



**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

**Practices and Challenges of Leadership in the Federal Technical
Vocational Education and Training Institute**

**By
Fresbhat Alemu**

December 2017

Addis Ababa

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**Practices and Challenges of Leadership: in the Federal Technical
Vocational Education and Training Institute (FTVETI)**

By
Fresbhat Alemu

**A Thesis Submitted to the School of Graduate Studies of Addis Ababa
University in Partial Fulfillment of the Requirements for the Degree of Master
of Arts in Leadership of Federal Technical Vocational Education Training**

Addis Ababa, Ethiopia
June, 2018

Declaration

This is to certify that the thesis prepared by Fresbhat Alemu, in titled: Practices and Challenges of Leadership: in the Federal Technical Vocational Education and Training Institute (FTVETI) and submitted in partial fulfillment of the requirements for the degree of Degree of Master of Arts (Educational Leadership and Management) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

Submitted by:

Full Name Fresbhat Alemu Signature _____ Date _____

Signed by the Examining Committee:

Chairman, Department Head	Signature	Date
_____	_____	_____

Advisor	Signature	Date
_____	_____	_____

Internal Examiner	Signature	Date
_____	_____	_____

External Examiner	Signature	Date
_____	_____	_____

ACKNOWLEDGEMENTS

My heartfelt appreciation also goes to Dr. Hussen Kedir, my advisor for being there for me as a pillar behind this study. I really appreciate the support of Dr. Biadeglen Ademe (Assistant Professor), the academic office of the FTVETI, for his guidance and knowledge impartation during the period of my studies. Lastly I would like to acknowledge my family and friends for their unlimited support in making this study a success, but special thanks for Melaku Surafel and Meles Gizaw.

This work is dedicated to my mother Alganesh Sisay who had been wishing my success but who was unlucky to see this, to my wife, Etsub Surafel, who has always believed in me, loved and supported me, and encouraged me throughout all my endeavors, and to my two little daughters Yamen and Yabsra, who shines my home.

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List of Acronyms

BA-	Bachelor of Art
BSC-	Balanced Share Card
BPR-	Business Processing Engineering
CEO-	Chief executive officer
ECBP-	Engineering Capacity Building Program
FE -	Further education
ESDP -	Education Sector Development Program
FTVETI-	Federal Technical and Vocational Education and Training Institute
FTVETA -	Federal Technical and Vocational Education and Training Agent
GIZ -	German International Cooperation
ILO-	International Labor Organization
ICT-	Information and communication technology
LPC-	Least Preferred Coworker
MA-	Master of Art
MoE-	Ministry of Education
NCVER-	National Centre for Vocational Education Research, Australia
NTVETS-	National Technical & Vocational Education & Training Strategy
OS-	Occupational Standards
TVET-	Technical and Vocational Education and Training
UN-	United Nation
UNESCO-	United Nations, Scientific and Cultural Organization
WB-	World Bank
NCVER-	National Centre for Vocational Education Research, Australia

Abstract

This study aimed at examining the Practices and Challenges of Leadership in the Federal Technical Vocational Education and Training Institute (FTVETI). To this end, a mixed research design was used and questionnaire, interview and FGD were used to collect data for the study. The FTVETI is chosen purposefully to infer the other TVET institutes' leadership practice and to take it as a benchmark. Different participants were taken as a sample from the institution: the trainees, office workers and the trainers were selected randomly; on the other hand the office workers were selected by using a random sampling. Trainers, trainees and the office workers responded to the questionnaires. Both quantitative and qualitative data were collected and analyzed. SPSS version 16 was used for the quantitative analysis percentage, mean, standard deviation, for quantitative and qualitative data thematic analysis was employed. Accordingly, this study used in-depth and semi-structured interviews, questionnaire, focus group discussion, and document analysis. The study showed that the leaders have lack of competency in TVET leadership. The principles of Quality management system are not fully implemented. For this reason the institution is affected by the problems: shortages of supplies, poor service, and incomplete facilities. These challenges again sow their impact on quality of training. The leaders of the institutions' style were uncomfortable for their followers and their customers. In general, the research has mainly found out that there is lack of leadership effectiveness on FTVETI leaders. In order to solve this problem the researcher recommended that, the FTVETI leaders need to have capacity building, specifically on TVET leadership effectiveness to settle the service, facility, supply challenges and to bring quality training.

CHAPTER ONE

1.1 Background of the Study

Technology inventions are becoming to solve the humankind problems all over the world. One of these innovations' birth places are TVET centers. The African Union underlines the importance of TVET as “a support mechanism for economic growth and as a means of empowering individuals to lead sustainable livelihoods” (African Union, 2007). Now, countries are organizing and building their TVET centers to enhance the past years negligence. It was also 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.

Changes in technology, economy, social, political and cultural aspects of the world have imposed changes on educational systems of both developed and developing countries. What is surprising is the uniformity and rapidity of change that is reshaping the nature of educational institutions' external environments. To this end, educational leaders are bewildered by the rigor of demands and increasing responsibilities that their governments specifically and the public in general have imposed upon them (Lam and Pang, 2003).

Leadership has certain advantages notably for bureaucratic systems, but there are difficulties in applying it too enthusiastically to schools and colleges because of the professional role of trainers. If trainers do not „own“ innovations but are simply required to implement externally imposed changes they are likely to do so without enthusiasm, leading to possible failure (Bush, 2000:46). While department chairs are expected to lead train and training within this multifaceted environment, the leadership preparation programs in TVET typically include generic leadership skills and do not focus on issues of leadership for learning. Fullan, M. (2001)

As Bennis (2003) points out, leadership in higher education is the capacity to infuse new values and goals into the organization, to provide perspective on events and environments which, if unnoticed, can impose constraints on the institution. Leadership in higher education involves planning, auditing, communicating, relating to outside constituencies, insisting on the highest quality of performance and people, keeping an eye out for forces which may lead to or disable important reforms.

Leadership involves purposes and directions. Leaders need to be involved in frequent envisioning and looking forward. They have both vision and goals. As Blackner F. 2003 leaders have to go beyond merely envisioning the future and take action to make a vision a reality because without goals a vision can languish. They need to know the end toward which they are striving. They should also pursue goals with clarity and tenacity and are accountable for their accomplishment (Leithwood&Richl, 2003).

Colleges and universities will face different challenges one of which is leadership capacity to lead effectively and efficiently. With the international economy evolving towards a global network organized around the value of knowledge the capacity of people and organization to perform wisely, effectively and efficiently has emerged as critical societal concern. To overcome this challenge, leaders of higher education institutions will need to transform themselves before they set to transform others and the institutions they lead.

The other most difficult challenge of higher education institutions is that they are all forced to transform decision making processes and to radically change past operating assumptions. On the other hand, current efforts emphasize the creation of more open, honest and comprehensive assessments and the recreation of vision, mission, culture, strategy, decision making processes and outcomes (Hanna, 2003). To this end, colleges and universities need to create new institutional strategies and decision making processes, articulate and adopt these strategies and decision making processes to enable institutions to survive and prosper.

In spite of the recognition of the importance of leadership for effective implementation of educational reform, “Studies of educational leadership within African context indicate that leaders of educational institutions remained unlocked in a constricting bureaucracy even as there was demand that they be proactive and decisive in their leadership role.” (Brown & Conrad, 2007: 194). According to Oduro (2008: 13) “Findings from a number of studies on quality-related issues in education in Ghana over the last twenty years suggest that the quality of leadership and management in education is generally poor”.

Ethiopia is one of the poorest countries: According to the MOE, the major barrier to economic and social development is low skill level and very low average educational attainment characterizing the Ethiopian work force of around 35 million people. It is said that over 26% of

the work force is unemployed in urban areas and a much larger figure in the rural areas. The overall objective of the Ethiopian National TVET Strategy is to create a competent, motivated, adaptable, and innovative workforce that contributes to poverty reduction and social and economic development through facilitating demand-driven, high quality technical and vocational education and training relevant to all sectors of the economy, at all levels, and to all people in need of skills development (MoE, 2006) It wishes to assure to build effective leadership. Nevertheless in FTVETI there are some indications that FTVET leaders lacks effectiveness and efficiency like: graduated unemployment in Ethiopia has become a major development issue, substantial resource wastages occurred as a result of underutilization of equipment in public TVET institutions, (MoE, 2008:11) shortage of well-trained trainers and leaders, hence it has directly a negative impact on the training's quality and leadership. These problems should be alleviated in time.

The Federal Technical and Vocational Education and Training Institute is sitting to the formal Ethio-China poly Technic College who provide TVET training programs in levels 1-5 from 2005-2010 G.C and being accountable to the Addis Ababa TVETA in 2011, the Proclamation No 691/2010 and Regulation No.245/2011 has transformed the college into institutes of higher learning that provides under graduate and post graduate programs for TVET trainers and leaders, and upgrading of industry technicians and being accountable to the Ministry of Education.

Since late 1990s, the government has committed itself to overhauling and reforming the basic framework conditions of the TVET system. Enrolment figures in formal TVET programs show a fair gender balance with 51% female students. TVET service has four linked packages, designed to support Micro and Small Enterprises in improving their product quality and productivity: technology capacity development, technical skills development entrepreneurship capacity development and Kaizen capacity development. In particular, TVET accessible to school dropouts, unemployed, workers in industry, prospective entrepreneurs, people living in rural areas and women is in very short supply. As a consequence, the programs, by-and-large, do not address actual competence needs in the economy, with most programs of low quality and theory-driven due to resource constraints and lack of skilled TVET teachers.

Kouzes and Posner (2002) called for a deeper understanding of leadership because leading is an enterprise and a relationship that revitalizes an organization and brings growth and enrichment to a community. Hence, the intention of this study is to examine the practices and challenges of leadership in FTVET institute. Recently, however, there is an improved concern on the effect of effective TVET managers to meet the intended objectives of the new outcome based TVET strategy (MoE, 2008) In particular, Leaders are expected to be responsible for the branding management (Wooldridge, 2011), defend faculty right to speak controversial issues, shape the direction of institutions (Sirat et. al., 2012), responsible for research enterprise and keeping up with academic activities (Spendlove, 2007), and bring the transformations (Normore, 2009). With so many expectations, this paper attempted to assess the leadership practices and challenges in the FTVETI.

TVET research activities are still weak and not systematically planned. The Federal TVET Agency, though lacking an appropriate organizational structure, has been conducting minor research in the areas of leadership practices, assessment, curriculum development and quality management with support of expatriate experts MoE (2015). Hence the researcher would fill the gap by presenting the current practices, how the leaders manage the TVET institutions and how they have handled the resources and managed the overall activity of the institution.

The finding of the study could provide the Federal Technical Vocational Education (FTVETA) officials with data based information concerning the current leadership practices and challenges of leadership in the FTVETI, for the field of the study; it would serve as a spring board to assess the other TVET collages, how to solve the problems, the countries experience and try to introduce the new TVET leadership systems. The society also would be informed about the level of the institution to take part in the institution.

1.2 Statement of the Problem

In Ethiopia, as in many African countries, TVET suffers from a relatively low public image. Lack of awareness creation towards TVET is the leaders' challenge. TVET is generally perceived as a place of last resort for those students who failed to get into higher education. This misconception needs to be rectified. (MoE 2008:50) So judgmental assumption has been long mingling in the mainstream view of education landscape and it made the heart of those who: run

it, in it, feel it, felt so crush and stymied. FTEVETI leaders are the one who is challenging this problem. Leaders, the power they held not only used to give order to follower but they have to navigating the institution for excellence. The excellence not only achieved by directing, but also how leaders deal successfully in their sense to use challenge as opportunities (Normore, 2009).

According to my document review from the human resource office: since the FTVETI founded to now by the Proclamation No 954/2016 the institution is leading by people who are assigned by the MoE; these assigned leaders did not have a basic training related TVET therefore efforts must be made by the leaders to improve the skills of trainers, to produce graduates with quality TVET program employability in FTVETI. Eddy's (2010) research identified different developed countries assigned their TVET leaders by who are passed through the TVET education with basic leadership training like: Germen, Denmark and the Netherlands.

Create a competent, motivated, adaptable, and innovative workforce that contributes to poverty reduction and social and economic development through facilitating demand-driven, high quality technical and vocational education and training relevant to all sectors of the economy, at all levels, and to all people in need of skills development is the general objective (MoE, 2006). The FTVETI leadership system needs effective quality management to strive for the highest quality and relevance of all TVET offers and to achieve defined quality standards.

Hence, the ineffectiveness leadership has seen in FTVETI, consequently there are some indications: The institution's development rate in some major areas like: youth unemployment has become a major issue, substantial resource wastages occurred as a result of underutilization of equipment in public TVET institutions, shortage of trainers and leaders; hence it has directly a negative impact on the training's quality. It is a time taking process to explain the importance of any TVET activities. Under-funding is a structural problem in the TVET sector, particularly in the public system. Costs of TVET will remain high, if it is to be provided as center-based training, which is still the predominant mode of TVET delivery in Ethiopia (MoE 2008:11). In general, it is creating misunderstanding between leaders and subordinates and leaders and customers. This primary research attempted to explore the challenges, practice and leadership characteristics from the single view perception of higher ranking leaders in FTVET institution.

There are many researches which studied about TVET leadership and practices, however as far as the researcher reach and believes, some of the researches lack the leadership values and the source of quality training were not studied very well. FTVETI Institute has slightly different from the other TVET Collages as a national level; it gives training for first degree and master's program for the reason that it needs deep finding on leadership values and the source of quality training hence this study would have seen them to make it as a bench mark for other TVET colleges.

In the institution a skilled and qualified leaders, well-organized workshops, motivated and interested learners, updated and competency based curriculum are required parameters to sustain a high quality of TVET delivery should be seen; in spite of that this study is therefore, to find out leadership problems and challenges that negatively affecting the institution's training process and also to encourage the organizational climate that affects positively their activities.

An attempt is, hence made to seek pertinent answers to the following basic questions:

- What are the current practices of leadership in Federal Technical Vocational Education Training Institute (FTVETI)?
- What are the challenges of practicing quality education in Federal Technical Vocational Education Training Institute (FTVETI)?

1.3 Objectives of the Study

1.3.1. General Objective of the Study

The general objective of the study assessed and explored Leadership Practices and Challenges in FTVETI.

1.3.2. Specific Objective of the Study

- ✚ To examine the current practice of leadership in FTVETI.
- ✚ To investigate the challenges of practicing on quality education in FTVETI.

1.4. Significance of the Study

The significance of this study occurs in many ways. Firstly it studies the practices of leaders and challenges of the FTVETI because this particular type of study had not been previously less conducted on this institution. Therefore, its result is important to create awareness to leaders of the institution about the most determinant variables that can influence the commitment level of their employees. In addition to that the finding of the study could provide to FTVETA officials with data based information concerning the current leadership practices and challenges of leadership in the FTVETI. It may point out the major challenges in practicing the leadership. For the reason that; the leaders of the FTVETI might do away with the obstacles that hinder to play their authentic role and enhance the development of the institution. The leaders of the FTVETI would improve their leadership practices and effectively led the implementation of training change in FTVETI.

Secondly, the findings of this study would be added as an input to for further study. It could also be taken as a bench mark by the policy makers, to reform the policy and to improve other TVET's leadership practices. It might also serve as a spring board for individuals who want to conduct further studies in related topics and other organizations those faces similar problems. Finally the researcher may grasp some knowledge and be familiar with different information related with vocational and technical education and various leadership styles.

1.5. Delimitation of the Study

This study is delimited only FTVETI located in Addis Ababa due to, constraints of time, limited financial resources, and other resources to make the study will be manageable, it in its scope and depth. The study assessed the current status of the practices and the challenges of leadership in FTVETI.

It has been shown the institution's leadership practice based on some selected leadership practices. The selected practices are availability, inspiration and persuasion of the vision, mission, and plan and shared vision only. In addition to that the study has seen how the FTVETI's leaders handle the condition, the capacity, facility, resources supply and service of the institution. No attempt was made to investigate the trainers', office workers' and trainees' effectiveness as institutional community.

All in all this study focused on only the practices and challenges of leadership in the Federal Technical Vocational Education Training Institute. The institution is on an infant age. It is leading by the Federal Government of Ethiopia with slight difference from the other TVET collages. The reason why the researcher studied this institution is: it is a distinguished training center in Ethiopia and most of the time Addis Ababa looks as the benchmark than other Ethiopia regions. Hence, to make this institution competent and acceptable, this type of research is important to alleviate the institution's problem.

1.6. Definition of Key Terms

Competence -The possession and application of knowledge, skills and proper attitude to the standard of performance in the workplace.

Trainee – A person who participates in technical and vocational education and training program provided by a training institution with a view to acquiring or upgrading his/her technical vocational.

Trainer – A TVET trainer is an instructor, facilitator, supervisor, who is qualified to facilitate specific occupations.

Training – Technical and Vocational Education and Training provided through formal program leading to certificates of different levels.

Training Institution – A public organization which offers training to which a per-accreditation license or an accreditation certificates is issued by the appropriate accrediting authority to engage in the provision of technical and vocational education and training.

Quality – Degree to which a set of inherent characteristics of a product or service fulfill the needs or expectations of our customer.

Stakeholders – Means all role players in the TVET system, and includes government organs, training institutions, enterprises and members of the civil society organizations.

TVET Leadership – Means those officials who manage the training institutions.

1.7. Organization of the Study

This research paper is organized into five chapters. The first chapter deals with the introductory part which includes of background of the study, statement of the problem, significance, scope and limitation of the study. The second chapter deals with review of relevant literature pertinent

to the research. The third chapter discussed about research methodology. The data collected from the subject of the study are carefully analyzed and interpreted under the fourth chapter. The fifth chapter summarizes the study and forwards conclusion and recommendation on the findings. Reference and appendix which include questionnaire, interview format, and permission to use the standard tool (LPI) are part of the research document.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. The Concept of Leadership

There have been many attempts to define leadership, which seems to be a complex phenomenon, and its definition depends on the perception and experience of the person. Faehner (2007) stated rightly, “The lack of agreement on a universal definition of leadership may be related to the wide variety of scholars who have sought to understand it”. It is a concept that plays a vital role in management and promotion of a school by influencing educators both directly and indirectly. To be a leader, one has to make a difference and facilitate positive changes. Leaders inspire and stimulate others to achieve worthwhile goals. A useful definition of leadership is the ability to inspire confidence and support among the people who are needed to achieve organizational goals. It is an activity that infuses energy into the organization to activate its people and other resources to get things moving and keep them in motion or influencing and directing the behavior of others towards reaching the mission and goals of organization. The person with primary responsibility to perform the specialized leadership role is designated as the “leader”. Other members are called “followers” even though some of them may assist the primary leader in carrying out leadership functions. The distinction between leader and follower roles does not mean that a person cannot perform both roles at the same time. Leadership is expected to : bridge the gap between formulating plans and reaching the goals – it means translating plans in reality (plans by managers) , influence people, giving orders, motivating people, managing conflict, and communicating with subordinates and it creates conditions for a team to be effective by building teams and Induces a subordinate to behave in a desired manner. (Charry, 2012) According to the FTVETA’s proclamation 954/2008e.c the leadership defined that: “leadership means those officials who manage the training institutions;”

Finally, leadership in the organizational context or concept this study is related to the person who is appointed by the organization or owner to follow up the whole or sub activities of the organization as well as the subordinates report to whom in the context of a work place relationship. Leadership has been defined in terms of traits, behaviors, influences, interaction patterns, role relationships, and occupation of a position. The following are examples of

definitions of leadership from some of the well-known writers and researchers in the field of leadership:

Hughes et al. (2008) also describes leadership “as a process in which leaders and followers interact dynamically in a particular situation or environment”. Leadership involves a leader being able to motivate, inspire, and help to develop the group to reach the desired goal. It also entails a leader being able to build the group into a coercive team that will work to attain a desired goal. (Hughes et al., 2008).

2.2. The Nature of Leadership

Identifying leaders is both complex and confusing. However, there is still agreement about what leadership actually is: many of scholars and researchers agreed that leadership is a combination of skills and behavior which exhibits those skills (Bass *et al.*, 2003; James & Collins, 2008). It can be defined as a complex social process, rooted in aspects of values, skills, knowledge as well as ways of thinking of both leaders and followers. Over the years, researchers have yielded a plethora of works and data that proliferates the field of leadership research. Leadership involves a leader being able to motivate, inspire, and help to develop the group to reach the desired goal. It also entails a leader being able to build the group into a coercive team that will work to attain a desired goal. A leader can be defined as a person who delegates or influencing others to act so as to carry out specified objectives (Mullins L., 2004). Many academicians and researchers have made vital contributions in the different theories as well as practices of leadership, and after of extensive research, the subject of leadership has emerged as a legitimate discipline.

Scholars have defined leadership in a ways that works best for his/her in his/her work with students, managers, government officials, community organizers, health care providers, and educational administrators. Herbst and Conradie (2011) state that there is a widespread acceptance of the need for effective leadership in higher education. Effective leadership is relational and interpersonal (Ferch & Mitchell, 2001). Ultimately, the quality of the relationship between leader and follower determines the quality of the leadership. “Two important aspects of leadership remain constant: leadership is a relational phenomenon that occurs between people, and the fundamental goal of leadership is to remain as effective as possible” (Ferch & Mitchell, 2001, p. 81).

2.2.1 Type of Influence Process

Controversy about the definition of leadership involves not only who exercises influence, but also what type of influence is exercised and the outcome. Some theorists would limit the definition of leadership to the exercise of influence resulting in enthusiastic commitment by followers, as opposed to indifferent compliance or reluctant obedience. These theorists argue that the use of control over rewards and punishments to manipulate or coerce followers is not really “leading” and may involve the unethical use of power. An opposing view is that this definition is too restrictive because it excludes some influence processes that are important for understanding why a manager is effective or ineffective in a given situation. How leadership is defined should not predetermine the answer to the research question of what makes a leader effective. The same outcome can be accomplished with different influence methods, and the same type of influence attempt can result in different outcomes, depending on the nature of the situation. Even people who are forced or manipulated into doing something may become committed to it if they subsequently discover that it really is the best option for them and for the organization.

2.2.2 Purpose of Influence Attempts

Another controversy about which influence attempts are part of leadership involves their purpose and outcome. One viewpoint is that leadership occurs only when people are influenced to do what is ethical and beneficial for the organization and themselves. This definition of leadership does not include influence attempts that are irrelevant or detrimental to followers, such as a leader’s attempts to gain personal benefits at the follower’s expense. An opposing view would include all attempts to influence the attitudes and behavior of followers in an organizational context, regardless of the intended purpose or actual beneficiary. Acts of leadership often have multiple motives, and it is seldom possible to determine the extent to which they are selfless rather than selfish. The outcomes of leader actions usually include a mix of costs and benefits, some of which are unintended, making it difficult to infer purpose. Despite good intentions, the actions of a leader are sometimes more detrimental than beneficial for followers. Conversely, actions motivated solely by a leader’s personal needs sometimes result in unintended benefits for followers and the organization. Thus, the domain of leadership processes to be studied should not be limited by their intended purpose.

2.2.3. Direct vs. Indirect Leadership

There are many ways to influence culture, and they may involve direct influence (e.g., communicating a compelling vision or leading by example) or other forms of indirect influence, such as changing the organization structure or reward systems (Yukl & Lepsinger, 2004). A CEO has many ways to influence people at lower levels in the organization. Direct forms of leadership involve attempts to influence followers when interacting with them or using communication media to send messages to them. Examples include sending memos or reports to employees, sending e-mail messages, presenting speeches on television, holding meetings with small groups of employees, and participating in activities involving employees (e.g., attending orientation or training sessions, company picnics). Most of these forms of influence can be classified as direct leadership.

Many large organizations have programs or management systems intended to influence the attitudes, skills, behavior, and performance of employees. Examples include programs for recruitment, selection, and promotion of employees. A CEO can select only people with similar traits in order to develop a strong culture of shared values (Giberson, Resick, & Dickson, 2005). Structural forms and various types of programs can be used to increase control, coordination, efficiency, and innovation. Examples include formal rules and procedures, specialized subunits, decentralized product divisions, standardized facilities, and self-managed teams.

2.3. Leadership vs. Management

Managers are the people to whom this management task is assigned, and it is generally thought that they achieve the desired goals through the key functions of planning and budgeting, organizing and staffing, problem solving and controlling. Leaders on the other hand set a direction, align people, motivate and inspire (Kotter, 2001). He acknowledged a fundamental difference between managers and leaders, and list several key differences between them. This division in function between leaders and managers may be seen in an organization which is led by a leader who makes use of a team of managers that concentrate on the daily management. This pattern may also be found in educational organizations. There is reason to believe that the division between leadership and management is blurred in many TVET institutions: leaders and their teams often are referred to as ‘the administration,’ and leaders’ activities may be categorized as administrative tasks instead of leadership MoE, (2008).

