



**SECONDARY EDUCATION STUDENTS' PERCEPTIONS
ABOUT TVET
(A CASE STUDY OF TWO GOVERNMENT SCHOOLS IN ADDIS ABABA)**

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ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES

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List of Abbreviations

AU	African Union
ILO	International Labor Organization
IDS	Industrial Development Sstrategy
MoE	Ministry of Education
OS	Occupational Standard
TVET	Technical and Vocational Education and Training
UN	United nation
UNESCO	United nations Educational,Scientific and Cultural Organization
UNEVOC	The UNESCO International Center for Technical and Vocational Education and Training

Abstract

The aim of this study was to investigate the perception of secondary education students' towards TVET and suggest possible solutions to the manifested problems as a remedial action. A descriptive survey method was employed because it allows to collect data from a wide range of respondents and enables to describe the students' perceptions about TVET. Data was collected through questioners as well as guided interviews from 120 students and 26 stakeholders' from the total population using simple random and proportionally stratified sampling .Besides, percentages and frequency was also used to analyze this research.

The study has come up with the major findings that majority of student respondents have shown a negative attitude towards TVET. This research have also recommend that stakeholders' and TVET offices should work in harmony to support the program and promote a positive attitude that can change the belief of the students and the community about TVET.

CHAPTER ONE

1. Introduction

This Chapter starts by presenting a background discussion of the selected topic of this thesis. At the end of this discussion the research question is formulated and the main purpose of this thesis are formulated. What this research hopes to contribute and the delimitation's of this study are considered.

1.1. Back Ground of the Study

Developing countries including Ethiopia need to improve productivity throughout the economy if they are to compete successfully in an era of requires not only capital investment but also and change occupations. The level of competence of a country's skilled workers and technicians is very important to the flexibility and productivity of the workforce. Skilled workers and technicians enhance the quality and efficiency of production and maintenance, and they supervise and train workers with lesser skills can be attained through a vocational education. It does not need any further explanation that Ethiopia is one of the least industrialized countries in the world. In addition, most of the available industries in the country are low in both their qualitative and quantitative aspects. (MoME, 2010/11)

As in many developing countries the world over, TVET has been given an insignificant attention and low status from the public of Ethiopia. Behind this lie various factors with perilous consequences. Among these is the act of discouraging and shrinking instead of encouraging, improving and inspiring the development of arts and crafts in the country takes the first place. This in turn has left behind problems of misconception and prejudice for arts and crafts since ages ago. The extent of this misconceptions and prejudice goes to the worst level whereby artisans and blacksmiths have been considered not only as low caste people but as sinners in the social life of the society as well (Teklehaimanot, 2002).

The role of TVET in human resource development and the consequent growth and prosperity of society is an established fact. This is because TVET furnishes skills required to improve productivity, raise income levels and improve access to employment opportunities for people

(Bennell,1999). It does this by playing three major roles: meeting the human power needs of society; raising the employment opportunity of citizens for further education and training.

Broadly speaking, therefore, TVET can be defined as education and training activity that is mainly provided to lead participants acquire skills, knowledge and understanding necessary for employment in a particular occupation or group of occupations (Atchoarena & Delluc,2001). Therefore TVET is a part of the education system that makes an individual more employable as well as active participant and relevant in the socio-economic system of a country (Psacharopoulos & Woodhall,1985). That is why that we see here and there in our world that countries are consistently striving to improve their education system in general and their TVET systems in particular. (Psacharopoulos & Woodhall,1985;Benson,1987;King,1985)

Regarding the indispensable roles it play on the socio-economic development of human beings in general Atchoarena (1994) emphasizes that by promoting their professional skills and by improving their socio-economic status TVET plays pivotal roles in disseminating scientific and technological knowledge far and wide among the society and improves the living standards of individuals by expanding their general and technological knowledge.

Since education is considered the key to effective development strategies, TVET must be the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development. (UNESCO in AU, 2007, p.17)

With the increased recognition of the contributions of TVET, therefore, various countries have been making efforts both independently and under the umbrella of regional and international organizations to improve its effectiveness and efficiency. In addition to the independent efforts of countries made, therefore, the international organizations of nations such as UNESCO have been endeavoring to shape TVET to match the needs of a rapidly changing world labor demand.

The 1999 Seoul Second International congress of UNESCO, for instance, had disclosed that TVET must be shaped in a way that it can adequately produce responsible citizenship for the world of work as globalization and dramatic developments in information and communication technologies are expected to be features of the 21st century (UNESCO, 1999).

The 2002 Industrial Development Strategy (IDS) of Ethiopia highlights the tremendous human resource deficits in Ethiopia as the major reason behind the low state of industrial development. It also calls for efforts to raise the quality of the Ethiopia workforce to international standards, to reverse the previous marginalization of industrial profession in the TVET system, and to put a substantial focus on building a culture of entrepreneurship and preparing people for self-employment. Future efforts to satisfy the demand of the industry will, therefore, not only satisfy the demands of the industry but also pave the way to citizens for better employment opportunities and open outlets for poverty reduction.

The national TVET strategy states the overacted, adaptable and innovative work force in Ethiopia contributing to poverty reduction, social and economic development through facilitating demand driven, high quality technical and vocational education and training relevant to all sectors of the economy at all levels and to all people in need of skill development. And some of the detailed specific objectives aim to create and further develop outcome based training and improve the quality needs of labor market (MoE, 2006:10).

Even though, the objectives clearly stated that the cultivation of tremendous human resource at all levels and to all people in need of skill development, But TVET institutions are currently produced graduates that fail to fulfill the required number of skilled manpower needs of the country. (MoE, 2010/11).

Wanna(1998:610) has also mentioned some of the major challenges TVET are lack of systematic integration of TVET with the world of the work; curricula used in formal TVET not developed base on OS; unemployment of many TVET graduates even in those occupational fields that show a high demand for skilled manpower; Substantial resource wastages as a result of underutilization of equipment in public TVET institutions; low quality of TVET study/instructor; and as a consequence of budgetary constraints, most urban public TVET programs are underfunded while rural public TVET programs are suffer from poor facilities and shortages of training materials.

According to the new TVET strategy, the goal of the TVET system, therefore, emphasizes on the cultivation of competent and adaptable workforce that can play its pivotal roles in shouldering the economic and social development of the country. In the other words, TVET is expected to

enable on increasing number of citizens personally engaged in gainful occupations (employment and self-employment) in the different economic sectors of the country to ultimately reduce unemployment and poverty from the country. To this effect, the TVET system is re-organized into an outcome-based system. This is a system where by the already identified competences in the OS and demanded in the labor market are the final benchmarks of training and learning.

Yet, to address all the problems related with the TVET system apparently, the government has been attempting at the expansion of both public and private TVET institution as well as raising the standards of the existing TVET institutions based on the country's skilled human power needs for the past two decades (MoE, 2008;TGE, 1994). One of the major changes introduced is therefore, the commitment made to utilize both the public and non-public resources to expand TVET parallel to the academic education system and supply the labor market and the national economy with middle level skilled human power.

A positive mental attitude helps motivate to focus on desired activities and events and the results they hope to achieve. Motivation comes from having a positive mental attitude.Motivation and having a positive mental attitude take a long time to develop. (ILO,2008)

Emerging paradigms in TVET in our country surround many issues in which this paper will focus on: knowledge of schools towards TVET, commitment on awareness creation as well as the attitude of students to vocational training and to what extent motivation can be a driving force to acquire skill development. Accordingly, the research study will focused on assessing the dominant factors affecting the motivation and attitude of highschool students in relation with the current low number entrants of TVET. The fundamental problem, dealt with is what drives or induces students to exploit their potential resources towards the field of tvet as they do in other study?

1.2 Statement of the Problem

The national TVET strategy clearly states in the above literature,which emphasizes on the cultivation of competent and adaptable workforce that can play its pivotal roles in shouldering the economic and social development of the country facilitating demand driven, high quality and required quantity relevant to all sectors of the economy.

One of the key changes of TVET strategy is creating access to those who did fulfill the preparatory school entrance requirements after grade 10 national examinations can join TVET institutions. Such youngsters can start any TVET from any level they want from the different occupations that are categorized into different sectors and levels with the exception of level five (polytechnic level) that necessarily requires prior TVET back ground.

Even though, the objectives are plainly described, currently TVET institutions are not in a position meeting to produce the required quantity of graduates at all levels and to all people in need of skill development of labor market remains one of the challenges in which this study will focus up on, which is practically show a huge flaw in TVET strategy in general as well as market demand of skilled labor force in particular.

As a staff with one of the TVET institution in Addis Ababa and vocational background, i believe on the above argument that currently TVET institutions are with low number of entrants from high schools and as a research question, it would seek to answer the perception of students' towards TVET and this will be possible through analysis of information gathered from two high schools in Addis Ababa.

In consequence, reliable information shows that Ethiopia's TVET enrollement rate has been among the lowest ranking of the world. When compared with that of the sub-Saharan Africa itself TVET enrollement rate is still at the bottom rank which further reflects the seriousness of the problem of access for TVET in Ethiopia (Kitaev, 1999).

For example, among those who completed grade 10, only about 33.7%, 35.7%, 41.9%, 49.8% and 49.5% joined the TVET and higher institutions in years 2006/07 through 2010/11 consequetively. The remaining majority youngsters in all the years mentioned did join neither higher education nor TVET, not to mention millions of other who dropout schools at any level and those who totally did not get access for education and training of any level. These youngsters also join the labor market despite they are not prepared for any specific work. The question of quality education and training for those who have the access for further education and training has also been at a very low level throughout all levels of education that in turn calls for coordinated response and commitment among all stakeholders. This all implies the prevalence of quantitative problems in the labor force supply to the labor market. (MoE, 2010/11)

Besides, this research study were give special emphasis to the following basic questions to assess the fact that to what extents are students at high school level are motivated and committed towards TVET which are directly or indirectly influence the low number entrants and graduates that makes underscore TVET strategy the supply of middle level work force.

- What is the perception of students' towards TVET?
- What role does have TVET enhancing students' preference?
- How high or low students and accademic staff's TVET knowledge?
- Is there any difference interms of awareness creation in academics and TVET ? .

1.3 Objective of the study

1.3.1. General Objective

The overall objective of the research study is to assess secondary education student's perception towards TVET and to suggest possible solutions that might help to reduce the existing problems.

1.3.2. Specific objectives

- To identify the underlying causes of students' to the TVET program.
- To indicate the attitudinal gaps of students about TVET
- To find out some points of suggestions and recommendations to the major findings of the study.

