, abilities, preferences and, physical fitness, and the local man power needs. It is clearly known that TVET trainees have different interests, talents and potentialities to join and learn various fields of training, how ever; in most cases trainees chooses courses and training areas with out having and considering their own abilities and potentialities which might influences their future academic performances. Many trainees end up in choosing specific raining areas based on availability of instructor's popularity and other criteria that have nothing to do with their career plans, learning styles, basic skills needed. The other important thing that must be taken in to account is that the attitudes that the students have for their teachers. Investigations and studies proved that failure of education and training is due to unharmonious relationships between the trainers and the trainees s' refusing to accept and respect teaches advice and instructions. The basis for establishing good relationship between the trainers and the trainees is a mutual trust, democracy and equity (Aggarwal, 2004).

2.4.1.3. Materials, Equipments and Facilities Related Factors Affecting TVET Trainees' Academic Performance.

The academic performance of the trainees can be affected by a number of factors in the educational system in general and the TVET institutions in particular. Hence most of higher education training facilities in the developing world would tend to crucial factors in the 21 century innovation and knowledge based global and competitive as well as diversified economy.

Supporting the above idea, Doherty (1994) noted that the presence and heterogeneous use of technology is one manifestation of how school organization can become more student centered. Different research findings revealed that materials, equipments and facilities collectively known as instructional materials such as; texts books , news paper, audiovisual aids, pedagogical centers, modules, reference books, magazines, and other equipments are very use full in facilitating the learning and teaching process.

According to Smith et.al (1966), those materials and equipments created good and attractive learning situations both for the students and the teacher. However, the wealth of the teaching material and equipments available in the schools and training centers and the manner in which they are used and related to the instructional process and program determines the successfulness of the teaching learning process. The instructional materials and equipments are among the valuable variable that enhances the products of the instructional process. However, the adequacy and availability of the instructional materials and equipments alone does not guarantee an effective and efficient learning out comes i.e. the quality and relevance of the instructional materials and the equipments and effective and efficient utilization of them determines their positive associations with the students achievements and academic performance. Delivery of sufficient, quality and relevance of the text books, modules, and other reference

materials in the educational and training institutions and colleges is one of the most valuable and consistent factors that leads to improve the quality of higher education and training.

Regarding the above idea Bedi (1997) asserts that a substantial body of literature has attempted to determine the proper school quality inputs, which are required to boost the student's academic performance, which means the more quality and adequate availability of schools, are provided the better academic performance could be attained. However, teaching and training is a very challenging task, even with a proper and adequate availability of the instructional materials and equipments.

The text books and modules are one of the most important and power full instructional materials to enhance effective and efficient teaching learning process i.e. text books and modules are the single most important instructional materials, because they deliver the curriculum. Nothing has ever replaced the printed words as they are elements of the educational process. The text books and modules are central to the educational and training process (Unruh, 1965). Research findings revealed that the availability of the text books and modules in the schools and training institutions have a significant effect up on the students academic performance (Schiefelben and Farrell, 1982).

In addition to the text books, modules and reference books, other educational materials and equipments, which includes all the physical and tangible items used directly or indirectly for the purpose of instructional process support to facilitate and encourage in the transmission of knowledge, competence and skills. Presentation of the lesson, expression of a concept, and essence of any subject matter are dependent upon the application of the teaching materials and the equipments during the teaching learning process. The instructional materials and equipments represent the things and materials that are found in the environments. They stimulate and motivate the students to learn effectively and efficiently. The

instructional materials and equipments are very important in the ways that they can enrich the subject matter to be taught (Unruh, 1965).

The instructional materials and equipments required for attaining the basic educational and training objectives of the developing countries like Ethiopia are not only vital for the training and educations programs at any levels of the system but also they are part and parcel of the overall instructional process.

2.4.1.4. Curriculum and Service Related Factors Affecting Trainees' Academic performance

2.4.1.4.1. Curriculum Related Factors Affecting Trainees' Academic Performance

Curriculum is an action plan of what is to be provided in school or educational institutions as an education or training. Curriculum preparation and implementation in an educational and training institution in general and TVET institutions and colleges in particular must be relevant to the needs of the trainees, employers, the society and the local and national man power needs. The curriculum must incorporate the needs and aspirations of the trainees because trainees are considered as the primary beneficiaries as well as victims of the educational and training processes and also the needs of the private enterprises by much and large affected by the quality and relevance of the intended curriculum because they are the one that employs the products of this program and the needs of the local society and the state because they are responsible for the socio economic well being of the young generations (Ziderman,2002). As a result, strong participation of all the stack holders both at a local and national level during the planning, developing, implementing and evaluating of the intended curriculum must be given due attention.

According to Antonius (2006), TVET quality curricula programs are developed on the basis of careful analysis of the occupation in the different employment areas by systematic studying of what a successful worker does and needs to know practically. The target of the TVET curricula must be to prepare the trainees for wage and self employments. Therefore; during the preparation of the TVET curricula considering the need and aspirations of the local society, the trainers and the employers plays a crucial and an enumerable role for the success of the over all TVET program.

The data and in formations that involves trainees characteristics, characteristics of the society, the world of work, the types of the knowledge and skills relevant and reliable to the program to be designed, principles, functions and objectives of learning and training, parameters of the students population, administration and academic frame works of the school, availability of facilities and finance should be taken in to account by the program designers and implementers (Gillie, 1993). The curricula of the educational and training program in general and TVET institutions in particular defines the subjects and courses to be taught and furnishes guide lines regarding the frequency and duration of the instruction. The curricula and the educational syllabi should be closely linked to the performance standards and measure of an out come (World Bank, 1991).

The national educational goals for education and training an out come statements that translates those goals to a measurable out comes should provide the starting point for developments and implementation of the curriculum (UNESCO, 2001).The curricula should and must emphasis in problem solving that stresses skill developments and acquisition of the knowledge. Moreover, the curriculum should be provided to create individual differences among the trainees and students by focusing on results and standards and targets the students and trainees' learning. The curriculum must be relevant and reliable to the existing problems and real life situations of both the trainees and the society.

The curricula structure should be gender sensitive and inclusive of the students and trainees of the diverse abilities and backgrounds, and responsive to the emerging issues, such as; conflict resolutions both with in the school and out side the school system (UNESCO, 2001). As a result preparation and development of a curriculum should start and could be seen in light of what have been done and what should be done to include the needs, interests, and backgrounds of the trainees and their levels of understandings and academic performance. Any educational system is effective only if its curriculum is effective and considerate to the needs and aspirations of the trainees. The trainees' abilities, attitudes, values, experience and defined educational needs are considered as the focus point that should be followed by the curricula experts during their curriculum developments process.

Regarding the above idea, the National Center for Education (1991) asserted that, when the curriculum is developed great emphasis should be given to the nature and needs of the students, the society and the employers. The curriculum of the educational system in general and TVET institutions and colleges in particular must be relevant, reliable, reality oriented, as well as flexible and subject to periodic revisions based on the changing and dynamic labor market needs and the world of work. Arielehy (1977) clearly explained the above idea as the curricula developers should and must examine the acceptance of the new curricula by the teachers, parents, the students, employers, and the other society members. Latter the teachers and the parents may utilize it as a source of information about the effects of the new curricula on the future life of the trainees and their academic performance.

In the modern context, the relevance of the curricula can be addressed through the identification of the social problems which should be considered as the core and basic contents of the to dates education and training systems, the curricula to be selected at the various levels of the education and training system have to be closed to the present real life situations and problems so as to give and equip the

trainee the opportunities and initiatives to the solutions of both the individual and societal problems. Regarding the above idea, Arielehy (1977) states that, the relevance of the contents of the curriculum for an educational program could be irrelevant if it is simply imposed by certain educational authorities with out considering what has to be prepared in relation to the students, teachers, and the societal problems. Therefore; the curricula at any levels of the educational system has to intensively deal with the real social issues to prove and check its relevance and reliability implying that it has to inform and educate the students and behaviors valued by the local and national society.

2.4.1.4.2. Guidance and Counseling services Related Factors Affecting Trainees' Academic Performance.

Guidance is a service that is designed to help the students and trainees to discover the ranges of occupational goals he/she reasonably expect to attain the opportunities available to him or her for education and training and latter occupations and vocations. Guidance as an identifiable and one particular part of the educational process is an activity which the educational and training institutions give to the trainees in full filling their demands , appraising their capabilities, setting their goals in life, making directions of actions and solving their problems. Guidance and counseling service is a process which aims to equip the trainees with career understandings of them selves and their potentials for the future career developments.

Career guidance and counseling services helps the trainees to assess their career development needs, understand the process of effective choice on a career, clarify their objectives for the future and take an appropriate action to implement this objective. Guidance and counseling services is a service that is provided for the trainees to help them to understand accept and use their abilities, aptitudes and interests in order to achieve their ambitions (Dubey in Yikunoamlak, 2004).

Guidance and counseling serves is a program that is provided for the individuals, students, and trainees in order to equip them selves with the in formations and skills needed to make wise and reasonable decisions concerning problems of vocational adjustments. It also serves as a means of making available information about occupation and employments opportunities and sets up means for aiding in the placement and adjustment of the counselee.

Vocational guidance is an established fact that successful adjustment due to proper orientation at certain level is one good type of insurance against difficulties at the latter stages. It is also known that very frequent anxiety associated with the vocational choice affects both the trainees and their parents as results vocational guidance must be seen in to scene to allay fears and provide helpful preparation (MOE, 2005).

Vocational guidance and counseling services is more than giving in formations. It is a blend of self developments and of the learning and assimilation of career, providing educational and labor markets information. The developments of self confidence are often a prerequisite for taking action for once career. Guidance and counseling services assists trainees in planning their education and training to become more employable by helping them more understand , appreciate, value and respect their talents, relate effectively with others, explore career alternatives, develop and appreciate their educational and vocational training plans, implement and complete their plans and integrate successfully in the society and the labor market.

Vocational guidance and counseling services is important to education and training institutions because it helps to insure that trainees make the best use of the learning and training opportunities in helping citizens to appreciate their talents, interests and to develop them (MOE, 2005). However, choosing a vocation is not an over night work i.e. it requires a great deal of time to make an intelligent decision. Trainees should have reliable and timely information about them selves,

and educational and occupational, opportunities that fits them best. Trainees in colleges and TVET institutions usually face problem in training areas because of the information they require to plan in the appropriate fields of study according to their interests. Therefore, to alleviate and minimize this problems, trainees should be well oriented and adjusted prior to the admit ion and choice of studies in the TVET colleges and institutions.

Vocational guidance is a process of helping students and trainees to understand accept and use their abilities, aptitudes and interests in order to achieve their ambition. Supporting the above idea, Crow and Crow (1963), stated that vocational guidance helps the pupils and their parents understanding and attitudes about the world of the work, it concerns it self with an early identification of the vocational interests and aptitudes by giving vocational awareness and career understandings. Through vocational guidance the colleges and TVET institutions opens the way for effective followers on which to provide up to date information used as a basis of continuous reinforcement of the program. The guidance and counseling services and activities are operative in strategic area of in individual development particularly associated with occupational training, most of the trainees in the colleges and higher institutions are adolescents, due to the problems associated with their ages guidance and counseling plays a vital role to shape their present activities and to adjust their future life and career (Yusuf, 1987).