What is the difference between leadership and management? It is a question that has been asked more than once and also answered in different ways. A manager does the thing right; a leader does the right thing. The first person is concerned about carrying out policy; the second person formulates policy. The first person thinks in terms of trees; the second person has a larger view of life and deals with the forest (Ayalew Shibeshi, 2014). Leaders value flexibility, innovation, and adaptation; they care about people as well as economic outcomes, and they have a longer-term perspective with regard to objectives and strategies. On the other expression: managers are concerned about how things get done, and they try to get people to perform better. Other researchers consider that a leader has soul, the passion and the creativity while a manager has the mind, the rational and the persistence.

Defining managing and leading as distinct roles, processes, or relationships may obscure more than it reveals if it encourages simplistic theories about effective leadership. Most scholars seem to agree that success as a manager or administrator in modern organizations also involves leading. How to integrate the two processes has emerged as a complex and important issue in organizational literature (Yukl & Lepsinger, 2005). The answer will not come from debates about ideal definitions. Questions about what to include in the domain of essential leadership processes should be explored with empirical research, not predetermined by subjective judgments. Leadership includes motivating subordinates and creating favorable conditions for doing the work. The other nine roles (e.g., resource allocator, negotiator) involve distinct managing responsibilities, but leadership is viewed as an essential managerial role that pervades the other roles. Too much emphasis on the managing role can discourage risk taking and create a bureaucracy without a clear purpose. Too much emphasis on the leadership role can disrupt order and create change that is impractical. Yukl, Gary A. (2008), to conclude Leadership is not tantamount to management although they both share some common characteristics. For instance, they are both concerned with influence, working with people and meeting goals (Northouse, 2010). However, the functions of management may be distinguished from those of leadership. On the other hand, leadership involves establishing a direction (e.g. creating a vision and establishing strategies), aligning people with organizational goals (e.g. communicating goals and seeking commitment) and motivating and inspiring people to achieve organizational goals (e.g. empowering subordinates). Despite these differing functions, leaders are also involved in planning and organizing tasks in order to get the job done (i.e. management function) and

similarly managers are often involved in helping groups achieve their goals (i.e. leadership function) (Northouse, 2010).

2.4 Perspective on TVET's Leadership

What some researchers (Callan *et al.*, 2007; Quinlan, 2014) have identified as tensions or challenges in the TVET sector will be explored since they have a direct bearing on the complexity of the leadership role at TVET colleges. These tensions refer to the dichotomy that leaders face in this unique sector where leaders need to learn to balance a number of contrasting priorities and responsibilities. While leadership practices related to the five historical theoretical groupings of leadership are relevant to the TVET colleges, the often conflicting priorities are also relevant to TVET institutions. Since this study is about leadership in Ethiopia FTVETI educational institution, these dichotomies also need to be recognized. Each situation requires a different focus on aspects of leadership which should be recognized when designing a curriculum framework for leaders of FTVETI in Ethiopia since the curriculum cannot be designed to be a one-size-fits-all framework, relevant to all leaders in all contexts.

2.5 Leadership Models

To be consistent with most of the leadership literature, the theories and empirical research reviewed into the following five approaches: (1) the trait approach, (2) the behavior approach, (3) Contingency or Situational School, (4) Servant Leadership Model, and (5) Transactional Leadership Model (6) Transformational Leadership Model. Each approach is described briefly as follows:

2.5.1 Trait Leadership Model

The Trait Approach arose from the “Great Man” theory as a way of identifying the key characteristics of successful leaders. Carlyle claimed in his “great man theory” that leaders are born and that only those men who are endowed with heroic potentials could ever become the leaders. He opined that great men were born, not made. It often identifies particular personality or behavioral characteristics that are shared by leaders. Trait was believed that through this approach critical leadership traits could be isolated and that people with such traits could then be recruited, selected, and installed into leadership positions. This approach was common in the

military and is still used as a set of criteria to select candidates for commissions. In the late 1940s, scholars studied the traits of military and non-military leaders respectively and exposed the significance of certain traits developing at certain times.

Max Weber termed charisma as “the greatest revolutionary force, capable of producing a completely new orientation through followers and complete personal devotion to leaders they perceived as endowed with almost magical supernatural, superhuman qualities and powers”. This initial focus on intellectual, physical and personality traits that distinguished non-leaders from leaders portended a research that maintained that only minor variances exist between followers and leaders (Burns, 2003). The failure in detecting the traits which every single effective leader had in common, resulted in development of trait theory, as an inaccessible component, falling into disfavor. In the late 1940s, scholars studied the traits of military and non-military leaders respectively and exposed the significance of certain traits developing at certain times.

A number of traits were found that differentiated repeatedly between leaders and non-leaders in several studies. The results indicated that a leader is someone who acquires status through active participation and demonstration of ability to facilitate the efforts of the group in attaining its goals. The problem with the trait model of leadership is that it is difficult to identify a consistent list of effective traits and also different situations may call for different models (Faehner, 2007, p. 39). The focus therefore shifted from what leaders have, to what leaders do, which is called the Behavioral Model of leadership.

2.5.2 Behavioral Model of Leadership

Behavioral theories of leadership are based on the belief that great leaders are made, not born. This leadership theory focuses on the actions of leaders not on intellectual qualities or internal states. According to the behavioral theory, leaders motivate and inspire people by helping group members see the importance and higher good of the task. The researcher shares this idea. Since we are discussing about leadership, it is all about influence. According to the researcher view: we people can be influenced either positive or negative influence in the social interaction. If we take it the leadership influence people can have a tendency to be influenced by others leadership charisma or style. Hence if may conceive a leadership seed in other's mind that influence may produce other leaders. Leaders of this style often have high ethical and moral standards (Charry,

2012). The most publicized concept is McGregor's thesis that leadership strategies are influenced by a leader's assumptions about human nature. After the publication of the late Douglas McGregor's classic book *The Human Side of Enterprise* in 1960, attention shifted to 'behavioral theories'.

Initiating structures concern organizational tasks and include activities such as planning, organizing, and defining the task and work of people, whereas consideration is the concern for individuals and interpersonal relations. Consideration addresses the social and emotional needs of the work (Mendez-Morse, 2009, p. 2). According to the researchers the combination of these types of leadership behaviors produce different leadership styles.

2.5.3 The Contingency or Situational School

The basic premise of these approaches is that different leadership styles will be effective depending on the situation. In other words, the basic tenet of this approach is that the effectiveness of leadership is context-specific (e.g. Yukl, 2010). According to this theory, no single leadership style is appropriate in all situations. Success depends upon a number of variables, including leadership style, qualities of followers and situational features (Cherry, 2012). According to the researcher view the world is full of challenges and problems. To pass these challenges and obstacles the flexibility of leaders is very important. If leaders are rigid they may not have followers because the influence comes through understanding. To understand what makes leaders effective and non-effective, leadership researchers added situational variables and called this the contingency model. In the contingency model the focus is not only on the leader but the interaction of the qualities of the leader with the dynamics of the situation. In general, leaders have some leadership qualities to be effective, but sometimes their overall effectiveness depends on the situation (Hughes et al., 2008).

2.5.4 Servant Leadership Model

Servant leadership is an age-old concept, a term loosely used to suggest that a leader's primary role is to serve others. While the idea goes back at least two thousand years, to secular as well as religious writers, particularly to the person of Jesus of Nazareth, the founder of Christianity, the modern servant leadership movement was launched by Robert K. Greenleaf in 1970 with the publication of his classic essay, namely: 'The Servant as Leader'.

The core of Greenleaf's work lies with the servant leadership concept. A servant leader is "servant first" (Greenleaf, 1983, p. 13), beginning "with the natural feeling that one wants to serve, to serve first. Then the conscious choice brings one to aspire to lead." Greenleaf says that "leader first and servant first are two extreme types" (p. 13). Servant leaders "make sure that other people's highest priority needs are being served" (p. 13). Christ further stressed this teaching of servant leadership to the disciples, in Matt 20:26-27, that whosoever wants to become great must be a servant, and whosoever wants to be first must be a slave, just as the Son of Man did not come to be served but to serve. He reinforced this concept of servant leadership in Matt 18:1, stating that the greatest person in the Kingdom of God is a servant of all. Christ not only taught servant leadership, He demonstrated it by washing the disciples' feet and bidding them to do likewise.

The researcher sees this theory as controversy solver. However for the reason of that growth of individualism and selfishness, this leadership style is more difficult than others to implement at this time. High individual interest and searching dignity can be the enemy of servant leadership. The servant leadership may needs situation and selective followers like contingency leadership style. Greenleaf was attempting at proposing that service to followers is the primary responsibility of leaders and the essence of ethical leadership. Here service includes nurturing, defending, and empowering followers. A servant leader needs to attend to the needs of followers and help them become healthier, wiser, and more willing to accept their responsibilities. It is only by understanding followers that the leader can determine how best to serve their needs. Servant leaders should therefore listen to followers, learn about their needs and aspirations, and be willing to share in their pain and frustration.

Team-oriented leadership also draws on the notion of the leader as a servant (Hollander, 2008). Robert Greenleaf (1977), who coined the term 'servant leadership', distils the essence of this approach by saying that the servant leader must pass the following test: "*Do those served grow as persons? Do they while being served become healthier, wiser, freer, more autonomous, more likely themselves to become servants?*" (Greenleaf, 1977: 9).

2.5.5 Transactional Leadership Model

According to Faehner (2007), “a transactional leader engages in a contract of exchanging goods or services between leaders and followers to achieve a specified reward or goal” (p. 45). “Transactional leaders work toward recognizing the roles and tasks required for associates to reach desired outcomes” (Avolio & Bass, 2004, p. 21). The requirements are well explained or clarified by such leaders to their associates. Transactional leaders determine to satisfy their associates by providing their needs and desires provided the associates will put in the efforts required by the task. The researcher perceives this theory may promote the individualism, that individualism may open a gate to nepotism and corruption. As far as the leaders understanding, this time most of the institutions are following this type of leadership. He therefore suggested a paradigm that adds to transactional leadership to make it complete and that is the transformational leadership process.

2.5.6 Transformational Leadership Model

Transformational leaders motivate others to do more than they originally intended and often even more than they thought possible. They set more challenging expectations and typically achieve higher performance. Statistically, transformational leadership tends to have more committed and satisfied followers. This is mainly so because transformational leaders empower followers. Transformational leadership focuses more on change, and inspires followers to “commit to a shared vision and goals for an organization or unit, challenging them to be innovative problem solvers, and developing followers’ leadership capacity via coaching, mentoring, and provision of both challenge and support” (Bass & Riggo, 2006, p. 4).

Transformational leadership style concentrates on the development of followers as well as their needs. Managers with transformational leadership style concentrate on the growth and development of value system of employees, their inspirational level and moralities with the preamble of their abilities Halim F. A. (2009). Inspiring a vision involves looking at the future with passion in order to make a difference and persuade others to own this vision.

Inspiring shared vision is more than having a vision it is communicating it effectively so that others take it on board. Great leaders are future orientated and seek to energize others by passion, enthusiasm and emotion. They want to bring people on board with this sense of shared purpose.

The two leadership commitments associated with this practice are envisioning an uplifting and ennobling future and enlisting others in a common vision by appealing to their values, interests, hopes and dreams.

There are many definitions of vision. Another definition of vision is a mental image of a possible and desirable future state of the organization. The “inspire a shared vision” practice was described as being when followers believe passionately that their leader can make a difference. Leaders envision the future, creating an ideal and unique image of what the organization can become. Through their magnetism and quiet persuasion, leaders enlist others in their dreams.

Leadership involves purposes and directions. Leaders need to be involved in frequent envisioning and looking forward. They have both vision and goals. As Bruckner (2003) points out, leaders have to go beyond merely envisioning the future and take action to make a vision a reality because without goals a vision can languish. They need to know the end toward which they are striving. They should also pursue goals with clarity and tenacity and are accountable for their accomplishment (Leithwood & Richl, 2003).

2.6. Leadership and Leadership Effectiveness

Like definitions of leadership, conceptions of leader effectiveness differ from one writer to another. The criteria selected to evaluate leadership effectiveness reflect a researcher’s explicit or implicit conception of leadership. Leadership can be describing in many ways. One of the more useful ways to classify leadership theory and research is according to the type of variable that is emphasized the most. Three types of variables that are relevant for understanding leadership effectiveness include (1) characteristics of leaders, (2) characteristics of followers, and (3) characteristics of the situation. Bryan (2007) stressed that effective leaders are those who involve their coworkers in decision-making and even allow them to debate on issues of concern. In another study, Ambrose, Houston, and Norman (2005) found from current and former academic staff that effective departmental leaders are those who treat people fairly and encourage their staff as well to be inclusive. Departmental leaders who treat their faculty and staff with respect were ranked highly effective (Trocchia & Andrus, 2003). On the case of TVET’ leadership practice context leaders in public institutions must understand their strategic role in their country's economic development by ensuring that the workforce has the skills to attract

investment. Therefore, they must have a Vision of their country's future and the role TVET can play in this and must rally their staff to commit to this Vision.

Leader effectiveness is occasionally measured in terms of the leader's contribution to the quality of group processes, as perceived by followers or by outside observers. Does the leader enhance group cohesiveness, member cooperation, member commitment, and member confidence that the group can achieve its objectives? Does the leader enhance problem solving and decision making by the group, and help to resolve disagreements and conflicts in a constructive way? Does the leader contribute to the efficiency of role specialization, the organization of activities, the accumulation of resources, and the readiness of the group to deal with change and crises? It is difficult to evaluate the effectiveness of a leader when there are so many alternative measures of effectiveness, and it is not clear which measure is most relevant but at least the leader should answer the following questions and know the indicators of the effectiveness leadership.

Some researchers attempt to combine several measures into a single, composite criterion, but this approach requires subjective judgments about how to assign a weight to each measure. Multiple criteria are especially troublesome when they are negatively correlated. A negative correlation means that trade-offs occur among criteria, such that as one increases, others decrease. In general in TVET's leadership context the institution is expected to produce a well skilled generation: It is also the institution's obligation to make certain that each customer is so happy about the experience of working with or learning in the institution, that they will not only ask for more services, but will recommend it to their friends and associates. If the leader harmonized the interest of trainers and motivating and inspiring the trainers to be creative and create self-employed generation can be taken as an effective leadership. The traits, motives, and characteristics required for leadership effectiveness are a combination of heredity and environment. Personality traits and mental ability are based on certain inherited predispositions and aptitudes, which, however, require the right opportunity to develop. For example, a person may inherit high mental ability but needs the right experiences to learn to develop innovative solutions to problems facing the group. The outermost areas of the brain govern analytical thinking and technical skills, whereas the innermost areas of the brain govern emotions. A person therefore has the genes that influence the emotional intelligence necessary for leadership. However, experience is important for emotional intelligence because it increases with age. The

case histories of six sets of brothers who all achieved the rank of president or higher at different companies highlight the complexity of sorting out the influences of heredity versus the environment on leadership.

2.6.1 Indicators of Leadership Effectiveness in TVET

Most researchers evaluate leadership effectiveness in terms of the consequences of influence on a single individual, a team or group, or an organization. One common indicator of leader effectiveness is the extent to which the performance of the team or organizational unit is enhanced and the attainment of goals is facilitated. TVET leaders in public institutions must understand their strategic role in their country's economic development by ensuring that the workforce have the skills to attract investment. Therefore, they must have a Vision of their country's future and the role TVET can play in this and must rally their staff to commit to this Vision.

Follower attitudes and perceptions of the leader are another common indicator of leader effectiveness, and they are usually measured with questionnaires or interviews. On the other hand it measured in terms of the leader's contribution to the quality of group processes, as perceived by followers or by outside observers. Does the leader enhance group cohesiveness, member cooperation, member commitment, and member confidence that the group can achieve its objectives?

How well does the leader satisfy the needs and expectations of followers? Do they like, respect, and admire the leader? Do they trust the leader and perceive him or her to have high integrity? Are they strongly committed to carrying out the leader's requests, or will they resist, ignore, or subvert them? Does the leader improve the quality of work life, build the self-confidence of followers, increase their skills, and contribute to their psychological growth and development? Follower attitudes, perceptions, and beliefs also provide an indirect indicator of dissatisfaction and hostility toward the leader. Examples of such indicators include absenteeism, voluntary turnover, grievances, complaints to higher management, requests for transfer, work slowdowns, and deliberate sabotage of equipment and facilities.

2.6.2. Criteria for Effective Leadership Assessment Tool

a) Reliable, tested instruments

Regardless of how leadership assessment is used for high stakes career decisions such as promotions, or for charting an accurate course for professional development, or both, basic questions about fairness and reliability should be addressed. Specifically, assessment should be designed to reach the same or similar conclusions if two or more leaders are evaluated in particular conditions.

b) Adaptable to different purposes and contexts

The role of assessment is to provide fair, reliable information for making important decisions affecting individual leaders and the organizations they are part of. Ideally, the assessment process yields information about a leader's strengths and weaknesses that is useful and adaptable to multiple purposes and different contexts. Assessments are commonly used not only for "summative" purposes such as selection, placement, retention and termination (personnel management functions) but also for "formative" purposes to identify where a leader needs to grow and learn (professional learning functions); or as a way to measure how a larger school or system is progressing on strategic plans . Daniels (2009)

2.7. Leadership Competencies towards TVET

A competency is an observable, measurable pattern of knowledge, skills, abilities, or characteristics an individual needs for effective or superior performance in a job. Comparing the key issues impacting TVET sector leadership across nations can provide valuable insights that can inform both policy and practice as vocational education leadership is a crucial element to the efficiency, productivity and sustainability of the TVET sector. Knowledge of TVET leadership would benefit from other perspectives, America and Britain themselves as well as Germany and the Nordic countries which have a tradition of quality vocational education and training. Furthermore leadership issues in emerging TVET systems from countries in Asia, South America, Africa and South America; specifically in Ethiopia are also needed as the sector and its leadership becomes increasingly globalized. The lack of standardized qualification requirements in these countries does not mean that the qualification level of their TVET leaders is low: most

Dutch and Danish leaders have a higher education degree and training and experience in leadership. Many also possess pedagogical qualifications. Continuing professional development (CPD) for TVET teachers and leaders is considered a success factor for the implementation of TVET reforms in Europe, ensuring the shift to learning outcomes and the relevance of TVET provision for the labor market (European Commission, 2010).

One overriding issue is what kind of leadership training is the most suitable for a TVET context. Training choices include more formal avenues such as coaching, mentoring, action learning, workshops, short courses and postgraduate courses, or more informal professional development such as meetings, support groups and self-directed reading (Callan 2001; Callan et al., 2007; Coates et al., 2013). Callan (2001) asserts that the development of the three levels of managers: senior, middle and first level was generally similar but at senior level more emphasis is placed on corporate vision, achieving outcomes and resource management with coaching the preferred option for more experienced, senior level managers (Callan et al., 2007). Mitchell and Young (2004) favors more group action-based learning within a particular organization rather than individual learning often derived from formal study. This report found the skills TVET leaders needed to perform their roles were comparable across hierarchical levels although lower level, frontline managers were more involved with operational and educational leadership. Callan (2001) a third report determined that certain elements to leadership are generic: ‘interpersonal (including communication) skills, risk taking, team building, analytic and decision making skills’ which are applicable to range of situations and contexts.

Brown (2011) surveyed 327 leaders from 24 institutions and found that structured succession leadership development programs with on the job training such as shadowing and mentoring were regarded as the most effective. Daniels (2009) case study of the ‘emergent leaders program’ of one college suggested a number of improvements such as the relationship between leadership and strategic intent, feedback mechanisms and enhanced networking opportunities were needed.

2.8. Leading TVET

In many countries, school leaders have served more as elected managers of their schools or been slowly promoted from within them. While this has served schools well in maintaining efficient coordination of operations during times of relative stability, it has hindered them in contexts of

rapid change which call for administrators to behave more as leaders who are responsible for changing the practices, relationships and cultures of those who they represent.’ (Hargreaves et al., 2007, p. 6). This case also clearly visible in Ethiopia; for some political interest or because of lack of well trained personnel experienced trainers are preferable to be a leader of schools but also TVET institutions. Several countries have developed programs for school leaders and these are becoming increasingly important as an instrument for ensuring quality management in TVET institutions. These programs are often approved by the Ministry of Education and provided by a university. Finnish TVET leaders, for instance, need a certificate of educational administration accredited by the National Board of Education. This qualification recognizes training in policy planning, budgeting, and quality assurance and in how to manage relationships with staff, students and parents.

The most common educational requirement is higher education. Except Denmark the USA, Australia and United Kingdom demand mentioned above that their TVET leaders have a university degree; in Hungary at Master level. As far as my reading concerned the two countries only, Denmark and the Netherlands, have no formal requirements related to education or work experience. The requirements for a specific type of higher education vary between the countries. Most have higher education as a general requirement while some require pedagogical higher education or a degree in a TVET related field. Qualified teachers are the main recruitment base for TVET leaders in many countries; staff showing promising leadership talent or interest in becoming leaders are often encouraged to take part in leadership training, or supported and nurtured in other ways. Dutch TVET experts state *that ‘being an excellent teacher is no guarantee for becoming an excellent leader’*; a view that is echoed in other countries. In the Nordic countries, traditional flat power hierarchies have encouraged a perception of the school leader as spokesperson for the pedagogical staff, and a peer rather than a strong leader. The school leaders’ pedagogical qualifications and experience ensure these close ties.

There is a debate in some countries (for instance in the UK and Norway) on lowering pedagogical qualification demands, to attract leaders with closer ties to the labor market or who possess qualifications like a Master of Business Administration. In the Netherlands there has been a development from a situation where TVET leaders were always recruited from staff to the current position where a broader qualification background is an asset.

Hungarian TVET experts consider the formal qualifications required of TVET leaders to be satisfactory. However, there is a discussion of whether these programs really prepare leaders for the current changes and challenges in TVET. Irish experts point to the fact that TVET principals need specific personal traits to be able to create a vision for the organization. They also need to be excellent political operators to secure support from the school owners to execute policy. These traits are not easily obtained via a school leadership program. Compared with the other countries surveyed, Denmark and the Netherlands have no formal (national) qualification requirements for TVET leaders. The policy of decentralizing power or authority from the Ministry of Education to create autonomous and self-governed VET institutions has resulted in a corresponding freedom to decide locally the requirements for TVET leaders.

2.9 Leadership and TVET Institutions' Improvement

Leadership is often linked to school improvement. As a cast of prominent roles in organization, leaders are equipped with an “anti-panic personality” that bears a thousand responsibilities. The power they held not only used to give order to follower but they have to navigating the institution for excellence. The excellence not only achieved by directing, but also how leaders cope and immerse in their sense to use challenge as opportunities (Normore, 2009). Leaders are influential rather than bossy feeling. Since the TVET trainings are full of activities they need a leader who can show the way and persuasion instead of ordering. Almost two decades ago, Beare et al. stressed its importance: Outstanding leadership has invariably emerged as a key characteristic of outstanding schools (TVET). The evidence on school effectiveness and school improvement during last 15 years has consistently shown the pivotal role of school leaders in securing high quality provision and high standards, effective leadership is a key to both continuous improvement and major system transformation. Harris (2004:11) reinforces this view by saying that “effective leaders exercise an indirect but powerful influence on the effectiveness of the school and on the achievement of students.” The relationship between the quality of leadership and school effectiveness has received global recognition. Even though the Leadership and institution Improvement has many mechanisms CPD is now widely using to improve the leaders, trainers as well as the institutions.

An informal survey conducted by the TTnet on TVET leadership (2010) demonstrated that the main areas of interest in the current public debate on this issue are qualifications and continuing

professional development (CPD) of TVET leaders. However, policy on qualification requirements in Europe needs studies on the existing situation. An everyday definition of effectiveness is that, the intended outcomes of an activity are achieved. Leadership in TVET programs and activities need to be judged against this criterion. These criteria are: learning, as measured by test scores, produce beneficial effects on students, produce beneficial effects on students attitudes and engagement, produce improvement in employee, and particularly teachers, motivation, capacity and performance. Promote equity and diversity and encourage democracy and participation.

2.10 Balancing Internal and External Roles in Leading TVET

A true leader is able to influence others and modify behavior via legitimate and referent power. Leaders of TVET institutional leaders are expected to balance clear external and internal roles. They are expected to develop an external presence by becoming the face or ‘figurehead’ of the college (Lambert, 2013:27). Leaders have to present the interests of the college to business as well as to the local community, often playing a ceremonial role by handing out certificates and diplomas, thus stepping into the perceived role of the academic leader at functions. This role should not be at the cost of internal college matters, namely the role of strategic thinker, developing the vision and mission of the organization jointly with the deputies and board members and ensuring that these become translated into strategic plans for the college. A leader must be a visible presence to staff and students who not only see the leader as the custodian of academic standards but as the business leader who has to secure the financial stability and viability of the college (Lambert, 2013). As Lambert stated that the major objective of the leadership is influencing.