1.4 Significance of the study

The results of the study may serve as a ground to assist strategic planners to assess the perception of secondary education students about TVET programs and develop their attitude through different mechanisms. The study may contribute some in puts for policy makers to make constructive reform to the current students' understandings towards TVET by enhancing the awareness of those who have the attitude on TVET program.

Furthermore, it helps to offer meaningful suggestions for decision makers to take corrective measures and find new ways about maximizing the level of decision making of the students towards TVET based on their attitude and skill. Moreover, it is also believed that the research

findings of the study will also serve for other prospective students as an initial step to undertake their study in similar or related field of study.

1.5 Limitation and delimitation of the study

1.5.1. Limitation

The limitation is being considered the overall to which the researcher has limited the study and makes active choices to limit the study area that is the perception of secondary education students' towards TVET. One of the problems the researcher encountered was shortage of the reference materials, lack of adequate time and lack of adequate research materials in similar field of study and other behavioral aspects of respondents. Furthermore, some respondents fail to fill or complete the questioner. Thus, the researcher exerts maximum efforts through relevant documents and trusted sources of information to minimize the effects and to build reliability of the study.

1.5.2 Delimitation

The researcher is intending to demark for the study in selected two public preparatory schools found in Addis Ababa. i.e., Dilber and Kechine Debreselem Secondary Schools.

In addition due consideration were given to only the students' perception towards TVET in order to manage the research and assess in depth with holistic and more acceptable results in the field of study.

Definitions

Motivation: by definition refers to what activates, directs human behaviour and how this behaviour is sustained to achieve a particular goal. Also it can be defined as the set of processes that arouse, direct and maintain human behavior towards attaining some goals. Jones (1995) argues that "motivation is concerned with how behaviour gets started, is energized, is sustained, is directed, is stopped and what kind of subjective reaction is present in the organization while all this is going on." Gibson, Ivancevick, Donnelly (Organization: processes, structure, behaviour p214).

Attitude: Mental state of readiness for motive arousal.

Perception: something to do with one's being aware of those objects or conditions about him and also his ability to interpret, understand or derive meaning from what he is aware of. Allport 1965, (Introduction to educational psychology, p19)

Technical and Vocational Education and Training: is a comprehensive term referring to the educational process. It involves, in addition to general education, the study of technologies and related sciences and the acquisition of practice, skills and knowledge related to an occupation in various sectors of economic and social individual life (UNESCO, 1984).

Vocationalization: embraces those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skill, attitudes undertaking the knowledge relating to occupations in the various sectors of economic and social life. UNESCO (Aggarawal, 1997:200).

1.6 Organization of the Study

This research study comprises of five major chapters. The first chapter deals with the background of the study. The next two sections chapter two and three deal with review of the related literature and research design and methodology. The fourth chapter deals with the presentation and analysis of the data collected and the interpretation of the findings. The summary of the findings, conclusions and recommendations is presented in the last chapter of the research study.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

Introduction

In this section the researcher describe and explain the concepts, definitions and literature that are relevant in the field of motivation and attitude which are necessary to facilitate a comprehensive analysis and understanding of the research question. It may be useful to conceptualize motivation and its linkage with attitudes, performance and competency.

2.1 What is motivation?

According to Greenberg and Baron (2000. P.190) motivation could be divide into three main parts. The first part looks at arousal that deals with the drive or energy behind individual(s) action. People turn to be guided by their interest in making a good impression on others, doing interesting work and being successful in what they do. The second part referring to the choice people make and the direction their behavior takes. The last part deals with maintaining behavior clearly defining how long people have to persist at attempting to meet their goals.

Linder (1998. p3), in Peter (2004, p9) defined motivation as the psychological process that gives behavior purpose and direction, a predisposition to behave in a purposive manner to achieve specific unmet needs. An unsatisfied need and he will to achieve, respectively.

Young (2000, p1) suggest that motivation can be defined in a variety of ways, depending on whom you ask. Ask someone on the street, you may get a response like ‘it’s what drives us’ or ‘it’s’ what make us do the things we do.’ Therefore motivation is the force within an individual that account for the level, direction, and persistence of effort expended at work.”

Halepota (2005. P16) defines motivation as “person’s active participation and commitment to achieve the prescribed results. Halepota further presents that the concept of motivation is abstract because different strategies produce different times and there is no single strategy that can produce guaranteed favorable result all the times.

According to Antomioni (1999, p29) “the amount of effort people are willing to put in their work depends on the degree to which they feel their motivational needs will be satisfied. On the other hand, individuals become de-motivated if they feel something in the organization prevents them from attaining goods out comes.

It can be observed from the above definitions that, motivation in general, is more or less basically concern with factors or events that moves, leads, and drives certain human action or inaction over a given period of time given the prevailing conditions. Furthermore the definitions suggest that there need to be an invisible force to push people to do something in return. It could also be deduced from the definition that having a motivated work force or creating an environment in which high levels of motivation are maintained remains a challenge for today’s management. This challenge may emanate from the simple fact that motivation is not a fixed trait-as it could change with changes in personal, psychological financial or social factors.

For this thesis, the definition of motivation by Greenberg & Baron (2003) is adopted. As it is more realistic and simple as it considers the individual and his performance. Greenberg & Baron defines motivation as: “The set of processes that arouse, direct and maintain human behavior towards attaining some goal”. (Greenberg & Baron.2003. P190).

The term motivation has been used in numerous and often contradictory ways. Personally, there appears to be some agreements that the crucial thread that distinguishes motivated behaviors from other behavior is that it is goal directed behavior.

Psychologists agree that motivation is extremely important in determining what an individual will or will not learn. But despite intense study, they have produced surprisingly little that aids the teacher either in recognizing motivations which exist (so that teaching can be structured to capitalize on these motivations) or in changing motivations so that a student will want to learn essential ideas and skills.Perhaps the most helpfull ideas have come from Abraham Maslow who suggests that there is a hierarchy of human needs, with each of the lower level needs having to be satisfied before a need at a higher level is effective in motivating a person to want to learn. From low to high, he lists needs as: (1) physiological (2) safety (3) belongingness and love (4) importance, respect, self-esteem, and independence, and (5) information, understanding, beauty, and self-actualization.

Most schooling assumes that the first four of these needs have been met outside the school, and that every individual is therefore ready for learning based on his needs for information, understanding, beauty and self-actualization. This assumption may be true for the middle or upper class student for the moment. But many students are concerned about the future. They wonder what type of education will satisfy their physiological needs when their parents no longer provide financial support. Preparation for a vocation will meet their physiological needs, and satisfy needs for safety, belongingness, importance, respect, self-esteem, and independence as well, with some prospect of these needs being satisfied through vocational education or through college preparatory education, they are in a position to begin to be concerned about their highest needs. (Evans, p.155)

The need for safety (as Maslow defines it) is the only primary need to which vocational education does not make substantial contributions. Vocational education which is segregated by social class may indeed heighten the student's concern for personal safety, because it may put a student into an environment where threats to his safety from lower class students are much more common.

Two ways in which the school can modify the motivations of its students are: by allowing the student to receive (at least for part of each day) instruction which appears to him to be relevant to his needs, and by providing extrinsic rewards for desired behavior. Properly designed vocational education appears relevance in its own right, and as the student learns that basic skills are required in the world of work, vocational education lends relevance to the study of basic skills. Both of these provide intrinsic motivation. Recently, the study of operant conditioning has emphasized the importance of extrinsic motivation, and has suggested ways in which it can be provided in the school. There are moral questions which inhibit teachers from using operant conditioning extensively to modify student motivations and behavior. Vocational education is relatively unique in providing both intrinsic motivation and a considerable amount of perfectly natural extrinsic motivation through such rewards as the take home project, pay (in cooperative education programs), rank in the student personnel structure, and awards by out-of-school organizations. (Evans, p.154)

Adams(1965) cited in Peter (2004, p.12) suggests that people are motivated to seek social equity in the rewards they receive for high performance.According to him the outcome from job

includes: pay, recognition, promotion, social relationship and intrinsic reward to get these rewards various inputs needs to be employed by the employees to the job as time, experience, efforts, education and loyalty. He suggests that, people tend to view their outcomes and inputs as a ratio and then compare these ratios with others and turn to become motivated if this ratio is high.

2.2 The concept of attitude

The word Attitude has multiple definitions and although there has been much debate as to how to define the term attitude, some of the study are presented as follows:

To Botzin, Loftus, and Zajonc (1983), although there are a number of definitions for attitude, most seem to center around the notion that it involves measuring people, issues, etc. along a dimension ranging from positive to negative. Furthermore, according to them this measurement has two components: cognitive and affective (values and beliefs).

The above explanation can be elaborated further that our beliefs and values are combined with our cognitive component. Thus, the two components (affective and cognitive) give us our long range or persistent measurements for dealing with the world. Moreover, the authors forwarded that while an individual may have the competency to perform a certain job that does not mean he/she will have the attitude to do so properly. That is to say competencies provide us the capacity to perform, while attitude give us the desire to accomplish.

An attitude is also defined psychologically hypothetical construct that represent an individuals degree of like or dislike for something. Attitude are generally positive or negative views of a person, place, thing, or event. This is often referred to as the attitude object. People can also be conflicted or ambivalent toward an object, meaning that they simultaneously possess both positive and negative attitudes toward the item in question (Wikipedia).

North (1932) has defined attitudes as the totality of those states lead to or point toward some particular activity of the organism. The attitude is therefore, the dynamic element in human behaviour, the motive for action and an individual's belief about the object. Most attitudes are the result of either direct experience or observational learning from the environment.

On the other hand, many definitions of competency include attitudes, such as beliefs, values,

traits, and motives. According to Athey and Orth (1999) competency is viewed as a set of observable performance dimensions, including knowledge, skills, attitudes, behaviors, and collective team, process and organizational capabilities. Besides, Knowles (1975) uses knowledge, understanding, skill attitude, and value as topologies for competencies.

The above discussions may reveal that performance is a combination of competencies and attitude. Moreover, the discussion portrays that competencies are behaviors that encompass the skills, knowledge, and attributes required for successful performance. This in turn indicates that as attitude is one of the major components of performance, it is without question giving considerable attention about methods employed for changing attitudes in performance interventions.

2.3 The belief of society towards TVET

Education is a process by which man transmits his/her experiences, new findings values accumulated over the years, in its struggles for survival and development, through generations. Education enables individuals and society to make all rounded participation in the development process by acquiring knowledge, ability, skills and attitudes. One of the aims of education is to strengthen the individuals and society's problem-solving capacity, ability and culture starting from basic education and at all level.