Regarding the above idea, Risk (1958)clearly cited that guidance and counseling services assist the trainees to plan and live the kind of life that is best suited to his/her potentialities and his/her probable opportunities in life. The vocational counselor is more responsible and professionally qualified person concerning guidance and counseling role for this services to be effective in the colleges and TVET institutions even by dividing and making correlated work with the principals and leaders.

According to the federal TVET strategy, vocational counselor must be assigned in each and every TVET institutions and colleges, however; practically who were assigned were inefficient as a result of the following major reasons:-there was no any vocational counselor guidelines so that the assigned counselors did not know what duties and responsibilities expected from them and many TVET staff members attack guidance and vocational counselors with the apprenticeship programs , even a person that is assigned as a vocational counselor and care giver was not a professional person or did not get training in guidance and counseling, and the was no career and professional developments courses in the TVET colleges and institutions. Moreover, there is no any guidance and counseling services that is offered for the students before they join the TVET institutions and colleges as a result many of the students who enrolled in have been facing challenging problem at the time of the selection of their fields of study, hence they did not know their interests, opportunities, and types and nature of occupations. Due to this and other problems, many of the TVET graduates were considered as not competent, productive, entrepreneur, employable and confident.

2.4.1.5. Co-operative and In Company Training Related Factors Affecting Trainees' Academic Performance.

Co-operative training is a new mode of TVET delivery form in which case both the TVET colleges /institutions /and the company or enterprises involved jointly in the TVET training program i.e. it is a type of training where the TVET colleges and institutions were responsible for the theoretical training session and the industries and companies were responsible for the practical training session.

According to Roberts (1965), cooperative and in company training is a type of training in which case student who is regularly enrolled in schools spend part time in on-the job training. The job training is provided by the means of co-operative training arrangements between the school and the employer. The major benefit of co-operative training or apprenticeship training is that trainees systematically

exposed to the world of work and learn the real situation of the work place. Co-operative TVET training is a mode of TVET provided in partnership between enterprises and TVET institutions usually the bulk of practical training takes place in an enterprises while theory and initial practical exposure is provided by the TVET institute (MOE, 2006).

Co-operative TVET schemes are organized as formal apprenticeship training implying a work or apprenticeship contract between the trainees and the company which deals with better training outcomes. Cooperative training develops in the companies the ownership of TVET system in which case companies will be responsible to give work or employment opportunities to the graduates of the co-operative training program because such training should take place based on the needs and interests of the companies and enterprises (ECBP, 2006).

Apprenticeship and other forms of co-operative training program tends to be more cost effective than the school based TVET training program because TVET institutions and colleges need not invest in sophisticated and heavy machineries and equipments as well as training periods in the TVET college and institutions are shorter (ECBP,2006).

2.4.1.6. Organizational Efficiency and Management Related Factors Affecting Trainees' Academic Performance

In the higher educational institutions in general technical and vocational education and training in particular is one of the most complex and challenging tasks and assignment in the modern educational and training institutions and colleges. To administer and manage properly, the teaching learning and training process at this level, the educational officials in genial and the TVET leaders in particular needs to acquire the necessary skills and knowledge. The college management and leadership as a determinant of the quality of education and training. The tasks and duties of the educational management and managements of vocational education and training have such, a complex,

purposive, delicate and huge corporate type of venture that calls for the men of good professional stature who can effectively and efficiently lead and manage the available human and non human resources to attain the desired educational and training out comes if the educational organizations in general and TVET institutions and colleges in particular to carry out the intended educational and training goals through an appropriate planning, organizing, leading staffing and controlling of the available human and non human resources as well as operations and activities (Davis and Loveless, 1981).

A principal or dean who plays a strong leadership and involved in the instruction is important to the schools and training institutions effectiveness. A good principal, dean or leader supportive to the teachers and trainers and should be willingness to involve the teachers and trainers in the decision making and planning process. The principal /deans /should have enough autonomy from their school district to exercise an autonomy over the others (Boyer, 1983).

According to Adesina (1990), management in the general terms can be defined as the organization and mobilization of all the human and non human resources in any system for the effective and efficient achievements of the identified objectives of the system. In any organization, including the schools and training systems an effective and efficient management is to be a prerequisite element for the successful accomplishment of the organizational and educational objectives. In the school system, the manager, principal, dean, leader or head teacher is a key element to organize and mobilize the schools and training institutions, the human, training material and resources for the successful realization of the educational and training objectives, so as to bring about quality of education and training.

To carry out the above responsibility, the educational and training principals and leaders should be qualified and experienced in the related technical and vocational areas. Supporting the above idea, Schiefelben (1990) clearly said that a good principal and educational leader has a multiplier effect on his/her teaching and

training staffs. The intimacy and interaction of people with one another necessitated the importance of management. As a result, organizations deal with the structure and assignment of tasks to the respective workers in order to achieve its intended objectives. Accordingly, the administrators have a responsibility to coordinate both the task and the people in an organization.

Basically educational administration in general and management of vocational education in particular is the arrangement of the human and material resources and programs available for the achievement of the education and training objectives. The educational administrator and manager of the technical and vocational educational and training at any level of the system are essentially an organizer and implementer (executors) of plans, policies, and the over all programs. The educational administrator and managers of the TVET are a contributor, in one way or an other, to the planning, policy making and program designing, but yet, his/her major role rests with the effective and efficient implementation of such; plans, policies and programs for the benefits of the trainees' as well as the majority of the society.

Administration in academic education and the TVET institutions have many features in common. The elements they share include financial affairs, facilities, staff and trainees'. On the other hand, their difference is related to the unique characteristics of vocational education and training. Job related courses, sources of income, higher costs per trainee, and close relationships with the labor markets are some of the peculiar characteristics of the technical and vocational education and training (Gillie, 1976). All this reveals that TVET institutions and colleges are different from the academic and general education schools and the training should be conducted separately from the schools providing the general education and academic streams. Institutional leadership is the major role and activities of the managers of the TVET institutions and colleges; it includes promoting the trainees learning, growth and developments as well as motivating and coordinating the TVET trainers to impart relevant and reliable knowledge and skills for the trainees'.

Gillie (1976) also stated that the mere existence of the principals and school managers does not guarantee the effective operation of educational and training establishment .i.e. effective and efficient co-ordinations as well as mobilization of workers and trainers as well as the school community are indispensable in order to enable them to work as a single whole. Having this in mind the knowledge, skills and competency of the institutional management has a paramount importance in a better utilization of scarce training personnel in the TVET institutions. This implies that if the TVET institutions and colleges are properly managed they could be able to meet their objectives. Thus, trainees; academic performance is the reflection of the TVET institutions management.

The educational and training leadership is important characteristics of an effective schooling; therefore, principals should have high expectation of the trainers and trainees' academic achievements and performance and also should supervise, lead, coordinate the curriculum, operate the basic skills, and monitor the trainees' daily progresses. With out expectations of the principals and TVET leaders, trainees' academic performance is unexpected. Moreover; the principals' role in general and TVET leaders and experts in particular includes observing, making suggestions for improvements and enforcing compliance with certain teaching and training models.

2.4.1.7. Historical Development of Technical and Vocational Education and Training in Ethiopia.

The history of TVET in Ethiopia was as old as the history of education and the history of education was also as old as the history of the man kind. The development of the TVET in Ethiopia started from the ancient civilizations which was directly linked with the Ethiopian civilization of the Axumite period which have a significant contributions to the over all civilizations of the man kind. Ethiopia has a long and an amusing history in the traditional arts and culture. However; even though a country had a long history in the arts and culture, there

was no, significant sign of developments in the modern science and technology that helped for the socio economic developments of its citizens i.e. the traditional attitudes in the country designate the skilled workers to the status of an outcast.

Regarding the above ideas, Teklehaymanot (2002) asserted that the crafts man , artisans and manually skilled people were insulted neglected and discriminated for the many past years from the society because their works like, pottery, leather works, weaving and wood carvers, etc and they were by much and large despised and excluded from the possibilities of owning lands and properties which was the foundation of the feudal society and it was also considered as an inferior and choice less occupations and this attitude was persisted until the 1974 Ethiopian revolution.

Gradually, long before the coming in to power of the western type of education in Ethiopia, the heterogeneous society of the country had their own crafts men and artisans who were traditionally trained trough parents to child on the on the job training and mother to daughter type of job training system was the basic source for the skilled people, such as; potters, black smiths, wavers, tanners, and many others (Antonios, 2006). Supporting this idea, Bizunehe (2006) reveled that, in any traditional society, technical and vocational skills are transmitted from ancestors and families to the new generations as well as a family tradition. The children and young generations were learning and tend to learn by imitating, observing and practicing the job with their elders and gradually it become the job of their own by which they earn and support their future lives.

Before the introduction of the Technical and Vocational Educational and Training in to the country emperor Minelik II have made a great attempt to introduce the European technologies, such as; rail ways, telephone services, vehicles, electricity and power supply, water and sewerage, hospitals , banks ,postal services and the like to link education and training with the employment opportunities. He also made a great effort to train local technicians, air crafts and aviation workers by the western scholars, namely Germany and France (Mesfin, 2003).

The fascist invasion of the 1935 had an important cultural side effect in the modern Ethiopian history. In the process of developing a colonial and the western type economy and social infrastructure, the leader of the fascist Italy, Mussolini, imported more than 200,000 Italian artisans and technical personnel which were required for elements of modernization under the fascist Italy rule (MOE, 1984). Therefore, it was after the expulsion of the Italians that the Ethiopian government paid and given some attentions to the establishments of the technical and vocational education and training in the country as a part of its general education system. In the 1940s and early 1950s a number of institutes for the technical and vocational training were established to train the technical personnel that can meet the need for the middle level man power having in mind the basic objectives of producing administrative and managerial elite who can fill the local vacancies available during that period (MOE, 1984).

According to the MOE (2002), the developments and expansion of the TVET sub sector of the education and training in the country is still in its infancy level and remained neglected sub sectors of education. Moreover, the international comparative data of the MOE (2002) clearly stated that the proportion of the TVET to the academic students at the secondary stage of education in Ethiopia was nine times less than that of the sub Sahara Africa as a whole. Having this in mind, even though the expansion and development of the TVET in Ethiopia is less when compared with the other African and European countries, it is basic and vital to deal with and discuss how the TVET sub sector of the Ethiopian education system was developed and expanded over different time periods.

2.4.1.7.1. Technical and Vocational Education and Training during the Imperial Government

There was a time back in the human history when Ethiopia valued the skills and talents of the man kind and the country was considered as an important center of technology and arts of that particular time hence the most important and valuable factor for the development is the skills and knowledge of its trained and trainable man power.

Teklehaymanot (2002) supported the above idea by saying the culture and architecture remains unequivocally stand witness to this fact. Arts, music, sculpture, literacy work and commerce in Ethiopia were superior to those in the now developed countries and the western technologies at that time. During the era of the imperial government, Ethiopia was aimed at rebuilding its educational institutions and very few schools served. As a result, graduates from high schools that could not join tertiary level education lacked the necessary technical and vocational skills that enabled them to be employed in the labor market. It was during that time i.e. emperor Haileselassie that the first technical school Addis Ababa Technical School was established in 1943 (Mekonnen, 2004). The objectives for the establishment of the Addis Ababa Technical school was to meet the growing and fast going demands of the industry with skilled technicians. Following the Addis Technical School, the Ambo agriculture 1946 and this period was termed as the reconstruction era.