2.11 Technical and Vocational Education and Training Colleges as Higher Education Institutions.

Much has been written about higher education to highlight how academic leadership, particularly in universities, differs from other organizational contexts. As was pointed out in Chapter 1, it is only recently that the TVET colleges in Ethiopia have been included as higher education institutions. TVET colleges thus have to learn how to function in this new sector which they share with other educational institutions such as universities and universities of technology. At

universities, decentralization and the ‘culture of collegiality and autonomy underpinning academic work’ (Kligyte & Barrie, 2014:157) indicate that higher education needs a different kind of leadership to private organizations. Even though public institutions of higher education (universities as well as TVET colleges) are very much part of the public service, they are rarely treated as such (Kligyte & Barrie, 2014).

The concept of collegiality, which is at the very heart of a university, also distinguishes a university from other higher education institutions (Kligyte & Barrie, 2014). It sets universities apart from TVET colleges even though they share the same higher education system. This offers further challenges to TVET college leaders who have to come in at the same level as leaders from universities despite the difference in qualifications, experience, working conditions and frames of reference.

Juntrasook (2014) came up with four meanings of leadership at a higher education institution which have some relevance to TVET colleges. The first of these meanings is that leadership is a position to which someone is appointed. This appointment legitimizes the position. An institution should entrench this notion by being prepared to invest in such as person and leadership development should be available to these leaders exclusively. The second meaning is that leadership is performance for which competency must be demonstrated. This meaning focuses on the work that the person does according to institutional policy. This type of leadership is observable and measurable and, in order to be promoted, the leader must demonstrate the required level of performance which is assessed or appraised. The third meaning is that leadership is practice. It is not always clear what this practice entails, but it could include attending meetings and conferences and serving on committees. The fourth and last meaning is that leadership is being a professional role model, which refers to the way the leader thinks, talks and behaves.

The first two meanings, leadership being a position or a performance, underline the hierarchical nature of educational leadership at a university as well as at TVET colleges and how this leadership is recognized publicly. The second two, leadership as practice and being a professional role model, underline the everyday context of a higher education institution since it relates to what the leader does every day and how the leader is in a professional context. It would be very difficult to measure the last two. According to Schwella (2008), it should also be borne

in mind that decisions are made in a non-market environment and performance measures cannot be based on notions of profit or productivity. In Juntrasook's (2014) survey of university staff, leaders put more emphasis on the latter two meanings although only the first two are officially recognized by the institutional policy. There is, therefore, a difference between how an educational institution sees leadership and an individual understanding of leadership at the institution. Buskey (2014) asserts that leadership is not a position and people in leadership positions are not necessarily leaders. They have positional power but they may or may not have leadership capacity. Anyone has the potential of being a leader. Leadership is 'what we do regardless of who we are or what position we occupy' (Buskey, 2014:125).

Just like the corporate world, the academic system, whether it is a school, a college or a university, is in a time of significant change. In fact, the only constant in education is change (Robertson, 2005). The purpose of higher education is constantly being redefined to serve the needs of the market, with the emphasis falling on acquiring employment-related skills. Yet, leaders still tend to see the purpose of their institutions as far nobler (O'Connor, Carvalho & White, 2014). Leaders at universities and colleges recognize the need for change but many feel reluctant and even ill-equipped to bring about change or transformation at their institutions in the way in which it could serve the requirements of legislation. In Ethiopia, 'transformation' also has a special meaning linked to the need to convert and restructure the previous divided educational system into a single, unified, seamless education and training system with the emphasis on equity and redress. Real transformation is thus dependent on the nature and quality of educational leadership (Bush, 2007).

There are numerous strategic changes facing educational leaders, few of which can be brought about without professional development (Kezar, 2014). Leaders tend to think of change as a linear exercise, namely to develop a goal, expand it into a vision, implement it and then assess and revise it. However, there is no recipe for dealing with change since the circumstances and environment are never the same; therefore, professional development should be a lifelong process through different stages of a leader's career in order to renew, refresh and redirect leadership practice. All leaders have the responsibility to keep learning throughout their careers (Robertson, 2005).

2.12 A Political Problem in TVET's Leadership

TVET program should lead independently without the interference of the state government politically, but it should be monitored. Clarke and Winch (2007) trace different definitions of TVET back to the historical context of the nation-state. They contrast the German and French systems with the British system. In the former two systems, the state is instrumental in setting a politically-defined program of TVET, in the structuring of the labor market and in determining relations between capital and labor. By contrast, in Britain, the state's role is simply one of governance or supervision, thus introducing new sets of rules or laws, resulting in an apparent or real fragmentation of relations between labor and capital, often arbitrarily linked to state institutions and thus unresponsive or unpredictably responsive to local or state policies.

If one definition of TVET is given importance over another, this might lead to some forms of provision being left out or given more importance than others. It is also a matter of political importance to consider how TVET is positioned in relation to the rest of the education system.

2.13 TVET Leadership Practice Frameworks

How we think is driven by how we make sense of the world (Bryan, A. (2007) and one way to make sense of the world is to develop 'mental scaffolding' to help us organize complex information. The term 'practice framework' refers to the ideas, assumptions, beliefs and conceptual maps that we use to understand the world and guide our actions. They are informed by many things – our childhood, belief systems, values, gender, culture, spirituality, expertise and even language. These frameworks are not necessarily consciously held (Claxton, 2005) and the different elements do not always fit together logically; hence, there will frequently be gaps and tensions. Incorporating leadership practice frameworks can help leaders better understand their motivations, why they interpret and react to situations in particular ways, why they find some forms of information more persuasive than others, and why they prefer some strategies over others.

2.14. Managing International Cooperation and Stake Holders' Involvement on TVET's Leadership.

Leaders should work with cooperation. If a leader has enough power, enough resource, enough manpower, enough time and enough everything leaders can do more better than expected. It minimizes the burden. It shortens the long journey. Stakeholder theory is an approach to organizational management and governance that emphasizes the importance of considering organizational stakeholders when making leadership decisions. Although the interest of different actors may change over time in accordance with the development of the national socio-economy along with which the demands for TVET changes, the most key players identified by the MoE (2008) at present day include: the government, employers, both private and public , teachers and instructors in the TVET system, the business sector, representatives from the MSE sectors, workers and employees represented by trade unions and professional associations, Public and private TVET providers, civil society and NGOs, people living and working in rural areas by relevant associations and trainees and their families.

Relationships with all the stakeholders and most importantly it ensure teaching and learning in the organization. Leadership is responsible to direct the subordinates to perform the organizational tasks effectively (Mason, 2011). We can say that strategic leadership is a process that transforms organization into successful organization by proper strategies. It is the responsibility of leadership to motivate and inspire the peoples in the organization to work jointly so that organization's vision can be translated into reality.

Strong leadership is the result of varies contribution. If the other areas are back up by external bodies areas like: Policy development and policy drafting and reviewing through participation in different bodies and panels, financing through contributing resources to the TVET system, quality assurance through active involvement in the setting or occupational standards and conducting occupational assessment, TVET delivery through the provision of training to their own staff, offering internships to trainees and providing apprentice training and monitoring and evaluation ; Since the Ethiopian TVET program began, many nations are supporting in many ways like: sending man power to build leadership capacity, donating finance, train trainers and so on. The GTZ is the major donor in providing technical and financial assistance for the formal TVET program. It has been facilitating local and abroad training for TVET training. Locally it

organizes short term training by bringing trainers from Germany and other countries. German experts are involved in planning the TVET program and are considered as major support providers.

This key donation and interventions has been doing by China. The FTVETI compound buildings, provision of technical and other forms of assistance for the formal TVET program, It has provided trainers that are assigned in various training institutions and built and furnished the center of TVET excellence in Addis Ababa are major contributions. The Korean and Italian governments have also been providing support in training trainers. Others like UNESCO have also shown some interest to support the TVET in terms of curriculum development although they didn't pursue further their involvement. Nevertheless there appears a need for more support for the TVET program. It has also been providing short term trainings and running workshop for different groups engaged in non-formal education. The importance of stake holders in Ethiopian TVET is very needed, especially German GTZ and Chinese are strong supporter of Ethiopian TVET qualification, they provides short term training for TVET managers and trainers working at all levels, and curriculum development by UNESCO and others. However Ethiopia required further support for outcome based of TVET institutions.

The process of TVET requires the successful implementation of substantial expertise and resources. The Ethiopian Government therefore invites its cooperating partners to continue and increase their financial and technical assistance to the TVET sector. These supports can accelerate and make it easy the leadership system. However, cooperation projects must support the demand responsiveness of TVET and must show tangible change.

2.15. Countries Experience in TVET Leadership

TVET was often disregarding as a significant player in academic orientation and those statements has been slowly discarded since many are aware that TVET are the best providers of knowledgeable and skilled workers in the 21st century.

The review is going to show some selective countries leadership practice and challenges. What are the key leadership issues facing vocational education and training sectors in the, Great Britain, USA, Australia, Denmark, South Africa and Ethiopia? Results from the comparative review established the following three key issues: a concern over equity and diversity; the

importance of change management and; leadership skills and their development. Although leadership competencies are the subject of some debate there appears to be a broad consensus that leaders are developed not only by formal courses but more importantly by on-the-job experiential learning. The reviews are based on an informal survey and a brief data search and are not meant to try to cover all national research that exists. Because of limitations on time, as well as the scope of this paper, the reviews are purely meant as a tentative introduction to the topic in a selection of countries. In this section, efforts made to develop TVET leaders in Australia, the UK, Denmark and the USA are examined in detail, followed by a brief mention of what is being done for TVET leaders in Ethiopia. Finally it will summarize with comparing some countries experience.

2.15.1 The United Kingdom

In the UK, leadership is high on the policy agenda. In the UK, TVET leaders and their professional development has been the subject of public policy concern, strategy groups, plans and documents, ministerial debate in parliament and statutory legislation. In Britain a substantial portion of publications in the early 2000s followed on from a major restructuring in the 1990s when further education was taken from local education authorities with policy and strategic planning becoming centrally mandated government functions. This shift towards a more businesslike, managerial ethos had the effect of forging a wedge between Britain's further education lecturers and their leaders resulting in high job losses, tension and strikes.

The Leitch review of skills has had great impact on TVET in the UK. In the review the reader can find many of the policies, strategies and attitudes now prevailing in the UK education. Among these are the change to a demand-led system and the empowerment of learners (often referred to as 'consumers' or 'customers' in the review) and employers. A cultural framework was also adopted by Harper who applied a clan/culture model and determined that, typically, colleges have roughly a three tier system: senior managers (principals, directors, assistant principals); middle managers (program directors, managers, team, subject or section leaders); and thirdly, lecturing and support staff. First and mid-level leaders have the dual role of financial accountability, overseeing teaching and sometimes substantial teachings load themselves. This meant they experienced a lack of role definition and role ambiguity; however, many were able to

reconcile the sometimes conflicting interests of teaching imperatives versus managerial directives.

The Centre for Excellence in Leadership project researching leadership in the learning and skills sector: by the sector, on the sector, for the sector presents a number of research reports on leadership. In the volume on collaborative research, the editor claims that policy-makers, practitioners and researchers increasingly acknowledge collaborative leadership as one of the main success factors in improving UK education quality; collaboration with multiple partner organizations are seen as essential for implementing current reforms. Collaborative leadership practice is considered less hierarchical and implies a stronger focus on relations and continuous learning in TVET institutions. Through empowerment of the individual staff, the organization will release its productive potential (Collinson,2007).

The Further Education Development Agency has developed the further education senior leadership program that prepares senior managers in further education colleges for principal ship. The Association of Colleges is also interested in professional development and represents the voice of further education in the UK. The importance of leadership has received strong governmental support in the UK as evidenced by the formation of the Centre for Excellence in Leadership, tasked with developing leadership in the TVET sector (Muijs *et al.*, 2006). The 157 Group represents 157 further education colleges in the UK that have started what they call a ‘leadership conversation’ which aims to establish a knowledge base from which the Education and Training Foundation can develop a professional and career framework for leadership and management in the education and training sector.

2.15.2 Australia

The Australian TVET landscape is different from Europe and much can be learned in terms of leadership. Compared to Europe, Australia has published extensively on leadership in TVET. Due to the sparse literature on Australian TVET leadership it is not really possible to categorize it to any great extent although independent studies focus more on lower levels of leaders whereas the government funded NCVER reports are more generic aimed at all levels within organizations. In Australia, there are various bodies, such as the Victorian Technical and further education Development Centre, that advocate and advance leadership development of TVET

leaders and managers. A theme that emerged during the 2007 survey into management and leadership capabilities in the Technical and further education sector was the perception that a ‘considerable amount of management activity was targeted towards meeting compliance needs’ (Callan *et al.*, 2007:19). The Technical and further education system was described as being dictated by centrally driven policies and procedures which put a constraint on genuine leadership and usurped good management. There is constant pressure on leaders to be more responsive to the increasing expectations of government, the growing needs of industry and the diverse needs of individuals and communities. TVET has been recognized as the key vehicle for ‘national workforce development and productivity’ (Coates *et al.*, 2013:820) which has increased commercial pressures on the colleges.

On the other hand The Australian National Training Authority supports research projects on leadership in TVET and the National Centre for Vocational Education Research is a professional and independent body in Australia, responsible for researching vocational education and training and publishing the findings. Australian researchers have identified the core competences of TVET leaders: the ability to communicate a vision for the organization, build successful teams and inspire staff to make a commitment to change, as well as interpersonal skills, risk-taking, team-building and analytic and decision-making skills. Another finding is that the crucial leadership task in TVET seems to be actively to design the future in terms of social, community, learning and organizational issues, rather than simply respond to existing or forthcoming policy (NCVER, Falk and Smith, 2003; NCVER, Callan *et al.*, 2007). A study concluded that the effectiveness of leaders in Australian TVET institutions needs to be substantially improved, and that there is a gap between the leaders’ perception of their effectiveness and the teachers’ evaluation.

During the 2007 survey of Technical and further education colleges, the need was established for a more transformational style of leadership to help leaders deal with the challenges facing the sector. This style of leadership would help leaders define organizational goals involving structural and cultural change. Other aspects affecting leadership, such as ethical, gender and cross-cultural matters also deserve more attention (Falk, 2003).

Callan (2001) noted that the training needs of leaders at Technical and further education colleges were broadly similar across the states of Australia and national training programs could easily be

developed based on this finding. His preliminary analysis suggests that the areas of greatest demand on TVET managers and leaders, particularly in the public sector, are strategic and financial management and change leadership to support their expanding roles. Callan *et al.* (2007:23) suggest that a national leadership development program in Australia offers the opportunity to ‘share best practice, for benchmarking and the potential for building national training alliances and partnerships’.

Australian researchers discuss leadership in public TVET providers like TAFE (Institutes of Technical and Further Education) and in private (including non-profit) training providers.

2.15.3 USA

A Community College Leadership Development Institute has been established in the USA to promote leadership development in this sector (Romero & Purdy, 2004). They are organizational strategies, resource management skills, communication skills, willingness to collaborate, advocacy skills and professionalism (Eddy, 2010). Leaders should become lifelong learners and ensure that other campus staffs are also developed. It is necessary for them to ‘think in complex ways’ and to ‘use multiple frames of reference’ (Eddy, 2010:19). Central to leadership at community colleges is contextual competence as the circumstances at each college are different and require an understanding of the environment in which the college operates in order to determine the needs of the campus and how best these needs can be met (Eddy, 2010). Therefore, in the USA, there is a number of existing community college leadership programs with new ones emerging every year with differing delivery formats which take a working adult’s needs into consideration. These courses also focus on critical issues such as funding, fundraising, decision-making, ethics and maintaining good health and a balanced life (Vargas, 2013). Eddy’s (2010) research identified a number of challenges that face leaders at community colleges and which are similar to the challenges at TVET colleges in Ethiopian. First and foremost was finance.

Leaders will need an expanded skills and knowledge base so that they can adapt strategies and meet new challenges. Leaders must be good at relationship-building, communicating openly, understanding finance, building teams and they must have negotiation skills and decision-making skills. Her third proposition is that ‘leaders rely on their underlying cognitive schema in making

leadership decisions’ (Eddy, 2010:34). All leaders have their own way of seeing the world, which will guide their thinking and behavior; however, this could be a disadvantage as the person may misinterpret a situation based on prior experience. It is also difficult to change one’s personal mind map. Most leaders base their experience of leadership on those that they experienced when they were followers. Since educational leadership has always been hierarchical, their idea of leadership could be a top-down model. Once the leader has learnt to break through this mental map and see a situation differently, change becomes possible. Her fourth proposition is that ‘leaders often adhere to their core belief structure’ (Eddy, 2010:35). Through leadership development, leaders can expand their frame of reference. It is clear, therefore, that the fifth proposition, that ‘leaders are learners’ (Eddy, 2010:35), is very important.

2.15.4 TVET Leadership Development in South Africa

In South Africa, the South African Institute for Vocational and Continuing Education and Training (SAIVCET) was recently established and provided with an operating mandate in the White Paper on Post-School Education and Training (RSA, 2014) to provide necessary and appropriate support to the TVET college sector but there is no specific mention of leadership development as a priority as is the practice of similar institutes in many other countries. As has already been mentioned, no specific, custom-designed leadership training program for TVET college leaders exists in South Africa, even though the need for such a program was articulated in two Green Papers (RSA, 1998; RSA, 2014). This need, however, is not mentioned in the White Paper (RSA, 2014).

Even though there are no qualifications available specifically for TVET college leadership, leadership development of TVET college leaders has sometimes taken place on an ad hoc basis or according to demand and includes training in a variety of areas such as strategic management, management information systems, business writing skills, mentorship, project management and communication in a business environment. Some training has also taken place in fund-raising and partnerships. None of this training has been pitched exclusively at leaders of the TVET colleges.

At the Nelson Mandela Metropolitan University (NMMU) in Port Elizabeth in the Eastern Cape, there have been some short programs attended by staff from TVET colleges, such as the

Management Enhancement Program (MEP, Level 5) which can articulate into a Foundational Leadership or an Intermediate Leadership Program, the latter two both being non-credit-bearing programs offered at the university. One of the programs at NMMU may be taken on a part-time basis such as the Management Development Program (Level 6) which articulates into the National Diploma in Business Administration which is a formal qualification.

In other cases, TVET college leaders have been encouraged to enroll for existing post-graduate programs such as a Master of Business Administration (MBA) or a Master of Public Administration (MPA) which may cover some relevant aspects of leadership. However, there is very little that is context-specific, focusing on the work that has to be done, the former being more suitable for a corporate leader and the latter for a leader in the public service a municipality or public health organization. There is therefore a real gap for leadership development in the TVET college sector like FTVETI.

2.15.5 Denmark

There are no formal qualification requirements for TVET leaders in Denmark. TVET schools are self-governed, with a board of representatives from local government and the social partners. Everyone with relevant general qualifications can apply for a job as a TVET leader. The best applicants are asked to do a test and eventually called to an interview with an employment committee comprising board members, members of the staff, and, very often, a professional head hunter. The candidate with the best qualifications gets the position.

There is no current plan for compulsory leadership education for school leaders in Denmark. The Ministry of Education offers a leadership course which supports school leaders with practical leadership tools on how to develop the organization and implement national policy and strategies. It is not compulsory and it is not part of a management qualification. There are no formal requirements for CPD for TVET leaders. As in most countries, Danish TVET leaders form and take part in networks with other leaders: participation is voluntary. Cooperation between schools is very common, and some TVET leaders offer and receive systematic support from colleagues in other organizations.

2.16 Governance and Leadership of the TVET System in Ethiopia and FTVETI.

Experience in many developing and developed countries shows that, successful TVET systems are normally governed by stakeholder bodies which approve important decisions on policy directions and quality management and supervise their implementation. Like Denmark some countries has no formal qualification to lead TVET, in Ethiopia too. There is no specific qualification to lead the TVET institutions. Other countries, notably in Africa, include other stakeholders from TVET and society, such as TVET providers or civil society organizations.

Ethiopian government is following the agricultural lead industrialization. This strategy should support by well skilled generations. These generations' should get well-built training centers and strong leadership. According to the MoE (2008) Different institutions are established by the proclamation with their stated duties. It helps the leadership: to make decentralized administration, to avoid role confusion and to assure responsibility. A new organizational structure of the TVET system established with autonomous TVET authorities at federal and state levels and governed by TVET councils: The Federal TVET Council, which is the governing body of the Federal TVET Agency, needs to reflect the wide range of stakeholders, beneficiaries and social and economic interests in the country. The federal government is represented in the Council by the some ministry offices like: Ministry of Education, Ministry of Labor and Social, Ministry of Trade and Industry, Ministry of Finance and Economic Development, _ Ministry of Women Affairs and others. MoE, 2010 Furthermore, the Federal TVET Council includes members representing state TVET executive bodies.

Leaders roles covered the engagement with intense dialogue on 360 circle of organization (Wooldridge, 2011) keeping up with academic activities. Federal TVET agency established under Council of Ministers Regulations No. 199/2010; is prohibited set up as an autonomous organ with its own legal personality and reporting to an appropriate body. Federal TVET Agency is responsible for coordinating and steering all TVET nationwide and for driving the ongoing TVET development.

The state TVET authorities should comprise of governing State TVET Council including all relevant TVET stakeholders in the region, and a state TVET executive body as the executive organ of the authority to be in charge of implementing day-to-day activities.(MoE,2008) Terms

of References, functions, responsibilities and structure of the state TVET authorities will be defined by the state governments in accordance with the principles of this strategy and the relevant legal documents. State governments are also encouraged to develop their own State TVET Strategies to ensure that the National TVET Strategy is customized in line with specific state economic and labor market patterns. At state level similar institutional set-ups, depending on the particular situation of the states, established or further developed in order to oversee and implement the state functions in the TVET system. TVET leaders in public institutions must understand their strategic role in their country's economic development by ensuring that the workforce has the skills to attract investment. Therefore, they must have a Vision of their country's future and the role TVET can play in this and must rally their staff to commit to this Vision. Leadership is getting out there and digging! Strong Leadership is the result of other bodies. The role of the organizations, the institution itself and stakeholders' cooperation can support the leadership movement. There strong chain and interdependence has an important contribution in order to see and direct the TVETs' leaders long journey.

To conclude the above countries have shown different experience regarding TVET's leadership. It may help to the FTVETI and at large for the Ethiopian TVET's collages. In the volume on collaborative research, the editor claims that policy-makers, practitioners and researchers increasingly acknowledge collaborative leadership as one of the main success factors in improving UK education quality; collaboration with multiple partner organizations are seen as essential for implementing current reforms. Hence if the country motivate a collaborative leadership, that may help to get views from different bodies. In Australia, there are various bodies, such as the Victorian Technical and further education Development Centre, that advocate and advance leadership development of TVET leaders and managers. Australian researchers have also identified the core competences of TVET leaders: the ability to communicate a vision for the organization, build successful teams and inspire staff to make a commitment to change, as well as interpersonal skills, risk-taking, team-building and analytic and decision-making skills.

On the other hand what we learned from the USA, there are a number of existing community college leadership programs with new ones emerging every year with differing delivery formats which take a working adult's needs into consideration. These courses also focus on critical issues such as funding, fundraising, decision-making, ethics and maintaining good health and a

balanced life. Eddy's (2010) research identified a number of challenges that face leaders at community colleges and which are similar to the challenges at TVET colleges in Ethiopian. First and foremost was finance.

Finally what the institutions' learn from South Africa in other cases, TVET College leaders have to be encouraged to enroll for existing post-graduate programs such as a Master of Business Administration (MBA) or a Master of Public Administration (MPA) which may cover some relevant aspects of leadership.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

INTRODUCTION

The main purpose of this study was to assess the leadership practices and identify challenges encountered by the FTVETI leadership team in the institution. The method of research, source of data, population of the study, sample size, sampling techniques, instruments and procedures of data collection, and method of data analysis utilized to achieve the purpose were stated hereunder.

3.1 Research Methods

Research design is a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings. According to (Gopal, M.H, 2003) a research design is a plan that describes how, when and where data are to be collected and analyzed.