Technical and vocational and training (TVET) was the most neglected area in the history of the Ethiopian education system. However since 2000/01 a massive expansion of this sub-sector has been operational. The strategic thinking behind the expansion of TVET sub-sector is to meet the middle-level human power demand of the industry, service sector and commercial agriculture, which have become very essential to the overall development of the country. TVET is an instrument for producing technician's equipment with practical knowledge, who unlike in the past, would be job creators rather than expecting jobs to be provided by the government (MoE, 2005:10).

Even in modern times, the majority of the community understands the training institutions as the dumping ground of the damp, low achieving secondary school completers. Therefore, parents hardly think of blue-collar jobs for their children and hence most have been shying away from taking part in TVET for decades. As a result young candidates have been joining and graduating

from the TVET system with low self-efficacy and hence the misconceptions for TVET has been no strong that it enrollees graduates them selves can not shake and crack for ages old. Under this circumstance, those who were enrolled used to graduate and joined the unemployed social group with all the skills they acquired, utilized, irrespective of the status of their competence (MoE, 2006; 2010; Teklehaimanot, 2002; UNIVOC, 2000).

In consequence, reliable information shows that Ethiopia's TVET enrollement rate has been among the lowest ranking of the world. When compared with that of the sub-Saharan Africa itself TVET enrollement rate is still at the bottom rank which further reflects the seriousness of the problem of access for TVET in Ethiopia (Kitaev, 1999).

Unfortunately, research has shown that people in society politicians, educators, administrators, parents or learners do not fully appreciate the value of TVET (Kerre, 1996; Tum, 1996). Some studies have suggested that the major reason for this negative attitude is the long-term low status of TVET compared to general education. This attitude can be a reaction to colonial times when Africans were expected to be manual workers and, therefore were provided with technical and vocational education, while general academic education was reserved for Europeans who filled white-collar jobs (UNESCO, 2009).

Another explanation for the low status of TVET is that it is regarded as the second chance for those who have failed to find a place in academic education. This situation is further worsened by the low level of wages earned by vocationally trained graduates. Accordingly, in the recent years, many technical and vocational education students have ended up with limited opportunities for pursuing graduate or advanced technological education (Tum, 1996). This has resulted in low moral among those students taking TVET subjects.

A study by UNESCO-UNEVOC (2000) revealed that the community exerts a great deal of influence on one's choice of career. According to Kerre (2001), parents want their children to be either teachers or nurses and very few parents encourage their children to enter blue-collar jobs.

2.4 The practice of students towards vocational education

We know considerably less about vocational Students in post-secondary education than we do about high school students in vocational curricula. Graney points out that there is little but

speculation about the technical student, but that even the speculation deals less with the subject of what technical students are than what they ought to be. Most studies of post-secondary education students have been concerned with criteria for admitting students, and hence have been concerned with predictions of success in different curricula. These studies have been of little value, since they seem uniformly to find that high socio-economic status, high secondary school grades, and high ability and achievement test scores are good indicators of success in all of post-secondary education. The implication seems to be that students who score low on each of these criteria can be kept out, all will be well. This may make the task of the college teacher simpler, but it is hardly an answer for the student who ranks low in one or more of these characteristics.

Much of these useful findings are those of Taylor and Hecker and of Hakanson indicate that students who do not succeed in the first post-secondary curriculum in which they enroll are likely to withdraw from college rather than to transfer to another curriculum.

For example, Hakanson found that only 14 percent of the students who withdrew from college transfer programs enrolled in occupational education curricula. Almost all of the remainder dropped out of school. This finding suggests that community colleges should have both vocational and technical curricula available in the same occupational fields, so that students who are unable to succeed in a technical curriculum can move to a related vocational curriculum without having to change objectives sharply. For example, a student who has insurmountable difficulty in a two-year mechanical design technology curriculum should be able to transfer to the one-year vocational drafting curriculum which has related occupational goals, but does not require such high mathematics achievement. Hakanson's findings also suggest that adequate counseling at the time of enrollment may be more important than has been thought, and may be even more important than counseling after the student has begun his studies. (Evans, p.187)

In spite of the fact that the above assumption seems true which emphasizes on focusing some relationships of general characteristics of students, my argument on the current Ethiopian TVET share many common challenges and pose many common issues which are fundamental to understand the interest and characteristics of students towards TVET at high school level and to gain competitive edge, I believe a lot of research and studies should be done in the student characteristics that includes the students Academic Aptitude, Dropouts, Socioeconomic status, Aptitude toward college, Status of Vocational education in the eye of students, placement and

Earnings in order to get a clearer student characteristics in relation with the growing knowledge of TVET.

2.5 Vocational guidance and counselling

Guidance personnel, when they provide vocational counseling, have in mind two goals which are identical to two of three goals of vocational education. Super and Crites state these as "... to help people make good vocational adjustments, and to facilitate smooth functioning of the economy through the effective use of manpower".

Fortunately, more is known about counseling students who want to learn about themselves. Here, the emphasis is on helping the individual to help himself. The first step is to help the individual to understand his interests and abilities. Interest tests are more useful in this situation than in screening for admission because the individual is free of immediate pressures as he states his interests. If the student has definite vocational goals in mind, tests can be selected to indicate his probability of success. If he does not have definite vocational goals, his interests can form the basis for selecting educational experiences which will help him explore occupations related to those interests.

The process of counseling individual students requires skill which is achieved only after specific training. The vocational teacher can, of course provide answers to questions which lie within his field of expertise. Perhaps the best advice which psychologists provide to the untrained vocational counselor is: avoid telling people what occupations they should or should not enter. The vocational teacher can best work in cooperation with trained counselors. Where his occupational knowledge and the knowledge he has acquired about his students can supplement their skills in counseling. Such cooperation assumes that the teacher has some familiarity with counseling techniques, and also assumes the availability of fully trained counselors. Too often the ratio of students to counselors is so high, and the availability of well trained counselors is so low that even the students who want assistance cannot be accommodated. No one has a good solution to the problem of the student who reaches late adolescence without realizing that he needs assistance in the process of vocational choice. (Evan, 1971, p.158)

The official definition of vocational guidance formulated by the national vocational guidance association in 1937 was that it is "the process of assisting the individual to choose an

occupation,prepare for it,enter upon and progress in it.”To place a greater emphasis upon the psychological nature of the vocational choice, Super in Redie (1977) has suggested that this definition be revised to indicate that vocational guidance is “the process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work,to test this concept against reality with satisfaction to himself and benefit to society.(p.34)

Which ever way it is defined and understood,vocational guidance is a facilitative process,a service rendered to the individual to aid him in choosing and adjusting to an occupation; and a vocational psychology may be understood as ”the study of an individual’s vocational behaviour and development through the years of choice and adjustment” (Crites in Redie,1977,p.35

Vocational guidance,ingeneral,can create a better match among interests,skills and qualifications on the one hand and graduates at different occupations with available job opportunities on the otherhand (MoE,2010e).

2.6 The importance of vocational education

The government’s national development endeavor demands the supply of skilled human power at different levels.The realization of this endeavor requires the entry of young people in to agricultural-related job opportunities,including small-scale industries and strategies that encourage young people to become self-employed based on a firm education and training background,including training in a wide variety of work-related skills through TVET programs. (ESDP-3,2005)

The role of TVET in human resource development and the consequent growth and prosperity of society is an established fact.This is because TVET furnishes skills required to improve productivity, raise income level and improve access to employment opportunities for people(Bennel,1999).It does this by playing three major roles:meeting the human power needs of society;raising the employment opportunity of citizens thereby improving their livelihood;and motivating citizens for further education and training.

Broadly speaking,therefore, TVETcan be defined as education and training activity that is mainly provided to lead participants acquire skills,knowledge and understanding necessary for employment in a particular occupation or group of occupations (Atchoarena & Delluc,

2001).Therefore, TVET is a part of the education system that makes an individual more employable as well as active participant and relevant in the socio-economic system of a country (Psacharopoulos & Woodhall, 1985).

Capital and natural resource are passive factors of production; human beings are the active agent who accommodate capital, exploit natural resources, build social, economic and political organizations, and carry out national development. (Redie, 1974, P.92)

Ngara (1995) also adds many remarkable socio-economic and poletical reforms that have been innitiated by governments in many countries to bring about marvelous tachnological achievements critically depended upon skilled human power cultivated by TVET. Since education is considered the key to effective development strategies,TVET must be the master key that can allevate poverty,promote peace,conserve the environment,improve the quality of life for all and help achieve sustainable development(UNESCO in AU,2007,P.17).

Developing countries including Ethiopia need to improve productivity throughout the economy if they are to compete successfully in an era of requires not only capital investment but also and change occupations. The level of competence of a country's skilled workers and technicians is very important to the flexibility and productivity of the workforce. Skilled workers and technicians enhance the quality and efficiency of production and maintenance, and they supervise and train workers with lesser skills can be attained through a vocationalization education. Vocationalization embraces those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skill, attitudes undertaking the knowledge relating to occupations in the various sectors of economic and social life. UNESCO (Aggarawal, 1997:200).

Gille (1973:3), occupational education has two major people oriented objectives. It seeks to provide (1) a sequence of educational and training experiences designed to prepare certain people for initial entry into the world of work; and (2) education and training that will enable other people to continue their employability and to further increase their usefulness in the working society. Occupational education is concerned with new workers and also with the large group of people who are a ready in the work force.

The TVET system provide life-long learning opportunities(including initial and further TVET) to

enable the workforce to keep pace with the rapidly changing work environments brought about by technological progress and development in the organization of the work. Life-long learning also implies that people can continuously enhance their recognized qualifications. National TVET Strategy(2008,p.14)

Atchoarena and Selluc (2002:15), Technical and vocational education systems are everywhere facing challenges to prepare sufficient number of people with the right skill to meet labor market demands. Matching skills, knowledge, and attitudes and the needs of employment is increasingly challenging in the current context of globalization and rapid technological change to the constant transformation of occupations.

A critical issue for technical and vocational planners and managers is how to train individuals for further jobs on the basis of information covering past and present labor markets.

2.7 Vocational choice

The Ethiopian educational structure in its education and training policy (1994),p.14-15 states that, for secondary education will be of four years duration, consisting of two years of general secondary education enable students identify their interests for further education, for specific training and for the world of the work. General education will be completed at the first cycle (grade 10). The second cycle of secondary education and training will enable students to choose subjects or area of training which will prepare them adequately for higher education and for the world of the work.

