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FDRE TECHNICAL & VOCATIONAL TRAINING INSTITUTE

Practices and Challenges of Quality of Training in selected Agriculture TVET College in the case of Mersa and Kombolcha ATVET in North Wollo, Amhara Region, Ethiopia

MA thesis research submitted to the faculty of TVET leadership and manage ment Department of TVET Leadership and Management Federal TVET instit ute in partial fulfillment of the requirement for the degree of master of Art in TVET Leadership and Management

August, 2024

ADDIS ABEBA, ETHIOPIA

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By:

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August, 2024

Addis Abeba, Ethiopia

APPROVAL SHEET

Practices and Challenges of Quality of Training in selected Agriculture TVET College in the case of Mersa and Kombolcha ATVET in North Wollo, Amhara Region, Ethiopia

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DECLARATION

First, I declare that this thesis is my own work and that all sources of materials used for this thesis have been really acknowledged. This thesis has been submitted in partial fulfillment of the requirements for a Master of art in leadership and management department at federal technical vocational education and training institute and is deposited at the institute Library to be made available to borrowers under rules of the Library. I declare that this thesis is not submitted to any other institution anywhere for the award of an academic degree, diploma, or certificate.

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Name: Belay Rega Hailu Signature: _____ Date_____

ACKNOWLEDGEMENTS

First and foremost, thanks to God, Who gave me with his endless love and blessing in my life? I would like to thank my advisors, Dr. Ziyn Engdasew for their critical and decisive comments, guidance and unreserved support from proposal development up to the completion of the thesis. My deepest appreciation also goes to Mr. Tegegn Seyife and Mr. Habtamu Gieta for their all-round support and constructive encouragements. I would like to thank my best friends Mr. Bizualem Tesfaw for the support of to work my job instead of me. My appreciation and great thanks

also goes to Mersa and Kombolcha ATVET staffs and trainees to fulfill my research questionnair es and who facilitated and also for all enumerators who participated in the data collection for the study. My heartfelt thanks to my generous father and mother Rega Hailu and Fentaye Asmamaw, whose commitment and sacrifices bring me to this stage. Words fail to convey my deepest thanks to my wife, Genet Berihun and my daughter Afomiya Belay and Meklit Belay they have always been there for me whenever I need them, their encouragement keeps me going and their love empowers me.

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LIST OF ACRONYMS

ATVET	Agricultural Technical Vocational Education and training
BOARD	Bureau of Agriculture and Rural Development
DA	Development Agent
F	Frequency
FAO	Food and Agriculture Organization
FFS	Farmer Field Schools
FTC	Farmer Training Centers
GDP	Gross Domestic Product
KATVET	Kombolcha Agricultural Technical Vocational Education and training
ILO	International Labor Organization
MATVET	Mersa Agricultural Technical Vocational Education and training
MOARD	Ministry of Agriculture and Rural Development
MOE	Ministry of Education
NGO	Non-Governmental Organization
NRM	Natural Resource Management
NTQF	National TVET Qualification Framework
SSA	Sub-Saharan Africa
TVET	Technical Vocational Education and training
UNESCO	United Nations Education scientific and Cultural Organization

ABSTRACT

This study was designed to assess Practices and Challenges of Quality of Training in selected Agriculture TVET College in the case of Mersa and Kombolcha ATVET in North Wollo. The research were tried to identify the critical issues and key stakeholders. A sample of 239 trainees, trainer, department head and deans engaged for the study using stratified sampling procedure. Data were analyzed using descriptive statistics. After the data has been collected, it was analyzed using tables, percentages and frequency methods of analysis. The gathering data result indicates that among the total respondents 239, 189 trainees, 36 trainer, 9 department head and 5 deans. The gender of respondent is 106 male and 133 female. Regarding to educational level of the respondents revealed that 66.7% of the trainer BA/BS C holder, 100% department head BA/BSC holders and 60% of deans MA/MSC holders. The finding of the study confirmed that, the respondents slightly more than half of them agree that the vision and goal setting ability of their leaders in good, the ability of leaders to perform management activities more than fifty percent of the respondents agree their leaders perform their functions well. The interpersonal skill of leaders is very good, 22.2% of the respondents' agree their leaders' conflict handling skill is very good. The result of 33.3% of the respondents was the motivation skill of their leaders is poor, 16.7 percent of the respondents were the motivating skill of their leaders is fair, and 22.2 percent of them agree that the motivating skill of their leaders is good. This implies to leaders of these college are not able to motivate their subordinates properly in order to achieve the goal of the designed training program.