Ambo agricultural college school was opened as a center for the study of agriculture in Ethiopia. Having similar objectives as that of the Ambo agricultural school, Jimma agricultural school was opened in the year of 1955 with the aim of producing skilled and modern agriculturalists that meets the countries man power needs. Immediately following g the establishment of the Ambo and Jimma agricultural school, the Bahir Dar polytechnic was established in the year of 1963 having a basic and prime objectives of training a well capable technicians who could work in the new industries both as technicians and technical managers. (Mekonnen, 2004).

Another development observed in the developmental and expansion process of the technical and vocational education and training during the imperial era was the introduction of a comprehensive program in the formal educational and training system. A comprehensive program was introduced in the year of 1961 to the

secondary schools of Ethiopia with a prime objective of preparing the student for different jobs and replacing the previous established training centers as it was found that they were less adequate to satisfy the growing demands of the skilled and trained man power needs.

2.4.1.7.2. Technical and Vocational Education and Training during Derge Regime

Regardless of the development and expansion of the technical and vocational education and training during the imperial period, the graduates of the comprehensive schools of Ethiopia were become incompetent and un able to be employed because of the inadequacy and non relevancy of the training program of the schools .As a result the dissatisfactions' by the public gradually continuous to grow and reached its climax stage and forced the government to take actions that was resulted in revising and restructuring of the entire educational and training system. As far as the expansion of the technical and vocational education and training is concerned, the system of the TVET under the ministry of education during the imperial era have been narrow. He also asserted that during the imperial ear the education and training system consisted of two full fledged technical schools i.e. the commercial schools and the technical schools are few missionary schools in the different parts of the country.

During the Derge regime, the significance of the curricula could be seen from the point of view of the new social changes that took place in the country. In the visualization of the corresponding changes in the imperial curricula, the new policy was geared towards the development of all rounded human personality. As a results, the context of the work related subjects were placed in a poly technique frame work of education and replaced the curricula of the imperial curricula.

The curriculum of the general poly technique education was as the name implies contains all the technical and vocational subjects with the intension to produce all rounded and dynamic technicians having all kinds of the technical and vocational skills and knowledge that enable the trainees to work in the modern technologies

and other relevant areas. As it is cited in MOE (1980), there are general, higher general and extended technical and vocational education and training within the system of the poly technique education. However, even though much efforts have been made by the governing body, the education and training given in the TVET schools lacks relevance in the industries and failed to prepare the trainees' for the available job vacancies as a result the majority of the graduates were forced to be employed in jobs that have no connection with their fields of study. As a result the governing body have passed a resolution that calls for a review of the Ethiopian education and training sector (Tekeste, 1990).

Having this core and basic objectives, in the year of 1995 a 10+3 training program have been launched and new training policy composed of various programs and criteria become to exist. This prominent change was intended to equip the future graduates with a better skills, knowledge, work attitudes and work habits which could not be covered in the previous training and education programs. However, the periods allotted for each course and subject is not sufficient to cover the contents of the curriculum in the given periods of time. During this period, the government of Ethiopia has been worked by much and large to remove the obstacles standing on the ways of the TVET in terms of bringing a change in attitudes, allocations of adequate funds, trained man power needs and expanding of the infrastructures (Gumbel, 1983). Towards the end of the military government, it was clearly observed that the existing training program has failed to full fill its intended objectives as a result it become in effective as well as in efficient. Supporting this idea, Berhanu (1992), stated clearly that close to the dawn fall of the military government, trainees' enrollment have been continuously declining the reason for this was the dissatisfaction of the trainees' in some fields of the study and the training given was not conducted based on the real needs of the society and the local labor market demands.

2.4.1.7.3. Technical and Vocational Education and Training during the Transitional Government

After taking power from the Derge in 1991, the present government started to identify the major problems of the education sector of Ethiopia both the general education and the TVET and interesting efforts have been made to change and restructure the over all system, which have given priority for formulating a new education and training policy. To this effect the ministry of education was given the responsibility of facilitating activities with regard to the formulation of the new education and training policy. Then the new education and training policy of Ethiopia have given a pivotal role in the year of 1994 for up dating and up grading the TVET with a view to provide the quality training and development of the technical and professional needs of the country. It is aimed at the diversification of the training opportunities and providing the relevant and reliable training to the different societal groups through out the country.

The training and education policy (1994) of Ethiopia have the provision of the diversified technical and vocational education and training to the school leavers parallel to the general education is emerged. In the 1994, education and training policy of Ethiopia, the general objectives and goals of the TVET program have been identified and prioritized. Moreover, the TVET programs were clearly identified and prioritized, such as; the basic vocational training program, the junior vocational training program and the middle level technical and vocational training program of three levels i.e. 10+1, 10+2 and 10+3 for those who successfully completed the general secondary education. After the identification and prioritization of the major technical and vocational program area, efforts have been made to achieve the over all goals of the TVET system which assists to produce creative, competent and adaptable work force for the economic and social transformations which paves the way for the countries over all development through a gain full employment or self employment of the citizen.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. RESEARCH DESIGN

The research method employed for this study purpose was a descriptive survey method. This method was chosen by the researcher because it depicts facts, situations, conditions and circumstances as they exist currently (Seyoum & Ayalew, 1989). They further state that the descriptive survey method is mainly concerned with depicting the existing facts and situations at their present setting. Moreover, the descriptive survey method deals with the relationships between variables, the testing of hypothesis and the development of theories, principles and generalizations that have a universal validity.

According to Best and Khan (2003), a descriptive survey method also deals with functional relationships among various variables. As the study deals with the existing major institutional factors affecting TVET trainees' academic performance in Benishangul Gumuz Regional State (BGRS), employing a descriptive survey method was found appropriate for this study purpose.

3.2. Source of Data

The relevant and reliable data that are used in this study were collected from both the primary and secondary data sources. The main primary data sources for the study purpose were 150 trainees, 30 trainers, 6 TVET deans and 1 regional education Bureau TVET expert. Trainees, trainers and TVET deans were used as a primary data source because the trainees, trainers and TVET deans were the frontline program implementers as well as the one who are directly or indirectly affected by the problem under investigation and able to share their experience and feelings on the existing institutional factors affecting TVET trainees' academic performance.

In addition to the primary data source, secondary data sources, such as; relevant books, manuals, journals, legal documents, proclamations and other related documents that reflect the issue under discussion were consulted to confirm and strengthen the results of the study. Moreover, the qualitative and quantitative data were used for the study because the combination of different data source and multiple instruments enabled the researcher to increase the validity and authenticity as well as in order to triangulate and cross check the information obtained for this study purpose.

3.3. Samples and Sampling Technique

In this study, stratified random sampling technique and purposive sampling technique were used. A stratified random sampling technique was used to select the trainees and trainers where as a purposive sampling technique was used to select the TVET deans and regional education Bureau TVET experts as well as the two TVET colleges under investigation.

The purposive sampling technique was employed because of its relative advantage to collect relevant and detailed information from respondents who can share their experience and insights to the study because of their position and involvement in the managerial posts.

According to Trochim (2004), purposive sampling technique could be useful under conditions where a researcher needs to reach at target sample area and size quickly and where sampling for proportionality is not the prime concern.

Regarding the selection of trainees and trainers from each field of study, a stratified simple random sampling technique was used. A stratified simple random sampling technique was used to seek relevant and reliable information both from trainers and trainees of heterogeneous fields of study and because of its potential advantage to maintain the involvement of all occupations and training areas in the study.

According to Best and Khan (1993), a stratified simple random sampling technique helps to draw a randomly predetermined number of the respondents and introduces secondary element of control as a means of increasing precision and representativeness. The trainees and trainers were stratified in to three strata based on their specific fields of study as industry, business and technology streams respectively. Finally the sample trainees and trainers were selected from each stratum randomly.

There were a total of 750 trainees i.e. industry (160), business (490) and technology (100) and 60 trainers i.e. industry (16), business (30) and technology (14) respectively. Therefore, from each trainee strata, 20% i.e. 32 (industry), 98 (business) and 20 (technology) trainees were taken as a proper sample size because 20% of the trainee will be reliable to get the necessary information for this study purpose. In addition, from each trainer strata 8 industry, 15 business and 7 technology trainers were taken as proper sample size. However, 6 TVET deans and 1 regional education Bureau TVET expert were purposively included in the study because of their managerial involvements and positions or posts.

3.4. Instruments of Data collection

To secure reliable and adequate information questionnaires, interviews, observation checklists, and various document analyses were made as multiple instruments and data gathering tools have a power to increase the relevance and reliability of the information obtained as well as to triangulate and cross check the in formations obtained from different data sources and through different data instruments.

3.4.1. Questionnaires

Two different sets of self completed questionnaires were prepared for the trainees, trainers and TVET deans. The questionnaires have three parts in which case the first part dealt with the characteristics of the respondents and part two deals with

the close ended questions where as part three deals with the open-ended questions. The questionnaires for all types of the respondents were prepared both in close and open ended forms. The close-ended questionnaires were arranged in the form of five point rating scale. A total of 24 close ended and 2 open ended items were arranged for the trainers and TVET deans where as 13 close ended and 2 open ended items were arranged for the trainees.

The questionnaires were used because of their appropriateness and relative advantages to obtain relevant and reliable information, opinions and attitudes from large population sizes with in short period of time and with less cost. Moreover; the open-ended questions were included in order to give for the respondents more freedom and flexibility in providing their own opinions and suggestion in written forms.

3.4.2. Interviews

In addition to the questionnaires, semi-structured interviews consisting of 9 items were employed to obtain factual and first hand information through face to face and open oral discussions from regional education Bureau TVET expert .Again the interview guide lines have two parts in which case the first part dealt with the biographical data of the respondent and the second part deals with the basic questions. The interviews were included for the purpose of strengthening and triangulating the data obtained through the questionnaires.

3.4.3. Observation Check lists

In addition to the questionnaires and interviews, an observation check list was prepared and used as a primary data source by the researcher to see the extent of the facilities available in the respective TVET College under study for the purpose of strengthening and cross checking the data that was obtained through the questionnaires and interviews. The observation check lists were used by the student researcher because of its prominent advantage of depicting things or situations at their natural settings.

3.4.4. Document Analysis

In order to strengthen and cross check or triangulate the information obtained from the primary data, a secondary data source was used. Regarding the secondary data, various document analyses in relation to both TVET college services and facilities were made in order to see and cross check the availability of the facilities and services in the two respective TVET colleges.

3.5. Data collection procedures

Both the researcher and his assistant data collector were involved in the data collection procedure. All the data instruments that were prepared in the form of questionnaire and interview were pilot tested at Manbuk TVET college by using 15 trainees, 5 trainers and 1 TVET deans to check its reliability and clarity and all the instruments were clearly answered by the respondents. The instruments were prepared in the medium of English language as all the respondents were mature enough to understand it. After the instruments are pretested a short visit was made to the respective TVET colleges and a brief orientation was given for the sample trainees, trainers and regional education Bureau TVET expert. Finally, the questionnaires were distributed and clearly returned with in the given time schedule.