Super and Overstreet, in their study of ninth grade boys, point out that vocational choice is a process which extends over a period of time and is made up of a "... sequence of lesser decisions... which bring about a progressive reduction of the number of alternatives open to the chooser" (Evans,p.159). This process begins at an early age and is accelerated if the student: comes from a home which provides a stimulating environment, has high verbal ability , is interested in the professions, gets good grades, and has parents who allow him to make decisions. These are precisely the characteristics of students who perform well in and enjoy the traditional school program with its emphasis on verbal ability and preparation for the professions. This is not likely to be a simple coincidence, but is probably cause and effect, for these are the middle class characteristics which dominate the schools. The process of vocational choice is aided by

practice in decision making of all types since vocational choice is itself made up of a number of decisions. The school would therefore be wise to provide opportunities for vocational decision making. So, contrary to the usual view, it is more important for a student to make vocational decisions than to make the right vocational choice. And it is essential that the right to change the decision be explicit.

Therefore not only should the school provide a setting which encourages vocational decision making, but that setting should allow changes in vocational choice to be made without penalties, at least through the twelfth grade. Even in junior college, penalties for changes in vocational goals should be at an absolute minimum. (Evans, p.159-161)

Effective counseling and career guidance arrangements will be established to encourage young people to make realistic training and career choices. The arrangement will also help teachers and trainees to overcome gender bias when giving advice to trainees and to encourage prospective trainees to consider a broader range of training program options. There will also be targeted improvement to female participation in all training programs through counselling and career guidance arrangements to advise prospective girls to enter in to various TVET programs. (ESDP-3,2005)

2.8 Enrolment

Atchoarena and Deluc (2005:15), states that technical and vocational education are facing challenges to prepare sufficient number of people with the right skills to meet the labour market demands is also a critical issue for technical and vocational planners and managers how to train individuals for further jobs on the basis of information covering past and present market.

The major achievement recorded in the TVET system today is the steady increase in the number of students enrolled. The number of TVET institutions has reached to 505 by 2010/11 which was only 17 by 1996/07. The total enrollment that was only 72,176 in 2002/03, similarly, grew to 171,342 in 2010/11. The average annual growth rate of TVET enrolment in the past five years was about 17.6%. This is definitely a big success. However, compared to the young population in need of TVET training, there is a need for the establishment of more and more TVET institutions. This is because, as can be seen from table-1 every year many youngsters join the labor market with no any further training for employable skills. For instance, about 66.3%,

65.3%, 59.10%, 50.2% and 50.5% of grade 10 completers joined neither preparatory schools nor TVET institutes in the four years, from 2006/7 through 2010/11 respectively. The availability of such a high number of teenagers and other millions in the labor market with no any specific skills acquired is a big challenge in the endeavors of reducing unemployment and poverty. The problem becomes worse when we think of others in the labor markets who do have totally no access to the opportunities of education and training at all that compete for employment in the modern labor market that sets various criterions for the segregation of the labor supply available in the market. (MoE, 2010/11)

Table 1: Potential TVET Enrollees and Actual Enrolment in the past five years

year	Number of students Enrolled											
	Grade 10				Preparatory				TVET			
	Total	Male	Fem.	Fem. %	Total	Male	Fem.	Fem. %	Total	Male	Fem.	Fem. %
2006/7	1,223,662	76,674	462,988	37.8%	175,219	117,000	58,219	32.2%	191,157	107,333	83,824	43.9%
2007/8	1,307,914	793,223	514,691	39.4%	193,444	130,533	62,911	32.5%	229,252	119,123	110,129	48.0%
2008/9	1,382,325	803,389	578,936	41.9%	205,260	146,547	58,713	28.6%	308,501	165,91	142,591	46.2%
2009/10	1,452,850	818,280	634,570	43.7%	243,080	156,194	86,886	35.7%	353,420	196,937	156,483	44.3%
2010/11	1,461,918	807,251	654,667	44.8%	288,216	169,575	118,641	41.2%	371,342	199,794	171,548	46.2%

SOURCE: -Education Statistics Annual Abstract (MoE, 2010/11)

On the other hand, the awareness of the youngsters for TVET seems improving. This is because data analysis of table shows that the proportion of the youngsters who have been joining TVET among those who failed to join preparatory schools, has consistently been increasing from year to year, i.e. 22.25%,28.00%,30.9% and 31.9% from 2007/8 to 2010/11 respectively. Nevertheless, through it is not that bad, the female participation in TVET did not show significant improvements in the years mentioned that in turn calls for a steady examination and resolution of the disparity problem. According to data collected from regional enrollments, those who have got the opportunity to join TVET institutions by themselves choose special occupations leading to jobs that have typically been occupied by females. Such occupations that focused on caring, cashiering, cleaning and clerical works, all of which are accorded with low status and are low-paid including hair dressing, secretarial science, nursing, garment manufacturing and textile, bakery and confectionery, hotel works and the like. Accordingly, specialties that are geared more towards the industrial and the construction technologies are traditionally reserved for males. Such gender stereotyping whereby only some occupations are reserved for females is a common phenomenon of occupational segregation in the entire TVET system of Ethiopia.

2.9 The perception of students' towards TVET

Students' value acquired through their respective communities still appear to be strong as far as influencing today's perception of TVET subjects is concerned. In the traditional African society, practical skills were imparted according to role and gender. Tasks that were perceived as not safe or appropriate for women were assigned to men. King and Hill (1993) noted that stereotypes found in text books portray women as weak and dependent.

Girls and women are still marginalized as far as TVET is concerned. A closer examination of girls' enrolment in TVET reveals a heavy traditional bias in favor of agriculture and home science, with very few enrolments in the traditionally male-dominated technical areas, such as building construction, power mechanics, metal work and wood work. This bias could be influencing the enrolment and participation of women in TVET programs (UNESCO, 2009: 16). Another explanation for the low status of TVET perceived by the students' is that it is regarded as a second chance for those who have failed to find a place in academic education. This situation is further worsened by the low level of wages earned by vocationally trained graduates.

Accordingly, in the recent years, many technical and vocational education students have ended up with limited opportunities for pursuing graduate or advanced technological education (Tum, 1996). This has resulted in low moral among those students taking TVET subjects.

A study by UNESCO-UNEVOC (2000) revealed that the community exerts a great deal of influence on students' choice of career. According to Kerre (2001), parents want their children to be either teachers or nurses and very few encourage their children to enter blue-collar jobs.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.1 Research method and design

This study employ descriptive survey method to investigate the perception of students' towards TVET during secondary education. The research instruments employed for data collection were questionnaires for students and guided interviews for teachers, directors and TVET officials. The questionnaire were designed in such a way that were effectively address the research question. Moreover, questionnaire enables to obtain variety of opinions from a large size of population and is believed to further strength the information collected by means of other data gathering instruments.

3.2 Sources of the data

Primary and secondary sources were consulted to obtain information about the subject under study. The primary data was collected through questionnaires from the participants involved in the study where as secondary data were also considered to obtain additional information from different sources to analyze and secure the study.

3.3 Sample population and Sampling techniques

Probability and non-probability sampling techniques were consulted in this study to obtain the required data from Dilber and Kechine Debreselam Secondary Schools secondary schools. Sample population includes students, teachers, directors as well as from TVET stakeholders are also considered in this study. Besides, the number of participants involved in this study were 170 students, 20 school staff's and 10 TVET stakeholders.

Accordingly, proportionally stratified random sampling method was also deployed so as to ensure maximum representation of participants and the required sample size was considered from each stratum using lottery method.

3.4. Data gathering instruments and procedure

3.4.1 Data Gathering instruments

The research instrument used to collect the data has basically questioners and interviews for students, teachers, directors and TVET officials. The principal data collection tool would be lie on the questionnaire to get the basic factual and highly secured information. Additionally, the questionnaire enhances to get various opinions from the large group of population and retains a natural setting without any control over the environmental influences.

3.4.2 Data gathering procedure

The descriptive method was best suited to carry out the study. This method is believed to be useful because it allows to gather data from a wide range of respondents and enables to describe students' perception towards TVET program. The Data collection instruments were prior drafted which enables the researcher to find out ambiguities, omissions and misconceptions. Moreover, the inputs obtained from the pilot test were analyzed and checked for correction as well as improvements. The questionnaires and the interview were pretested by students, teachers and TVET staff's who are not involved in the study. Accordingly the questionnaire were distributed to the respondents for the actual work and finally collected from respondents to be analyzed.

3.5 Pilot study

Pilot testing study was conducted in Tikur Anbasa secondary school which is out of the actual research of the research. To find out ambiguities, omissions and misunderstandings of each item before actual questionnaires were distributed to respondent participants. In such a way, the data obtained from pilot test were considered for modification and improvement. Accordingly, questionnaire were distributed to and collected from respondents for the actual work so as adequately analyzed and interpreted as a result of this study.

3.6 Method of data analysis

Data was gathered from 170 secondary education students and 26 school members as well as TVET stake holders' (i.e, 10 teachers, 4 directors, 2 counselors, and 10 TVET office employees) from the two sample schools in Addis Ababa.

After data's are gathered, a checklist were prepared to check for questionnaire completeness, classified, tallied, assembled, arranged and organized in tables as well as computed using percentage and analyzed quantitatively and qualitatively. The data from the interview were analyzed in narration under each questionnaire relating to relevant issues. Finally the tools used to analyze the data are frequency and percentage to balance and weigh the findings of the study so as to adequately interpret.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATIONS OF DATA

In this chapter, the results on the perception of secondary education towards vocational education are analysed and discussed based on the data through questionnaire and interview guide were distributed to a total of 200 participants. And out of it, 170 questionnaires were distributed to students from sample schools and the remaining 30 questionnaires were also distributed to school staff's as well as TVET stakeholders. (i.e, 10 teachers, 4 directors, 2 counselors, and 10 TVET office employees). However for various reasons the student researcher was collected data from students 88.2% (150), and 86.6% (26) from other stakeholders respectively. An observational checklist guide was also designed for collecting additional data from the sample secondary schools.

4.1 Students' data presentation and analysis

Figure 4.1 shows the different sub groups included in the survey, the number of respondent and percentage of the subgroup representing the total of 120 respondents.

Table 4.1 Description of subgroups and the number of respondents

S.No.	Subgroups		No. of respondents	Percentage of total respondents(120)
1	Gender	Male	65	54.2
		Female	55	45.08
2	Age group	Below 16	8	6.5
		16-18	70	58.3
		19-20	30	25
		Above 20	12	10

As indicated in Table 4.1, gives information about the subgroups, were fairly represented in the total population of 120 respondents. However respondents with in the age group below 16 and above 20 could be explained as majority of students are out of those age ranges.

The collective rank order of the five most ranked attitudinal factors by the entire group of 120 respondents was (1) Need for academic education (2) Attitudes towards vocational information (3) Availability of Guidance & counselling (4) support for decision making (5) Attitude towards TVET.