Key words: Challenges, Practices and Quality of Training

Chapter one

1. INTRODUCTION

This chapter were consists background of the study, statement of the problem including research question and objective of the study, significance of the study, scope of study, limitation of study, definition of terms and organization of the paper.

1.1.BACKGROUND & JUSTIFICATION

Agriculture continues to play an important role in developing economies, where it represents the economic mainstay of over 85% of the rural populations, of which more than half are smallholders (World Bank, 2008; Mumtaz and Gopal, 2014). As it is vital for the livelihoods of the rural population as well as for national economic growth, developing countries, including Ethiopia, have placed emphasis on the development of this sector. In Ethiopia, agriculture contributes 38.8% to the national GDP (EIC, 2016) and employs about 74% of the country's total labor force (NPC, 2015). This sector contributes to 3.6% of the export revenue as share of GDP and about 75% of the total value of Ethiopia's export value (NPC, 2015).

As a result, the Government of Ethiopia has demonstrated a strong commitment to the developm ent of the agricultural sector through various mechanisms of which integration of the agricultural sector to technical and vocational trainings is a vital aspect. Ethiopia has a National Technical and Vocational Education and Training (TVET) Strategy developed in 2008. This is the guiding document for all TVET programs in the country, including Agricultural TVET (ATVET) (MoE, 2008; NEPAD, 2013). The TVET strategy of Ethiopia attests that TVET programs seek to create competent and self-reliant citizens to contribute to the overall socioeconomic development of the country, thus improving the livelihoods of all Ethiopians and sustainably reducing poverty (MoE, 2008).

The National TVET Qualification Framework (NTQF) also emphasizes the TVET program to be wage-and-self-employment-oriented, demand-driven and outcome based, and thus appropriate to address the sustainable development needs of the Ethiopian economy (MoE, 2010). The TVET program is targeting a paradigm change putting quality and relevance as its first priority. This is because, as indicated in NTQF (2010), an outcome-based TVET system creates ways for

the fair recognition of the wide range of formal, non-formal and informal trainings and learning, hence opening access to qualifications for previously neglected target groups, such as smallholde r farmers. TVET envisaged increasing chances of an occupational career, boosting productivity and creating options for further training and employment opportunity.

As a vital component of the general TVET program, Ethiopian Agricultural Technical and Vocational Education and Training (ATVET) strategy targets to immensely contribute to the national mission of 'Creating a modern and highly productive agricultural system that uses a more advanced technology which enables the society to get rid of poverty.' The ATVET system is geared towards improving the competitiveness and sustainable development of the agricultural sector through integrated demand-driven and competence based ATVET systems and producing qualified, competent and responsible workforce. The training program aims at producing rural-targeting personnel in animal science, plant science, animal health, natural resource management and cooperative promotion. This is because, as noted by Tiedao, et al. (2001), dissemination of new technologies to rural areas through vocational education and training has the potential to transform economic activities and economic performance levels of the rural populations, thereby contributing to improving their quality of life and level of community development. Karmel (2007) also indicates that vocational and technical trainings broaden the choices available to young persons and clearly for some it provides a livelihoods pathway.

Ethiopia, with the intention of addressing its targets, has been running agriculture related vocatio nal and technical trainings and implementing the strategic plans aiming at enhancing smallholder agricultural productivity in rural areas. Fields of training include agricultural cooperatives, animal health, animal production, crop production, natural resources development/management and agricultural mechanization. According to the data obtained from the Ministry of Agriculture and Natural Resources (MoANR), annually about 50,000 trainees have been attending trainings at five federal and over 15 regional ATVET colleges in Ethiopia. These colleges provide a 3-year training program to produce middle level work force by admitting youth who completed general education (grade 10) in the Ethiopian education system.