The FTVET institution is an umbrella institution for other TVET colleges and training centers in Ethiopia. If this institution is fragile in all aspects and have poor leadership; the coming trainee generation would be hindered by various challenges because they will pass through. Hence this institution leadership practices and challenges should be assessed. This study has gone through facility, resource supply, leadership quality and service provision areas. For the study the researcher used the FTVETI third year regular trainees, extension trainees, office workers, trainers and leaders. The total population of the study was 1312. Each participants of this study taken from: 991 trainees, 172 workers, 126 trainers, 10 directorate directors, five Faculty deans, one institution's dean, one executive director and four assistant directors who are in leader's position. The total population of the sample is 110. The sample size of the participant was one executive director, one Institution's dean, one Assistant director 31 trainers, 38 trainees, 33 office workers, 3 directorate directors and two faculty deans.

The trainers, office workers and trainees were selected by using simple random sampling on the other hand leaders were chosen by using a convenience sampling. The qualitative data obtained through interviews, document review, FGD and observation. The quantitative also obtained

through questioners, observational data and rate scale. The questioner distributed to trainers, trainees and office workers. Beside some interested groups of trainees, the FTVETA expert, trainers, were participating on FGD. Interview made with FTVETI leaders, FTVETA officials, trainers, office workers and trainees.

Mixed methods research offers an alternative methodology for researchers to use to address complex issues in a way that is more comprehensive than could be achieved by either purely quantitative or qualitative research (Gopal M.H, 2003), Oppenheim, A.N. 2005). The reason why the researcher used this mixed method is the researcher believes one data resource may not be enough to handle this study and initial results need to be further explained; –a second method is needed to enhance a primary method. Creswell (2003) described six somewhat overlapping mixed methods research designs, referred to as strategies of inquiry, that guide the construction of specific features of a mixed methods study. Briefly, it is the researcher conviction that mixed methods research design is more appropriate to the researcher's study than other research designs. Specifically the researcher used the concurrent triangulation design, from the six general strategies of mixed method research: sequential exploratory design, concurrent triangulation design, sequential transformative design, the embedded design, the multiphase design and sequential explanatory design, in which that converges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. The reason why the researcher chose this strategy is because of: Familiarity too many researchers and shorter data collection time when compared to sequential methods, and during data collection time it allow to see things indifferent dimensions either qualitative view or quantitative view.

In this design, the researcher collected both forms of data at the same time during the study and then integrated the information in the interpretation of the overall results. Also, in this design, the researcher nested one form of data within another, larger data collection procedure in order to analyze different questions or levels of units in an organization.

3.2 Sources of Data

In order to attain the objective of the study the researcher used both primary and secondary data sources. It also enabled the researchers to generate rich data and believe to enhance the validity of the study. The primary data collected from participants of FTVET institute's community:

trainers, trainee, directorate directors and office workers, but secondary data gathered: from public records and statistics, historical documents, and other sources of published information: books, magazines and newspapers, reports prepared by research scholars, universities.

3.3. Population, Sample and Sampling Techniques

3.3.1. Population

The researcher used three sampling techniques. The simple random sampling was used for trainers, office workers and trainees, because the number of these participants was much than the rest participants. Since the executive director is one in number, a comprehensive sampling method is applied. Leaders can be loaded in their day today tasks duty that the convenience sampling technique applied to select the leaders, for the reason of their availability.

The six departments were available for MA program. In the extension program 7 departments are functional. The building construction department has much number than other departments it has six sections in the regular section. The under graduate trainees are much in number than MA and extension trainees. Three of them are shared six departments: which means they are established as department. The Mathematics, basic science, leadership, pedagogy, ICT, and Language department are the common departments for all trainees. These raised the total department into 21. The other ten of them are the workshop training heads, Leaders, trainers and office workers of the institution were the part of the study because of their direct involvement in the institution's leadership practice and challenges.

Table 1: The Distribution of FTVET institute trainees with their department and sections

No	Regular Departments	Programs	No of sections	Number of trainees	No of representatives	Remark
1	Architectural Design Technology(Drafting)	Under Graduate Programs	2	29	2	
2	Automotive Technology Management		2	42	2	
3	Building construction Technology		6	171	6	
4	Electrical Automation and control Tec. Management		1	26	1	
5	Electronics and communication Technology		1	19	1	
6	Furniture making Technology		2	43	2	
7	Garment Technology		1	26	1	
8	ICT		2	49	2	
9	Leaser and leather Products Technology		1	28	1	
10	Manufacturing Technology		2	85	2	
11	Road construction Technology		1	26	1	
12	Surveying Technology		1	26	1	
13	Water Works construction Technology		1	20	1	
14	Textile Technology		23	22	23	
	Grand Total of Under graduate Regular trainees		21	612	23	
1	Manufacturing Technology	Graduate Programs	1	15	1	
2	ICT		1	21	1	
3	Electrical Automation and control Tec. Management		1	17	1	
4	Electronics and communication Technology		1	12	1	
5	Construction Technology Management		1	17	1	
6	Automotive Technology Management		1	15	1	
	Grand Total of MA regulars		6	97	6	

¹ *

¹* The above table shows only the senior trainees in 2017-2018 candidates for graduation.

Table 2: The Distribution of FTVETI institute's extension trainees

No	Extension Departments	Program	Number of trainees			Number of sections	Number of representatives	Remark
			M	F	T			
1	Architectural Design Technology(Drafting)	Under Graduate Programs	16	6	22	1	1	
2	Building construction Technology	Under Graduate Programs	62	18	80	2	2	
3	Road construction Technology	Under Graduate Programs	9	6	15	1	1	
4	Surveying Technology	Under Graduate Programs	13	10	23	1	1	
5	Automotive Technology Management	Under Graduate Programs	65	9	74	2	2	
6	Manufacturing Technology	Under Graduate Programs	25	13	38	2	1	
7	Electrical Electronics Technology	Under Graduate Programs	18	12	30	1	1	
	Grand Total of extension trainee	Under Graduate Programs	208	74	282	10	9	

NB: Based on the above table the total number of 1st degree plus the total number of masters' plus the extension trainee's grand total is 991 trainees.

Table 3: The Distribution of FTVET institute's total population

NO	Sample category	population			Sample size	Percentage	Sampling Techniques	Remarks
		M	F	T				
1	Executive Director	M	F	T	1	100%	comprehensive	
		1	-	1				
2	Assistant Directors	4	-	4	1	25%	convenience	
3	Institution's Deans	3	-	3	1	33.3%	convenience	
4	Directorate Directors	10	-	10	3	30%	convenience	
6	Trainers	109	17	126	31	24.06%	Simple random	
7	Trainees	210	781	991	38	3.83%	Simple random	
8	Faculty Deans	5	-	5	2	25%	convenience	
9	Office workers	84	88	172	33	19.1%	Simple random	
	Grand Totals	426	886	1312	110			

3.3.2 Sample

Sampling is the act, process, or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population. The FTVETI under consideration are selected using simple random sampling so that all FTVETI participants have equal chance and the findings of the study could be generalized for all FTVETI's community.

The leaders were chosen by using a convenience sampling, so that the researcher used 34.7% for interview. The FTVETI office workers, the FTVETI agent heads, of education participants chosen by using simple random method described as the best used with small numbers of individuals or groups which were sufficient for understanding human perceptions, problems, needs, behaviors and contexts, which was the main justification for a qualitative audience research. To avoid the participant's availability problem and to save time the researcher used simple random sampling technique.

3.4. Instruments and Procedures of Data Collection

3.4.1 Instruments of Data Collection

Since the researcher used mixed concurrent design: both types of data concurrently collected which means that: both quantitative data and qualitative data collection also involved gathered both numeric information as well as text information as the same time so that the final database represented both quantitative and qualitative information results to assist in the interpretation of one another findings.

3.4.1.1. Instruments of Questionnaires

The questionnaire is the most appropriate means to involve large sample population to collect the necessary information within a given time frame. In the design of these instruments, the researcher used of the literature review as a base. Availability sampling is used to choose the directorate directors, deans and heads of the institution for interview. The questionnaires prepared for whom purposefully selected trainers, trainee's representatives and for whom selected by simple randomly selected FTVETI's office workers. It prepared close ended questions and open ended questions because these situations, the advantages of collecting both

close ended quantitative data and open-ended qualitative data prove advantageous to best understand a research problem. Some of the closed-ended items constructed in the form of rating scale. The open-ended questions prepared in a form that enables to collect the respondent's suggestions, comments, and recommendations. The questionnaires prepared in English language and distributed to the respondents.

The first part used to collect information about personal characteristics of the respondents while the second part intend to find out what vision, mission and plan they have? And to what extent the facility, capacity and service they are available. On the second part the questioners shaped to assess what are the major factors and to what extent these major factors hinder FTVETI's leadership system? Finally the questioners prepared to investigate to what extent the FTVETI's leadership practices satisfied its client regarding supplying effective leadership which means see the practices and challenges of leadership.

To test the validity, the degree to which the scale measures what it is expected to measure, the questionnaires and interview guides distributed to available research instructor and the researcher's advisor to comment on the clarity of the grammar, spelling the inclusiveness of the questions and to identify irrelevant questions. Language usages and number of questions which are interview guides and open ended questioners were modified to focus on the title, take out which not measures the leader's practice, reduce items from the likert scale table, based on comments from these research instructor and advisor the questionnaires and interview guides were maintained.

3.4.1.2. Procedures of Interviews

Interview made based on the review literature and questioners which were prepared to: FTVETI leaders. Interviews also conducted with the trainers, trainees, and FTVETI office workers. To triangulate the data the trainee, trainers and office workers were asked. One of the good reasons to include interview in this study is to bring to the surface subjective opinion, value, beliefs and assumptions which are not possible with close ended questionnaire which are self-developed. The interview conducted on a face-to-face basis by using voice recorder.

3.4.1.3 Focused Group Discussion /FGD/

To collect ideas and to find out the forgotten ideas the focus group discussion held with trainees' representatives, department heads and office workers. During the discussion available experts involved from FTVETA and FTVETI and interested trainee and office workers were the parts of it. The geographical location was comfortable to collect both participants in one place and it considered to dig out some relevant points through these different parties 'discussion and argument.

3.4.1.4 Document Review

To secure facts and figure reviewed documents such as the, National Technical and Vocational Education and Training (TVET) Strategy MoE 2008, ESDP III August 2005, ESDP IV 2010 and ESDP V, NTVETS August, 2008, news letters ,articles, reference books, FTVET institute's documents .

3.4.1.5. Pilot Study

Before the actual data collection was conducted, the instruments developed were subjected to evaluation by reassuring based on the review literature leadership theories: the instruments measure, to what it is intended to measure and then the draft instruments were tried out in small-scale study to test the validity and reliability in order to improve the instruments. A pilot test was undertaken in FTVETI. Accordingly, 5 trainers' staffs, 4 administrative staff and 9 trainees from textile technology, railway rolling stock technology, surveying technology and manufacturing technology departments were selected through simple random sampling technique. The result obtained using the SPSS version 16 software favors the criteria used in the study internal consistency and reliability being accepted from the minimal alpha value of 0.90, hence it is good indication that the questionnaires prepared for the trainer were reliable to use for the study. Since the valid instrument is always reliable, the researcher also includes questions which have a cause and effect relation that keeps the consistency of the results. The researcher asked: the conducive environment to implement the policy with capacity, facility. A strong leadership with service and supply. Finance allocation with supply and service.

3.4.2 Procedure of Data Collection

The researcher went to the institute head office with letter from the Addis Ababa University, one of the secretaries of the vice-presidents and with academic affairs dean and have a short discussion related with my presence and the topic the researcher has. Deal with the time arrangement and how the questionnaires are going to be administered in the institute.

Had an intimacy with some of the trainees' representatives, office workers and department heads to facilitate the process without my direct intervention so as not to influence them. During the meeting; awareness created as no one would not force them to take part in the survey; it had done voluntarily and on the basis of the subjects' willingness to participate in the study. The researcher got a piece of consult with the secretary and to one of the vice-presidents about the culture and experience of the institute before the researcher and the researcher's cooperative groups distributed the questionnaire to the participants.

My cooperative groups also helped me to collect the questionnaires from the various offices of the administrators, department heads and from the trainee representatives. The subjects assigned numbers so that the secretary can be collected the questionnaires of those who may late in returning the questionnaire and she asked also to record the names of participants who may not returned their questionnaires so that she can follow up with phone calls to those who not submitted theirs.

The researcher had arrangement to meet the selected groups for interview, focused group discussion and interview based on the interviewee's and respondent's interest.

3.5. Method of Data Analyses

After collected both data at the same time: the qualitative and quantitative, the next step was the analysis. The data analyses involve content analyses of document reviews, interviews, FGD, observation and responses to questioners. The qualitative data obtained through interviews, document review, FGD and observations were first transcribed into separate topics. The quantitative also obtained through questioners, attitude data, observational data and rate scale. Both raw of data had collected from the field through questioners and then: checked the respondents' response incase if there were improper response were given, questionnaires were

coded, tabulated, organized and treated with different statistical techniques coded and tallied structured, organized and demonstrated. After that it recorded in the prepared table, finally re-checked the data activities were done before the analyses began.

Since the researcher used mixed concurrent triangulation strategy data were integrated during interpretation phase. Qualitative and quantitative data are typically mixed during the analysis phase to compare and contrast. Qualitative data from documents, interview, observation and open ended questions were used to strengthen the findings from the other tools. Percentage used to explain the profile of the respondents and views on the nature of the organizational climate at all levels of education system and graphs were used to display the responses of each group of respondents regarding to the issue. It was necessary to utilize statistical techniques to analyze the information as this study is quantitative in nature. Therefore, the survey data was processed using the SPSS (version 16). Frequency tables were used to summarize the respondents profile in the form of frequency and percentages.

3.6. Ethical Considerations

Ethical considerations are important, both during data collection and during presentation of data. It is, therefore essential for the researcher to always keep in mind the objects of enquiry in a questionnaire, interview, and content analysis are human beings. It is very critical to protect them and also for them to feel protected at all times. When the respondents agree to be involved in the study, steps should be taken to ensure that they know exactly what they are agreeing to. The researcher ensured that the confidentiality and anonymity of the participants maintained through the removal of any identified characteristics before widespread dissemination of information. The researcher made it clear that the participants name would not be used for any other purpose, nor were information shared that to bear their identity in any way.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 Presentation of Qualitative Data

The purpose of this research is to assess the current leadership practices and challenges of FTVETI. Qualitative and quantitative data were obtained through survey research questionnaire distributed to trainees, trainers, and office workers. As the design of this research is concurrent triangulation mixed design, both qualitative and quantitative data was collected as the same time, but now qualitative presented and then quantitative data followed. Quantitative data analyzed by using statistical procedures, on the other hand qualitative method was also used as a support to better investigate the complex realities of the institute and to obtain the basic information from the leaders regarding the challenges of their FTVETI and their perception of the leadership theories practices that could have been drawn through questionnaire which had not been used to minimize possible self-report bias and to better investigate the complex realities of the institution. Data gathered from FTVETI and FTVETA officials and. In the third section of this chapter, the quantitative data found from the participant (Trainers, Trainees and office workers) were presented.

This descriptive mixed-methods design study deals with a presentation and analysis of data that categorized into four parts. The first part tackles the characteristics of the respondents in terms of sex, age, qualification, years of services and position. In this part respondents were asked about their positions (Directorate director, Directors, Assistant Directors, Dean , Trainer and Office worker's positions), years of service in their current positions in the FTVETI and the previous experience. The second, third and fourth parts consists of analysis and interpretation of the main study which is —the state of leadership practice in FTVETI. The analysis and interpretation given is based on the date collected using the different instruments (questionnaire, observation, FGD and interview).

Table 4. Demographic Characteristics of Respondents

Background		Institute leaders		Trainers		Trainee		Office workers		Cumulative Freq	
		No	%	No	%	No	%	No	%	No	%
Sex	Male	20	86.9	26	16.1	32	89.4	18	54.5	98	78.4
	Female	3	13.0	5	83.8	4	10.5	15	45.4	27	21.6
	Total	23	100	31	100	36	100	33	100	125	100
Age	A. 20-25	-	-	-	-	21	55.2	1	3	22	17.6
	B. 26-30	-	-	2	6.4	9	23.6	9	27.2	20	16
	C. 31-35	2	8.6	14	45.1	3	13.1	12	36.3	33	26.4
	D.36 - 40	3	13	9	29	3	7.8	8	24.2	23	18.4
	E. 41-45	8	34.7	4	12.9	-	-	3	9	15	12
	F. above 46	10	43.4	2	6.4	-	-	-	-	12	9.6
	Total	23	100	31	100	36	100	33	100	125	100
Level of education	Diploma	-	-	-	-	-	-	7	21.2	7	8
	Degree	9	30.4	8	25.8	22	63.1	22	66.6	39	44.8
	MA/ M.Sc.	9	39.1	20	64.5	14	36.8	4	12.1	33	37.9
	Ph.D.	5	21.7	3	9.6	-	-	-	-	8	9.1
	Total	23	100	31	100	38	100	33	100	87	100
Total years of service	1-5	1	4.3	4	12.9	-	-	2	6	7	8
	6-10	2	8.6	9	29	-	-	9	27.2	20	22.9
	11-15	1	4.3	11	35.4	-	-	11	33	23	26.4
	16-20	7	30.4	5	16.1	-	-	9	27.2	21	24.1
	21-25	4	17.3	2	6.4	-	-	2	6	8	9.1
	26-30	8	34.7	-	-	-	-	-	-	8	9.1
	31 and above	-	-	-	-	-	-	-	-	-	-
	Total	23	100	31	100	36	100	33	100	87	100

NB. Trainees' level of educations shows; currently what they are attending it now. It is not include in cumulative frequency.

- From the total of 38 trainee representatives, who were taken as a sample, the two trainees could not be the part of the study because of their personal problem.

Table 5. Characteristics of demographic by mean and standard deviation.

No		Items	N		Mean	Std. Deviation result	Remark
			Valid	Missing			
1	Sex	Female	4	0	6.32456	6.7500	
		Male	4	0	24.0000	5.56028	
2		Diploma	4	0	1.7500	3.50000	
		Degree	4	0	9.7500	9.10586	
		Masters	4	0	8.2500	8.65544	
		Ph.D.	4	0	2.0000	2.44949	
3	Age distribution	20-25	4	2	5.5000	10.34408	
		26-30	4	2	5.0000	4.69042	
		31-35	4	2	7.7500	6.13052	
		36-40	4	2	5.7500	3.20156	
		41-45	4	2	3.7500	3.30404	
		Above 45	4	2	3.0000	4.76095	
4	Work experience	1-5	4	1	1.7500	1.70783	
		6-10	4	1	5.0000	4.69042	
		11-15	4	1	5.7500	6.07591	
		16-20	4	1	5.2500	3.86221	
		21-25	4	1	2.0000	1.63299	
		26-30	4	1	2.0000	.0000	
		31 above	4	1	4.00000	.00000	

Concerning sex compositions, in Table 4, the proportions of institution leaders 20 (86.9%) were males, while the remaining were females 3 (13.0%). This indicates that the number of female school leaders is by far less than that of male school leaders. In similar way, the proportion of trainers 26 (16.1%) were males while the remaining, five were females. Whiles more than half of the trainees 34(89.4%) were female and 4 were male students. In general any of the two male population numbers add together it is more than the proportion of female. Nevertheless, when the researcher count the number of females from the researcher's selected group, the number of female is greater than the male by 460 (35%). Finally the office workers male number was 18 (54.5) it was higher than the female office workers 15 (45.4).

With regard to the age structure, the age of the majorities 33 (26 %) were in between 31-35, the smallest group 12 (9.6%) were above 46. From the entire group the trainer's group fined in (31-35) 14 (45%). It is the highest number from the other groups. The trainer's highest age range found more than 46 and above10 (43.4%). The remaining 13 (233%) institute's leaders were between 31-45.And the very youngest institute leaders were two who is between the ages of 31-

35. Whereas two of trainers could be categorized as young lie below 31 years, the remaining 29 (33.4%) lie in between 31-40 years and above 45 years respectively.

The same is also true of trainees 21 (55.2%) were in the age group between 20-25 and 17 (21.8%) were 26-40years. This implies that the youngest groups of the respondents were viewed as important because they are the major focus of FTVETI. Office workers highest age group were 12(36.3) in 31-35 age range. From these, the youngest and the smallest age range group was one participant in 20-25 age range.

The above Table 4 also shows that there are a total of 23 institute's leaders who provide the leadership service to their institution. Accordingly, all of the leaders' qualifications extend to MA\MSC to BA\BSC\BED level. In this regard, out of the total population of institute's leaders, five held Ph.D. the remaining nine held first degrees and 9 masters. And there is no schools leader with the educational level less than first degree. This shows that the preparation of the FTVETI schools leaders is compatible with the required standard of the country's Ministry of the Education policy.

In regard to the educational level of trainers, as shown in the same table, the great majority 20 (64.5%) were MA/ M.Sc. holders, while the remaining three were Ph.D. and 8 (25.8%) were degree holders. The quality that the teachers possess is one of the major factors that affect the quality of education. Regarding this, UNESCO (2009) pointed out that the teachers who would do their own best to teach in the area in which they are knowledgeable would be more effective. Concerning the office workers' qualification: the majority of the workers were 22 (66.6) BA\BSC\BED holders. The remains were seven diplomas and four were MA/ M.Sc. holders.

Concerning the years of services: all leaders have working experience in between 1-above 45 years. Thus, some of the institute leaders might be effective leadership knowledge, which is obtained from experience. But from the 23 leaders the 20 (86.9) of experience do not have a direct relation with TVET. The majority of the institution's leaders eight who have 26-30 years of experiences were eight of the total number, beside, the remaining 15 (65.2%) of them have less than 7 years of experience. As the human resource document referred from the 23 of the leaders 16 (69.5) of them had under 3 years' experience in the institution, but the remained gave a service 4-9 years.

To conclude as the above table and the description has shown us, number of the female is less than the male in all aspects by the difference 56.8%. Especially the leader's position is covered by the male; it indicated that the institution loss the female's leadership. Since the sex difference has given different skills psychologically, FTVETI lacks the female unique perspective and cunning leadership. The institution built by the youngsters 26.4% between 31-35 ages ranges. This shows the institution had a strong manpower resource. It implied that, if the leaders have an effective leadership, simply they can mobilize the youngsters towards their vision and goal. From the total population the leaders who are in above 46 ages rang are 43.4%. It indicated that as the institution had experienced leaders in life.

In the institution, numbers of MA\MSC37.9% and BA\BSC\BED 44.8% holders were more than the diploma and Ph.D. holders. It indicated that the institution had an average educated man power. It implied that the institution leaders might have an opportunity to support by them and could be easy to influence them. However since the institution is, huge leading by the small number of Ph.D. holders 5 (21%) might be in question. It also indicated that the institution was not leading by well-educated leaders. The highest total years of experience were 11-15years old 23 (26.4%). It implied that the leaders had experienced followers to influence, to inspire, to persuade them easily. Though leaders years' of experience from 26 to 30 years was high, it was unrelated filed with the institution goal and leadership. It implied that the institution delegation had a challenge regarding leading by concerned professionals.

4.1.1. Data Obtained from the Institution's Leaders, Trainers, Trainee and FTVETA Officials and FTVETI Workers

As noted in chapter three, the institution leaders were one of the key informants of this study. The main intention of this interview was to see the practice and the challenges of the institution and to collect the qualitative data. Through this interview the availability of leaders mission, vision, plan, shared vision, capacity, facility, service and resource supply were assessed.

I. Vision and Mission

Mostly in the organizations efficient leaders perform the common tasks in the strategy making and executing process. They develop a strategic plan, set goals; objectives craft, the strategies, execute it and then evaluate the performance. During the interview with the FTVETI's leaders:

The researcher asked the leaders, the trainers, the trainee and office workers about the extent to which the leaders' mission and vision available, inspired and persuade them.

1 (May, 16, 2018) reported that the leaders lacked vision and concrete plan to change the institutions. Leaders were focusing on routine activities which could be performed by workers at lower level. The respondents suggested that "... the leaders neither take risk and experiment new and innovative ideas nor give the staff freedom to experiment even when there is a chance of success". # 1 (May, 16, 2018) said, "*this institution has its own mission and vision. These mission and vision posted in some areas with the other values.*" I personally also saw the billboards which are posted around the main gate. In addition to that colorful papers were posted that had values around the lobby. The offices workers respond were not far from the leaders' respond. # 1 and 4 (May, 15, 2018) said, *there is a mission and vision in our institution. It is also posted in our room.* Because of the questionnaire, which was unfilled by the trainee, the researcher had an interview with available trainees. As three of the trainee agreed that they don't have any knowhow about the vision and mission of the institution. During my interview, one of my interviewee made a joke with it: "Is that a neck name for one of the trainee." # 2 (May, 15, 2018).