From the review of data presented in table 4.2, 21.5% or total of 65 of the 120 participants, ranked the need for academic education. The remaining 78.5% was shared among the four other factors while 8.9% ranked attitude towards TVET occupying the fifth position as the least important attitudinal factor according to student respondents. The second highest ranked factor was “Attitude towards vocational information” representing 17.8% of the total respondents, followed by Availability of guidance and counseling 12.8% and Support for decision making 11.9% respectively.

According to the students response for the attitudinal factors stated above, “Need for academic education” have ranked by majority of respondents very agree 70(58.3%), agree 28(23.3%) and the remaining 22(18.3%) confirmed undecided out of the total 120 respondents. The majority of respondents express their belief continuing with the academic education signifies that they are not interested to join TVET and they are highly interested to achieve university study in their future field of study. Thus, as a result, one can simply guess that the excessive orientation of schools towards the academic education, students’ interests is also geared towards academics. A small number of respondents remain agree and undecided perhaps that they have shown an interest other than the academics and others can’t decide to agree or disagree their decision to the vocational or the academics are hesitant to choose their future study or even career path.

The second most ranked attitudinal factor were “attitudes towards technical and vocational information”. The five points liker’t scale was employed to measure respondents’ opinion on the level of ranking, 46(45.5%) responded very agree and 40(39.6%) respondents’ reported agree and a small number of respondents 7(6.9%) confirmed disagree among the 101 respondents to this survey. The result shows as such vocational education information having a role to play in

assisting students enabling full information concerning vocational at early secondary education surely facilitate students decision making in their future career choice and field of study as vocational and academics. Additionally, those of small portions ranked undecided in the issue that they are not in a position to consider any of the informations concerning vocational aspiration should give due emphasis to their stand, because one can guess if students are ignored to vocational issues, it is hard to change the traditional belief for vocational training as well as careers in their future destiny.

Concerning “The availability of guidance and counseling”, most of the students ranked agree 41(41.8%) and 33(32.7%) disagree as well as 24(24.5%) remain undecided according to their response. This result suggested that in secondary school, most of respondents need the service for guidance and counseling as it plays an indispensable role in empowering and directing students to understand their knowledge and skills to engage themselves in their own preference in future study or career choice without biasedness. In contrary, a significant number of respondents are also reported their negative opinion that they are not interested to get guidance and counseling asserting that can decide their own belief without any support from the school counsellor. Infact, only small portion of the overall respondents express their view that they are not decided and perhaps unconsiderably they did not want to get such services as having a role in assisting students.

The other attitudinal factor responded by the student participants “support for decision making” which were ranked Agree as 37 or 38.9% that students need support for decision making about their future towards vocational education and those who rank disagree 51 or 53.7% which are the greatest number of respondents shows that they don’t want someone to help them in their decision making on their future study to vocations and academics. The remaining small number 7 or 7.3% was not decided. But in reality, it is believed that majority students are influenced by someone special for them for decisions in major studies. With respect to the influence on students ‘decisions to study in academic or vocational school, some findings show that the source of decision making students own decision comes first. We should also remember that even though students ‘own decision come first, their decision might be affected by other sources like parents and others. The support for such decisions should be done based on the advice of professionals especially a vocational counselor contributes a lot in shaping students decisions.

As the last discussion issue on attitudinal factor but most important to this study, respondents were asked to indicate regarding the “perception of students towards technical and vocational education “specifically whether to join vocational training after secondary education. The result obviously shows that the majority of respondents, 65 or 72.2% reported very disagree that they would not to join vocational education as been understand in other response above the need for to join universities .Merely small number of respondents 25 or 27.8% indicated that they are interested in TVET programs and are expected to prefer TVET as a main stream of study. In fact, a very small number of respondents declare undecided for both programs and perhaps they need to decide at performance report or they might to engage in their own activities.

4.1.1 Gender (male/female)

Table4.2:Attitudinal factors that influence respondents ranking by gender

No.	Attitudinal factors	Gender			
		Male		Female	
		No.	%	No.	%
1	Need for academic education	65	54.2	55	45.8
2	Attitude towards vocational information	58	57.4	54	53.5
3	Availability of guidance & counselling	52	53.1	46	46.9
4	Support for decision making	45	47.4	50	52.6
5	Perception towards TVET	45	50	45	50

In the above table 4.2: the most obvious general observation is that the entire group of survey participants and each of the subgroups ranked by most of students’ were ”Need for academic

education” and “Perception towards TVET” also ranked least among the top five attitudinal factors.

The responses of male and female was analyzed. However, there was also difference found in the ranking of preferences that males ranked four of out of the five alternatives ranked high except the availability of guidance and counseling, i.e, female ranked high 50 or 52.67 and their counter parts 45 or 47.4%. Considering the results of this survey, one may assume that females are more interested for guidance and counseling in understanding their skill and talents as well as they need support before decision making for their future choice towards TVET or academics than their counterparts.

The above table similarly reveals that both males 65 or 54.2 % and females 55 or 45.8% ranked positively as very agree and agree the need for academic classes and this result shows that almost majority of the respondents are highly interested in preparatory class.

If we look at the case from gender perspective of the attitudinal factors ranked high both male 53.1% and females 46.9 for “perception towards TVET” both genders ranked disagree and this result signifies that both male and female respondents has not shown an interest for vocational education as a result of the excessive need for academic education and even the academic orientation of schools in addition to the negative reputation of the society towards technical and vocational education.

The other attitudinal factor ranked by the students’ participant was “attitude towards vocational information” males 58 or 57.4% and female 54 or 53.5 ranked positively out of the 101 total respondents for this questionnaire. This result indicated that both male and female are highly interested to know and understand the informations about technical and vocational education before any of the decisions placed for academics and vocations. Besides all stakeholders’ should give attention to inform students at early secondary education.

4.1.2 Age groups

Table 4.3: Factors that influence respondents ranking by Age groups

No.	Attitudinal factors	Age groups							
		Below 16		16-18		19-20		Above 20	
		No.	%	No.	%	No.	%	No.	%
1	Need for academic education	8	6.6	70	58.4	30	25	12	10
2	Attitude towards vocational information	6	5.9	58	57.4	27	26.7	10	9.9
3	Availability of guidance & counselling	6	6.1	54	55.1	31	31.6	7	7.2
4	Support for decision making	4	4.2	54	56.8	20	21.1	10	10.5
5	Perception towards TVET	4	4.4	52	57.8	30	33.3	4	4.5

The result of the most ranked attitudinal factor table 4.3 were the same from most to least among age groups; Need for academic education, Attitude towards vocational information, Availability of guidance and counselling, Support for decision making and Attitude towards TVET.

Table4.4:Attitudinal respons rankd by Age groups

S.No	Variable	No. of resp.	Age group	Responses									
				VA		A		UD		D		VD	
				N	%	N	%	N	%	N	%	N	%
1	Need for academic education	120	Below 16	2	1.7	6	5						
			16-18	31	25.7	24	20	8	6.5	10	8.3		
			19-20	16	13.3	10	8.3	4	3.3			1	0.8
			Above 20	4	3.3	6	5			2	1.6		
2	Attitude towards vocational information	101	Below 16	2	1.9	2	1.9	3.9					
			16-18	30	29.8	22	21.8			7	6.9		
			19-20	12	11.9	12	11.9						
			Above 20	2	1.9	4	3.9	3.9					
3	Availability of guidance and counselling	98	Below 16			3	3	2	2	5	5.1		
			16-18			15	15.3	13	13.3	21	21.4		
			19-20			13	13.3	7	7.1	7	7.1		
			Above 20			10	10.2	2	2				
4	Support for decision making	95	Below 16	2	2.1			2	2.1	4	4.2		
			16-18	18	19					28	29.5		
			19-20	12	12.6					17	17.9		
			Above 20	5	5.3			5	5.7	2	2.1		
5	Perception towards TVET	90	Below 16			3	3.3			3	3.3		
			16-18			12	13.3			36	40		
			19-20			8	8.8			20	22.2		
			Above 20			2	2.2			6	6.7		

Note: A-Very Agree, A-Agree, UD-Undecided, NA-Not Agree and VD-Very Disagree

The above table clearly indicates that the fairly representation of respondents from all age group category in which respondents from the age group 16-18 and 18-19 were highly dominant than the two age groups below 16 as well as above 20 covers a very small portion of respondents'.

The first most ranked attitudinal factors was "need for academic education", the responses were very agree 49(40.8), 43(35.8) ranked agree, 12(10%) ranked undecided, 15(12.5%) also reported disagreed and 1(0.8%) declared very disagree. According to respondents report, the majority of respondents from all category of age groups are agreed to continue with the theoretical preparatory schools after tenth grade completion while the minority of small number of respondents declared their agreement to join the vocational education or to go on their own way. The above result also confirms majority of respondents' of from all age groups confirmed positively to their interest on academic education.

The second ranked attitudinal factor according to respondents were "The attitude towards vocational information" Therefore, 46(45.5%) ranked very agree, 40(39.6%) agreed, 8(7.9%) reported undecided and the small portion 7(6.9%) also confirmed disagree. As the age profile above shows, this finding also show that great majority respondents have a deep desire in obtaining a prior information concerning vocations. Therefore, those of who directly or indirectly engaged in such activities should deliver a dependable response to the students' interest towards vocational education.

The third ranked factor among the alternatives were "the availability of guidance and counseling" as portrays from the above table, the majority of respondents 41(41.8%) agreed, 33(33.7%) reported disagree and the remaining 24(24.5%) declared undecided. This findings shows even the majority of respondents are interested in the availability of guidance service as it plays a tremendous role in the students' having the right choice, a significant minor number of respondents are also shown a negative response, one can identify that still guidance services at secondary school level are non considerable according to those respondents'. The other significant respondents ranked neutrality to the availability of guidance and counseling seems less considerable the advantage of guidance and counseling services in which students decide by themselves what to study and the future career.

The next fourthly ranked by 95 respondents for “Support in decision making” were declared disagreed 51(53.7%), 37(38.9%) confirmed agree and the small portion of respondents by the age groups were ranked undecided or neutrally. According to this response that the majority are disagreed to get any of the assistance from the professional counselor in their school and or someone who is special to the students and more disgustingly the majority students need to decide by themselves to the very important issue in life. In contrary, the next significant respondents’ decided to be supported before any of the decisions made for their future study and career may signifies them a wise choice without any biasedness.