On the other hand, the implementation of the ATVET strategy in Ethiopia has been challenged by lots of problems as noted by NEPAD (2013). The challenges include, but not limited to, limited funding to provide quality training; high staff turnover (approximately 10-15% per annum) of the extension workers (commonly known as development agents /DAs/); low quality of training as some DAs lack practical skills and experiences; trainers work overload; shortage of training resources at Farmers Training Centers (FTCs) due to limited budget; Das lack of stamina to work in rural areas; limited participation of the private sector; weak industry-TVET college as well as stakeholders linkage; unwillingness of some farmers to engage in training; lack of considerations to indigenous knowledge in some occupational standards for some fields; lack of startup capital to start own agribusinesses after graduation from TVET; and poor infrastructure in rural areas.

These challenges, no doubt, blurred the high political commitment of the government to improve agricultural production and productivity. Hence, all the prevailing facts and the challenges to the ATVET program in Ethiopia call for a well thought out and well advised implementation strateg y so as to renovate the country's economic base from the existing resource-poor and rain-fed traditional smallholder agriculture to more productive agriculture in order to remedy the existing rural development challenges. In addition, the roles of concerned bodies that include the Government, civil society organizations (CSOs), nongovernmental organizations (NGOs) and development partners working on ATVET and rural development in Ethiopia need to be assessed to enhance their roles in the enhancement of ATVET program in the country.

The overriding aim of this research was, therefore, to carry an assessment on the contribution an d practices of ATVET graduates in the advancement of agricultural production systems and productivity thereby recommending solutions and directions on the possible roles and gaps of the national ATVET program in Ethiopia. More specifically, the research aspires to assess lessons learned from the past experiences of ATVET program in imparting theoretical knowledge and practical skills in agricultural development practices and reveal the strengths, weaknesses, and challenges of the program to promote agricultural productivity in rural Ethiopia.

1.2. STATEMENT OF THE PROBLEM

Agricultural technical and vocational education and training (ATVET), as a subset of TVET approaches and institutions, has been particularly hard-hit over the past few decades, as many developing country governments cut their public spending throughout the 1980s and 90s. In addition, many countries experienced rapid urbanization that took people and resources away from rural areas. Throughout this time period, agricultural education was increasingly disparate, with post-primary vocational education aimed at "the sons of traditional farmers," whereas post-secondary education was designed to "lead the sons of the middle class into public employment" (Johanson and Saint 2007). In other words, ATVET provided static skills training for agricultural systems that were mostly disconnected from more dynamic or growing sectors of national economies and the labor demands of those sectors. Atchoarena and Gasperini (2003) highlight another aspect of this phenomenon, arguing that following Green Revolution research and technology development, international and national interest in supporting agricultural development moved away from a skills-based approach for individual producers and toward a science-based approach that focused on tertiary education, research for technology transfer and non-formal rather than technical training for farmers. Over the past ten years, however, there has been growing emphasis on agricultural value chains to stimulate economic growth (Maguire 2011). These modern value chains, in turn, demand skilled workers to fill a variety of roles that relate to agricultural development but that are not directly related to traditional roles of production and small-scale sales.

Though interest and investment in agricultural value chain development has seen a resurgence over the past ten years, there remains a lack of consensus on if and how best to support vocational training for contemporary agricultural skills and occupations. If, as Vandenbosch (2006) and Atchoarena and Gasperini (2003) suggest, ATVET is an outdated approach to supporting agricultural change and rural development, how can national government and international donors shift the framework within which to invest in occupational skills for agriculture? In the broader context of education and training systems, many development agencies and practitioners have moved away from discussing vocational versus formal training, and toward the more inclusive goal of workforce development (Olenik and Fawcett 2013; Jacobs and Hawley 2008). In the context of agricultural workforce development, there is still a lack of