3.6. Data Analysis

After the collection of data was completed the data obtained through different data tools were compiled by using different statistical instruments which are thought to be important for the collected data were employed accordingly. Regarding the quantitative data that are obtained through questionnaires frequency counts and percentages were employed to measure the magnitude of the respondent's opinions and assumptions against each statement for the analysis purpose. However, regarding the qualitative data obtained through interviews, observation check lists and document analysis, narrations and oral presentations were used.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This part of the thesis deals with the presentation, analysis and interpretation of the data obtained through questionnaire, interviews, and observation checklists as well as documents analysis regarding the major institutional factors affecting TVET trainees' academic performance in the region of Benishangul Gumuz. The questionnaires were distributed to 150 trainees, 30 trainers, and 6 TVET deans. All the distributed questionnaires were filled and properly returned within the given time period. In addition one regional education Bureau TVET expert was interviewed. The responses of the trainers, trainees and TVET deans to each of the questions given were analyzed and interpreted accordingly. Most of the data gathered were analyzed using frequency counts and percentages and presentation of the data was followed by discussions and interpretation in line with the major research outline. Finally, for the sake of simplicity for interpretation related items were grouped and treated together. As a result, the results of the study were assumed to be sufficient to draw conclusions for the study.

4.1. CHARACTERISTICS OF THE RESPONDENTS

Table: 1. Characteristics of the respondents

NO	ITEM	RESPONDENTS					
		Trainers		Deans		Trainees	
		No	%	No	%	No	%
1.1	Sex						
	◇ Male	28	93.33	6	100	100	66.67
	◇ Female	2	6.67	-	-	50	33.33
	◇ Total	30	100	6	100	150	100
1.2	Age						
	◇ 16 – 20 years	-	-	-	-	50	33.33
	◇ 21 – 25 "	6	20	-	-	93	62
	◇ 26 – 30 "	12	40	3	50	7	4.67
	◇ 31 – 35 "	12	40	3	50	-	-
	◇ > 35 "	30	100	6	100	150	100
1.3	Educational back ground						
	⇒ MA/MSc	0	-	-	-	-	-
	⇒ BA/BSc	25	83.33	6	100	-	-
	⇒ College Diploma	5	16.67	-	-	-	-
	⇒ Certificate	-	-	-	-	-	-
	⇒ Total	30	100	6	100	-	-
1.4	Fields of study						
	✓ Industrial occupation	8	26.67	-	-	32	21.33
	✓ Business education	15	50	6	100	98	65.33
	✓ Technology occupation	7	23.33	-	-	20	13.33
	✓ Total	30	100	6	100	150	100
1.5	Service years						
	◇ 1 – 5 years	18	60	-	-	-	-
	◇ 6 – 10 years	6	20	4	66.67	-	-
	◇ 11 – 15 years	3	10	1	16.67	-	-
	◇ 16 – 20 years	1	3.33	1	16.67	-	-
	◇ ≥ 21 years	2	6.67	-	-	-	-
	◇ Total	30	100	6	100	-	-

Background information of the respondents involved in the study is shown in Table 1. As it is clearly shown in item 1.1 of the Table, out of the total trainer respondents, 28 (93.33%) are males, while 2 (6.67%) are female which implies that female participation as trainer in the TVET College is low. In relation to their age, 6 (20%), 12 (40%) and 12 (40%) of the trainers found within the age ranges of 20-25, 26-30 and 31-35 years respectively which shows that the majority of the trainers

are adults. Regarding their qualification, the vast majority of the trainers i.e. 25 (83.33%) are degree holders, while 5 (16.67%) are diploma holders which prohibits them to remain in the TVET college as a trainer. Regarding the trainers specific field of study, the vast majority of the trainers i.e. 15 (50%) are belongs to business education stream, while 8 (26.67%) and 7 (23.33%) belongs to industry and technology streams respectively. This implies that the participation of trainers from the hard sill course is very low. Concerning the trainers service year, 18 (40%), 6 (20%), 3 (10%) and 2 (6.67%) are 1–5, 6–10, 11–15, 16–20 and greater than or equal to 21 years respectively which also implies that the majority of TVET trainers lack maturity and work experience as a trainer in the TVET colleges.

Regarding the TVET deans, all of them i.e. 6 (100%) are male, degree holders as well as business education graduates which implies no female and industrial technology stream participation in the managerial areas. In relation to their age, 3 (50%) and (50%) are found in age range of 26–30 and 31–35 years respectively. This implies all of the deans are adults and mature enough to continue as a leader. Regarding their service year, 4 (66.67%), 1 (16.67%) and 1 (16.67%) have service years of 6 – 10, 11–15 and 16–20 years respectively. This implies that the deans of the respective TVET colleges lack proper work experience.

Regarding the characteristics of the trainees, 100 (66.67%) are males while 50 (33.33%) are female, which implies female participation in the TVET program as a trainee is low. In relation to their age, 50 (33.33%), 93 (62%) and 7 (4.67%) were found between 16_20, 21_25 and 26_30 age ranges respectively which indicates that the majority of the trainees were adults and mature enough to attend the technical and vocational program. In relation to their specific field of study, 32 (21.33%), 98 (65.33%) and 20 (13.33%) of the trainees belongs to industry, business and technology streams respectively.

4.2. DATA ANALYSIS RESPONSES OF THE RESPONDENTS.

Table: 2. Respondents rating of the TVET trainers.

NO	ITEM	RESPONDENTS	SA		A		N		DA		SD		TOTAL	
			No	%	No	%	No	%	No	%	No	%	No	%
2.1	The trainers of the TVET college have enough training in the relevant technical and vocational areas.	Trainer	-	-	10	33.33	-	-	15	50	5	16.67	30	100
		Deans	-	-	2	33.33	-	-	2	33.33	2	33.33	6	100
		Total	-	-	12	33.33	-	-	17	47.22	7	19.44	36	100
2.2	Trainers clearly know the objectives of the training program.	Trainer	5	16.67	8	26.67	-	-	12	33.33	5	16.67	30	100
		Deans	-	-	-	-	-	-	2	33.33	4	66.67	6	100
		Total	5	13.89	8	22.22	-	-	14	38.89	9	25	36	100
2.3	The trainers have high interest & motivation to train in the TVET college.	Trainer	-	-	10	33.33	-	-	15	50	5	16.67	30	100
		Deans	-	-	-	-	-	-	4	66.66	2	33.33	6	100
		Total	-	-	10	27.78	-	-	19	52.78	12	33.33	36	100
2.4	The trainers have proper educational back ground & work experience of the subject they train.	Trainer	5	16.67	15	50	2	6.67	6	20	2	6.67	30	100
		Deans	-	-	2	33.33	-	-	-	-	4	66.67	6	100
		Total	5	13.89	17	47.22	2	5.56	6	16.67	6	16.67	36	100
2.5	Trainers monitor & evaluate the trainees' academic performance based on the new TVET strategy.	Trainer	-	-	22	73.33	2	5.56	6	16.67	6	16.67	30	100
		Deans	-	-	2	33.33	-	-	8	26.67	-	-	6	100
		Total	-	-	24	66.67	-	-	2	33.33	6	33.33	36	100

Key: SA=strongly agree, A=agree, N=neutral, D=disagree and SD=strongly disagree

In Table 2, the respondents were asked to rate the trainers of their respective TVET colleges. Accordingly, as it can be seen from item 2.1. of the table, the same number of the TVET deans i.e. 2 (33.33%) agreed, disagreed and strongly

disagreed that the trainers of the respective TVET colleges do not have enough training in the relevant technical and vocational areas, while 10 (33.33%), 15 (50%) and 5 (16.67%) of the TVET trainers agreed, disagreed and strongly disagreed about the question under discussion respectively. Therefore from item 2.1 of Table 2 we can deduce that the trainers of the respective TVET colleges do not have enough training in the relevant technical and vocational areas. In item 2.2. of the same table, the respondents were requested to rate the trainers understanding of the objective of the training program. Regarding this idea, 5 (16.67%), 8 (26.67%), 12 (33.33%) and 5 (16.67%) of the trainers were strongly agreed, agreed, disagreed and strongly disagreed respectively about the trainers understanding of the objective of the training program. On the other hand, 4 (66.67%) and 2 (33.33%) of the TVET deans were strongly disagreed and disagreed respectively about the question under discussion. Again from item 2.2 of the same table one can infer that the trainers of the respective TVET colleges did not know the objectives of the training program.

As it is indicated in item 2.3. of the same Table, the majority of the respondents i.e. 15 (50%) and 5 (16.67%) of the trainers and 4 (66.67%) and 2 (33.33%) of the TVET deans disagreed and strongly disagreed respectively that the trainers do not have interest and motivation to train in the TVET college. On the contrary, only 10 (33.33%) of the trainers agreed that the trainers have high interest and motivation to train in the TVET college. This implies that the trainers of the respective TVET colleges do not have interest and motivation to train in the TVET College. In item 2.4 of the same table, the respondents were requested about the knowledge and work experience of the TVET trainers. Accordingly, 5 (6.67%), 15 (50%), 2 (6.67%) 6 (20%) and 2 (6.67%) of the trainers were strongly agreed, agreed, remain undecided, disagreed and strongly disagreed respectively that the trainers of the respective TVET colleges do not have a proper knowledge and work experience of the subject they teach. While, 4 (66.67%) and 2 (33.33%) of the TVET deans were strongly disagreed and disagreed about the idea under discussion. Therefore, from item 2.4 of table 2 we can infer that the trainers of the respective TVET colleges

have proper educational background and work experience. In item 2.5 of table 2 the respondents were asked about their trainers' evaluation and monitoring of the trainees' academic performance. Regarding this idea, the majority of the respondents i.e. 22 (73.33%) of the trainers and 2 (33.33%) of the TVET deans were agreed that the trainers evaluate and monitor the trainees academic performance based on the new TVET strategy. On the contrary, 8 (26.67%) of the trainers and 2 (33.33%) of the deans were disagreed and 2 (33.33%) of the deans were strongly disagreed. Now from item 2.5 of the Table one can deduce that the trainers of the respective TVET colleges monitor and evaluate trainees' academic performance based on the new TVET strategy. In the interview part the regional education Bureau TVET expert also asserted that:

The trainers of the respective TVET colleges have proper educational background and work experience but do not have a proper knowledge in the relevant technical and vocational areas as well as manipulating of the training facilities and services.(March,2010).

Table, 3. Respondents responses about the TVET curricula.