The last discussion issue but the core of this study analyzed in this study were “Perception towards vocational education” Respondents were probe to their feelings towards TVET using Likert’s five point scales. Accordingly, responses of respondents’ opinion were ranked by the age groups as: 65(72.2%) declared disagree and 25(27.7%) agreed.

If we look at the case from the age group perspectives, the great majority of respondents 72.2% were not interested to attend TVET and this could be the need for preparatory classes as clearly seen in this study. However, merely a small portion of respondents are also ready to attend vocational classes as primary field of study while completing the tenth grade courses.

4.2 Guidance and Counseling services

The other most important issue that students belief at the status of counseling and guidance services at school level was ranked with a mixed feelings as 65.5% agree 25% disagree and mere small portions of respondents are reported undecided 9.5%.The result shows that as the majority of respondents’ are agreed to get an assistance for making wise choices the other respondents are also totally ignored its role in situations where a major choice appears at secondary school level.

Myers (1941,pp15-16) in Redie (1977; p26), maintained that guidance must relate only to decision making and the decision making involves situation in which two sets of differences exist, that is, differences among individuals and differences among possible choices.

1. The other two factors concerning counseling and guidance was Teachers’ involvement in guidance were ranked disagree 80% as well as external support of students’ for guidance and counseling were also ranked negatively by the student respondents. Therefore, this

result shows that students did not get any of guidance and counseling services at school level concerning understanding their skill and abilities as well as they lack the knowledge about the world of the work and this might a clear indication there is a wide gap in supporting students in their future way with accurate knowledge. The involvement of teachers, in guidance and counseling encourage students to make an effort for an appropriate choice on their real interest specially in a country like ours where experienced and skilled counselors are unavailable, the role of teachers' is very significant in order to prepare students at least by delivering vocational information and opportunities.

4.3 Stakeholders data presentation and discussions

As it was mentioned previously, this study include participant respondents, an interview guide were prepared and distributed to about 30 participants from TVET offices as well as from the sample school staff's and out of the 30 approached,26 responded to this study.

Table 4:5 Stakeholder respondents data and their responses designation

Respondents	No.of respondents	Percentage of total (26)
Teachers	10	38.5
Directors	4	15.4
Tvet agency employees	5	19.2
Subcity tvet employees	5	19.2
cousellors	2	7.7

According to the respondents of government stakeholders to TVET, the overall summary prove that students attitude and motivation towards tvet programs are influenced by: students Attitudes towards vocational education, relevance and importance of TVET program, factors which motivates student to join TVET voluntarily are the main concepts of the stakeholders' responses and accordingly presented under each question below.

Results of stakeholders' respondents are based on the analysis of the interview questions. Therefore, the presentation of the results was organized by each question.

Question 1- What do you think of the students Attitudes towards vocational education?

Main points extracted for question number one are under the following three main concepts:

a- The perception of society towards vocations

Image of the society towards TVET, Vocational education is not feasible; the influence of someone affects their attitudes, Lack of availability of vocational information, family socioeconomic status and others were some of the responses by the stakeholders' respondents.

The image or perception of the society is an important factor in the formation and attitude of students, parents and even the society at large about vocational education how people evaluate and perceive as well as the status given surely influence the attitude of students.

..."our people still abuse and insult with the traditional belief for those who are engaged with vocational works like, son of the black smith and evil eyes locally called as Buda and so on. Therefore, how can we blame those of unmatured students at the level of secondary education to vocational inspiration and motivated students in the middle of low aware people for vocations."

Concerning the feasibility or the good opportunity of TVET, people are always keen to know and understand the possibilities of job and the income their children can benefited from especially when their children finish their trainings at the vocational schools. But the main point in here is that students are highly concerned about their parents and society that give much respect and appreciation to vocational jobs in relation with academic or government professions.

b-The need for academic aspiration

This factor is also important in investigating students' attitude, because one can simply understand the ambition of students and even their parents seeking that the need for a well respected profession and earn an attractive income. The responses related to this are: Lack of

vocational university, Need for university achievement, and TVET is for low achievers were some of the beliefs of majority respondents.

Students have an excessive academic aspiration and parents are also highly worried about their children wishing to join and achieve university knowing that students go to vocational education are those who fail to join university. But in reality students should go to vocation or academic study by their preference, not by their school achievements.

... "May be lack of information people are confused to accept the reality, but for those who wish to continue their higher vocational education after completing tenth grade and preparatory education, one can join TVET colleges and proceed step by step up to degree levels".

C- Vocational policy

This factor is very important and may reflect the policies that have been influential in attitude formation and shaping the students attitude towards vocational education according to the following responses.

Coordination and integration between academics and vocations from the grass root level of schooling up to the university. It means there should also have a vocational university alternative for those who are interested to acquire with the required knowledge and skill of vocations regardless of their secondary school results which marginalize majority of students.

In order to bring students to the track of vocations, an organized and continual policy towards vocational education supported by all concerned stakeholders and relevance as well as accessible to all interested must be devised so as to change the negative aspiration of students and society towards TVET.

....."If policies were encourage students, schools, employers, vocational investors as well as promote TVET practically, hopefully as a nation we can change the current perception of the society and can be significantly increase the flow of young generation towards vocational education ."

Question 2 – Do you believe TVET program is clearly understood by the students about its relevance and importance in relation to higher education and to the world of the work?

Analysis of the answers to this question has produced a mixed of feelings by respondents. But, nearly all respondents believe that vocational education at school level is not yet known under favorable condition or circumstances. Probably this could be shown even for government offices of TVET who was in charge of implementation at a specific level of schooling has not promoted the relevance of TVET program in regard with the future benefits of vocational education in relation with further higher education as well as the demand with the job market, the skills they would acquired and even the financial rewards of an entrepreneurs can benefit from from this sector.

. . .”students think about vocational education is only after tenth grade exam report that they can’t proceed with university preparatory class, they go to vocational education with the feelings of low achievers, surely one can’t expect to produce a very competitive technicians and operators. Because vocational education should be the house of innovators not low academic achievers who lack interest and motivation on vocations.”

Some respondents are refused to accept the idea of majority and they believe that there is a lot of information and a lot is said about its demand, availability of training, its benefits and others about technical and vocational education. The main point here is that perhaps lack of carelessness or perception of students or other personal reasons students did not make their first choice.

Psacharapoulos (1991) has argued that the main reason vocational education fails that students are forced in to vocational education they would never choose. Students are living in a society where they can hear that social prestige is based on being accepted in academic school and, later on, to study at the university. They also hear and notice that the medical doctors and engineers are well respected and paid. If it is not possible to be a medical doctor or an engineer, then at least it desirable to study some other discipline at the university that will secure some white-collar and “clean hands” job in the government or the private sector.

. . . "it is the belief of the society at large and parents in particular that makes weaken students attitude and undermine the respected skill but the government has doing a lot by expanding training centers, creating equal access to citizens and encouraging students among some of critical issues promoting TVET even if it deserves to do a lot to develop vocational inspiration in regard with the deep rooted image deficit of the society."

Question three- What do you think to improve students' attitude to join TVET voluntarily?

The respondents' belief to this question has produced some explanation and could be in to the following basic themes: Responses related to the government side are: the screening of students in to vocations and academics should handled on the basis of students' free choice, not on their achievement status and better connection of personal interest and inherent feeling towards skill. The other issue respondents' stress was encouraging vocational graduates and access to vocational university surely raises the attitude of students.

Responses related to the stakeholders' side are: parents, employers, unions, community associations and school environment and reputation must contribute their share enhancing skill development in an integrated and cooperated work system. The concept in here is that the whole community must avoid the inferiority reputation deep rooted for long time, especially parents play a crucial role in shaping and molding their children to the right track based on the need and skill to decide whether academic or vocational education.

. . . "school community commitment and their reputation towards TVET should be connected with vocational education like the academic education in order to bring the effectiveness of guidance and counseling services at basic schools surely enables to bring back students attitude towards vocations as a respected field of study and career"

Question four- What factors motivating students' to join TVET by their own choice?

A lot of respondents belief was raised with different ideas in this question and extracted the major factors that motivate students are presented as follows: Pre vocational education subjects,

Guidance and counseling services, Vocational club membership at school level, and free choice of students to vocational education.

Regarding pre- vocational education subjects, it is obvious that can play a major role in motivating students starting from early school ages and develop accordingly until high school. This long familiarity with vocational education can wake up students in decision making towards vocational or academics.

. . . "In the previous Derg regim, at secondary school level, vocational subjects were given to students under the academic education and at eleventh grade, based on students' choice to vocations; vocational subjects were given by department level. Besides, during this time students have acquired skill and develop experience before E.S.L.C.E and then every student who pass the exam be it academic or vocational field student join to university."

Concerning guidance and counseling according to respondents, they do agree on the availability of early school guidance in order to shape students in every aspects of vocational education and develop self confidence in any of the decision by their own free choice without being biased.

. . . "Students never come to the office of counselor for vocational matters before tenth grade completion, but some students come after grade report received in which they feel the sense of failurity Any way we try to advise them vocational alternative is the best way and to continue with and not to withdraw. But in a condition where all the school community has no vocational atmosphere it is impossible the belief of students towards vocations."

Question five: How do you elaborate the role of stakeholders' (schools, TVET offices) in motivating and benefitting students'?

From the interviewees of stakeholders respondents have been summarized their belief and accordingly, schools and technical and vocational schools must work together in organized and communicable manner supported by guideline or checklists which is supervised by a board of

committee under the umbrella of TVET policies and strategies to enhance, benefit and encourage students as a center of the theme.

The implication of the above is clear that with respect to motivating students, every individual and or government stakeholder towards TVET must work closely to be convinced by the students as well as that foster vocational aspiration in the minds of the society they are still strongly dominant with negative perception about TVET for long since ago.

. . . "May be students, because of different reasons and lack of awareness, they did not know how TVET is benefitted those who have vocational skills than the academic degree graduated but to make aware and conscious those who have the interest and hobbies to vocational education and are not decided their future study, we should all work and show them the way of profitability by having a skill in TVET."

The implication of the above summation of statement with respect to the profitability of vocational education is perceived to be more profitable can also be achieved under specific conditions, like promoting TVET with full range of information, the quality of vocational training and good characteristics of technicians. Moreover, the labor market demand and the conditions of new business beginners for young entrepreneurs is also important in deciding the profitability of various vocations. Students' attitudes might be influenced by the profitability of vocational schooling over the academics.