1 and 4 (May, 15, 2018) stated that the leaders lacked vision and concrete plan to change the institutions. They described the leaders as focusing on routine activities which could be performed by workers at lower level. The respondents stated that "the FTVETI leaders neither take risk and experiment new and innovative ideas nor give the staff freedom to experiment even when there is a chance of success". They also described the leadership team as they don't have vision and concrete plan. Most of the trainers office workers stated that their leaders fail to take responsibility leaving most of the solutions for the problems facing the FTVETI. Significant number of teacher educators commented that the leaders expected the academic staff to be free from mistakes. Great leaders are future orientated and seek to energize others by passion, enthusiasm and emotion. They want to bring people on board with this sense of shared purpose. Even though some of the interview groups were pointed out the mission's positive practice, the others explained the unavailability and the negative practice of the mission and vision.

II. Plan

Strategic planning in education involves the development of organizational environment to support the systematic enhancement of teaching and learning (Marshall et. al., 2011). The researcher asked the institution's plan availability and practice based on this quotation. The leaders organize these plans as a college plan and presents for final discussion.

Commonly, our planning activities come from bottom to up. Trainers plan at stream level. Then, it comes to training process owner. When the training process owner finalizes the training plan at that level, administrative workers have two processes: Human Resource Process owner and Finance and Administrative Process Owner. # 3 (May, 16, 2018)

“The institution has a strategic plan, that plan is our source to prepare the short and long range plans. The plan is available for an office who wants to use it; especially the office workers and leaders have the plan at their hand.” # 2 (May, 15, 2018) The leaders and the office workers word was the same: # 1 (May, 16, 2018), “That institution has its own plan that we are using it to prepare new plan for our division.” Trainees’ response was totally different from the leaders, office workers and trainers. Three trainees were asked: all of them were agreed on one idea, which was ‘this institution didn’t have a plan.’ one of the interviewee asked me again as the institution had a plan, with full of surprise. He continued: *This institution has never have a plan, the exam schedule not kept, the café menu did not kept, they do everything as they like.*

III. Shared vision

Transformational leadership focuses more on change, and inspires followers to “commit to a shared vision and goals for an organization or unit, challenging them to be innovative problem solvers, and developing followers’ leadership capacity via coaching, mentoring, and provision of both challenge and support” (Bass & Riggo, 2006, p. 4). Here under the share division of the trainers shows the opposite from the given theory.

Trainers and office workers were asked about the “Inspiring a Shared Vision”. One of the office worker said, *decisions are always made by the top leaders and communication was top-down.* Beside that one of the trainer said, *the leaders did not want to listen to their views. They lead by the rule. They pass hot potatoes from the top to us through command.* The other told me “They are not leaders; they are commanders”. This interview indicated the leaders’ failure to enlist the

academic and non-academic staff in the pursuit of their vision. One interviewee said, “We do not know what is happening in the FTVETI” while many of them criticized the leaders for lack of transparency. Other interview described the situation in his TVETI as confusing. Inspiring shared vision is more than having a vision It is communicating it effectively so that others take it on board. By sharing power the leader creates a feeling of influence and ownership in organizational success. As one of the trainees told me, “Fourteen trainees were suspended because of asking the café service to be improved.” The above practices have done by the institution’s leaders.

During the interview process, the FTVETI deans were asked to describe the extent to which they inspire a shared vision among the trainers. In their response to this question, the leaders expressed that there were attempts to inspire a shared vision but did not think their attempts were enough to bring about the change required.

I try of course, but I do not think I did much of the time on these areas. I have teaching and other leadership activities to perform. I am trying to inspire a shared vision, but I do not think it is enough. # 2 (May, 15, 2018)

To the other extreme: Two office workers and one FTVETA official shared one idea: “FTVETI leaders are democrat, helpful and shared their vision.” It could be interesting to note that the interviewees failed to consider this practice as an important leadership practice. Given the leaders’ lack of the knowledge of leadership theories, their less engagement in the practice of “Inspiring a Shared Vision” could be justified.

Finally # 5 (May, 16, 2018)asked as what type of leadership they were following. Definitely they told to the researcher as they were following a democratic style. The results of the study included the discovery that democratic leadership was more effective for group performance than the other two styles. The study emphasized the impact of the leader’s behavior, as well as the value of group participation. Lewin grew to favor the democratic style of leadership, as espoused below (Lewin, 2010: location 833).Democracy cannot be imposed on a person; it has to be learned by a process of voluntary and responsible participation. Changing from autocracy to democracy is a process which takes more time than changing in the opposite direction. The learning of democracy in the case of a change from another pattern contains, therefore, a kind of paradox, which is similar to the problem of leadership in democracy. The democratic leader does

not impose his goals on the group as does the autocratic leader: the policy determination in democracy is done by the group as a whole. Still the democratic leader should “lead”. Leadership style can affect organizational commitment and work satisfaction positively and work satisfaction intern can affect organizational commitment and work performance positively.

IV. Condition

“Since the institution is governmental, the TVET Colleges are carrying out its duties based on national strategies and polices designed at national level. The college has given awareness creation trainings on national strategies and polices.” # 5 (May, 16, 2018) One of them stated that that national strategies and polices is a matter of understanding, he said, *“I couldn’t say it is even partially implemented.” # 4 (May, 15, 2018)* He concluded that, as the FTVETI workers had not enough awareness and understanding about national strategies and policy. *Therefore, further training must be continually given to have enough awareness, unless and otherwise training area is couldn’t lead strategically.* Using a collaborative approach to leadership which will empower staff to assist in bringing about change. Eddy (2010) and Nevarez *et al.* (2013)

“As the institution is governmental, the FTVETI are carrying out its duties based on national strategies and polices designed at national level. The college has given awareness creation trainings on national strategies and polices.” # 3 (May, 16, 2018)

One of them stated that that national strategies and polices is a matter of understanding, he said, *I couldn’t say it is even partially implemented. He concluded that the FTVETI workers have not enough awareness and understanding about national strategies and policy. Therefore, further training must be continually given to have enough awareness, unless and otherwise training area is couldn’t lead strategically. “There is no strong task oriented relationship among the staffs”. # 2 (May, 15, 2018)* however, as the respondent concludes: *“There is a good personal oriented relationship in the institution.”* Task related communication must be used to facilitate harmonize work atmosphere.

V. Facility

As the interviewee frequently mentioned the good quality like the playground, well-furnished hall and cleaned sanitations areas are available. Clean water provision and the café facilities were

more blamed than other facilities. Two trainees and one office worker describe the problem strongly. To exemplified one of the trainee's interview "A Food is for animals but not human being!" As the trainee complained that there was water but not cleaned. "I'm feeling like a prisoner; I can't eat whatever I liked because the none-café service is the same as the normal one."

VI. Capacity

Through the interview the interviewee mentioned some their common are like: as the institution has enough finance allocation but as they agreed the institution is very poor on usage of modern technology, weak leadership and shortage of man power. Lack of a compelling vision negatively affects followers when they are uncertain about the future (Waldman et al., 2001). Therefore, the leaders' rare engagement in this leadership practice could negatively affect the teacher educators' and the non-academic staff's commitment, performance, satisfaction, and motivation. As to the informants, the training institution is note equipped by modern workshop materials; the quality of the training is under question.

Unqualified and inexperienced trainers are increasing because of trainers' training background (the way they trained.)He continued, some short and long term trainings have been given in order to improve their qualification. In addition to that, there is high turnover rate of trainers because of inadequate salary. Trainers usually resign and leave the institution after they get trained and experienced. Then, new trainers are employed and trainings are given by another cost. # 1 (May, 16, 2018)

Related to qualified trainers, two of them mentioned as follows:

Some leadership positions and trainers position has shortage Man power. The institution has shortage of qualified trainers, but in order to minimize the shortage of trainers the institution has been assigning the per timer trainers. Sometimes these trainers may not come as they expected. There is a gap between the training and the trainers' knowledge. The trainers assigned in jobs that are beyond their qualification, this indicates that college institutions of failure to provide mature trainers that lead to successful employment or self-employment.

1 and 4 (May, 15, 2018)

As stated by John F. Kennedy, in a speech in Dallas: "Leadership and learning are indispensable to each other." (Kennedy, 1963) This statement is particularly applicable in the field of project

management. Most individuals are not born with all the skills needs to be successful leaders; rather, leadership skills are learned and accumulated over time. The office workers has shown their doubt on the leaders competency as one of the office worker said; *I think the assigned leaders are not well educated in the field of readership; they are assigned by their unrelated qualification and experience, in addition to that that they are closer to the countries politics. As my understanding the leaders should pass through TVET with some leadership training.* Many also possess pedagogical qualifications. Continuing professional development (CPD) for TVET trainers and leaders is considered a success factor for the implementation of TVET reforms in Europe, ensuring the shift to learning outcomes and the relevance of TVET provision for the labor market (European Commission, 2010). As the demographic characteristic of respondents has shown, the leaders experience was out of the TVET background and experience.

One of them expressed some of the problems related to stakeholders as follows:

The main stakeholders of TEVT are industries though they are not able to discharge their responsibility as the expected level. There is a big gap between these stakeholders. Consequently, it hampers the training process area of the TEVTs.

5 (May, 16, 2018)

VII. Resource supply

The leaders described, *the institution has no any financial problem at all. The training institution is adequately equipped with every necessary learning equipment and facilities; the institution has gained various modern training equipment from some European countries through aid.* # 2,6 (May, 19, 2018)

Relationships with all the stakeholders and most importantly it ensure teaching and learning in the organization. Leadership is responsible to direct the subordinates to perform the organizational tasks effectively (Mason, 2011). As the leader mentioned that if the institution has close relation with other stake holders it can minimize the resource supply. Three trainee interviewee gave the same response related supply, the answer was very short: “No enough equipment and row materials” as one of the trainee explained it: *Since we are training students how could we train without enough materials.*

VIII. Service

5 (May, 16, 2018) said, *the customers are satisfied to some extent. When some problems arise, the college solves it shortly.* He further explained that no one can be satisfied with the maximum level though under satisfaction has its own adverse effect. He concluded his remark on this point saying that without strong collaborative among the customers, stakeholders and staff we cannot make the training institution effective. During the interview the library, security and sanitary service were strongly appreciated by the trainers and the trainees. However the café service, motivational system and not using modern technology are strongly complained by all of them. The cafe service problem was related healthy food provision. As the office workers and the trainers mentioned, *there is no continues motivational system and, it lacks confidentiality.*

4.1.2 Data Obtained from Focus Group Discussion (FGD)

i) Professional Qualification Development of TVET Leaders

TVET is a new system in the country; it has established its own structure after 1994. However, it is very difficult to get professional leaders who are equipped with TVET knowledge and skill. Most of the leaders who come from pure academic realm want to lead FTVEs as an academic institute; nevertheless, the methodologies are totally different. For instance, as to the curriculum of FTVEI, trainees are self-learners and can promote from one level to another based on their individual achievement. They are not obliged to wait their friends as other academic school. That means batch system does not work in TVET institutions. However, some college leaders and trainers are inclined to practice batch systems. # 5 (May, 16, 2018)

As to him, different manuals and strategies are developed by Federal TVET agency in order to solve these and other related problems. He further explained that short and long term trainings and in-service training are delivered in order to improve the leaders' qualification. He concluded that the TVET institutions have not reached at a standard level. So awareness creation will be strongly should be given and leaders must be aware about techniques of administration.

According to the data obtained from the expert opinions, most of the TVET problem comes from lack of appropriate leadership. As to the data, there was no clear guideline to recruit TVET leaders some years ago. If you go to Germany and Australian they have a well-developed recruiting system, because of that you today you can see their development. If there is no responsible recruiting system the quality of the training may decrease. Beside that the delegation

system should be the leader who passes through TVET training. It helps to create mutual understanding between leaders with workers, trainers and trainee.

ii) Issues of National Policies and Strategies

Expert opinions described that “If education is the key to development, then TVET is the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development”. There are some problems to fully understand the national strategies and policies even on the side of TVET leaders. However, all TVET workers must have the awareness in order to achieve the objective of creating competent citizens in the specified field. Though some leaders are not fully aware of the policies and strategies of the TVET institutions, as the data obtained from the discussion, three important angles have to be assessed in the strategy.

The main objective of national strategies is to create a competent, adaptive and strong citizen for the development of the country. According to the national strategies, vocational managers have many tasks in addition to routine management activities, such as searching fund raising partners, equipment selection during purchase, motivating their staff to create healthy working environment, looking for ways of bringing culture of work, and monitoring the training area and training process. The contribution of the Federal TVET Agency is developing national policy and strategies for TVET institutions and conduct general observation based on its schedule. If it identifies problems, it contributes its part for the solution to be taken.

4.2 Presentation of Quantitative Data

With the first research question, the researcher asked what is the current Practice of Leadership in Federal Technical Vocational Education Training Institute (FTVETI)? Trainers, trainee and office workers in FTVETI responded to each of available and practice items rate, according to a five -level Likert scale. A very low value indicated the unavailability of the item and the leaders’ practice; the very high value indicated the availability of the item and the leaders’ practice. Then, the data from 110 trainers, trainee, leaders and office workers were entered into SPSS for quantitative analysis. Frequency counted and percentage were used to assess the extent to which the FTVETI leaders were practiced the items or the availability of the service, facility and

supply. Means and standard deviation were used to measure the degree to which FTVETI leaders practice an effective leader's quality.

Table 6. Characteristics of Vision and mission

A. Extent to which institute's Vision and Mission practice

No	Items		Level of rating	Respondents							
				Trainees		Trainers		Off. Wor.		Total	
				Fr.	%	Fr.	%	Fr.	%	Fr.	%
1	The extent to which the leaders' vision is:	available	Very low	1	2.7	4	12.9	2	6	7	10.2
			Low	1	2.7	8	25.8	6	18.1	15	22
			Moderate	2	5.5	3	9.6	7	21.2	12	17.6
			High	-	-	16	51.6	12	36.3	28	41.1
			Very High	-	-	-	-	6	18.1	6	8.8
			Total	4	11.1	31	100	33	100	68	100
		inspired the trainees	Very low	2	5.5	10	32.2	8	24.2	20	29.4
			Low	1	2.7	12	38.7	15	45.4	28	41.1
			Moderate	1	2.7	8	25.8	10	30.3	19	27.9
			High	-	-	1	3.2	-	-	1	1.4
			Very High	-	-	-	-	-	-	-	-
		Total	4	11.1	31	100	33	100	68	100	
		persuade the trainees	Very low	1	2.7	9	29	9	27.2	19	28.3
			Low	1	2.7	13	41.9	11	33.3	25	37.3
			Moderate	1	2.7	6	19.3	12	36.3	19	28.3
			High	-	-	3	9.6	1	3	4	5.9
			Very High	-	-	-	-	-	-	-	-
		Total	3	8.3	31	100	33	100	67	100	
2	Extent to which the leader's mission is:	available	Very low	2	5.5	3	9.6	4	12.1	9	12.8
			Low	1	2.7	7	22.5	7	21.2	15	21.4
			Moderate	3	8.3	9	29	8	24.2	20	28.5
			High	-	-	11	35.4	11	33.3	22	31.4
			Very High	-	-	1	3.2	3	9	4	5.7
			Total	6	16.6	31	100	33	100	70	100
		inspired the trainees	Very low	1	2.7	6	19.3	8	24.2	15	20.2
			Low	1	2.7	12	38.7	12	36.3	25	33.7
			Moderate	2	5.5	5	16.1	7	21.2	14	18.9
			High	-	-	5	16.1	3	9	8	10.8
			Very High	-	-	3	9.6	3	9	12	16.2
		Total	4	11.1	31	100	33	100	74	100	
		persuade the trainees	Very low	1	2.7	10	32.2	8	24.2	19	28.3
			Low	1	2.7	9	29	10	30.3	20	29.8
			Moderate	1	2.7	7	22.5	10	30.3	18	26.8
			High	-	-	4	12.9	4	12.1	8	11.9
			Very High	-	-	1	-	1	3	2	2.9
		Total	3	8.3	31	96.6	33	100	67	100	
			Very low	5	13.1	1	3.2	6	18.1	12	15

3	The extent to which the leaders' plan is:	available	Low	3	8.3	18	58	14	42.4	35	43.75
			Moderate	8	22.2	7	22.5	9	27.2	24	30
			High	-	-	5	16.1	2	6	7	8.75
			Very High	-	-	-	-	2	6	2	2.5
			Total	16	44.4	31	100	33	100	80	100
		inspired the trainees	Very low	3	8.3	9	29	12	36.3	24	31.1
			Low	2	5.5	14	45.1	10	30.3	26	33.7
			Moderate	5	13.8	5	16.1	8	24.2	18	23.3
			High	-	-	3	9.6	3	9	9	11.6
			Very High	-	-	-	-	-	-	-	-
		Total	10	27.7	31	100	33	100	77	100	
		persuade the trainees	Very low	3	8.3	12	38.7	14	42.4	29	38.1
			Low	2	5.5	6	19.3	14	42.4	22	28.9
			Moderate	5	13.8	4	12.9	2	6	11	14.4
			High	-	-	5	16.1	2	6	7	9.2
			Very High	-	-	4	12.9	1	3	7	9.2
		Total	10	27.7	31	100	33	100	76	100	

Off. Wor- Office Workers

Table 7: Mean and Standard Deviations of Vision, Mission and Plan for trainee, trainers and office workers Responses

	Very low	Low	Moderate	High	Very high
N Valid	9	9	9	9	9
N Missing	0	0	0	0	0
Mean	23.6889	32.3722	24.4444	14.1944	5.0333
Std. Deviation	9.53526	7.69209	6.25322	12.25287	5.51883

A. Mission

In this section, this research seeks to present the views of three categories of respondents concerning the availability of vision. The majority of the respondents, namely: trainers 16(51.6) and office workers 12 (36.3%) rated high. However the trainee has a very small rate because the rate place was not filled by most of them. The trainee highest frequency was two. The moderate, the low and the very low rate filled by the office workers and the trainers. It implies that the trainee and the office workers have a tendency to share the mission and the vision. This indicated that the trainee awareness less than the office workers and the trainers. As the figure indicated that the availability of the vision was high.

In regard to item two, the majority of the respondents, namely: trainers 12 (38.7%) and office workers 15 (45.4%) rated low. Similarly the trainers 10 (32.8%) and eight office workers support the first rate. This implied that, though the vision is available with the leaders' hand the level of the mission's inspiration is low.

The frequency counted the leaders' persuasion of the trainees practice indicated that considerable number of respondents rated low: namely trainers 13 (41.9%) and office workers 11 (33.3%) . Similarly the other group has rated very low trainers 9 (29%) and office workers 9 (27%) This indicates that their leaders as rarely persuaded the subordinates.

B. Vision

Concerning item first, on one hand, the majority of trainers and office workers stated the moderate level of rate to this regard, by trainers 12 (38.7%) and office workers 8 (24.2%); on the other hand the other group rated high by trainers 8 (25.8%) and office workers 11 (27%). As we have seen in the mission's rate the trainee respond is very low. Not Shure about the understanding of the trainees towards the vision can be the problem of the leaders.

In regard to item two, the majority of the respondents, namely trainers 12 (38, 7%) and office workers 12 (36.3%) rated low. The other group of the respondents respond indicated that the group of office workers 8 (24.2%) and 6 (19.3%) trainers rated very high. This indicates that the respondents were not inspired by the leaders.

Finally, with regard to the third item, nine of trainers and 10 (30.3%) of office workers indicated that the leaders persuasion is low. In addition to that the other group of the respondents responds has shown by eight trainers and office workers 19 (28.3). It indicated that the leader's persuasion level is week.

In this section, this research seeks to present the views of three categories of respondents concerning plan, as the table shows trainers 18 (58%) and office workers 14 (12.4%) rate low. Similarly by the different group rated very low. It implied that the institution plan is low available. A trainer and six employee's frequency increase the he level of unavailability.

Concerning item two, trainees' 2 (5.5%) trainers' 14 (45.1%) and office workers' 10 (30%) rate brought the highest frequency from the group. It implied that the extent to which the leaders'

plan inspiration level is low. In addition to that the level of leaders' plan inspiration is rated by trainers 9 (29%) office workers 12 (36.3%). This indicated that the rate is closer to very low rate.

Finally, with regard to the third item, 12 (38.7%) of trainers and (42.4 %) of office workers indicated that the persuasion level is low. This frequency level also supported by the other group of six respondents trainers and office workers 14 (42.4). This indicated that the rate is closer to very low rate like the previous frequency.

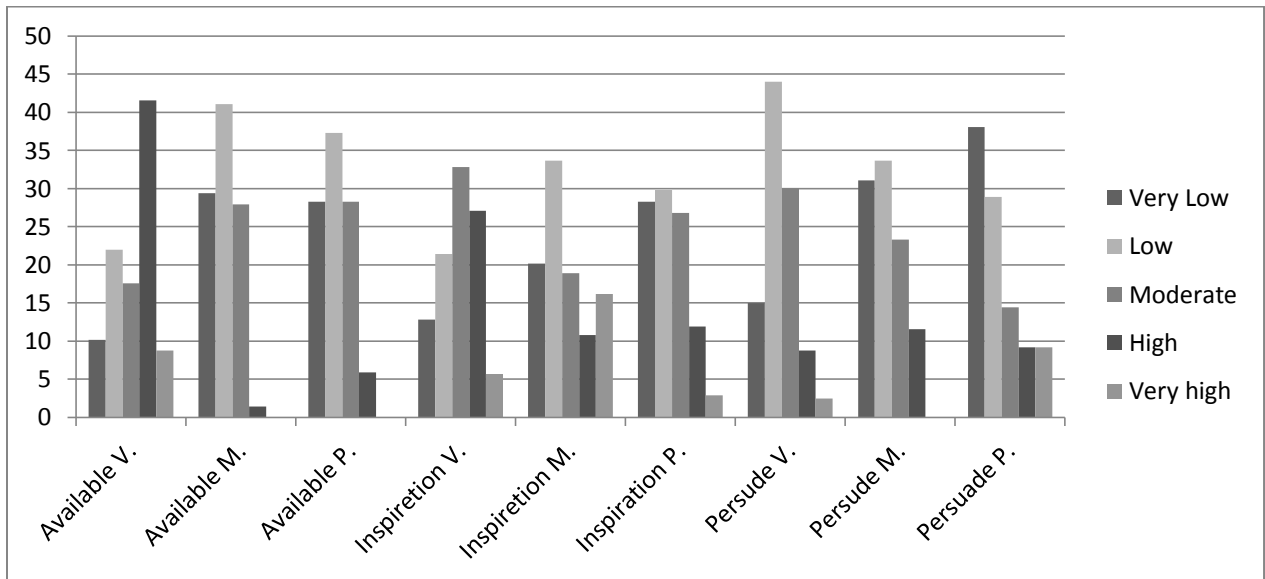


Figure 1: Trainees, trainers and office workers Perception on the FTVETI's vision, mission and plan.

Table 8. Characteristics of shared vision

B. Extent to which institute’s vision share

No	Items		Level of rating	Respondents							
				Trainees		Trainers		Off. wor		Total	
				Fr.	%	Fr.	%	Fr.	%	Fr.	%
1	The extent to which the leaders’ vision :	include the trainees	Very low	2	5.5	9	29	14	42.4	25	37.8
			Low	-	-	11	35.4	10	30.3	21	31.8
			Moderate	-	-	10	32.2	8	24.2	18	27.2
			High	-	-	1	3.2	1	3	2	3
			Very High	-	-	-	-	-	-	-	-
			Total	2	5.2	31	100	33	100	66	100
			inspired the trainees	Very low	1	2.7	9	28	13	39.3	23
		Low		-	-	10	32.2	11	33.3	21	33.3
		Moderate		-	-	6	19.3	9	27.2	15	23.8
		High		-	-	4	12.9	-	-	4	6.3
		Very High		-	-	2	6.4	-	-	-	-
		Total		1	2.7	31	100	33	100	63	100
		made opponents as a member	Very low	-	-	10	32.2	10	30.3	20	31.25
			Low	-	-	7	22.5	13	33.3	20	31.25
			Moderate	-	-	8	25.8	10	36.3	18	28.1
			High	-	-	5	16.1	-	-	5	7.8
			Very High	-	-	1	3.2	-	-	1	1.5
			Total	-	-	31	100	33	100	64	100
		has allowed the trainers to be creative	Very low	-	-	11	35.4	12	36.3	23	35.9
			Low	-	-	8	25.8	9	27.2	17	26.5
			Moderate	-	-	4	12.9	11	33.3	15	23.4
			High	-	-	7	22.5	1	3	8	12.5
			Very High	-	-	1	3.2	-	-	1	1.5
			Total	-	-	31	100	33	100	64	100

Off. Wor- Office Worker

Table 9: Mean and Standard Deviations of shared vision for trainee, trainers and office workers Responses

		Very Low	Low	Moderate	High	very high
N	Valid	4	4	4	4	4
	Missing	1	1	1	1	1
Mean		22.7500	19.7500	16.5000	4.7500	.5000
Std. Deviation		2.06155	1.89297	1.73205	2.50000	.57735

In this section, item one, seeks to present the views of three categories of respondents concerning extent to which institute’s vision share. The frequency counts and percentage for the leadership behaviors related to leadership practice “Inspiring a Shared Vision” was analyzed in a similar way. Table 7, item one has shown the frequency count and the percentage. As can be seen from the frequency counts majority of the respondents rated very low by trainers 9(29%) and the other office workers 10 (30.3%) and trainers 11(35.4%) group also rated low. This indicated that the availability of including other subordinates is low. The frequency counts for the behaviors related leadership practice ‘Inspiring a Shared Vision’ indicated that considerable number of respondents rated their leaders as rarely engaged on include the trainees task.