NO	ITEM	RESPOND- ENTS	SA		A		N		DA		SD		TOTAL	
			No	%	No	%	No	%	No	%	No	%	No	%
2.6	The TVET curricula is flexible relevant & reliable to the needs of the local community & the world of work.	Trainer	-	-	5	16.67	2	6.67	12	40	11	36.66	30	100
		Deans	-	-	2	33.33	-	-	3	50	1	16.67	6	100
		Total	-	-	7	19.44	2	5.56	15	41.67	12	33.33	36	100
2.7	The TVET curricula integrate theory & practice as recommended by the new TVET strategy.	Trainer	-	-	10	33.33	-	-	18	60	2	6.67	30	100
		Deans	-	-	1	16.67	-	-	4	66.67	1	16.67	6	100
		Total	-	-	11	30.56	-	-	22	61.11	3	8.33	36	100
2.8	The contents of the curricula are proper clear & logical in sequence.	Trainer	-	-	5	16.67	-	-	20	66.67	5	16.67	30	100
		Deans	-	-	-	-	-	-	2	33.33	4	66.67	6	100
		Total	-	-	5	13.89	-	-	22	61.11	9	25	36	100
2.9	The curricula match with the understanding level of the trainees.	Trainer	-	-	-	-	3	10	10	33.33	17	56.67	30	100
		Deans	-	-	-	-	-	-	3	50	3	50	6	100
		Total	-	-	-	-	3	8.33	13	36.11	20	55.56	36	100
2.10	The nominal hour allotted for each course is adequate to cover the contents of the curricula according to the time schedule.	Trainer	-	-	10	33.33	-	-	15	50	5	16.67	30	100
		Deans	-	-	2	33.33	-	-	2	33.33	2	33.33	6	100
		Total	-	-	12	33.33	-	-	17	47.22	7	19.44	36	100

In item 2.6 of Table 3 the respondents were asked to rate the flexibility, relevance and reliability of the TVET curricula to the needs of the local community and the world of work. Accordingly, 5 (16.67%) of the trainers and 2 (33.33%) of the TVET deans were agreed but 12 (40%) of the trainers and 3 (50%) of the deans were disagreed and 11 (6.66%) of the trainers and 1 (16.67%) of the deans were strongly disagreed, while 2 (6.67%) of the trainers were remain undecided about the flexibility, relevance and reliability of the TVET curricula to the needs of the local community and the world of work. Therefore, from item 2.6 of the table one can deduce that the curricula of the respective TVET college is not flexible as well as relevant and reliable to the needs of the local community and the world of the work. In item 2.7 of the table, the respondents were requested to rate the theoretical and practical integrity of the TVET Curricula. Regarding this, 18 (60%) of the trainers and 4 (66.67%) of the deans were disagreed, while 2 (6.67%) of the trainers and 1 (16.67%) of the deans were strongly disagreed. On the contrary, 10 (33.33%) of the trainers and 1 (16.67%) of the deans were agreed about the theoretical and practical integrity of the TVET curricula. This implies that the curricula of the TVET College under investigation did not integrate theory with practice. In item 2.8 of the same table, the respondents were asked about the clarity, properness and logical sequence of the TVET curricula. Accordingly, the majority of the respondents i.e. 20 (66.67%) of the trainers and 2 (33.33%) of the deans were disagreed and 5 (16.67%) of the trainers and 4 (66.67%) of the deans were strongly disagreed that the TVET curricula is not clear, proper and logical in sequence. On the contrary, 5 (16.67%) of the trainers were agreed about the idea. This indicates that the contents of the curricula are not proper, clear and logical in sequence. In item 2.9 of the same table, the respondents were asked to rate whether the TVET curricula match with the understanding level of the trainees or not. Accordingly, 17 (56.67%), 10 (33.33%) and 3 (10%) of the trainers were strongly disagreed, disagreed and remain undecided respectively. On the other hand, equal number of the deans i.e. 3 (50%) and 3 (50%) were disagreed and strongly disagreed respectively about the idea under discussion. which shows that the TVET

curricula under study did not match with the understanding level of the trainees. In item 2.10 of the same table, the respondents were requested to rate the adequacy of the nominal hours allotted to each course to cover the contents of the curricula according to the time schedule. Regarding this, 10 (33.33%), 15 (50%) and 5 (16.67%) of the trainers were agreed, disagreed and strongly disagreed respectively about the adequacy of the TVET curricula. On the other hand 2 (33.33%), 2 (33.33%) and 2 (33.33%) Of the TVET deans were agreed, disagreed and strongly disagreed respectively about the adequacy of the nominal hours. Therefore, from item 2.10 of the table we can clearly deduce that the nominal hours allotted to each course is not adequate and enough to cover the contents according to the course outline. In the interview part the regional education Bureau also disclosed that:

The TVET curricula specially the modular one is not relevant, reliable, flexible, integrates theory with practice to accommodate the understanding level of the trainees and the needs of the local community as well as labor market needs. (March, 2010).

Table: 4 .Respondents responses about the TVET deans.

No	Item	Respon dents	SA		A		N		D		SD		Total	
			No	%	No	%	No	%	No	%	No	%	No	%
2.11	The deans promote quality training	Trainees	-	-	10	33.33			15	50	5	16.67	30	100
		Dears	-	-	2	33.33			2	33.33	2	33.33	6	100
		Total	-	-	12	33.33			17	47.22	7	19.44	36	100
2.12	The deans provide strong leader ship for the college and college community	Trainers	-	-	15	50			10	33.33	5	16.67	30	100
		Dears	-	-	2	33.33			2	33.33	2	33.33	6	100
		Total	-	-	17	47.22			12	33.33	7	19.44	36	100
2.13	The deans have proper knowledge of utilizing the college resource	Trainers	5	16.67	15	50			10	33.33	-	-	30	100
		Dears	2	33.33	4	66.67			-	-	-	-	6	100
		Total	7	19.44	19	52.78			10	27.78	-	-	36	100
2.14	The deans control and monitor the training classes and workshops regularly.	Trainers	8	26.67	12	40			10	33.33	-	-	30	100
		Dears	4	66.67	2	33.33			-	-	-	-	6	100
		Total	12	33.33	14	38.89			10	27.78	-	-	36	100
2.15	The deans support trainees' efforts in the training classes and out side.	Trainers	10	33.33	15	50			5	16.67	-	-	30	100
		Dears	2	33.33	4	66.67			-	-	-	-	6	100
		Total	12	33.33	19	52.78			5	13.89	-	-	36	100
2.16	The deans have proper educational background and work experience.	Trainers	5	16.67	5	16.67			15	50	5	16.67	30	100
		Dears	2	33.33	-	-			3	50	1	16.67	6	100
		Total	7	19.44	5	13.89			18	50	6	16.67	36	100

As it can be seen clearly from Table 4 above, the respondents were asked to rate their respective TVET college deans. Accordingly, as it be seen from item 2.11 Table 4, the vast majority of the respondents i.e. 15 (50%) of the trainers and 2 (33.33%) of the deans were show their disagreement, while 5 (16.67%) of the trainers and 2 (33.33%) of the deans were show their strong disagreement. On the contrary, 10 (33.33%) of the trainers and 2 (33.33%) of the deans were agreed that the deans promote quality training. This implies that the deans did not promote quality training. In item 2.12 of the same Table, 15 (50%), 10 (33.33%), 5 (16.67%) of the trainers and 2 (33.33%), 2 (33.33%) and 2 (33.33%) of the deans were respectively agreed, disagreed and strongly disagreed that the deans provide strong leadership for the college and college community. This shows that the

deans did not provide strong leadership for the college and college community.

In the interview the regional education Bureau TVET expert also argued that:

The deans of the respective TVET colleges did not provide a strong leadership for the college and college community because all are neither graduates of educational planning nor management of vocational education. (March, 2010).

In item 2.13 of the Table, the respondents were asked to rate the deans knowledge of utilizing the college resources. Accordingly, 5 (16.67%), 15 (50%) and 10 (33.33%) of the trainers were strongly agreed, agreed and disagreed that deans have proper knowledge of utilizing college resources, while 4 (66.67%) and 2 (33.33%) of the deans were strongly agreed and agreed about the idea under discussion respectively. This indicates that the deans have proper knowledge of utilizing college resources. In item 2.14 of the same Table, the respondents were requested to rate their deans control and monitoring abilities. Accordingly, 8 (26.67%) of the trainers and 4 (66.67%) of the TVET deans were show their strong agreement, while 12 (40. %) of the trainers and 2 (33.33%) of the deans were agreed about the idea under discussion. On the contrary, 10 (33.33%) of the trainers were disagreed about the idea. From item 2.14 of Table 4 one can deduce that the deans of the respective colleges control and monitor training classes and workshops regularly. In item 2.15 of the same table, the respondents were requested to rate the deans efforts to support the trainees efforts. Accordingly, the vast majority of the respondents i.e. 15 (50%) of the trainers and 4 (66.67%) of the deans were agreed and 10 (33.33%) of the trainers and 2 (33.33%) of the deans were strongly agreed that the deans support trainees efforts both in the training classes and out side of it. On the other hand, 5 (16.67%) of the trainers were disagreed about the deans efforts to support the trainees. This asserts that the deans support trainees' efforts both inside and outside the class room. Finally in item 2.16 of able 4 the respondents were asked to rate the deans' educational background and work experience. Regarding this, 5 (16.67%) of the trainers and 2 (33.33%) of deans

were strongly agreed, while 5 (16.67%) of the trainers agreed. On the contrary, 15 (50%) of the trainers of the trainers and 3 (50%) of the deans were disagreed and 5 (16.67%) of the trainers and 1 (16.67%) of the deans were strongly disagreed respectively about the educational background and work experience of the respective TVET deans. This implies that the deans do not have proper educational background and work experience.

Table: 5. Respondents responses about Materials and facilities.

No	Item	Response clients	SA		A		N		D		SD		Total	
			No	%	N	%	N	%	N	%	N	%	No	%
2.17	The TVET college has adequate machineries, equipments and hand tools.	Trainers	1	3.33	22	73.33	-	-	4	13.33	3	10	30	100
		Deans	2	33.33	2	33.33	-	-	2	33.33	-	-	6	100
		Total	3	8.33	24	66.67	-	-	6	16.67	3	8.33	36	100
2.18	The raw materials are adequately available for practical work	Trainers	5	16.67	20	66.67	-	-	3	10	2	6.67	30	100
		Deans	2	33.33	4	50	-	-	-	-	-	-	6	100
		Total	7	19.44	24	66.67	-	-	3	10	2	6.67	36	100
2.19	The TVET college has adequate classrooms, work shops and laboratories.	Trainers	5	16.67	15	50	-	-	1	3.33	-	-	30	100
		Deans	2	33.33	2	33.33	-	-	2	33.33	-	-	6	100
		Total	7	19.44	17	47.22	-	-	3	8.33	-	-	36	100
2.20	The TVET college have adequate text books, reference materials, modules and training manual	Trainers	10	33.33	15	50	-	-	5	16.67	-	-	30	100
		Deans	2	33.33	4	66.67	-	-	-	-	-	-	6	100
		Total	12	33.33	19	52.58	-	-	5	13.89	-	-	36	100

In Table 5 above, the respondents were requested to rate the conditions of materials and facilities in their respective TVET colleges. Accordingly, as it can be seen from item 2.17 of the Table, 22 (73.33%) of the trainers and 2 (33.33%) of the TVET deans agreed that the TVET colleges have adequate machineries, equipments and hand tools, where as 1 (3.33%) of the trainers and 2 (33.33%) of the deans strongly agreed about the idea. On the contrary, 4 (13.33%) and 3 (10%) of the trainers were disagreed and strongly disagreed about the adequacy of machineries, equipments and hand tools in the respective TVET colleges respectively. Finally, 2 (33.33%) of the deans were strongly disagreed about the question under discussion. This implies that the respective colleges under

investigation are equipped with the necessary equipments, machineries and hand tools. Regarding the availability and adequacy of raw materials for practical work as it can be seen clearly from item 2.18 of the Table, the majority of the respondents i.e. 20 (66.67%) of the trainers and 4 (66.67%) of the deans were show their agreement. But 5 (16.67%) of the trainers and 2 (33.33%) of the deans were strongly agreed respectively. On the other hand, 3 (10%) and 2 (6.67%) of trainers were strongly disagreed and strongly disagreed respectively. This indicates that the respective TVET colleges have adequate raw materials for the practical works. In item 2.19 of the table the same table, the respondents were asked to rate the availability and adequacy of classrooms, workshops and laboratories respectively. Accordingly, 15 (50%), 5 (16.67%) and 10 (33.33%) of the trainers agreed, strongly agreed and disagreed respectively. On the other hand, 2 (33.33%) of deans were strongly agreed, 2 (33.33%) agreed and 2 (33.33%) disagreed respectively. Therefore, from item 2.19 of the table one can deduce that the TVET colleges under study are equipped with the necessary workshops, classrooms and laboratories. Regarding the textbooks, reference materials, modules and training manuals as it is indicated in item 2.20 of the Table, 15 (50%) and 10 (33.33%) of the trainers and 4 (66.67%) and 2 (33.33%) of the TVET deans agreed and strongly agreed that the TVET colleges have adequate text books reference materials, modules and training manuals. However, only 5 (16.67%) of the trainers were disagreed about the idea under discussion. Therefore, from item 2.20 Of Table 5 one can infer that the respective TVET colleges under investigation have adequate text books, reference materials, modules and training manuals. In the interview part the regional education Bureau TVET expert disclosed that:

The training materials and facilities in the respective TVET colleges are promising and enough to give the practical training as recommended by the TVET strategy. (March, 2010).