4.4 Observational checklist

Table 4.6: Resources Adequacy check list

S. No.	Resources	Available %	Not Available %	Result
1	Availability of technical equipments	20	80	Very inadequate
2	Degree of freedom using technical equipments	0	100	Very Inadequate
3	Availability of technical workshop	0	100	Not Available
4	Availability of counselors office	40	60	Inadequate
5	Availability of vocational books	10	90	Very inadequate
6	Availability of TVET club in the school	0	100	Very inadequate

The result of this thesis includes the observational checklist which were used to check and supervise the two sample preparatory high schools whether the specified list of items are available or not and under what conditions are currently exists.

And hence, the observational characters are: Availability of technical equipment, the result for both sample schools were 70% not available and even the 20% availability were not found in an organized manner in which those of interested students can use it whenever required. Because at least if these hand tools are stored in different places and even handled by individuals of the school staff's and one cannot use in appropriate manner as much as required.

Measuring the degree of freedom in using technical equipments, leave alone using the technical equipments by the students who are interested or experienced in vocations, the small portions 20% of hand tools are not placed in a workshop to be easily accessible by students and some of the administrative staff's replied to me that except the maintenance personnel any one cannot use without their permission. Because these technical tools are owned by under the responsibility of

technicians and some one cannot get permission to use for personal interest. Therefore, as far as workshops are not available in secondary education, students cannot practice with their hands And there is no any means to be encouraged towards vocations.

Availability of office for counselling, in my observation only 40% were available while 60% not available. This result shows that even if they have an office in the school premises, in one of the schools among the samples, the counselor has not a separate office convenient to communicate with someone who needs such services. Even the separate office placed in one of the sample school, it was not placed in a convenient place furnished with office facilities, this shows that the school administrative did not give due emphasis to the services of counseling.

The availability of technical and vocational books in the school liabrary, and Availablity of TVET club in the school was almost negligible. This result implies that in secondary schools there is no conducive environment towards vocational education that can inspire and encourage students to make their choice of study in their future study career development.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this final chapter the overall conclusion and recommendations of the main points in which based on the analysis of this research study are presented as follows.

5.1 Summary

With the purpose of investigating the students' perception towards TVET, different attitudinal variables were devised and come out with a conclusion based on the respondent's responses as a summary for this research survey made on the sample schools in Addis Ababa and stakeholders' opinions was also included in this study.

In order to conduct this study, all necessary data and information were collected through questionnaires and interviews. In addition, a review of literature was used to secure additional information on the subject under this study. Based on the results of the data analysis, the following major findings were identified.

“Need for academic education” have ranked by a great number of majorities of respondents express their belief were continuing with the academic education that they are not interested to join TVET and highly interested to achieve preparatory classes which leads them university study in their future field of study. Thus, as a result, one can simply guess that the excessive orientation of schools towards the academic education, students' interests is also geared towards academics.

The other important point of discussions was the students' desire for vocational information was good enough even if they are excessively geared their opinion towards the academic education. This can be supported by the small number of respondents remain agreed for vocational aspirations confirmed continue to attend TVET after tenth grade education. Besides it was also believed that vocational information having a role to play in assisting students enabling to shape students' at early secondary education and facilitate students decision making in their future career choice and field of study as vocational and academics.

Concerning the availability of guidance and counseling this study portrays, even the majority of respondents are interested in the availability of guidance service as it plays a tremendous role in the students' right choice based on their decision, a significant minor number of respondents are also shown a disagreed negative response identify that still guidance and counseling services at secondary school level are non considerable according to those respondents'.

The response to the perception of students' towards TVET was negative. However, merely a small portion of respondents have shown their interest to attend vocational classes as primary field of study while completing the tenth grade courses.

Regarding the stakeholders' respondents opinion towards vocations should only implemented based on the students ability and skill in regard with free choice by themselves. Besides vocational university should also establish in order to encourage high performer students and develop vocational aspiration by vast majority of learners. The belief of the society was also one of the dominant factor students cannot simply overcome the long reputation concerning vocational careers should be improved by working together with all stakeholders as well as the whole community at large.

5.2 Conclusion

The primary objective of this study was to assess and investigate the fact that the perception of students towards technical and vocational education during secondary school education. Results and discussions of this study have led to some informative conclusions.

The main conclusion from this study result is the overall attitude towards technical and vocational education was negative due to mainly excessive need to university achievement of the students and even their family, poor image of the society which cannot be over looted overnight that manual work is already associated with vocational education and white-collar jobs are reserved for academics or any of the professions. The study has although indicated a negative image for the government side in screening of students after tenth grade by the students performance has bring the critics that students should not go to vocational based on their grade achievement, but based on their will and free choice. Because such screening method discourage best performers' not to join vocational education as a main stream of study.

In spite of the fact that it is impossible to generalize that majority of the tenth-grade students are decided to study at the academic school. It does not mean that their decisions are totally influenced by their perception. In fact for their decision, the influence of others also important. According to their rank for decision making to their future study, majority of them have indicated that they themselves decide on the type of study they wish.

The other important issue given much more emphasis is what inspires students to focus and may put additional effort with the availability of pre-high school vocational subject is believed to raise the students' perception. Additionally Guidance and counseling, freedom to choose their field of study based on their skill and interest found significant to improve students' perception ultimately according to this study.

Concerning the observational checklist prepared to observe physically at the sample schools are also almost nothing was found available was a slight indication for low motivation of schools for lack of hand tools, workshops, technical books and so on.

Finally, this thesis concludes by the age and gender issues that the responses for both variables were not shown significant differences and can be said nearly similar perception towards vocational education. The other gender differences on the attitudinal factors observed in this study is that concerning the information towards vocational education, availability of guidance and counseling and the need for support in decision making, boys were ranked higher than girls. Even if ranking on each factor may vary and indicates slight differences on age and gender. As the last conclusion observed findings which ranked negatively by the 19-20 age group were the availability of counseling and guidance, but the remaining motivational factors shows no significant differences between the different age groups

5.3 Recommendations

The first recommendation based on this thesis belong to the government policy makers while designing must be aware of the consequences of their decisions for students' perception about TVET .Students should deserve to decide on issue matters concerning their future study and even career choices based on their skill and interest without any restrictions. Instead of having regulations and limitations in terms of students' achievement on their academics as low

achievers to TVET, it should be addressed only on the students' free choice in regard with skill, interest and attitudes in order to improve the current status of negative perception of students'.

The society should also be awarded and understand the concept and importance of vocational education by get-rid of the traditional belief of low status for vocational skills and instead they have to support students to choose their field of study only on their own attitude as well as give a due respect for vocational sector as a main and back bone to the individual, family and at large to the country economy development.

Like the academics, vocational university should be established for admissions for those who wish to continue with vocational fields or programs without limitations in order to encourage and inspire them especially those who perform best avoiding the wrong belief that TVET is designed for low achievers. This could be a good practice and an effective policy to change and correct the negative perception and image of the students in particular and the society in general.

Vocational club membership at school level must be established by the interest of students in order to motivate and encourage them. It should also supported by the school administrators and promoted consistently with school mini-media as well as it has to be managed by students with good hobbies and skills of vocations that can inspire students and bring to the club membership.

The last recommendation is forwarded to the researchers' is that as vocational education is long time ago to our country but students' perception towards TVET still remains behind the track. Therefore, researchers' are encouraged to include some other observable and latent variables so as to obtain a better research on students perception and as well as students motivation towards vocational education so as to make forward some steps ahead of the existing position to contribute its own share in the development of our country as this research is an initial to other researchers' in the same or similar topics.

OBSERVATIONAL CHECKLIST

The purpose of this checklist is to obtain as well as gather relevant data so as to make sure the availability of motivational facilities in the sample secondary schools in Addis Ababa.

Name of the school

No.	Characters	1	2	3	4	5
1	Availability of technical equipment for innovative and interested students					
2	Degree of freedom using technical equipments					
3	Availability of technical work shop					
4	Availability of office for counselling					
5	Availability of technical and vocational books in the school library					
6	Availability of tvet club in the school					

KEY: No.1- Very adequate

2- Adequate

3- Inadequate

4- Very inadequate and

5- Not available

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ADDIS ABABA UNIVERSITY
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College of Education and behavioural studies
Vocational management program unit

A questionnaire to be responded by students

General Information With this questionnaire the practitioner researcher intends to assess the perception of students towards TVET in two government secondary schools in Addis Ababa. It is scholarly believed that for the success of this study your cooperation by responding to the

questionnaires honestly is among the determinants of an over all involvement in sharing valuable contribution to the study.Surely,your responses and comments will kept confidentially.

Please note that:

- No need of writing your name
- Where alternative answers are given,please mark (✓)in the corresponding box of your choice.
- Please be as free as possible in answering the questions.

THANK YOU FOR TAKING TIME TO COMPLETE THIS QUESTIONER.

Part one: personal Data

Please indicate your response by using a (✓) mark in the corresponding box of your choice.

- 1- Name of school
- 2- Sex A. Male B. Female
- 3- Age A. below 16 B .16-18 C. 19-20 D. Above 20
- 4- Your field of study

Part two:The items listed below are with five points scale each to be rated according to your view of their appropriateness as:

1= Strongly Agree 2= Agree 3= Undecided 4= Disagree 5= Strongly Disagree

1.1	Students Attitude					
a	I have detail information about tvet and its programs					
b	I like tvet programs because it will prepares me for further education and to the world of the work					
c	I believe that tvet program is designed in line with Academics to benefit students					
d	I think studying in one of the tvet program is time-wasting					
e	In my understanding TVET is prepared for low-achievers than students who perform well in school					

f	In my understanding tvet is not a good option for female students					
g	I think,in my view,there is no difficulty in decision making of my own towards tvet program					
h	There is no gender difference in choosing tvet as a main field of study in our school					
i	I believe the availability of vocational counseling in our school is high					
j	I don't know the person assigned as counsellor in our school					
k	I don't know the office of the counsellor in our school					
l	In regard to vocational aspirations,students desire for tvet opportunities in the world of the work and further education is high					
m	I need a special person with whom to discuss problems in decision making Of further study on tvet					
1.2	Status of Guidance & counselling service					
a	Availability of skilled or trained counsellor in your school					
b	Teachers involvement in counselling students					
c	External support of students for Guidance and counselling					

Interview guide Questions to Teachers and Counsellors from the sample Schools in Addis Ababa.

General Information With this questionnaire the practitioner researcher intends to assess the perception of students towards TVET in two government secondary schools in Addis Ababa. It is scholarly believed that for the success of this study your cooperation by responding to the questionnaires honestly is among the determinants of an overall involvement in sharing valuable contribution to the study. Surely, your responses and comments will be kept confidentially.

Please note that:

- No need of writing your name
- Please be brief and free as possible as in responding the Open ended questions.