agreement on the types of occupations needed and how best to prepare and train individuals for those roles. Rivera and Alex (2008) suggest a two-tiered agricultural system, with individual farmers directly engaged in agricultural production while a second level of businesses and individuals provide them with the support and services necessary to succeed. Agribusinesses and self-employed farm entrepreneurs also play roles in this vision of the agricultural system. If we take the tiered vision of contemporary agricultural systems as a useful heuristic to understand how best to target education and training to a range of individuals. To enhance the job opportunities for TVET graduates, TVET programs are assigned to operate with enterprises to provide graduates with social networks for employment (Banner & Orda, 2007). However, partnerships between TVETs and enterprises in Ethiopia are limited and needs improvement to share employment responsibilities for the TVET graduates (Hagos Baraki & van Kemenade, 2013; George & Chaze, 2009). The provision of career services by TVET programs was considered as another factor to increase employment among graduates (Siriwardene, 2009). Through career services, TVET programs can inform graduates about labour market opportunitie s regarding where and how jobs can be found (Siriwardene, 2009). Research (Okorafor & Okoraf or, 2011) showed that TVET programs in Ethiopia do not put strong emphasis on career services that show students the career paths of the chosen industry.

The remainder of this report was explore some of the key issues currently facing agricultural education systems in general, but will focus mostly on the changing role of ATVET in contemporary approaches to agricultural and rural development. The educational level at which vocational and workforce development programs operate, the range of skills and knowledge included in "agricultural" training, and the delineation of agricultural occupations are all open questions in the current discussions around ATVET and agricultural workforce development, and so will be the central focus of discussion here. Much of the current literature and scholarship on agricultural education and training in developing countries focuses on sub-Saharan Africa, and so some specific arguments about the current field are likely to be more directly focused on that continent. This study attempts to answer the following questions:

i. To what extent are the trainees selected according to their interest?
ii. To what extent are facilities and instruction materials available for the training program?
iii. Did the necessary preparation take place during the training process?

iv. Is the management body competent enough to run the training program so that to achieve its goals?

1.3. OBJECTIVES OF THE STUDY

1.3.1. General Objective

The main objective of this study was to assess the actual practice and challenge of ATVET (Agri culture technical vocational education and training) colleges.

1.3.2. Specific Objectives

i. To what extent are the trainees selected according to their interest?
ii. To what extent are facilities and instruction materials available for the training program?
iii. Did the necessary preparation take place during the training process?
iv. Is the management body competent enough to run the training program so that to achieve its goals?

1.4. Significance of the Study

Training adds value to the skill, knowledge, and attitude of the work force required for the nation's development. Thus, this research was used as an input for the planners and implementers in governmental and non-governmental organizations who work in development area. Therefore, all stakeholders of the ATVET program can benefit by reading this work after this study. The study is important in indicating special focus areas that need improvement in ATVET. Moreover, the findings of some research show that the training program currently conducted lacks proper preparation on all aspects of the training process, Stakeholder's involvement was poor, respective bodies of the training program were not committed and the actual performance of its implementation was far from its vision and objectives. So that this research find the way of extensive efforts were done in the preparation of TVET reform in the education system and serve as sources and baseline for further study.

1.5. Scope of the study

The study was delimited to collect information in large from agricultural technical vocational education and training (ATVET) college. In addition, the study includes only institutional factors that affect the quality of training and possibly reduce the effectiveness of the training program with available human and non-human resources. For the study to be manageable, representatives of trainees, trainers, head of department, vice deans and dean and administrative body were select to provide the required information.

1.6. Limitation of the study

The study attempts to collect information from large number of respondents in order to include representatives from different field of studies involved in the training program. So, it was take considerable length of time to gather information as well as to carryout data analysis. And also it was happen financial constraints.

1.7. Definition of Terms

ATVET is abbreviation of Agricultural Technical Vocational Education and training.

A strategy: is a special plan made to achieve a market position and to reach the organizational goals and objectives.

A Policy: refers to a set of rules made by the organization for rational decision making.

Extension is a series of embedded communicative interventions that are meant, among others, to develop and /or induce innovations which supposedly help to resolve (usually multi actor) problematic issues.

Agricultural extension provides research-based educational and informational programs typically for rural populations.

Quality is the specific level of knowledge, skill and abilities that trainees achieve because of their engagement in education

Training is maintenances and adaptation of competences of the existing personnel with the context of their current position.

Quality of training: refers to qualification, course and providers, basically it related to trainee's achievement (output).