The observations made by the researcher and document analysis also show the same thing but the condition at Assossa TVET College is better than that of Manbuk TVET College.

Table: 6. Respondents rating of the conditions of services.

No	Item	Respondents	S A		A		N		D		SD		Total	
			No	%	No	%	No	%	No	%	No	%	No	%
2.21	The TVET college provides health, dormitory and library services for the trainees.	Trainers	-	-	5	16.67	-	-	20	66.67	5	16.67	30	100
		Deans	-	-	1	16.67	-	-	3	50	2	33.33	6	100
		Total	-	-	6	16.67	-	-	23	63.89	7	19.44	36	100
2.22.	There is a professional librarian in the TVET college.	Trainers	-	-	10	33.33	-	-	5	16.67	15	50	30	100
		Deans	-	-	3	50	-	-	-	-	3	50	6	100
		Total	-	-	13	36.11	-	-	5	13.89	18	50	36	100
2.23	There is a guidance and counseling services in the TVET college.	Trainers	-	-	10	33.33	-	-	15	50	5	16.67	30	100
		Deans	-	-	2	33.33	-	-	-	-	4	16.67	6	100
		Total	-	-	12	33.33	-	-	15	13.89	9	50	36	100

As it can be seen from item 2.21 of table 6 respondents were asked to rate the conditions of services in their respective TVET colleges, such as; health, dormitory and library services. Accordingly, 20 (66.67%) of the trainers and 3 (50%) of the deans were disagreed and 5 (16.67%) of the trainers and 2 (33.33%) of the deans were strongly disagreed that the respective TVET college do not provide health, library and dormitory services. On the contrary, 5 (16.67%) of the trainers and 1 (16.67%) of the deans were agreed about the conditions of services in the respective TVET colleges. This indicates that the respective TVET colleges did not provide health, library and dormitory services for the trainees. In item 2.22 of the same Table, the respondents were asked about the proficiency of the librarian of the two respective TVET colleges. Accordingly, 15 (50%) of the trainers and 3 (50%) of the TVET deans were show their strong disagreement, while 5 (16.67%) of the

TVET trainers show their disagreement. On the other hand, 10 (33.33%) of the trainers and 3 (50%) of the deans were agreed that the respective TVET college have a professional librarian. This implies that the TVET College under investigation did not have professional librarian.

In item 2.23 of the same table, the respondents were further questioned to rate the guidance and counseling services of their respective TVET colleges. Accordingly, 15 (50%), 5 (16.67%) and 10 (33.33%) of the trainers were disagreed, strongly disagreed and agreed respectively. While, 4 (66.67%) and 2 (33.33%) of the deans were strongly agreed and agreed respectively about the guidance and counseling services of the respective TVET colleges. which means implies that the respective TVET colleges do not provide a guidance and counseling services for the trainees. Regarding the conditions of services, the regional education Bureau TVET expert was interviewed. Accordingly he said that:

Observations were made many times i.e twice in the year as the results of the observation shows; there is no health, dormitory and library service as well as professional librarian in both TVET colleges. (March, 2010).

In addition observations and document analysis were made by the researcher in order to cross check and triangulate the respondent's responses through questionnaires and interviews. Accordingly, the two TVET colleges do not provide health, dormitory and guidance and counseling services as well as there is professional vocational counselor and qualified librarian in both TVET colleges.

Table: 7. Trainees' responses about the TVET College.

No	Item	Trainees											
		SA		A		N		D		SD		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
2.1	I have full information about the TVET program before I join this college.	-	-	40	26.67	-	-	58	38.67	62	41.33	150	100
2.2	I have been given clear information to choose the specific field of study	25	16.67	71	47.33	-	-	30	20	24	16	150	100
2.3	Streaming of various fields of study was made based on trainees own interest and choice.	52	34.67	48	32	-	-	42	28	8	5.33	150	100
2.4	I am interested and motivated in my field of study as well as the TVET program	32	21.33	77	51.33	-	-	23	15.33	17	11.33	150	100
2.5	The TVET college has clear admission criteria.	-	-	82	54.67	3	2	55	36.67	10	6.67	150	100
2.6	Training materials and facilities are properly provided for the trainees.	41	27.33	76	50.67	2	1.33	19	12.67	12	8	150	100
2.7	Services such as; library, health, dormitory and guidance and counseling services are adequately available in the TVET college.	-	-	23	15.33	-	-	79	52.67	48	32	150	100

In table 7 above, trainees were asked to rate their respective TVET colleges. Accordingly as it can be clearly seen from item 2.1 of the table, 58 (38.67%) and 62 (41.33%) of the trainees disagreed and strongly disagreed that they do not have full information about the TVET program before they join the TVET college. while, 40 (26.67%) of the trainees agreed about the idea under discussion. This implies that full information is not given for the trainees before they join the TVET program. Regarding the clarity of the information to choose a specific field of study, 25 (16.67%), 71 (47.33%), 30 (20%) and 24 (26%) were strongly agreed, agreed, disagreed and strongly disagreed respectively that the trainees were not given

clear information to choose a specific field of study. This means that clear information was given for the trainees to choose their specific field of study. In item 2.3 of table 7, trainees were requested to rate about the streaming of trainees to the various fields of study. Accordingly, 52 (34.67%) and 48 (32%) were strongly agreed and agreed respectively, while 42 (28%) and 8 (5.33%) disagreed and strongly disagreed respectively about the idea under discussion. This indicates that streaming of various fields of study was made based on trainees own interest. In item 2.4 of the same table, the trainees were asked to rate about the trainees' interest and motivation in a specific field of study as well as the TVET program.

Regarding this idea, as it can be seen clearly from table 7, 77 (51.33%) and 32 (21.33%) of the trainees were agreed and strongly agreed respectively. On the contrary, 55 (66.67%) and 10 (6.67%) were disagreed and strongly disagreed about the idea under discussion. Therefore, from item 2.4 of table 7 one can clearly deduce that trainees have interest and motivation in their fields of study.

In item 2.5 of the same table, the trainees were requested about the clarity of the admission criteria of the respective TVET colleges. Accordingly, 82 (54.67%) were agreed, 55 (66.67%) disagreed and 10 (6.67%) strongly disagreed, while 3 (2%) undecided. This indicates that the respective TVET colleges have clear admission criteria. In item 2.6. of table 7 the trainees were asked the respective TVET colleges training materials and facilities of the respective TVET colleges. Accordingly, 41 (27.33%), 76 (5.67%) 2 (1.33%), 19 (12.67%) and 12 (8%) of the trainers have strongly agreed, agreed, remain undecided, disagreed and strongly disagreed respectively. Therefore, from item 2.6 of table 7 one can clearly infer that the training materials and facilities are properly provided for the trainees. Finally regarding the services in the respective TVET colleges, such as; library, health, dormitory and guidance and counseling services, almost all of the trainees i.e. 79 (52.67%) and 48 (32%) disagreed and strongly disagreed that there is no adequacy and availability of facilities in the respective TVET colleges. while only 23 (15.33%)

of the trainees show their agreements. Therefore, from item 2.7 of table 7 we can deduce that the condition of services, such as library, health, dormitory and guidance and counseling is not promising in the respective TVET colleges.

Table: 8. Trainees rating of their trainers

No	Item	Trainees											
		SA		A		N		D		SD		Total	
		N	%	N	%	No	%	N	%	No	%	No	%
2.8	Trainers have interest and motivation to help and support the trainees.	30	20	80	53.33	-	-	35	23.33	5	3.33	150	100
2.9	Trainers have a proper knowledge of the subject they teach.	44	29.33	82	54.67	-	-	14	9.33	10	6.67	150	100
2.10	Trainers tend to cover the courses based on the time schedule.	51	34	94	62.67	-	-	5	3.33	-	-	150	100
2.11	Trainers monitor and evaluate trainees' academic performance regularly.	62	41.33	79	52.67	-	-	6	4	3	2	150	100
2.12	Trainers have proper knowledge manipulating the training materials and facilities.	-	-	66	44	-	-	73	48.67	11	7.33	150	100
2.13	Trainers train by integrating theory with practice.	-	-	72	48	-	-	68	45.33	10	6.67	150	100

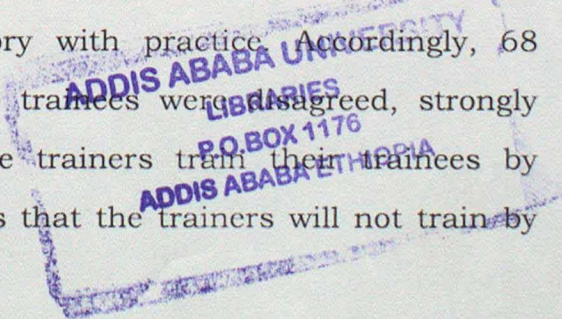
In table 8 above, trainees were asked to respond about their trainers. Accordingly, as it can be seen from item 2.8 of the table, the majority of the trainees i.e. 80 (53.33%) and 30 (20%) were agreed and strongly agreed respectively that their trainers have interest and motivation to help and support the trainees. However, 35 (23.33%) and 5 (3.33%) of the trainees were disagreed and strongly disagreed about the idea under discussion. This implies that the trainers have interest and motivation to help and support the trainees.

Regarding the trainers proper knowledge of the subject they teach, 82 (54.67%) and 44 (29.33%) of the trainers were agreed and strongly agreed that the trainers

have proper knowledge of the subject they teach, while 14 (9.33%) and 10 (6.67%) of the trainees were show their disagreement and strong disagreement respectively. Again from item 2.9 of table 4.8 we can deduce that the trainers have proper knowledge of the subject they teach.

In item 2.10 of the same table, the trainees were requested to rate their trainers' coverage of the course according to the time schedule. Regarding this, 51 (34%), 94 (62.67%), and 5 (3.33%) of the trainees were strongly agreed, agreed and disagreed respectively that the trainers tend to cover the course according to the time schedule. which clearly asserts that the trainers tend to cover the course according to the time schedule. As it can be seen from item 2.11 of the same table, the trainees were asked to rate their trainers monitoring and evaluation of the trainees academic performance.