THANK YOU FOR TAKING TIME TO COMPLETE THIS QUESTIONER

Part one: personal Data

- 1- Name of school
- 2- Sex A. Male B. Female
- 3- Age A. below 20 B. 20-29 C. 30-39 40-49 above 50
- 4- Your major study
- 5- Qualification A. Diploma .BA/BSC .Masters degree .Other
- 6- Year of Experience

Part two: Open-ended Questions

Please be as brief as possible in responding the open-ended questions

1. Have you ever had any information about tvet to your students?
2. What do you think of the attitude of students towards tvet program?
3. What factors motivating students' to join TVET by their own choice?
4. How do you evaluate the motivation by the school in relation to tvet program?

5. How do you evaluate motivating students in creating equal opportunities especially in decision making towards tvet program like the academics?
6. How do you explain the relationship between your school with tvet offices? What benefits or gaps do you observe in regard with your practice and experiences?
7. What do you think to improve students' attitude to join TVET voluntarily?
8. What factors make discourage students to choose vocational choice priority inrelation to academics?
9. What do you suggest to solve the problems (if any) inorder to improve the interest and increase the number of tvet entrants?
10. Do you believe TVET program is clearly understood by the students about its relevance and importance in relation to higher education and to the world of the work?

Interview guide Questions to Addis Ababa tvet Agency and Gullele sub-city tvet office staff's.

General Information With this questionnaire the practitioner researcher intends to assess the perception of students towards TVET in two government secondary schools in Addis Ababa. It is scholarly believed that for the success of this study, your cooperation by responding to the questionnaires honestly is among the determinants of an overall involvement in sharing valuable contribution to the study. Surely, your responses and comments will be kept confidentially.

Please note that:

- No need of writing your name
- Please be brief and free as possible as in answering the Open ended questions.

THANK YOU FOR TAKING TIME TO COMPLETE THIS QUESTIONER

Part one: personal Data

- 1- Name of school
- 2- Sex A. Male B. Female
- 3- Age A. below 20 B. 20-29 C. 30-39 40-49 Above 50
- 4- Your major study
- 5- Qualification A. Diploma B. BA/BSC . Masters degree Other
- 6- Year of Experience

Part two: Open-ended Questions

Please be as brief as possible in responding the open-ended questions

1. Do you think tvet offices & preparatory schools have a relationship to improve the wrong perception of students and the whole community of the school towards tvet?
2. Do you believe that tvet & preparatory schools have common issues in implementing tvet strategies and meeting the required demand of skilled manpower?

3. How do you elaborate the role of stakeholders' (schools, TVET offices) in motivating and benefitting students'?
4. Are there any guidelines or principles designed by MoE or tvet Agency to motivate students towards tvet programs? If any, please state it some of the main points?
5. How do you explain the attitude of students towards tvet program?
6. Do you think tvet program is clearly understood by the students about its relevance, and importance in relation to the world of the work as well as in leading to further higher education?
7. As a responsible tvet office, how do you explain the current status of prep. schools and tvet programs?
8. What are the major challenges for low number of student entrants to tvet programs in relation with the academics?
9. What factors motivating students' to join TVET by their own choice?
10. What do you think to improve students' attitude to join tvet voluntarily?

Interview guide Questions to preparatory school Directors from the sample Schools in Addis Ababa.

General Information With this questionnaire the practitioner researcher intends to assess the perception of students towards TVET in two government secondary schools in Addis Ababa. It is scholarly believed that for the success of this study your cooperation by responding to the questionnaires honestly is among the determinants of an overall involvement in sharing your valuable contribution to the study. Surely, your responses and comments will be kept confidentially.

Please note that:

-No need of writing your name

-Please be brief and free as possible as in responding the Open ended questions.

THANK YOU FOR TAKING TIME TO COMPLETE THIS QUESTIONER

Part one: personal Data

1- Name of school

2- Sex A. Male B. Female

3- Age A. below 20 B. 20-29 C. 30-39 40-49 Above 50

4-Your major study

5- Qualification A.Diploma B.BA/BSC .Masters degree Other

6-Year of Experience

Part two: Open-ended Questions

Please be as brief as possible in responding the open- ended questions

- 1- How do you explain the attitude of students towards TVET programs ?
- 2- What factors motivating students' to join TVET by their own choice?
- 3- Do you believe TVET program is clearly understood by the students about its relevance and importance in relation to higher education and to the world of the work?
- 4- How do you think to the extent of school community in perceiving tvet program and transferring information to students about tvet?
- 5- What do you think the role of stake holders' in motivating and benefiting students and ?
- 6- What do you think about the availability of vocational counselling in prep.school in directing and shaping students towards tvet?
- 7- What do you think to improve students' attitude to join TVET voluntarily?
- 8- Can you elaborate the relationships between your school and tvet offices encouraging and motivating students ?If any please mention some points?

9- Are there any guidelines or principles designed by MoE or tvet Agency to motivate students towards tvet programs? If any, please state some of the main points?

10- What factors do you think discourage students about tvet program and what do you recommend to improve the situation?

የአዲስ አበባ ዩንቨርሲቲ

ድህረ - ምረቃ ጥናት ትምህርት ክፍል

የሥነ- ትምህርት ባህርይ ጥናት ኮሌጅ

ቮኬሽናል ማናጅመንት ትምህርት ክፍል

በተመረጡና በተወሰኑ የመንግስት 2ኛ ደረጃ ት/ቤቶች የሚገኙ ስልጣኞች የተዘጋጁ መጠይቅ ::
ውድ ስልጣኞች የዚህ መጠይቅ ዋና ዓላማ በመንግስት ትምህርት ቤቶች በመከታተል ላይ ያሉ
ተማሪዎች በቴ/□/ት/ሥ/ ያላቸው ዝንባሌና ምልክታ ለማወቅ የሚደረግ ጥናት ነው::

ስለዚህ ለዚህ ጥናት መሳካት እናንተ በምትሰጡት ምላሽ አስተያየት እና ትክክለኛ መረጃ ላይ
የተመሰረተ መሆኑን ተገንዝባችሁ አስፈላጊው ትብብር ሁሉ እንድታደርጉልኝ በአክብሮት
እጠይቃለሁ:: በቅድሚያ ስለ ትብብራችሁ በጣም አመሰግናለሁ::

መመሪያ

- ስም መጻፍ አያስፈልግም
- እያንዳንዱን ዓ.ነገር በትክክል ካነበቡት በኋላ የ(✓) ምልክት በማስቀመጥ ለምላሹ የመስማማትዎንና ያለመስማማትዎን ደረጃ ይግለጹ::

ክፍል አንድ

ግላዊ መረጃ

1. የተቋሙ ስም _____
2. ጾታ ሀ/ ወንድ ለ/ ሴት
3. የትምህርት ክፍሉ ስም _____
4. ዕድሜ ሀ. ከ16 በታች B. ከ16-18 C. ከ19-20 D. ከ20 በላይ

ክፍል ሁለት

ለሚቀርቡት አስተያየቶች የመስማማታችሁን እና ያለመስማማታችሁን መጠን በሚከተሉት መለኪያዎች በመምረጥ ይወስኑ ::

ማስታወሻ 1. በጣም አስማማለሁ 2. አስማማለሁ 3. አልወሰንኩም 4. አልስማማም 5. በጣም አልስማማም

ተ.ቁ	መስፈርቶች/ ሁኔታዎች	1	2	3	4	5
1	የተማሪዎች ዝንባሌ / Attitude/ የተመለከቱ ጥያቄዎች					
ሀ	ቴ/ሙ/ት/ሥ በተነመለከተ በቂ ግንዛቤ አለኝ					
ለ	ቴ/ሙ/ት/ሥ ወደ ከፍተኛ ትምህርት ስልጠና እባክዎ ወደ ስራ ዓለም ያሽጋግረኛል ብዬ አምናለሁኝ					
ሐ	ቴ/ሙ/ት/ሥ ኘግሮራም የተቀጸው እንዲ አጠቃላይ ትምህርት ተማሪዎች ለመጥቀም ነው ብዬ አምናለሁኝ					
መ	እንደ እኔ ግንዛቤ ቴ/ሙ/ት/ሥ ግንዛቤ ማባከን ነው ብዬ					

	እምናለሁኝ					
ሠ	እንደ እኔ አረዳድ ቴ/ሙ/ት/ሥ ኘግሮራም የተዘጋጀው ዝቅተኛ ውጤት ላላቸው ተማሪዎች ነው					
ረ	እንደ እኔ አስተሳሰብ ቴ/ሙ/ት/ሥ ለሴቶች ጥሩ አማራጭ ነው ብዬ አላስብም					
ሰ	እንደ እኔ አመለካከት ቴ/ሙ/ት/ሥ በተመለከተ በራሴ ለመወሰን ችግር የለብንም					
ሸ	በት/ቤታችን ቴ/ሙ/ት/ሥ ተቀዳሚ ምርጫ አድርጌ ለመወደን የጻታ ተጽእኖ የለም					
1.1	በት/ቤታችን የቮኬሽናል አማካሪ ባለሙያ መኖር ከፍተኛ ጠቀሜታ አለው ብዬ አስባለሁ					
ሀ	በት/ቤታችን የተማሪዎች አማካሪ/ኮንስለር ባለሙያ አላውቀውም					
ለ	በት/ቤታችን የተማሪዎች አማካሪ ባለሙያ ቢሮ አላውቀውም					
ሐ	ተማሪዎች ስለ ቴ/ሙ/ት/ሥ ያላቸው ግንዛቤ በቀጣዩ ወደ ከፍተኛ ትምህርትና ወደ ስራ ዓለም በማሰብ ነው					
መ	ወደ ቴ/ሙ/ት/ሥ ለመግባባት ከመወሰኔ በፊት ሌላ ሰው እንዲያማክረኝ እፈልጋለሁ					
2	የምክር አገልግሎት አሰጣጥ					
ሀ	በት/ቤታችን የተማሪዎችን አማካሪ ባለሙያ አለ					
ለ	በት/ቤታችን አስተማሪዎቻችን የማማከር አገልግሎት ይሰጣሉ					
ሐ	ከት/ቤታችን ውጪ ባሉ ባለሙያዎች ለተማሪዎች የማማከርና ድጋፍ አገልግሎት አለ					

3	የምክር አገልግሎት አሰጣጥ				
ሀ	በት/ቤታችን የተማሪዎችን አማካሪ ባለሙያ አለ				
ለ	በት/ቤታችን አስተማሪዎቻችን የማማከር አገልግሎት ይሰጣሉ				
ሐ	ከት/ቤታችን ውጪ ባሉ ባለሙያዎች ለተማሪዎች የማማከርና ድጋፍ አገልግሎት አለ				