1.8. Organization of the paper

The study was consists of five chapters. The first chapter includes: background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, definitions of terms. The second chapter reviews literatures that are related to the research topic. It consists of conceptual framework and historical background of ATVET in Ethiopia. The third chapter deals with the research design and methodology. Chapter four deals with data presentatio n and analysis. It consists results, characteristics of the respondents, analysis and interpretation of the data and training process. Finally, chapter five was about summary, conclusions and recomm endations.

CHAPTER TWO

2. LITRATURE REVIEW

2.1. Introduction

ATVETs train development agents (DAs) to work in Farmer Training Centers (FTCs) to enhance the knowledge base and skills of farmers and there by provide the institutional framework for increasing the efficacy of agricultural extension services. Before the ATVETs, the universities were the only institutions offering training at degree and diploma levels in general agriculture. In 2000, the government invested in ATVET centers to train DAs charged with carrying out agricultural extension activities with farm households. By the close of 2008, the program had trained 62,764 DAs at the diploma level (Davis et al., 2010).

Agricultural education and training institutes such as the ATVETs are conventionally viewed as a means for building human and scientific capital, but it is important to recognize that this training also has a vital role in building the capacity of organizations and individuals to transmit and adapt to new applications of existing information, new products and processes, and new organizational cultures and behaviors. It is thus important to improve training systems by strengthening the innovative capabilities of organizations and professionals; changing organizational cultures, behaviors, and incentives; and building innovation networks and linkages (Davis et al., 2007; Spielman, Davis et al., 2008). The ATVETs work closely with farmers to provide technical information in crop production, livestock production and natural resource management. NGOs like FAO, Farm Africa, Red Cross, and Bio-Safe have been implementing very innovative extension systems (Aberra and Teshome, 2009).

In addition to their training role, the ATVET colleges have expanded their mission to include provision of non-formal specialized short-term training, skill gap training, entrepreneurial training, applied technology transfer, and services for farmers, agriculture businesses, and the public sector (Kreuchauf, 2008). But the Resources allocated to many ATVETs are insufficient to conduct practical education (including training on tractors, combine harvesters, or other machinery, and experimentation with plant and animal breeding materials); to assist students in undertaking practical attachments (by covering their travel and living expenses during long-term

attachments in the private sector or with public extension services); and to appoint qualified instructors with sufficient experience and practical training. Moreover, ATVETs continue to depend on very traditional educational approaches and learning philosophies that revolve around conventional modalities of instruction, make limited use of modern educational infrastructure or equipment, and provide professionals and graduates with a relative small set of technical skills and abilities. Lectures and materials are often in English, although students‟ command of the language is usually quite limited and curriculum content tends to overlook the importance of creating opportunities for students to build practical skills in decision making, creative thinking, problem solving, and independent thought (Davis et al., 2007).

2.1.1. Farmer Training Centers (FTCS)

Since 2002, more than 8,489 FTCs have been built at the kebele (the lowest administrative division) level. The centers are staffed by DAs and are responsible for providing extension activities in rural areas. Core activities concern livestock, crop production, and NRM (Davis et al., 2010). FTCs at the kebele level were also identified as a critical resource needed to enable extension delivery. The FTCs were designed as local-level focal points for farmers to receive information, training, demonstrations, and advice, and included both classrooms and demonstration fields. The FTCs are expected to form an important node between extension and farmers in the agricultural sector. FTCs are managed at the kebele level, but funding for capital, operational, and salary costs come from the Woreda level (Davis et al., 2009).

Each FTC is staffed by three DAs (one each in the areas of crops, livestock, and NRM) and supported by an itinerant DA covering three FTCs and trained in cooperatives management or a related field (Spiel man et al., 2006). Each DA is expected to train 120 farmers per year in his or her field of specialization. He or she is also expected to provide modular training to 60 farmers every six months in his or her field of specialization (Ethiopia MOFED, 2007). Researchers agree that the FTCs should be the focal point for all the actors within the innovation system (Abate, 2007). However, the FTCs need monitoring and support (Aberra and Teshome, 2009). This is in addition to having a clear business or operational strategy and knowledgeable DAs who are capable of running them.