Accordingly, 62 (41.33%) and 79 (52.67%) of the trainees were strongly agreed and agreed respectively. On the hand, 6 (4%), and 3 (2%) of the trainees were disagreed and strongly disagreed about the idea under discussion. which indicates that the trainers monitor and evaluate trainees academic performance regularly. In item 2.12 of the same table, the trainees were asked to rate their trainer's ability of manipulating the training materials and facilities. Regarding this, 73 (48.67%), 11 (7.33%) and 66 (44%) of the trainees were respectively show their disagreement, strong disagreement and agreements that the trainers have proper knowledge of manipulating the training materials and facilities. Therefore, from item 2.12 of table 8 one can clearly deduce that the trainers of the respective TVET colleges do not have a proper knowledge of manipulating the training materials and facilities. Finally, in item 2.13 of the table, the trainees were requested to rate their trainers knowledge of training by integrating theory with practice. Accordingly, 68 (45.33%), 10 (6.67%) and 72 (48%) of the trainees were disagreed, strongly disagreed and agreed respectively that the trainers train their trainees by integrating theory and practice. This asserts that the trainers will not train by integrating theory with the practice.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This part of the thesis deals with the summary of the major findings, the conclusions arrived at, and the recommendations forwarded on the basis of the results of the findings.

5.1. Summary

The major objective of this study was to detect and investigate the major institutional factors that affect TVET trainees' academic performance in the two TVET colleges of the Benishangul Gumuz Regional State. To this end the basic questions addressing institutional factors affecting trainees' academic performance i.e. trainer related factors, trainee related factors , guidance and services related factors , materials, equipments and facilities related factors, curriculum related factors, cooperative and in company training as well as management related factors were clearly raised and discussed one by one.

The study employed descriptive survey method. The student researcher has reviewed all the necessary and relevant literatures and prepared three sets of questionnaires to collect the data from the sample TVET colleges' trainers, trainees' and the deans/vice deans/. In order to increase the validity and authenticity of the questionnaires and to avoid irrelevant and ambiguous ideas, pilot test was made at the Manbuk technical and vocational education and training (MTVET). After collecting the responses from all the pilot respondents, the necessary corrections and modification of the instruments were made before an actual distribution of the data instruments takes place.

A total of 187 participants participated in the study process, of which 150 were trainees, 30 were trainers, and 6 were TVET deans/vice deans/. In addition to this 1 TVET expert from Benishangul Gumuz Regional State education Bureau was

included as the subject of the study. The open-ended and close ended Questionnaires, structured interviews, observation checklists, and document analysis were used to collect and gather the necessary information from the sample respondents. Finally, by using percentages, tables and frequency counts the data were analyzed.

At last the study came up with the following major findings.

- 1) The finding of the study revealed that the participation of female both as a TVET trainer and trainee is low and non in the managerial posts.
- 2) The study disclosed that the majority of the trainers were adults, have low work experience, graduate of business education and first degree holders which demands them to get additional training to retain in the TVET College and institutions.
- 3) The trainers of the respective TVET colleges have adequate educational background and work experience but do not have a relevant and reliable knowledge in the relevant technical and vocational areas. Moreover, the majorities of the trainers do not have enough training in the relevant technical and vocational areas, do not know the objectives of the training program, and do not have interest and motivation to train in the TVET colleges.
- 4) The study showed that the TVET curriculum is not flexible, relevant and reliable to the needs of the labor market and the local community as well as it is not clear, proper and logical in sequence. Moreover, it will not integrate theory with practice, match with the understanding level of the trainees' and the nominal hours allotted to each course is not adequate to cover the contents of the curricula according to the course outline.
- 5) According to the responses of the trainers and deans, most of the TVET deans have proper knowledge of utilizing TVET resources, control and monitor the training classes and work shops, help and support trainees efforts but do not promote quality training, strong leadership as well as do not have proper educational background and work experience.

- 6) The study disclosed that materials and facilities, machineries, equipments, hand tools, raw materials, classrooms, workshops and laboratories are adequately available in the two respective TVET colleges.
- 7) From the results of the study it was observed that services such as health and dormitory, library as well as guidance and counseling and in company and cooperative training program are not adequately available in the respective TVET colleges. Moreover, there is no professional librarian and vocational counselor in the respective TVET colleges.
- 8) As the study disclosed, streaming of various fields of study was conducted based on trainees' interest after the trainees were given full and clear information about the TVET program and fields of study both before they join the TVET College.
- 9) The majority of the trainee respondents forwarded that the trainers of the respective TVET colleges do not have interest and motivation, knowledge of the subject they teach and unable to cover courses based on the given time table. Moreover, the finding of the study pointed out , trainers monitor and evaluate trainees academic performance but do not have a proper knowledge of manipulating training materials and facilities and unable to trainee by integrating theory with practice as recommended by the new TVET strategy.

5.2. Conclusions

In light of the major findings that the study indicated in the summary part, the following conclusions were drawn;

1. The study revealed that both the trainers and deans have a proper work experience and educational background but do not have a proper knowledge in the relevant technical and vocational areas;
2. The study disclosed that almost all the occupational and managerial posts were occupied trainers and deans that have backgrounds of business education and soft skill course.

3. The study disclosed that the deans of the respective TVET colleges are neither from management of vocational education nor from the educational planning and management fields.
4. The findings of the study showed that the machines, workshops, equipment, laboratories, hand tools, raw materials, textbooks, reference material and training manuals were found to be adequate in the respective TVET colleges but service provision is low and inadequate. Besides there is no health and dormitory as well as guidance and counseling services as well as a professional vocational counselor and librarian in the respective TVET colleges.
5. The TVET curricula must be flexible, demand driven, outcome based, market oriented and matches with the understanding levels of the trainees as well as inclusive and gender sensitive (MOE, 2005). However, the curricula of the TVET colleges under investigation was not flexible, clear, definite, relevant, reliable, outcome based, matches with the understanding level of the trainees, inclusive and gender sensitive as well as not logical in sequence.
6. The finding of the study disclosed that the trainees were given full information to choose their specific fields of study as well as streaming of various fields of study was made based on trainees interests and needs as a result trainees were motivated and interested in their specific fields of study and the TVET program.
7. The trainers of the respective TVET colleges have interest and motivation to help and support the trainees, have a proper knowledge of this subject they teach, tend to cover the course according to the course out put line, monitor and evaluate the trainees academic performance regularly. However, do not have proper knowledge of manipulating the training materials and facilities as well as integration of theory with practice.

5.3. Recommendations

Based on the findings of the study and the conclusions drawn, the study has come with the following useable recommendations to improve the TVET training program and the academic performance of TVET trainees in the region of Benshangul Gumuz.

1. As MOE (2005:21) guidance and counseling service are essential to help individuals and trainee's education and training as well as various fields of study. However the study disclosed that there was no vocational counselor in the respective TVET colleges as a result trainees joined their respective colleges with out having adequate program about the TVET program and specific fields of study. Therefore, it is advisable for both TVET colleges to hire and assign a competent and professional vocational counselor to help and support the trainees at each age and at each point with decision making and career choice in relation to education, training, further training and career opportunities.
2. The TVET colleges and institutions curricula designed with 70% practical and 30% theoretical sessions as well as it must be gender sensitive and inclusive as it was recommended by the new TVET strategy. To make this effective and fruitful, TVET college's workshops and laboratories centers must be equipped with the necessary and adequate training facilities and services. However, the machines, equipments, training materials, and facilities seen inadequate in the TVET colleges under investigation. Moreover, the study disclosed that health and dormitory service, shops and class rooms, and training materials were not adequately available in both TVET colleges. Therefore, it is better and advisable for the regional education Bureau TVET department to equip both TVET colleges with the necessary training facilities and services to provide practical training in line with the new TVET strategy and training policies.
3. According to the new modular curricula of the TVET program it was clear that a curricula that were designed through participatory approach must be clear, definite, logical in sequence as well as relevant and reliable to the needs of the local community and the labor market needs and flexible to meet the needs an understanding level of the trainees (MOE, 2005:21). Therefore, to make it most relevant, reliable and flexible, the TVET curricula have to be evaluated, revised and adjusted by involving the participation of various stockholders such as

trainers, trainees, employers, TVET deans regional education Bureau experts so that it achieves its goals which in turn enhances TVET trainees academic performance.

4. In the technical and vocational education and training colleges and institutions the availability of textbooks, reference materials, modules and training manuals are fundamental and valuable to provide quality and productive training that fosters trainees' academic performance (MOE, 2005). However, according to the observation made at the respective colleges, there was a shortage of trainees' textbooks, reference materials, modules and training manuals as basic instructional inputs. Therefore, it is better for the regional education Bureau TVET departments to pay due attention to adequately provide relevant and reliable textbooks, reference materials, modules and training manuals so as to improve trainees' academic performance.
5. According to the new TVET strategy, cooperative training and in company training must be planned and managed as well as jointly provided for the trainees as a result both the training institutions and the enterprises would benefit from its appropriate implementation (Roberts, 1965). As a result the TVET institute will get feedback about how to adopt the training program to the needs of the local community and the world of the work. However, as the study disclosed the experience seen was contrary to the attention given for the cooperative and in company training i.e. the local industries and enterprises were willing to offer the cooperatives training with less attention, they were claimed for lack of qualified and in experienced supervision. Therefore, it was highly recommended that both TVET colleges should give due attention for the cooperative and in company training as recommended by the new TVET strategy.
6. The results of the study reviewed that there were no library service as well as a qualified librarian in the respective TVET colleges. The study also asserted that there were no health and dormitory services in the respective TVET colleges.

Thus, the regional education Bureau TVET department must give due attention to ameliorate these problems i.e. to equip the library with the necessary materials and to allocate sufficient budget. Moreover, the Bureau and the TVET College in collaboration must hire a qualified and professional librarian.

7. According to the new TVET strategy and training policy, the leaders of the TVET colleges and institutions must possess the necessary educational background and work experience as well as must be skillful in the relevant technical and vocational areas (MOE, 2005:51). However; the deans of the respective TVET colleges do not have the relevant technical and vocational skills. Therefore, it is advisable to give either retraining or updating programs and refreshment courses for the respective TVET deans to retool them with the necessary technical and vocational skills.

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Appendix A

Addis Ababa University

School of Graduate Studies

Department of Business Education

Questionnaire to be filled in by the trainers' of Technical and Vocational Education and Training (TVET) institutes /colleges of the Benishangul Gumuz Regional State (BGNRS).

Objectives: The purpose of this questionnaire is to examine and detect the major" Institutional Factors Affecting Trainees' Academic performance" In TVET institutions of the Benishangul Gumuz national Regional State(BGRS) so as to forward basic suggestions and solutions for the prevailing problems. Your genuine experience, feelings, and suggestions are worthwhile for the successfulness of the study. Having this in mind please be frank and responsive to respond to each item as accurately as possible.

Instruction:

- ✓ No need of writing your name!
- ✓ Where alternative answers are given, please put (✓) or (x) marks in the space provided to indicate your answer.
- ✓ And try to give a precise answer for the open ended questions.
- ✓ Thank you in advance for your cooperation.