Concerning item two, on one hand, the majority of trainers 9(28%), and office workers 13 (39.3%) rated the very low rate to this regard; on the other hand the trainer’s rate 10(32.2%) and the office workers11 (33.3%) has shown a low rate. Leaders inspire followers to willingly sacrifice their selfish interests for a higher cause. Yukl, G. A. (1994) The figure has shown the extent to which leaders inspirational level. This indicates that the level of the leaders’ inspiration towards the followers is low.

In this section, this research seeks to present the views of three categories of respondents concerning the extent to which the leaders’ vision made opponents as a member. As the table shows the same highest frequency score registered by trainers10 (32.2%) and office workers 10(30.3) on the other hand trainers 7(22.5%) and office workers13 (33.3%) of rate indicated low rate. This implies that level of bringing opponents as a member task shows a poor performance.

To conclude the mean 22.7500 and the standard deviation 2.06155 has shown as the condition of the institution fall on very low.

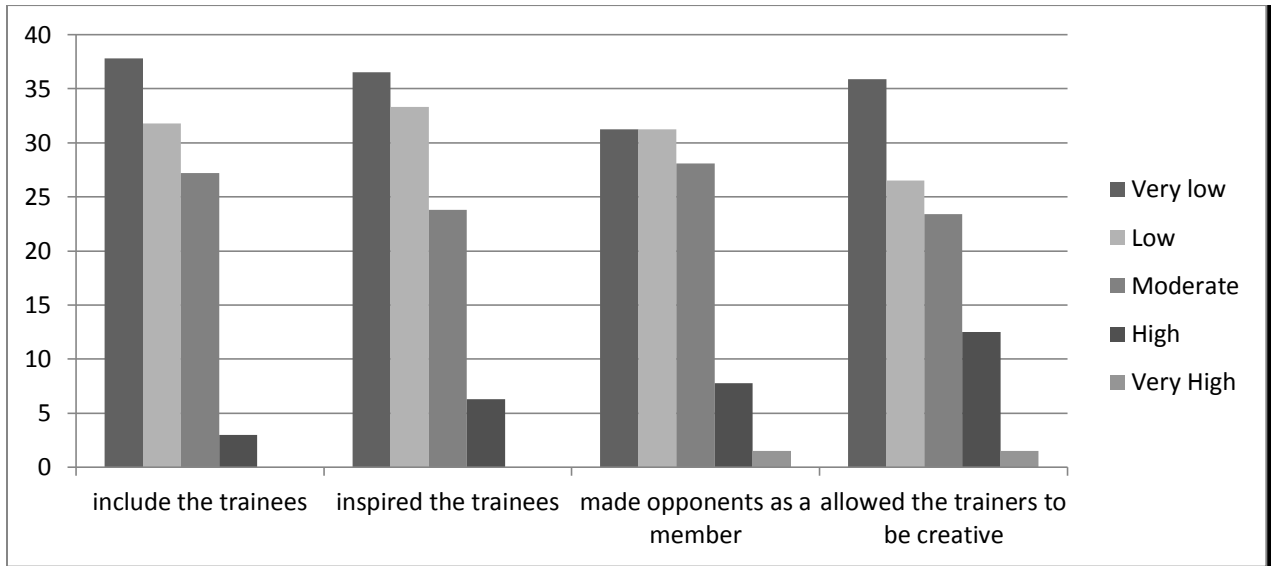


Figure 2: Trainees, trainers and office workers Perception on the FTVETI's shared vision.

Table 10. Characteristics of Condition

C. Extent to which institute’s condition available

No	Items		Level of rating	Respondents							
				Trainees		Trainers		Off.wor		Total	
				Fr.	%	Fr.	%	Fr.	%	Fr.	%
1	The level to which the institution has:	a conducive environment to implement the policy	Very low	10	27.7	9	29	10	30.3	29	29
			Low	8	22	11	35.4	9	27.2	28	28
			Moderate	17	47.2	10	32.2	8	24.2	35	35
			High	1	2.7	1	3.2	3	9	5	5
			Very High	-	-	-	-	3	9	3	3
			Total	36	94.7	31	100	33	100	100	100
		a smooth social interaction	Very low	8	22.2	3	9.6	4	12.1	15	15
			Low	10	27.2	8	25.8	6	18.1	24	24
			Moderate	17	47.2	11	35.4	12	36.3	40	40
			High	1	2.7	9	29	5	15.1	15	15
			Very High	-	-	-	-	6	18.1	6	6
			Total	36	94.7	31	100	33	100	100	100
		working culture	Very low	10	27.2	8	25.8	14	42.4	32	32
			Low	8	22.2	7	22.5	10	30.3	25	25
			Moderate	16	44.4	5	16.1	6	18.1	27	27
			High	2	5.5	6	19.3	3	9	11	11
			Very High	-	-	5	16.1	-	-	5	5
			Total	36	94.7	31	100	33	100	100	100
		time management	Very low	4	11.1	9	29	9	27.2	22	22
			Low	9	25	17	54.8	11	33.3	37	37
			Moderate	16	44.4	4	12.9	6	18.1	26	26
			High	4	11.1	1	3.2	4	12.1	9	9
			Very High	3	8.3	-	-	3	9	6	6
			Total	36	94.7	31	100	33	100	100	100
		comfortable facilities	Very low	20	55.5	8	25.8	-	-	28	28
			Low	4	11.1	15	48.3	9	27.2	28	28
			Moderate	10	27.2	6	19.3	18	54.5	34	34
			High	1	2.7	2	6.4	3	9	6	6
			Very High	1	2.7	-	-	3	9	4	4
			Total	36	94.7	31	100	33	100	100	100
a team work	Very low	10	27.2	16	51.6	1	3	27	27		
	Low	7	19.4	7	22.5	13	39.3	27	27		
	Moderate	16	44.4	5	16.1	7	21.2	28	28		
	High	3	8.3	-	-	9	27.2	12	12		
	Very High	-	-	3	9.6	3	9	3	3		
	Total	36	94.7	31	100	33	100	100	100		

Table 11: Mean and Standard Deviations of Condition for trainee, trainers and office workers Responses

		Very low	Low	Moderate	High	Very high
N	Valid	6	6	6	6	6
	Missing	0	0	0	0	0
Mean		25.50	30.8333	31.6667	9.6667	4.5000
Std. Deviation		6.091	6.11283	5.53775	3.77712	1.37840

As shown in Table 8, the majority of the respondents, i.e., 17 (47.2%) trainees, 11 (35.4%) of trainers and 10 (30.3%) of office workers has shown different view on a conducive environment to implement the policy, it is increasing from the very low to the moderate. The trainees respond shows as they were challenged by the environment. The data which is taken from the open ended questioner showed as it indicated in literature review: Leadership is “the process of influencing the activities of an organized group toward goal achievement” (Rauch & Behling, 1984, p. 46). 25 (65.7%) mentioned there was a communication gap between leaders and trainers. As they mentioned if there was a communication problem the given quotation could not be applicable. The office workers and the trainers had slightly common thought respectively differ by 1 (1.5%).

For the second item, the respondents stated that the majority of the respondent’s respond 10 (27.2%) trainee 11 (35.4%) trainers 12 (36. %) office workers showed as there was a moderate smooth social interaction. The remains respondents respond showed found between 3 (9.6%) to 10 (27.2%) it implied that as there was not smooth social interaction.

Concerning the third item ‘working culture’ as viewed by office works were 14 (42.4%) and 10 (30.3%) both figures has got from the office workers in very low and low form. It implied that the office works observed as there was least working culture in the institute. To the contrary the 5 (16.1%) figured by the trainers. Trainee 16 (44.4%) From the interview data which was given by administration staff 6 (26%) they compared the institute’s local workers have less work culture than the foreign employees.

In regard to item four, the majority of the respondents respond in order is: 17 (54.8%) trainers, 16 (44.4%) trainee and 11 (33%) office workers. To the contrary the lowest also recorded from the trainers 1 (3.2%) and the office workers and the trainees gave the same value 3 (8.30%) trainees and 3 (9%) office workers. The leaders conducted an interview. From the leader's point of view as the 6 (26%) leaders admitted as they have a time management problem in some major tasks like: not keeping exam schedule, meeting schedule, materials provision time.

For the fifth item, the respondents stated that the trainee and the trainers show as there is no sufficient facility: trainees said 20 (55.5%) very low facilities and 15 (48.3%) trainers show as low facilities. From the office workers view 18 (54.5) registered as there were moderate facilities, beside that the trainee 10 (27.2%) and the trainers sample population Saied also said moderate 6 (19.3%). Trainees by 1 (2.7%) very high and 1 (2.7%) high has shown the availability of the facility.

Finally, as the team work has been seen by the institution's sample population the majority has shown the trainee by 16 (44.4%) moderate and the trainers 16 (51.6%). On the other hand the trainee and the office workers has shown as there was a team work by the same value 3 (9.6%) trainee and 3 (9%) office workers. To conclude the team work participation indicated low participation. The Condition from the other situations which was the better one it was not the worst on both the mean 30.8333 and the standard deviation 6.11283.

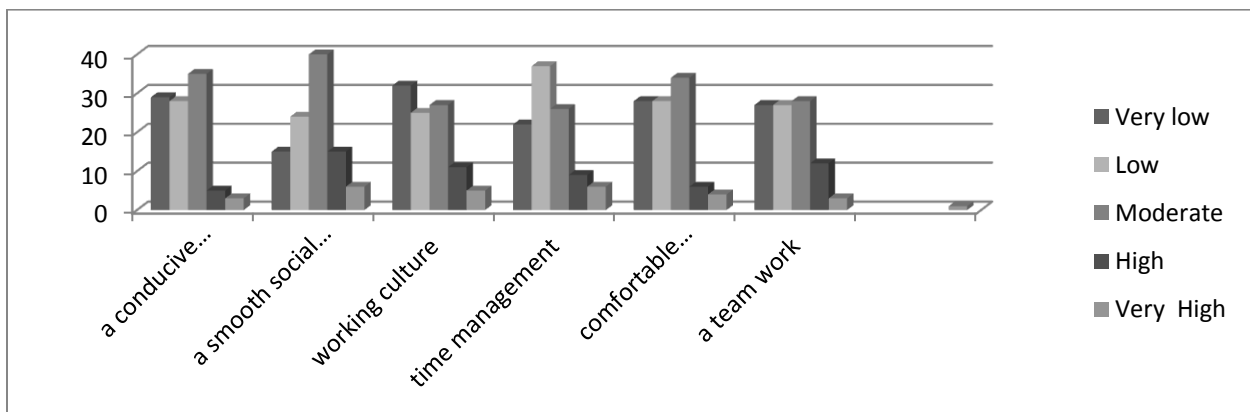


Figure 3: Trainees, trainers and office workers Perception on the FTVETI's resource condition.

Table 12. Characteristics of Capacity

D. Extent to which institute’s capacity available

No	Items	Level rating of	Respondents								
			Trainees		Trainers		Off.wor		Total		
			Fr.	%	Fr.	%	Fr.	%	Fr.	%	
1	The extent to which the leaders’ vision is:	a well-structured organizational setting	Very low	14	38.8	17	54.8	15	45.4	46	46
			Low	15	41.6	8	25.8	5	15.1	28	28
			Moderate	6	16.6	5	16.1	4	12.1	15	15
			High	1	2.7	1	3.2	7	21.2	9	9
			Very High	-	-	-	-	2	6	2	2
			Total	36	94.7	31	100	33	100	100	100
		A strong leadership.	Very low	16	44.4	24	77.4	16	48.4	56	56
			Low	8	22.2	3	9.6	10	30.3	21	21
			Moderate	8	22.2	4	12.9	4	12.1	16	16
			High	4	11.1	-	-	3	9	7	7
			Very High	-	-	-	-	-	-	-	-
			Total	36	94.7	31	100	33	100	100	100
		enough man power	Very low	16	44.4	17	54.8	14	42.4	47	47
			Low	7	19.4	8	25.8	9	27.2	24	24
			Moderate	10	27.2	5	16.1	5	15.1	20	20
			High	3	8.3	1	3.2	1	3	5	5
			Very High	-	-	-	-	4	12.1	4	4
			Total	36	94.7	31	100	19	100	100	100
		adequate finance allocation/budget/	Very low	12	33.3	22	66.6	15	45.4	39	39
			Low	16	44.4	10	30.3	10	30.3	36	36
			Moderate	4	11.1	3	9	6	18.1	13	13
			High	4	11.1	-	-	2	6	6	6
			Very High	-	-	-	-	-	-	-	-
			Total	36	94.7	33	100	33	100	100	100
		stakeholders support	Very low	24	66.6	19	61.2	14	42.4	57	57
			Low	12	33.3	10	32.2	13	39.3	35	35
			Moderate	-	-	2	6.4	6	18.1	8	8
			High	-	-	-	-	-	-	-	-
			Very High	-	-	-	-	-	-	-	-
			Total	36	94.7	31	100	33	100	100	100
a modern technology to use	Very low	26	72.2	14	45.1	15	45.4	55	55		
	Low	7	19.4	7	22.5	10	30.3	24	24		
	Moderate	3	8.3	8	25.8	6	18.1	17	17		
	High	-	-	1	3.2	2	6	3	3		
	Very High	-	-	1	3.2	-	-	1	1		
	Total	36	94.7	31	100	33	100	100	100		

Table 13: Mean and Standard Deviations of Capacity for trainee, trainers and office workers Responses

		Very Low	Low	Moderate	High	Very high
N	Valid	6	6	6	6	6
	Missing	0	0	0	0	0
Mean		50.0000	28.0000	14.8333	5.0000	1.1667
Std. Deviation		7.15542	6.22896	4.07022	3.16228	1.60208

Accordingly, the data presented in table 9 demonstrated that the largest group of respondent 14 (38.8%) trainees, 17 (54.8%) trainers and 15 (45.4%) office workers has shown very low structured organizational setting in the institution. Except 7 (21.2%) given by the office workers that indicated institution has a high organizational setting the remains supported the first group. In general the institution's organizational structure has low availability. As the office workers mentioned in the open ended explanation as their great challenge is role confusion 9 (27.2%). Concerning the second item, among the respondents 16 (44.4%) of trainee, 24 (77.4%) of trainers and 16 (48.4%) of office workers indicated that their institution has a poor leadership. This challenge has directly related with the structure of the institution. As the respondents rate has shown the unavailability of the institution structure may have an impact on the leadership.

In regard to item three, the majority of the respondents, namely trainee 16 (44.4%) trainers 17 (54.8) and office workers has shown 14 (42.4%) as the institution has challenging the shortage of man power. As the trainee 7 (19.4%), the office workers 9 (27.2%) and the trainers 6 (19.3%) mentioned on their open ended questioners explanation there is a shortage of trainer and the trainers mentioned as they had a shortage of well skilled assistance operators during the practice time. In addition to that the office workers mentioned as they took double tasks because of the workers turn over. This indicates that the institution has a man power problem.

As shown in Table 9, item fourth majority of the respondents, i.e., trainees' 12 (33.3), trainers' 22 (66.6%) and office workers' 15 (45.4%) of rate is low and very low .This frequency tells us the tendency of the rate shoes as the institution's has a very low finance allocation. Concerning item four, on one hand, the majority of the trainees 24 (66.6), trainers 19 (61.2) and office workers 14 (42.4%) shown the level of cooperative training and stake holders participation by

rating the very low. Beside that the low availability of stake holder’s participation has been rated on the low level by the trainees 12(33.3%) trainers 10 (32.2%) and 13 (39.3%). This indicates that the level of stake holder’s participation is very low. As the trainee and trainers explained the participation of the various companies’ willingness is very low. Related stake holders participation the leaders were admitted the existence of stakeholder’s participation. As they discussed more the lack of awareness is taken as the major factor. The FGD discussions also indicate that the leader’s main problem is not establishing a cooperative training through creating awareness.

Finally, with regard to the fifth item, 26 (72.2%) of trainees, 14 (45.1) and 15 (45. 4%) of teachers indicated that a very low availability of a modern technology usage. Even though the institution was expected to use modern technology; the FTVETI has also evaluated by trainees 7(19.4%), trainers 7(22.5%) and 10(30.3%) as it had a low availability of modern technology. The institution capacity described by the mean 50.0000 and standard deviation 7.15542 described as a very low.

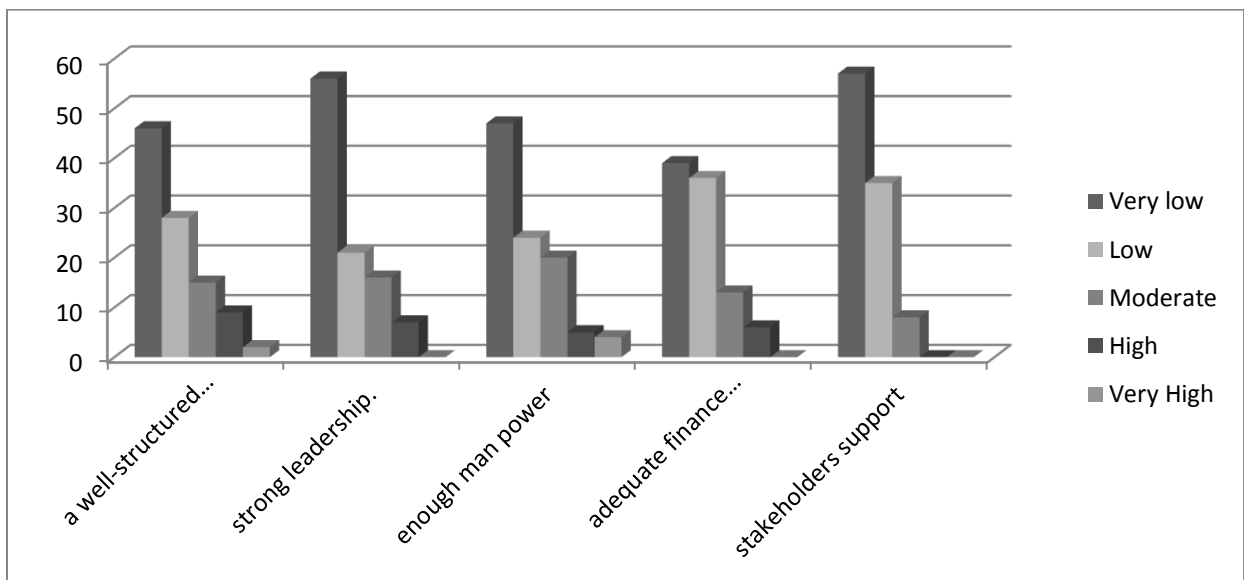


Figure 4: Trainees, trainers and office workers perception on the FTVETI’s resource capacity.

Table 14. Characteristics of Facility

E. Extent to which institute's facility available

No	Items		Respondents							
			Trainees		Trainers		Off. wor		Total	
		Very low	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1	IT rooms with enough computers and internet access		24	66.6	9	29	8	24.2	41	41
		Low	8	22.2	6	19.3	10	30.3	24	24
		Moderate	4	11.1	10	32.2	11	33.3	25	25
		High	-	-	4	12.9	4	12.1	8	8
		Very High	-	-	2	6.4	-	-	2	2
		Total	36	94.7	31	100	33	100	100	100
2	Cleaned rest room/bath rooms/	Very low	2	5.5	-	-	-	-	2	2
		Low	4	11.1	-	-	2	6	6	6
		Moderate	30	83.3	12	38.7	12	36.3	54	54
		High	-	-	9	29	10	30.3	19	19
		Very High	-	-	10	32.2	9	27.2	19	19
		Total	36	94.7	31	100	33	100	100	100
3	Well established library with adequate reference books	Very low	3	8.3	4	12.9	6	18.1	13	13
		Low	10	2.7	5	16.1	8	24.2	23	23
		Moderate	14	38.8	13	41.9	10	30.3	37	37
		High	3	8.3	8	25.8	6	18.1	17	17
		Very High	6	16.6	1	3.2	3	9	10	10
		Total	36	94.7	31	100	33	100	100	100
4	Cleaned water supply	Very low	26	72.2	21	67.7	19	57.5	66	66
		Low	9	25	6	19.3	10	30.3	25	25
		Moderate	1	2.7	4	12.9	4	12.1	9	9
		High	-	-	-	-	-	-	-	-
		Very High	-	-	-	-	-	-	-	-
		Total	36	94.7	31	100	33	100	100	100
5	Well-furnished halls	Very low	9	25	14	45.1	14	42.4	37	37
		Low	11	30.5	12	38.7	9	27.2	32	32
		Moderate	6	16.6	4	12.9	4	12.1	14	14
		High	10	27.7	1	3.2	6	18.1	17	17
		Very High	-	-	-	-	-	-	-	-
		Total	36	94.7	31	100	33	100	100	100
6	Café or lounge with attractive facilities	Very low	24	66.6	22	70.9	19	57.5	65	65
		Low	9	25	6	19.3	10	30.3	25	25
		Moderate	3	8.3	2	6.4	3	9	8	8
		High	-	-	1	3.2	1	3	2	2
		Very High	-	-	-	-	-	-	-	-
		Total	36	94.7	31	100	33	100	100	100
7	Adequate Man power in all areas	Very low	10	27.7	18	58	16	48.4	44	44
		Low	9	25	7	22.5	9	27.2	25	25
		Moderate	12	33.3	6	19.3	2	6	20	20
		High	3	8.3	-	-	3	9	6	6
		Very High	2	5.5	-	-	3	9	5	5
		Total	36	94.7	31	100	33	100	100	100
8	Enough workshops	Very low	14	38.8	12	38.7	7	21.2	33	33
		Low	9	25	8	25.8	6	18.1	23	23
		Moderate	6	16.6	4	12.9	18	54.5	28	28
		High	4	11.1	4	12.9	2	6	10	10
		Very High	3	8.3	3	9.6	-	-	6	6
		Total	36	94.7	31	100	33	100	100	100
9	Comfortable play grounds	Very low	15	41.6	-	-	5	15.1	20	20
		Low	8	22.2	-	-	7	21.2	15	15
		Moderate	5	13.8	3	9.6	10	30.3	18	18
		High	4	11.1	7	22.5	8	24.2	19	19
		Very High	4	11.1	21	67.7	3	9	28	28
		Total	36	94.7	31	100	33	100	100	100

Table 15: Mean and Standard Deviations of Facility for trainee, trainers and office workers Responses

		very low	low	Moderate	High	Very high
N	Valid	9	9	9	9	9
	Missing	0	0	0	0	0
Mean		35.6667	22.0000	23.6667	10.8889	7.7778
Std. Deviation		21.73707	7.39932	14.65435	7.38993	9.78235

In this section, this research seeks to present the views of three categories of respondents concerning the facility of the institution. One of the facilities is IT rooms with enough computers and internet access. This days the world is leading through the information because of that the institutions are expected to have the medium. The majority of the respondents, namely trainers 24 (66.6%) and office workers 11 (33.3%) rate the moderate but from all of them the highest rate indicated 24 (66.6%) the very low availability of IT rooms with enough computers and internet access. To the contrary the office workers and the trainers rate indicate that as the institution has high trainers 4 (12.9%), 4 (12.1%) and a very high by trainers 4 (12.1%). From the figure that we understand the high and the very high rate are insignificant figure.

Concerning item two, on one hand, the majority of trainees 30 (83.3%), trainers 12 (38.7%) and office workers 12 (36.3%) schools leaders stated the moderate level of rate to this regard; on the other hand regarding the cleaned rest room/toilet availability is very high rated by trainers 10 (32.2) and office workers 9 (27.20%) in addition to that the other trainers 9 (29%) and office workers 10 (30.3%)group supported the availability of the cleaned rest room/bath rooms. This implies that the rest rooms are available

In regard to item three, the majority of the respondents, namely trainees14 (38.8%) trainers 13 (41.9%) and office workers 10 (30.3%) rate the moderate. It leads us to the availability of a library with adequate reference books. According to my observation the institution has a huge library with enough chairs, tables and spaces to read. It has enough light and it was comfortable to read. The leaders12 (52.1%) also mentioned that as they have a huge library but they did not hide the problem that they really challenging the shortage of reference books and the audio visual materials.