2.1.2. Farmer Field Schools (FFS)

Farmer Field Schools are a participatory method of learning, technology development, and dissemination based on adult-learning principles such as experiential learning. Groups of 20-25 farmers typically meet weekly in an informal setting in their own environment. Farmers are facilitated to conduct their own research, diagnose and test problems, and come up with solutions. Both to ensure sustainability and to enhance the sense of ownership and responsibility, FFS programs are encouraging cost sharing (Davis, 2009). Farmer field schools (FFS) have been a recent topic of debate as to their impact in SSA and elsewhere (Davis, 2006). Although many positive reports exist on the benefits of the FFS approach, some studies have called into question their overall impact and financial sustainability. FFS have shown remarkable impact in terms of pesticide reduction, increases in productivity, knowledge gain among farmers, and empowerment. However, these effects have been generally confined to the most directly-engaged farmers, rather than demonstrating adequate capacity for scaling up for greater impact. The FFS themselves are undergoing reforms to address these issues, such as becoming self-financed (Khisa, 2007).

2.2. Programs and Curriculum Offered at ATVETs

The ATVET curriculum was first introduced in September 2000 by the Ministry of Agriculture (now MOARD) in 28 ATVETs located across the country. In 2001, the number was reduced to 25. ATVETs seek to produce mid-level, skilled, and competent agricultural DAs who will then teach farmers at FTCs. The ATVET colleges provide a three-year diploma program in one of five disciplines: Animal Science, Animal Heath, Agricultural Cooperatives Development, Natural Resources, and Plant Science. All ATVETs offer Animal Science, Natural Resources, and Plant Science. Only a few colleges offer Animal Health and Agricultural Cooperatives.

2.2.1. Agricultural Cooperatives Development Department

The Agricultural Cooperatives program is offered through two departments: Agricultural Cooperatives Organization and Management, and Agricultural Cooperatives Accounting and Auditing. The program focuses on social, political, and economic consciousness; managerial, Marketing and controlling capabilities salesmanship and marketing management, accounting, and auditing.

2.2.2. Animal Health Department

The department offers basic courses on animal anatomy and physiology, infectious and noninfect ious diseases, and drugs and their administration. The contribution of the livestock sector to the national economy is minimal compared to its potential. One of the main causes of this mismatch between population size and production output from livestock in Ethiopia is the widespread occurrence of many infectious and parasitic diseases which drastically reduce the production of livestock through morbidity, mortality and market restriction. Ethiopia is endemic to a number of livestock diseases which continue to deter livestock productivity and agricultural development. The impact of animal diseases stems from direct losses due to mortality and its indirect effects through slow growth, low fertility and decreased work output that result from morbidity. Most livestock diseases have more devastating effects on young animals. Animals that recover experience severe growth problems which hinder longer term productivity, all of which translates to poor returns for the livestock keeper. The annual loss due to mortality ranges from 8–10% for cattle, 12–14% for sheep, 11–13% for goats and 56.9% for poultry. These figures are much higher for calves, lambs and kids. The direct and indirect losses from livestock disease have significant economic, food security and livelihood impacts on livestock keepers and the national economy. Available data indicate that Ethiopia's livestock and livestock products export is very minimal as compared to the national potential. Despite the substantial demand for meat and livestock from potential importing countries, exports to those markets often face impediments as a result of stringent animal health requirements and repeated bans. These bans have disrupted trade with major costs to Ethiopian producers, livestock traders and meat exporters. The presence and prevalence of a number of trade-limiting trans boundary livestock diseases has denied the country access to international market and makes it vulnerable to trade bans. As many regions rid themselves of infectious animal diseases, and as international trade and travel intensify, these health threats are of increasing concern to Ethiopia's trading partners.

2.2.3. Animal Science Department

The department offers courses on animal production and management, range management, anim al nutrition and health, animal health and breeding, hide and skins, fisheries, and marketing. Practical skills are enhanced by providing farmstead structures, initial establishing stock, farm equipment and facilities, and animal feed production farms.