PART ONE:

Name of your TVET _____

Personal Data:

1.1. **Sex:** I/ Male _____ II/ Female _____

1.2. **Age:**

I/ 20 - 25 yrs _____ II/ 26 - 30yrs _____

III/ 31 - 35yrs _____ IV/ >35yrs _____

1.3. **Educational Back Ground:**

I/ MA/MSc _____

ii/ .BA/BSc _____

III/ College diploma_____

IV/ Certificate _____

1.4. **Field of study**_____

1.5. Work experience_____

PART TWO

Read each of the following statements very carefully and indicate the extent of your agreement with each of the statements as directed below.

1. Circle (SA) if the statement is strongly true (if you strongly agree).
2. Circle (A) if the statement is mostly true (if you agree).
3. Circle (N) if you are neutral on the statement.
4. Circle (D) if the statement is mostly false.
5. Circle (SD) if the statement is strongly false (if you strongly disagree).

NO	ITEM	SA	A	N	D	SD
2.1	Trainers of the TVET college have enough training in the relevant technical and vocational areas.					
2.2	Trainers know clearly the objectives of the training program.					
2.3	The trainers have interest and motivation to train in the TVET college.					
2.4	The trainers have proper educational back ground and work experience of the subject they teach.					
2.5	Trainers monitor and evaluate the trainees' academic performance based on the new TVET strategy.					
2.6	The TVET curricula are flexible, relevant and reliable to the needs of the local community and the world of the work.					
2.7	The TVET curricula integrate both theory and practice as re commended by the new TVET strategy.					
2.8	The contents of the curricula are proper, clear and logical in sequence.					

2.9	The TVET curricula match with the understanding level of the trainees.					
2.10	The nominal hours allotted for each course are adequate to cover the contents the curricula according to the time schedule.					
2.11	The deans promote quality training.					
2.12	The deans provide strong leadership for the college and college community.					
2.13	The deans have proper knowledge of utilizing college resources.					
2.14	The deans control and monitor the training classes and workshops regularly.					
2.15	The deans support trainees' efforts both in training classes and out side.					
2.16	The dens have proper educational background and work experience.					
2.17	The TVET college has adequate machines, equipments and hand tools.					
2.18	The raw materials are adequately available for practical work.					
2.19	The TVET college has adequate class rooms, workshops and laboratories.					
2.20	The TVET college has adequate text books, reference materials, modules and training manuals.					
2.21	The TVET college provides health, dormitory and library services for the trainees.					
2.22	There is a professional librarian in the TVET college.					
2.23	The TVET college provides guidance and counseling services for the trainees.					
2.24	There is professional vocational counselor in the TVET colleges.					

PART THREE:

Open ended questions.

1. What are the major "Institutional factors affecting trainees' academic performance "in your TVET institute/college/?"

i. _____

ii. _____

iii. _____

2. What suggestion do you give to minimize the existing institutional factors that affect trainees academic performance in your TVEST institute/college/?"

i. _____

ii. _____

iii. _____

iv. _____

v. _____

Appendix B

Addis Ababa University

School of Graduate studies

Department Of Business Education

Questionnaire to be filled in by the trainees' of Technical and Vocational Education and Training (TVET) institute/College/

Objectives: The purpose of this questionnaire is to collect and gather the basic data for the study on Institutional Factors Affecting Trainees' Academic Performance in TVET institutes/colleges of Benishangul Gumuz National Regional State. (BGRS). So as to forward basic suggestions form the betterment of the prevailing problems. Your cooperation in providing relevant and reliable information is highly important for the successfulness of the study under consideration.

Please be frank and genuine in responding to each item as accurate as possible.

Instruction:

In the following two sections you will find items that ask you different things. Read each item carefully and answer honestly and genuinely. There is no wrong or write answer for each item. The answer is correct only if it typically represents your actual opinion and suggestions about the subject under study. No need of writing your name!

Where alternatives answers are given, please put (√) or (x) marks in the space provided to indicate your answer.

And try to give a precise answer for the open-ended questions.

Thank you in advance for your cooperation:

Part One:

Name of your TVET _____

Personal data:

1. Sex:

i. Male _____

ii. Female _____

2. Age: i. 15-20 yrs _____

ii. 21-25yrs _____

iii 26-30yrs _____

IV. >30yrs _____

3. Your field of study/department-----

Part two:

Read each of the following statement very carefully and indicate the extent of your agreement with each of the statement as directed below.

1. Circle "SA" If the statement is strongly true/ if you strongly agree/.
2. Circle "A" If the statement is mostly true/if you agree/
3. Circle "N" If you are neutral on the statement.
4. Circle "D" if the statement is mostly false.
5. Circle "SD" If the statement is mostly false/if you strongly disagree/.

No	ITEM	SA	A	N	D	SD
2.1	I have full information about the TVET program before I join the TVET college.					
2.2	I have given clear information to choose the specific field of study.					
2.3	Streaming of various fields of study was made based on trainees own interest and choice.					
2.4	I am interested and motivated in my field of study as well as the TVET program.					
2.5	The TVET college has clear admission criteria.					
2.6	Training materials and facilities are properly provided for the trainees.					
2.7	Service such as; library, health and dormitory as well as guidance and counseling services are adequately available in the TVET college.					

2.8	Trainers have interest and motivation to help and support the trainees.					
2.9	The trainers have proper knowledge of the subject they teach.					
2.10	Trainers tend to cover the courses based on the time schedule.					
2.11	Trainers monitor and evaluate trainees' academic performance regularly.					
2.12	Trainers have proper knowledge of manipulating the training materials and facilities.					
2.13	Trainers train by integrating theory with practice.					

Part Three:

1. What are the major institutional factors affecting trainees academic performance in your TVET institute/college/?

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

2. Suggest and recommend possible solutions that tend to minimize the existing institutional factors affecting trainees' academic performance.

- I. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

Appendix C

Addis Ababa University
School Of Graduate Studies
Department of Business Education

Questionnaire to be filled in by the management bodies of the TVET institute/College/.

Objectives: The purpose of this questionnaire is to access and examine the Major Institutional Factors Affecting Trainees' Academic performance in Technical and Vocational Education and Training (TVET) colleges of the Benishangul Gumuz National Regional State(BGRS) so as to forward some suggestions to improve the prevailing problems of the TVET institutions. Your experience, feelings, and suggestions are worthwhile for the fruit fullness of the study. Thus, please be frank and respond to each item as accurately as possible.

Instruction:

- No need of writing your name!
- Put (√) or (x) in the box or on the space provided to indicate your response to each item.
- Give precise answers for the open ended questions

Thank you in advance for your cooperation.

Part One:

.Name of your TVET institutes/college _____

1. Personal data:

1.1. Sex I) Male _____ ii) Female _____

1.2. Age Range:

i) 20---24yrs----- ii) 25---29yrs iii) 30---34yrs-----
iv) 35-----39 yrs v)>39yrs

1.3. Educational Back Ground

i) MA/MSC _____

ii) BA/BSC _____

iii) College diploma _____

IV) Certificate _____

2.4. Field of study: _____

1.5. Work Experience _____

Part Two:

Read each of the following statements carefully and indicate the extent of your agreement with each of the statements as directed below.

1. Circle "SA" If the statement is strongly true/ if you strongly agree/.
2. Circle "A" If the statement is mostly true/if you agree/
3. Circle "N" If you are neutral on the statement.
4. Circle "D" if the statement is mostly false.
5. Circle "SD" If the statement is mostly false/if you strongly disagree/.

<u>NO</u>	<i>ITEM</i>	SA	A	N	D	SD
2.1	Trainers of the TVET college have enough training in the relevant technical and vocational areas.					
2.2	Trainers know clearly the objectives of the training program.					
2.3	The trainers have interest and motivation to train in the TVET college.					
2.4	The trainers have proper educational back ground and work experience of the subject they teach.					
2.5	Trailers monitor and evaluate the trainees' academic performance based on the new TVET strategy.					
2.6	The TVET curricula are flexible, relevant and reliable to the needs of the local community and the world of the work.					
2.7	The TVET curricula integrate both theory and practice as recommended by the new TVET strategy.					
2.8	The contents of the curricula are proper, clear and logical in sequence.					
2.9	The TVET curricula match with the understanding level of the trainees.					

2.10	The nominal hours allotted for each course are adequate to cover the contents the curricula according to the time schedule.					
2.11	The deans promote quality training.					
2.12	The deans provide strong leadership for the college and college community.					
2.13	The deans have proper knowledge of utilizing college resources.					
2.14	The deans control and monitor the training classes and workshops regularly.					
2.15	The deans support trainees' efforts both in training classes and out side.					
2.16	The dens have proper educational background and work experience.					
2.17	The TVET college has adequate machines, equipments and hand tools.					
2.18	The raw materials are adequately available for practical work.					
2.19	The TVET college has adequate class rooms, workshops and laboratories.					
2.20	The TVET college has adequate text books, reference materials, modules and training manuals.					
2.21	The TVET college provides health, dormitory and library services for the trainees.					
2.22	There is a professional librarian in the TVET college.					
2.23	The TV ET college provides guidance and counseling services for the trainees.					
2.24	There is professional vocational counselor in the TVET colleges.					

Part Three:

Open-ended questions:

1. What are the major institutional factors that affect trainees' academic performance in your TVET institute/colleges?

I. _____

ii. _____

iii. _____

2. What suggestion do you give to minimize the existing institutional factors that affect trainees' academic performance in your TVET institute/college?

i. _____

ii. _____

iii. _____

Appendix D

Addis Ababa University

School of Graduate Studies

Department of Business Education

Interview questions for regional education bureau TVET expert.

The purpose of this interview question is to collect and gather additional information for the study on the major institutional factors affecting trainees' academic performance in the TVET colleges of Benishangul Gumuz Regional State.

- 1) How do you monitor and evaluate the TVET colleges in the region?
- 2) Are the deans of the respective TVET colleges have adequate educational background and work experience to play an effective and efficient leadership role?
- 3) Are the trainers of the respective TVET colleges of the region have relevant knowledge and skill in the relevant technical and vocational areas? if not; what measures are taken to alleviate the existing problem?
- 4) Are the TVET institutions and colleges in the region equipped with the necessary training materials, facilities and services as recommended in the new TVET training strategy?

Appendix E

Addis Ababa University

School of Graduate studies

Department of Business Education

Observation check list

Instruction: The purpose of this observation check list is to gather and collect relevant and reliable facts relating to staffing, machineries, facilities, services, training materials and equipments , library services, curriculum and managerial efficiency as well as training process through observations and checkups at the aforementioned TVET colleges.

1. Name of the TVET college_____

2. Number of class rooms_____

3. Staff population_____

Academic staff: Male_____ Femele_____ Total_____

Administrative staff: Male_____ Femele_____ Total_____

4. Available field of study

NO	FIELD OF STUDY	LEVEL OF STUDY				
		I	II	III	IV	V
6.1						
6.2						
6.3						
6.4						
6.5						
6.6						
6.7						
6.8						

7. Number of trainers for each field of study
8. Number of trainees for each field of study
9. Facilities and services in the respective colleges

No	Facilities and services	Available	Not Available	Remark
9.1	Water supply			
9.2	Electricity			
9.3	Library			
9.4	Internet			
9.5	Toilet for staff			
9.6	Guidance & counseling			
9.7	Cafeteria for staff			
9.8	Teachers' offices			
9.9	Administrative offices			
9.10	Staff room			
9.11	Institutional hall			
9.12	Laboratories			