Likewise, in regard to the fourth item, cleaned water supply, 26 (72.2%) trainees, 21 (67.7%) trainers 19 (57.5%) office workers rate the very low. This indicates that the institution has a shortage of water. The other groups of trainee 9 (25%), trainers 6 (19.3%) and office workers agreed 10 (30.3) by rating the low rate. The failures of others, whereas 116 (40%) of students indicated that principals tolerated shortcomings of others. As I observed; not only the availability problem but also the water is not clean.

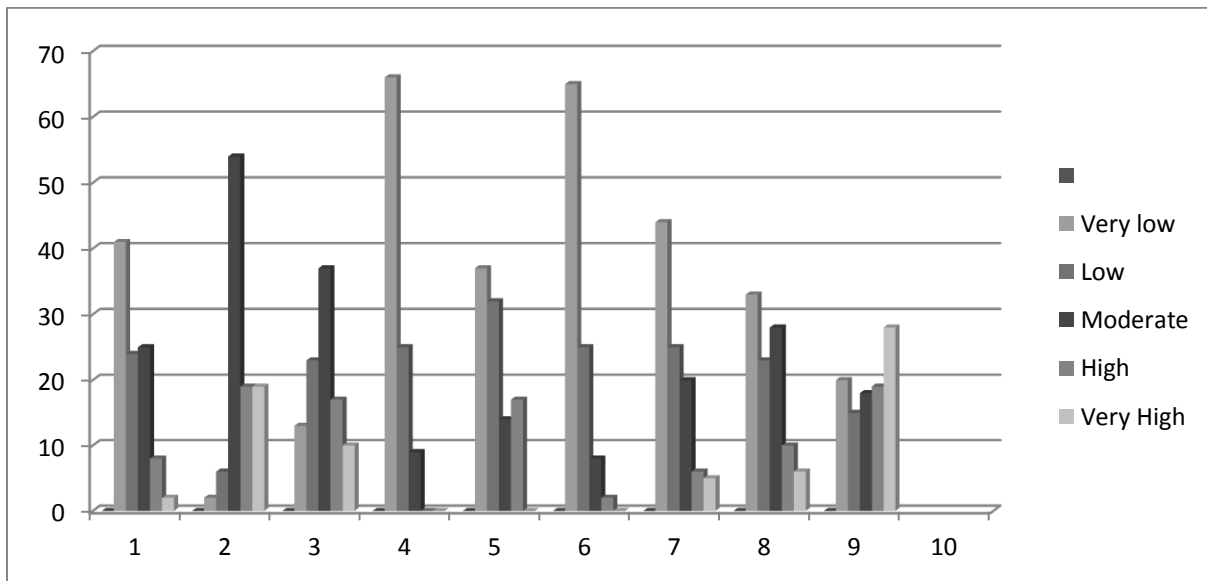
Concerning item five, on one hand, the majority of trainees' 9 (25%), trainers' 14 (45.1%) office workers' 14 (42.40%) of rated the very low. This frequency supported by low rated trainee 11 (30.5%) trainer 12 (38.7%) and office workers 9 (27.2%). This indicated that the institution's Well-furnished halls availability is closer to very low.

In item six of the same table, the respondents were asked whether or not these institutions café is available with attractive facilities. Accordingly while the great majority 24 (66.6%) of trainee, 22 (70.9%) of trainers and 19 (57.5%) of office workers respondents rate the very low. Similarly the trainee 11(30.5%), trainers 12 (38.7%) and office workers 9 (27.2%) supported the first rate by rating the low rate. This means that more than a half of each respondent were not satisfied with the facilities of the institutions cafe. During the FGD discussion 2 trainees mentioned as they have a problem regarding the café's cleanness and loss of alternative or unavailability of a non-café.

Availability of man power asked in Table, 10 item three box, because capacity also measured by the amount of man power. It also helped to show the validation of the respondents. According to the response the man power as a facility is: the majority of the respondents, namely trainee 10 (27.7%), trainers 18 (58%), office workers 16 (48.4%) rated as a very low. Similarly the shortage of the man power supported by low rating scale of trainee 9 (25%) trainers 7 (22.5%) and 9(27.2). The man power as a capacity and as a facility shows has similarities and variation but the variation was insignificant. The parallel of the two items value is listed as follows: the very low rated by: trainee 16 (44.4%) :10 (27.7%), trainers 17 (54.8%):18 (58%), office workers 14(42.4%):16 (48.4%) and the low rated by: trainee 7 (19.4):9 (%)trainers 9 (25%),7 (22.5%) and office workers 9 (27.2%): 9 (27.2%). Though the variation is clear the variation is insignificant. In general, the rate has shown as institution had a shortage of man power.

Concerning item eight, on one hand, the majority of the trainee 14 (38.8) , trainers 12 (38.7) and office workers stated the very low level of rate to this regard; similarly it is supported by the low rated of trainee9 (25%) trainers 8 (25.8%) and office workers 6 (18.1%). On the other hand the other group of the trainee 4 (11.10%) trainer 4 (12.9%) and office workers 2 (6%) stated the high level and the other group has rated high 3 (8.30%) and 3 (9.6). It implied that the institution had a shortage of workshops. According to my observation and the FGD the number of the departments and the given workshops are incomparable. Some of the departments like: Railway Rolling Stock Technology, Textile Technology and Electrical and Control Technology. As the leaders mentioned the exceptionally the Railway Rolling stock Technology department will have been closed because of lack of resources and space. To conclude the workshops are very limited in number.

Finally, with regard to the comfortable play grounds, trainee 4(11.1%) trainers 21 (67.7%) and (24.2 %) office workers rated low and very high. It indicated that as the institution play ground is available. As the table 19 has shown the standard deviation 21.73707and the mean 35.6667 has shown that the facility of the FTVETI is very low.



1.IT room, 2. rest room, 3.library 4.water supply 5. halls 6. Café or lounge 7. Man power 8. Workshops 9. play grounds

Figure 5: Trainees, trainers and office workers perception on the FTVETI's facility.

Table 16. Characteristics of Resource Supply

F. Extent to which institute’s resource supply available

No	Items	Level of rating	Respondents							
			Trainees		Trainers		Off. wor		Total	
			Fr.	%	Fr.	%	Fr.	%	Fr.	%
1	Audiovisual materials	Very low	14	38.8	8	25.8	8	24.2	30	30
		Low	5	13.8	7	22.5	6	18.1	18	18
		Moderate	14	38.8	10	32.2	8	24.2	32	32
		High	2	5.5	3	9.6	7	21.2	12	12
		Very High	1	2.7	3	9.6	4	12.1	8	8
		Total	36	94.7	31	100	33	100	100	100
2	Reference books	Very low	20	55.5	7	22.5	6	18.1	33	33
		Low	7	19.4	6	19.3	4	12.1	17	17
		Moderate	6	16.6	8	25.8	14	42.4	28	28
		High	2	5.5	5	16.1	6	18.1	13	13
		Very High	1	2.7	5	16.1	3	9	9	9
		Total	36	94.7	31	100	33	100	100	100
3	Modern equipment’s technology	Very low	19	52.7	14	45.1	12	36.3	45	45
		Low	10	27.7	13	41.9	9	27.2	32	32
		Moderate	5	13.8	4	12.9	8	24.2	17	17
		High	1	2.7	-	-	2	6	3	3
		Very High	1	2.7	-	-	2	6	3	3
		Total	36	94.7	31	100	33	100	100	100

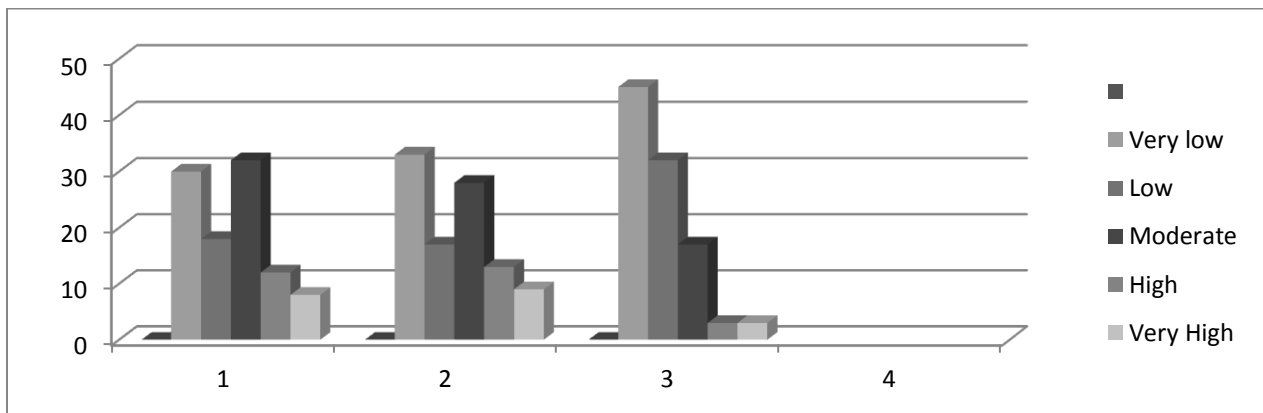
Table 17: Mean and Standard Deviations of Resource Supply for trainee, trainers and office workers Responses

	Very low	Low	Moderate	High	Very High
N Valid	3	3	3	3	3
N Missing	0	0	0	0	0
Mean	36.0000	22.3333	25.6667	9.3333	6.6667
Std. Deviation	7.93725	8.38650	7.76745	5.50757	3.21455

In this section, this research seeks to present the views of three categories of respondents concerning the availability of audio visual materials. The majority of the respondents are trainee 14 (38.8%), trainers 8 (25.8%) and office workers 8 (24.2%), as they have rated the availability of the audio visual materials are very limited. Through my observation and at the time of FGD the unavailability of the audio visual materials was proofed. The institution’s limited audio visual materials were using only for the administration purpose meeting only.

Concerning item two, with regard to the comfortable reference books, trainee 6 (16.6) trainers 8 (25.8%) and 14 (42.4 %) office workers rated moderate. This indicated that the institution has average reference books supply.

Concerning a ‘modern technology’ to use, the item was asked in Table 9, item five: the majority of trainee, trainers and office workers rated the very low level of rate to this regard; on the other hand the majority of the trainee19 (52.7%), trainers14 (45.1%) and office workers 12 (36.3%) rated the very low level beside this the low level is rated by the other group of the trainee10 (27.7%), trainers 13 (41.9%) and 9 (27.2%) office workers. I t implies the availability of the modern technology is very low. Since it is a TVET institution it was expected for the exposition of modern technology but what was going on was vice versa. As the standard deviation 36.0000 and the mean has shown 8.38650, the final result of the resource supply is very low.



Key: **1. Audiovisual materials** **2 Reference books** **3. Modern technology equipment's**

Figure 6: Trainees, trainers and office workers Perception on the FTVETI's resource supply.

Table 18. Characteristics of Service

G. Extent to which institute's service available

No	Items	Level of rating	Respondents							
			Trainees		Trainers		Off.wor		Total	
			Fr.	%	Fr.	%	Fr.	%	Fr.	%
1	Security(Secure environment)	Very low	-	-	-	-	6	18.1	6	6
		Low	1	2.7	-	-	24	72.7	25	25
		Moderate	5	13.8	18	58	2	6	25	25
		High	2	5.5	10	32.2	1	3	13	13
		Very High	28	77.7	3	9.6	-	-	31	31
		Total	36	94.7	31	100	33	100	100	100
2	Attractive café and healthy food supply	Very low	24	66.6	24	77.4	13	39.3	61	61
		Low	9	25	6	19.3	11	33.3	26	26
		Moderate	2	5.5	1	3.2	8	24.2	11	11
		High	1	2.7	-	-	1	3	2	2
		Very High	-	-	-	-	-	-	-	-
		Total	36	94.7	31	100	33	100	100	100
3	Good library service	Very low	5	13.8	8	25.8	4	12.1	17	17
		Low	8	22.2	9	29	7	21.2	24	24
		Moderate	19	52.7	10	32.2	9	27.2	38	38
		High	4	11.1	3	9.6	8	24.2	15	15
		Very High	-	-	1	3.2	5	15.1	6	6
		Total	36	94.7	31	100	33	100	100	100
4	Better sanitary service	Very low	4	11.1	-	-	2	6	6	6
		Low	7	19.4	6	19.3	3	9	16	16
		Moderate	10	27.7	12	38.7	15	45.4	37	37
		High	1	2.7	11	35.4	9	27.2	21	21
		Very High	14	38.8	2	6.4	4	12.1	20	20
		Total	36	94.7	31	100	33	100	100	100
5	Fair and well-designed motivational systems	Very low	17	47.2	16	51.6	14	42.4	47	47
		Low	7	19.4	6	19.3	9	27.2	22	22
		Moderate	5	13.8	8	25.8	6	18.1	19	19
		High	6	16.6	1	3.2	3	9	10	10
		Very High	1	2.7	-	-	1	3	2	2
		Total	36	94.7	31	100	33	100	100	100
6	Use modern technology to minimize wastage of time and provide better service.	Very low	16	44.4	9	29	13	39.3	38	38
		Low	5	13.8	7	22.5	7	21.2	19	19
		Moderate	9	25	12	38.7	8	24.2	29	29
		High	4	11.1	2	6.4	4	12.1	10	10
		Very High	2	5.5	1	3.2	1	3	4	4
		Total	36	94.7	31	100	33	100	100	100

Table 19: Mean and Standard Deviations of Service for trainee, trainers and office workers Responses

		Very low	Low	Moderate	High	Very high
N	Valid	6	6	6	6	6
	Missing	0	0	0	0	0
Mean		29.1667	22.0000	26.5000	11.8333	10.5000
Std. Deviation		22.93832	3.84708	10.46422	6.30608	12.29227

In this section, this research seeks to present the extent to which institute’s security service available. The views of three categories of respondents concerning the majority of the trainee28 (77.7%), trainers 3 (9.6.1%) but the office workers rate was not found in the very high level but it is found the opposite of it with rated 6 (18.1%) very low and 24 (72.70%) low. The remains rates placed in the high rate. This indicates that the institution has better security.

In regard to item two, the majority of the respondents, namely the trainee24 (66.6), trainers 24(77.4%) the office workers 13 (39.3%) rated on the very low. Similarly the other group of the trainee 24 (66.6%), trainers 24 (77.4%) the office workers 13 (39.3%) rated in a low level. It showed how much the café service and healthy food supply is serious problem. The remains small figures rated in the moderate and high level, but the numbers are insignificant. This item result related with the Table 10 and item 6 in the facility. It also has shown the validation of the variable.

Concerning item three, on one hand, the majority of trainee19(52.7%), trainers 10(32.2%)and office workers 9(27.2%) stated the moderate level of rate to this regard; on the other hand as the FGD has shown all the participants were agreed by the high level of service. Based on the rate result and the FGD the service of the library is moderate.

With regard to the fifth item, 20 (27.7%) of trainee, trainers 12 (38.7. %) and 15(45.4%) the office workers are the majority of the respondents rate the high and moderate .It indicated that the sanitary service was acceptable. Of course as I observed except the designing problem that is mentioned above in Table 10 and item 2; the man powers of the cleaners are enough in number. Each building has an assigned janitors for every floor. In general the extent to which institute’s sanitary service availability is high.

Leaders should motivate their subordinates. As the majority of the respondents rate the 17 (47.2%) of trainee, 16 (51.6%) trainers and 14 (42.4%). Similarly the trainee 7(19.4%), trainers 6(19.3%) and the office workers 9(27.2%) rate indicated the availability of the motivation system is low. In addition to that as the office workers mentioned 9 (27.2%) in the open ended questionnaire; one of their problems is lack of motivational. During my interview with the TVETI' leaders 14(60.8%) were admitted as they don't have strong and continuous motivational system. This indicates that the motivational system of the institutions is low.

Finally, with regard to the six item, trainee 16 (44.4%) trainers 9 (29) and 13 (39.3 %) office workers indicated that the usage modern technology to minimize wastage of time and provide better service is very low. It also supported by the second group, trainee 5 (13.8%) trainers 7 (22.5) and 7 (21.2 %) office workers. As the Table11 and item 3 discussed the institution's modern technology availability and usage is low. The general product that has shown the mean 29.1667 and the standard deviation 22.93832 is very low service in the institution.

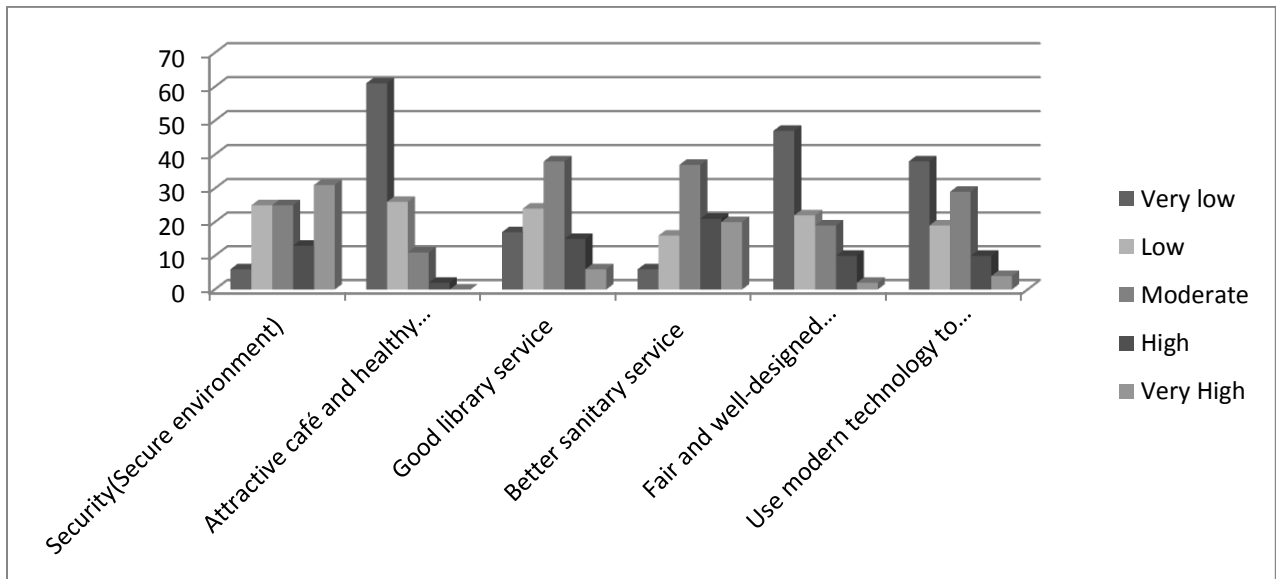


Figure 7: Trainees, trainers and office workers Perception on the FTVETI's service.

2.3 Qualitative Data Vs Quantitative Data analysis

As the Table5 and item 1-3The trainees indicated that they have not good attitude and enough awareness towards FTVETI's mission and vision. Most of the trainee did not rate the likert scale. In this scale the vision highest frequency shows 28(41.1%) on the other hand the smallest rate

registered in a low rate 7(10.2%). This rated by the office workers and the trainers. It shows that the institution has a mission. According to the interview and researchers' observation that proved as there is a vision. In the table 5 item two the majority of the likert scale scored by the office workers and the trainers. The highest rate was rated low 28(41%) the smallest rate recorded in the high box rate 4(5.9%). According to the FGD and the interview with the FTVETA they support the qualitative result. This indicates that even though the institution has a vision on the paper and in the mind of the leaders it was not inspired the whole community. Regarding the persuasion of the institution community the likert highest frequency recorded in Low 25(37.3%) to the opposite the smallest frequency registered in High 4(5.9%). As the interview of the leaders respond and the FGD conclude the institution leaders has a weakness on inspiring and persuading the followers. Naturally people need external exposure or motivation, yet leaders did not applied on the FTVET institution. It impacts has seen on other variables like service and condition. Not knowing the leaders' vision created carelessness.

As the Table 6 and item1- 3The mission availability highest frequency rated in Moderate 23(32.8%) to the contrary the smallest frequency rated in Very High (4.57%). In addition to that according to my observation the institution has a mission. The extent to which the leaders inspiration practice the majority rated Low 25(33.7%) but the lowest rate rated in High 8(10.8). Even though the institution had mission the mission did not inspire the institution community. Finally leaders persuasion practice rated as Low 20(29.8%) but in the Very High rated 2(2.9).According to the qualitative result the documents and the researcher's observation the institution has a mission and vision but there is a weakness in persuasion and inspiration. The unavailability of the mission has shown its effect on some variables like: on the institution's role confusion, level of team work and work for vision and mission was less. It drags the leader's effectiveness.

As the Table7 and item 1-3 the plan availability were rated in Low 28(43.75%) on the other hand the least rated frequency was 2(2.5%). As the leaders admitted during the interview; the plan availability of the institution is very low because the practice is very week. Since the availability of the plan Low, the inspiration and the persuasion do not expected to be high. It indicated that the inspiration: Low 26 (33.7%) and the persuasion rated Very Low 29(38.1). As we have seen on the above two variables the institution's leaders weakness was on inspiration and persuasion

to their followers. Leaders' were expected to create awareness about their vision, mission and plan, yet they did not. Its impact has seen on some major variables like service and condition. Since the followers has not persuaded or influenced for the institution vision, mission and plan the time management, team work, smooth social interaction and service were affected.

As the Table 8 and item 1-4 Extent to which institute's vision shared include the trainees 25(37.8%), inspired the trainees 23(36.5%), made opponents as a member 20(31.25%) and has allowed the trainers to be creative 23(35.9%) rated Very Low. This indicated that the institution's leaders shared vision is poor. From the qualitative data as the leaders expressed that there were attempts to inspire a shared vision but did not think their attempts were enough to bring about the change required. As we have seen it on the above qualitative and quantitative results the institution's shared vision is very low. Miss understanding, argument, conflict raised because of not being in the same page. One of the leaders' tools 'shared vision' did not implemented in the institution, it has created its own impact on others variable like we said it earlier.

As the Table 9 and item 1-6 the availability of the conditions which are listed in the table shows: a conducive environment to implement the policy 35 (35%), a smooth social interaction 40(40%), comfortable facilities 34(34%) These three has a moderate value but working culture 32(32%) Very low, time management 37 (37%) Low a team works 28(28%) low. It indicated that the condition of the environment is not comfortable. According the FGD the FTVETA officials admitted: Even though the workers have smooth social interaction they are weak on having working culture and team work. Since the institution's community not having common on major issues and not believing on the vision and mission; strong working culture and having good time management was unthinkable. Not only made opponents as member but also motivation for creativity was weak situation. Instead the leaders' authoritarian and managerial characters were reflected.

As the Table 10 and item 1-9 List of facilities: IT rooms with enough computers and internet access 41 (41%) Very Low, Cleaned rest room/bath rooms/ 54(54) Very Low Well established library with adequate reference books 37 (37%) Very Low, Cleaned water supply 66(66), Well-furnished halls 37(37%) Very Low, Café or lounge with attractive facilities 65(65%), Adequate Man power in all areas (44) Very Low, Enough workshops 33(33%) Very low, Comfortable play

grounds 28(28%) Very High. From the above quantitative data the playground has a better acceptance by the respondent. As the researcher's observation and the open ended questions' respond: the water supply, the café facility and the workshop facility are in the critical condition. According to the interview, the railway department trainees were working with other departments, because they don't have their own workshop. Since the trainee themselves were trainers how they are going trainee their trainees. How the 70% practice implemented without facilities?

As the Table 10 and item 1-3 List of supplies: Audiovisual materials³² (32%) Average, Reference books ³³ (33%) very low and modern technology equipment ⁴⁵(45%) very low. As the quantitative data telling us the supplies are very low except the audio visual materials supply. The trainee frequently ²¹ (36%) of mentioned as they have a shortage of raw materials and equipment. As my observation and the FGD some rooms were closed with different resources. These new materials bought for training purpose as one of the respondent mentioned. This indicated that the improper utilization of supplies. As one of the trainees mentioned that they had seen the workshop rooms once in blue moon; which is difficult to imagine a TVET without enough supply and facility. The MoE what it stated goal and what it is going on was very less from the expectation.

As the Table 10 and item 1-3 List of services: security (Secure environment) ³¹(31) Very high, Attractive café and healthy food supply⁶¹ (61%) Very high, Good library service³⁸ (38) Moderate, Better sanitary service³⁷ (37%), Fair and well-designed motivational systems⁴⁷ (47%) and use modern technology to minimize wastage of time and provide better service.³⁸ (38%). The institution has a good security service, the area fenced properly as my observation. As it mentioned in the previous, the library and the sanitation facility was attractive and now again the service is also impressive except minor cases. Leaders' poor motivation system, persuasion, inspiration and shared vision put a scar on office workers and in general institution service. The coming generation who are interested to be trainee in this institution he or she would be hopeless.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter endeavors to summarize the major findings of the researcher's study and draw conclusions on their basis. At the end, recommendations are given. As outlined in chapter one, the main purpose of this study was to assess and explore Leadership Practices and Challenges in FTVETI. Under this main purpose of the study, attempts were made to answer the following two research questions:

- What is the current practice of leadership in Federal Technical Vocational Education Training Institute (FTVETI)?
- What are the challenges of practicing on quality education in Federal Technical Vocational Education Training Institute (FTVETI)?

5.1. Summary of Major Findings

The data collected from the close ended questionnaire were analyzed and interpreted using frequency, percentage, mean and standard deviation. SPSS was used to analyze the quantitative data. Graphs were used to display the responses of each group of respondents regarding to the issue. The data gathered through interview were analyzed qualitatively using narration. Based on the analysis of the data, the study came up with the following findings:

Most of the institution's leadership positions are occupied by the male population. Number of female participation is very low; they less than by 73.0% from the male population. It implied that the institution loss the different perspective which might get from females. The institution built by the youngsters 26.4% between 31-35 ages ranges. This shows the institution had a strong and active manpower resource. In the institution, numbers of MA\MSC37.9% and BA\BSC\BED 44.8% holders were more than the diploma and Ph.D. holders. Of course the followers have an average education background, the leaders qualification was the same as the followers. It indicates that the leaders and the follower's gap became the same. The highest total years of experience were 11-15years old 23(26.4%). Leaders years' of experience 8 (34.7) 26-30 was high. It implied that the leaders' qualification was covered by experience.

The study assessed to check whether or not the leaders have vision, mission and plan, and assessed the practice whether they inspired and persuade their vision, the mission and plan. As the respond of the data collected clearly has highlighted, the great majority of the respondents agreed that the institution had a vision, mission and plan. Even though the institution tried to introduce the vision, mission and plan by posting the billboards and distributed fliers, the institution community awareness is very low; it implied that the leader's persuasion and inspiration method was weak. Hens the institution's leaders have not worked on the inspiration and persuasion. On the other hand the leaders' communication had barrier because one of the means: 'plan' was not persuade and inspired to the prominent stake holders. The leaders' failure to communicate the vision, mission and plan in turn, resulted in failure to positively influence many aspects of the institutions such as commitment, performance, staff satisfaction and cohesion.

The majority of the respondents were of the opinion that the shared vision had week practice. Some of the indicators of the shared vision were not cultivated: include the followers, inspired the followers, made opponents as a member and allowed the followers to be creative. As most of the qualitative and quantitative results have sown the institution leadership lied to authoritarian style. Hence it has shown the leaders practice was controlled by only the leader's interest; it indicated that the leaders were following centralized rather than decentralized system. The smooth interaction, working culture of the institution, time management, facilities and team work had taken as the measurement of condition in the institution. Practicing them in the institution had been challenged. The practices that mentioned in the shared vision had shown their impact on condition. Leaders haven't created enhanced condition; in addition to that the capacity of the institution has seen in six dimensions like: organizational structure setting, leadership, manpower, finance allocation, stakeholders support and usage of modern technology. According to the respondent's response these impute were very low. It indicated that the institution capacity was week; its weakness had an impact on other variables. Since the capacity is a backbone for the institution, which implied the institution was not giving quality training for trainees.

The data gathered clearly showed that the majority of the respondents' opinion that the facility, supplies and the service of the institution was very low, however the facility had better conditions than other variables. Beside the interview and the questioner as the researcher

observed the institution facilities had better condition like: playground, rest room/ bath room/, library, training class, trainees' dormitories and halls. As the study indicated that most of the institution department's has shown as it has a shortage resources like: man power, training materials and modern technology. Some departments like Manufacturing, Garment technology and Surveying technology had better resource but the railway, road construction, and water constructions have almost none supply. It indicates that the institution had a shortage of finance allocation and unfair resource utilization. With regard to the services the institution has providing some good services according to the respondents. The security, the library and sanitary services were satisfied the respondents, nevertheless the usage of modern technology, motivational system and café services were not satisfied the respondents. Imagining TVET without modern technology is impossible. It implied that the trainee, trainers even the leaders and the office workers are not familiar with new technology. Under privilege and unfair motivation practices has seen in the study.

Finally the shortage of trainers, shortage of training supplies, and competency of the trainers, Café service and water supplies are critical challenges in the institution. Since the institution has been training the trainers who had been training the level one and two trainers, the effect would be circular because the coming generation also would be exposed for these problems.

5.2. Conclusion

Based on the findings of this study, the researcher has drawn the following conclusions. At the very outset of this study, the researcher indicated the reason that prompted us to carry out this study. The researcher's main questions were to assess the current practice of leadership in FTVETI and take out challenges that hinder the leadership practices.

From his findings, he has been forced to conclude that the leadership has been practiced in lower level and it has thoughtful challenges that affected the effective leadership of the institution. This institution is giving training for level 3 trainers, who are giving training the diploma 1st and 2nd level trainees. As the documents, the FTVETI and FTVETA leaders described this institution is the only institution giving training at the federal level. It implied that the country's diploma trainee hopes to join this institution to get their 4th and 5th level (Degree and Masters). Currently the institution has thousands of trainees. However, according to the respondents the institution's

leadership was below the expectation. The name that it has and the current institution's leadership practice are incomparable.

Leadership is expected to : bridge the gap between formulating plans and reaching the goals – it means translating plans in reality (plans by managers) , influence people, giving orders, motivating people, managing conflict, and communicating with subordinates and it creates conditions for a team to be effective by building teams and induces a subordinate to behave in a desired manner. Yukl, G. A. (1994). However according the institution's trainers, trainee and office workers respond the institution leaders are managing them rather than leading the institution. There are some indications that FTVETI leaders lacks to act as a leader, instead they have shown some managerial behaviors like: to being right, focus on managing the work, see the short-term horizon, tell ,ordering the followers or control, enacts culture and focused on only the routine tasks. The above words and phrases has shown as the leaders has shown transactional emotion rather than transformational. In addition to that instead of sharing the vision and creating a good environment towards the institution community, the trainee and some group of institutions workers were threatening by the leaders. Even though the leaders believed as they were following a democrat style the actual practices and the septum has shown as they are acting like an authoritarian leaders. The best example, as the three respondents mentioned that because of arose café related issues the trainees were suspended.

The study has shown that the FTVETI institution has some qualities and liked by the followers and customers. The institution's dormitory service, the playground, the sanitation, security and the library service were in better condition. Which implied that they had leaders follows up and suitable to train trainees and contribute for better leadership.

The data revealed that the leaders' engagement on striving towards set direction and creation of suitable environment was very low. The institution's facilities, capacity, condition, supply and service were below the respondent's expectation. According to the researcher findings, various challenges were pointed out by the sample population. These challenges are minor and series; hence the institution not satisfied its customers. The TVET institution without workshop, unqualified trainer, with high turnover of trainers and poor healthy food supply is unthinkable. Nevertheless this institution is giving training without them. As a national level this much shortage and restriction, it can be counted playing on one generation, who pass through FTVETI.

The overall objective of the Ethiopian National TVET Strategy is to create a competent, motivated, adaptable, and innovative workforce that contributes to poverty reduction and social and economic development through facilitating demand-driven, high quality technical and vocational education and training relevant to all sectors of the economy, at all levels, and to all people in need of skills development (MOE, 2006). As the FTVETA the training system is 70:30, 70% practice and 30% theory. This expectation and the gap what it actually occurred are incomparable. It may brakes the heart of the coming generation who wants to pass through this institution.

Moreover, the trainee's respondents underlined that as they have water supply, trainers' competency, and food provision are serious challenges, on top of that trainers' competency is the major one. Since almost the whole trainees were trainer, if they do not acquire better skill they may affect the other trainees. The effect is not a one-time process it would be a lifelong process.

5.3 Recommendation

To build the required motivated and competent workforce the country's policy need to stresses the need for an increasing role and involvement of the private sector and non-governmental organizations, as well as community involvement. In the delivery of training services, to fight poverty through accelerated economic growth, to be achieved mainly through commercialization of agriculture as well as economic growth and employment creation the institution's leaders' role is irreplaceable therefore the leaders capacity need to be built through on job training.

The institution's leaders' practice needs amendment on the vision, mission, plan and shared vision; to make it known to the public, leaders need to shape a decentralized system in order to address the institution's values for all stakeholders. The leaders need to recognize that without effective leadership, good strategic plans, annual plans and budget plans are unthinkable. They also need to understand that effective and efficient implementation of plan also requires effective leadership. Therefore, significant attention needs to be given to leadership development plan and as the same time followers also should be inspired and persuade.

This institution has been challenging with, capacity, condition and cooperative training ,to alleviate this problem government, managers, office workers, trainers, trainees, stakeholders and other concerned bodies concerned their responsibility in order to fulfill future dream, otherwise

the training institution faced many challenges rather than opportunities. Leaders need to have a strong connection with various companies, industries and factories in order to give a cooperative training.

TVET uses much resource so leaders should have a strong finance based connection with government and non-governmental organization to alleviate the shortages, not only that but also if the leaders open a small scale business to encourage the trainees' and trainers' creativity and to create an entrepreneur trainee or trainer ; it may generate income to subsidize the institution's shortage. The equipment and facilities are not sufficient; it aggravated the low quality of training. Leaders should lead their institute strategically, and all departments have to be developing their own institution assessment tool.

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Appendixes

Appendix A:
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

Questionnaire answered by the trainees of technical and vocational education and training intuitions.

Dear Trainees,

This study is being carried out as part of a Master's thesis by a graduate student in the Department of Educational Planning and Leadership Management: College of Education and Behavioral Studies in Addis Ababa University. The main purpose of the questionnaire is to collect information on the Practices and Challenges of Leadership: in Federal Technical Vocational Education and Training Institute (FTVETI). You are, therefore, kindly requested to respond to it as honestly and thoughtfully as possible. Dear respondents, try to relate your response with the given questions. If you are unsure or do not know the answer, leave the answer blank. Whatever information you give me is strictly confidential and could be used for academic purpose only. I would like to thank you in advance for your indispensable cooperation.

NB: please no need of writing your name.

Sincerely yours,

Fresbhat Alemu

Part one: Background Information

1. Name of the institute _____

2. Background Information

2.1. Sex Male Female

2.2. Age

20 – 25 years <input type="checkbox"/>	26 – 30 years <input type="checkbox"/>	31 -35years <input type="checkbox"/>
35 – 40 years <input type="checkbox"/>	41-45years <input type="checkbox"/>	45 years and above <input type="checkbox"/>

2.3. Level of education that you are attending now:

Diploma

M.A\ M.Sc.

B.A\B.Sc.

Other (specify) _____

Part Two: Close ended Questions

I. Trainees' View on Leadership's Practice and Challenges

How do you evaluate your institution's leadership in the following activities? Not your opinion on the following statement, please, rate by putting "x" in the column of your choice.

A. Extent to which institute's Vision and Mission practice

	practices	Rating Scale				
		Very low	Low	Moderate	High	Very High
Extent to which the leaders' vision is:	available					
	inspired the trainees					
	persuade the trainees					
Extent level to which the leaders' mission is:	available					
	inspired the trainees					
	persuade the trainees					

B. Extent to which institute's plan

	practices	Rating Scale				
		Very low	Low	Moderate	High	Very High
Extent to which the leaders' plan is:	available					
	inspired the trainees					
	persuade the trainees					

C. Extent to which institute's vision shared

	practices	Rating Scale				
		Very low	Low	Moderate	High	Very High
The level to which the leaders' vision :	include the trainees					
	inspired the trainees					
	made opponents as a member					
	has allowed the trainers to be creative.					

D. Extent to which institute's condition available

	practices	Rating Scale				
		Very low	Low	Moderate	High	Very High
The level to which the institution has :	a conducive environment to implement the policy					
	a smooth social interaction					
	working culture					
	time management					
	comfortable facilities					
	a team work					

E. Extent to which institute's capacity available

	Items	Rating Scale				
		Very low	Low	Moderate	High	Very High
The degree to which the institution has :	Organizational setting.					
	a strong leadership.					
	enough man power					
	finance allocation					
	stakeholders support					
	a modern technology to use.					

F. Extent to which institute's facility available

No	Items	Rating scale				
		Very low	low	Moderate	High	Very high
1	IT rooms					
2	Cleaned rest room/bath rooms/					
3	Well established library with adequate reference books					
4	Cleaned water supply					
5	halls					
6	Café or lounge					
7	Adequate Man power in all areas					
8	Enough workshops					
9	play grounds					

G. Extent to which institute's resource supply available

No	Tasks may done by the leaders	Rating scale				
		Very low	low	Moderate	High	Very high
1	Audiovisual materials					
2	Reference books					
4	Modern technology equipment					

H. Extent to which institute's service available

No	Items	Rating scale				
1	Security (Secure environment)					
2	Café and healthy food supply					
3	Good library service					
4	sanitary service					
5	Fair and well-designed motivational systems					
6	Use modern technology to minimize wastage of time and provide better service.					

Part Two: Open Ended Questions

1. What are the major problems in you institution? Please mention some;

a. Problem related to leadership

1. _____
2. _____
3. _____

b. Problem related to the training process

1. _____
2. _____
3. _____

c. Other
 problems _____

2. Please suggest possible solutions to minimize the existing problem of training process.

===== Thank you for your co-operation!! =====

2.4 Total years of service

1-5 years 6-10 years 11-15
 16-20 years E. 1-25 years 26-30 years
 above 31 years

3. Position:

Faculty dean and trainer Department head and trainer only trainer

Other specification: _____

3.1. Year of service in your current position: _____

3.2 . Years of service in this institution: _____

Part Two: Close ended Questions

II. Trainers’ View on Leadership’s Practice and Challenges.

How do you evaluate your institution’s leadership in the following activities? Not your opinion on the following statement, please, rate by putting “x” in the column of your choice.

A. Extent to which institute’s Vision and Mission practice

	Tasks may done by the leaders	Rating Scale				
		Very low	Low	Moderate	High	Very High
The extent to which the leaders’ vision is:	available					
	applicable					
	practiced					
	faced a problem					
The level to which the leaders’ mission is:	available					
	applicable					
	aware to the trainees					
	accepted by the trainees					
	practiced					
	faced problem					

B. Extent to which institute’s plan

	Tasks may done by the leaders	Rating Scale				
		Very low	Low	Moderate	High	Very High
The extent to which the leaders’ plan is:	available					
	applicable					
	aware to the trainees					
	accepted by the trainees					
	practiced					
	faced problem					

C. Extent to which institute's vision shared

	Tasks may done by the leaders	Rating Scale				
		Very low	Low	Moderate	High	Very High
The level to which the leaders' vision :	include the trainers on decisions					
	inspired the trainers					
	inspired the trainees					
	made opponents as a member					
	has allowed the trainers to be creative.					

D. Extent to which institute's condition available

	Tasks may done by the leaders	Rating Scale				
		Very low	Low	Moderate	High	Very High
The level to which the leaders' institution has :	a conducive environment to implement the policy					
	a smooth social interaction					
	working culture					
	time management					
	comfortable facilities					
	a team work					

E. Capacity

	Tasks may done by the leaders	Rating Scale				
		Very low	Low	Moderate	High	Very High
The degree to which the leaders' institution has :	a well-structured organizational setting.					
	a strong leadership.					
	enough man power					
	adequate finance allocation					
	Stakeholder's support					
	a modern technology to use.					

F. Extent to which institute's facility available

No	Items	Rating scale				
		Very low	low	Moderate	High	Very high
1	IT rooms					
2	Cleaned rest room/bath rooms/					
3	Well established library with adequate reference books					
4	Cleaned water supply					
5	halls					
6	Café or lounge					
7	Enough workshops					
8	Adequate Man power in all areas					
9	play grounds					

G. Extent to which institute's resource supply available

No	Tasks may done by the leaders	Rating scale				
		Very low	low	Moderate	High	Very high
1	Audiovisual materials					
2	Reference books					
4	Modern technology equipment					

H. Extent to which institute's service available

No	Items	Rating scale				
		Very low	low	Moderate	High	Very high
1	Security (Secure environment)					
2	Attractive café and healthy food supply					
3	Good library service					
4	Better sanitary service					
5	Fair and well-designed motivational systems					
6	Use modern technology to minimize wastage of time and provide better service.					

Part Two: Open ended Questions

1. What are the major achievements that are done by the FTVETI leaders?

- a. _____
- b. _____
- c. _____

2. What are the major problems that are challenging your institution related with administration?

- a. _____
- b. _____
- c. _____

3. What strategies do you suggest to improve the performance of trainees in the FTVETI institution?

- a. _____
- b. _____
- c. _____

4. Please suggest possible solution to minimize the existing problem of training process?_____

===== Thank you for your co-operation!!=====

Appendix C
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

Dear Leaders: Directorate Director, Directors and Faculty deans:

Interview Guide responded by the Federal Government of TVET Directorate Director, Directors and Faculty deans' leaders. The purpose of this interview guide is to gather information for the study Practices and Challenges of Leadership: in Federal Technical Vocational Education and Training Institute (FTVETI).

III. Leaders' View on Leadership's Practice and Challenges

Part One: Interview Guide for Directorates, Directors and Faculty deans of the FTVETI

1. Do you have a vision, plan and mission for FTVETI? Do you implement it? How?
2. How do you aware your mission, vision and; plan to the institutions community?
3. How do you organize the subordinates to implement your plan?
4. How do you motivate the institutions workers to achieve the institution's goal?
5. How do you build the subordinate's capacity? Is there on job or in service training/s? Could you mention it/them, please?
6. What type of leadership style you are following?
7. What are the major challenges that hinder your leadership? How fast do you provide the requested training equipment?
8. Please would you suggest possible solutions to alleviate the existing problems?

===== Thank you for your co-operation!!=====

Appendix D
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

Questionnaire answered by the trainees' representative of technical and vocational education and training intuitions.

Dear, Administrative Workers:

This study is being carried out as part of a Master's thesis by a graduate student in the Department of Educational Planning and Leadership Management: at the College of Education and Behavioral Studies in Addis Ababa University. The main purpose of this questionnaire is to collect information on the Practices and Challenges of Leadership: in Federal Technical Vocational Education and Training Institute (FTVETI). Dear respondents, try to relate your response with the given questions. If you are unsure or do not know the answer, leave the answer blank. Whatever information you give me is strictly confidential and could be used for academic purpose only. I would like to thank you in advance for your indispensable cooperation.

NB: please no need of writing your name.

Sincerely yours,

Fresbhat Alemu

Part One: Background Information

1. Name of the institute _____

2. Background Information

2.1. Sex Male Female

2.2. Age

20 – 25 years 31 – 35 years 41-45 years
26 – 30 years 35 -40 years 46 years and above

2.3. Level of education:

Diploma M.A\ M.Sc.
B.A\B.Sc. Ph.D. Other (specify)

2.4 Total years of service

1-5 years 6-10 years 11-15
 16-20 years E. 21-25 years 26-30 years
 above 31 years

3. Position:

3.1 Your position’s title full name _____

3.1. Year of service in your current position: _____

3.2. Years of service in this institution: _____

Part Two: Close ended Questions

IV. Administrative Worker’s View on Leadership’s Practice and Challenges

How do you evaluate your institution leadership in the following activities? Not your opinion on the following statement, please, rate by putting “x” in the column of your choice.

A. Vision and Mission

	Tasks may done by the leaders	Rating Scale				
		Very low	Low	Moderate	High	Very High
The extent to which the leaders’ vision is:	available					
	inspired the trainers					
	persuade the trainers					
The level to which the leaders’ mission is:	available					
	inspired the trainers					
	persuade the trainers					

B. Planning

	Tasks may done by the leaders	Rating Scale				
		Very low	Low	Moderate	High	Very High
The extent to which the leaders’ plan is:	available					
	inspired the trainers					
	persuade the trainers					

C. Shared Vision

	Tasks may done by the leaders	Rating Scale				
		Very low	Low	Moderate	High	Very High
The level to which the leaders' vision :	include the trainers					
	inspired the trainers					
	made opponents as a member					
	has allowed the trainers to be creative.					

D. Conditions

	Tasks may done by the leaders	Rating Scale				
		Very low	Low	Moderate	High	Very High
The level to which the leaders' institution has :	a conducive environment to implement the policy					
	a smooth social interaction					
	working culture					
	time management					
	comfortable facilities					
	a team work					

E. Capacity

	Tasks may done by the leaders	Rating Scale				
		Very low	Low	Moderate	High	Very High
The degree to which the leaders' institution has :	A well-structured organizational setting.					
	a strong leadership.					
	enough man power					
	adequate finance allocation					
	Stakeholder's support					
	a modern technology to use.					

F. Facility

No	Items	Rating scale				
		Very low	low	Moderate	High	Very high
1	IT rooms					
2	Cleaned rest room/bath rooms/					
3	Well established library with adequate reference books					
4	Cleaned water supply					
5	halls					
6	Café or lounge					
7	Adequate Man power in all areas					
8	Enough workshops					
9	play grounds					

G. Service

No	Items	Rating scale				
		Very low	low	Moderate	High	Very high
1	Security (Secure environment)					
2	Attractive café and healthy food supply					
3	Good library service					
4	Better sanitary service					
5	Fair and well-designed motivational systems					
6	Use modern technology to minimize wastage of time and provide better service.					

H. Resource Supply

No	Tasks may done by the leaders	Rating scale				
		Very low	low	Moderate	High	Very high
1	Audiovisual materials					
2	Reference books					
4	Modern technology equipment					

Part Two: Open ended Questions

1. What are the major achievements that are done by the FTVETI leaders?

- a. _____
- b. _____
- c. _____

2. What are the major problems that are challenging your institution related with administration?

- a. _____
- b. _____
- c. _____

3. What strategies do you suggest to improve the performance of trainees in the FTVETI institution?

- a. _____
- b. _____
- c. _____

4. Please suggest possible solution to minimize the existing problem of training process?_____

===== Thank you for your co-operation!!=====

Appendix E
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

Interview Guide responded by the Federal Government of TVET Agency. The purpose of this interview guide is to gather additional information for the study Practices and Challenges of Leadership: in Federal Technical Vocational Education and Training Institute (FTVETI).

V. TVET Agency officials' View on Leadership's Practice and Challenges

Section One: Professional Qualification and Development

- 1.1. How the top leaders assigned? Could you explain it the process and the minimum requirement to lead the TVET institutions? Did the leaders pass through the TVETs training? Do they have qualification?
- 2.2. What are the major outputs which are expected to be accomplished by the effective TVET leaders? Why?

Section Two: Policy and Strategic Issues

- 2.1. How far the FTVETI's leaders have gone to implement the countries' policy?
- 2.2. Is there a gap between the countries' policy, the strategy and the actual practice in FTVET? If there is: Why?
- 2.3. How much the FTVETI's communities are aware for the country's policy and strategy?
- 2.4. Are there challenges that hinders to apply the countries policy and strategy? If you say yes; what are they?

Section Three: Major Challenges that Hinder the FTVETI's Leadership.

- 3.1. Do you think there is enough budget allocation for the FTVET institution?
- 3.2. What looks like the institution's facilities? Is that enough and comfortable? Do you think there are adequate workshops, available equipment in FTVET institution?
- 3.3. How much the institution community is familiar with modern technology?
- 3.4. Is there a capacity building practice? If you say 'Yes', how?
- 3.5. Is there shortage of finance?

Section Four: The Management System

4.1. Do you think the FTVET institution is well planned and organized? Do the mission and vision are clearly stated and applied?

4.2. What type of leadership system is applied in the FTVETI institution?

4.3. How do you explain the stakeholders' participation in FTVETI institution?

===== Thank you for your co-operation!!=====

Checklist of observation

No	Area of observation	Yes	No	Difficult to see	Remark
1	Leaders vision, mission and plan documents				
2	Attractiveness trainees café service				
3	Availability of workshop				
4	Leaders availability at times of difficulty for trainees				
5	Neatness of trainees' dorm				
6	Water container cleanness				
7	Sanitations of the rest rooms				
8	Put materials in a proper place				
9	Welcoming remarks from the workers in their workplace				
10	Attractiveness of communications made among trainees and staff members				
11	Attractiveness of the play ground				

List of Reviewed documents

- ✚ Leader's qualification and Experience from HR office.
- ✚ Leaders, trainers and office workers statistics from HR office.
- ✚ Trainee's statistics from the registrar office.
- ✚ Supply provision system from the supply management office.
- ✚ About FTVETI, 'the yearly magazine from the Executive director's office.
- ✚ Evaluation manual and checklist from the academic dean.