2.2.4. Natural Resource Department

The department provides basic courses on the development and sustainable use of natural resources (forests, soil, and non-timber forest products, alternative energy sources, and so on) and water harvesting technologies. Practical skills are developed by providing tree nursery farms, agro forestation/reforestation demonstration units, soil and water conservation demonstration units, and equipment and facilities. Natural resources management refers to the use of scientific, technical, and social. knowledge to understand and manage the interactions between people and their environment, and to promote the sustainable use of natural resources for the benefit of both present and future. Natural Resource Management (NRM) refers to the sustainable utilization of major natural resources, such as land, water, air, minerals, forests, fisheries, and wild flora and fauna. Together, these resources provide the ecosystem services that provide better quality to human life. Sustainable management of natural resources is defined in the Environment Act as: "using natural resources in a way and at a rate that maintains and enhances the resilience of ecosystems and the benefits they provide. Natural Resources. Natural resources are materials from the Earth that are used to support life and meet people's needs. Any natural substance that humans use can be considered a natural resource. Oil, coal, natural gas, metals, stone and sand are natural resources. NRM includes eight principles of legitimacy, transparency, accountability, involvement, fairness, integration, capability, and adaptability these features provide normative guidance for the establishment of multilevel NRM governance. Natural resource management deals with managing the way in which people and natural landscapes interact. It brings together natural heritage management, land use planning, water management, bio-diversity conservation, and the future sustainability of industries like agriculture, mining, tourism, fisheries and forestry.

2.2.5. Plant Science Department

The department offers courses on the basic concepts of plant development, external and internal structures, growing media and their constituents, production technologies and their management, major pests and their controlling methods, postharvest handling, and processing techniques. Focus is placed on the production technologies of cereals, pulse crops, oil crops, vegetables, root tubers, fruit crops, industrial crops, and fiber crops. Practical skills are achieved by offering

agronomy crop farms, fruit crop production, horticultural crop farms, research plots, and farm equipment and facilities.

2.2.6. Basic and Supportive Courses Department

This department offers basic and supportive courses including basic science courses such as Computer applications; English; math; supportive courses such as agricultural extension, agric ultural cooperatives, civics and ethical education, pedagogy, and physical education; and business courses such as farm management and general business. Students in each discipline take 16–17 credits per semester. At the end of the course, the students are expected to have completed 76 credit hours, fulfilling the requirement by the Ministry of Education (MOE). This is a requirement for accreditation for all diploma programs in the country, including the ATVET program.

2.3. Institutional Coordination of ATVETs

There are two classes of ATVET colleges: federal and regional colleges. There are seven federal colleges (four from large regions and three from emerging regions) that report to and are managed by the MOARD. The rest of the colleges (regional colleges) are managed by the BOARDs or the MOE through the TVET Commission or TVET Agency. The regions are mandated to decide which institution the ATVETs report to. Each college is internally managed by the College Academic Council, consisting of the dean of the college (chairperson), two deputy deans (one in charge of academic affairs and another in charge of administration and development), the heads of the academic and research units, two representatives of the teachers, the heads of the registrar and documentation office, the dean of students, a practical training program coordinator, and one representative of the college student community. The council is guided by academic rules and guidelines prepared by the MOARD. Each college has powers and duties to design and implement training programs based on the standards issued by the MOARD and based on the needs of the agricultural development of the country.

2.4. ATVET Strengths

2.4.1. Physical ATVET network

In six to seven years, Ethiopia has rapidly established 25 ATVETs, which together have produce d nearly 60,000 newly trained DAs. They provide access to education, through the FTCs, for adult learners who traditionally do not participate in the formal learning system. Almost all the ATVETs have adequately furnished classrooms, and most have basic library and laboratory facilities.

2.4.2. Broad ATVET service offering

In addition to offering DA training, several colleges are providing in-service training, refresher courses, direct extension, and a range of short courses in technical areas such as fruits and vegetables (agronomy or crop science), beekeeping, poultry, dairy, and the fattening of both cattle and small ruminants.

2.4.3. Linkage creation

ATVETs create active and meaningful collaboration among DAs, NGOs, and communities of farmers, regardless of educational level, language, culture, technology, and geography. Some ATVETs are involved in community projects that draw DAs, NGOs, and farmers together to Learn about new technologies and practices in crop production, livestock production, and/or NRM through workshops and field days.

2.5. Development of Agricultural Extension Work in Ethiopia

Agricultural extension work in Ethiopia began since 1931 during the establishment of the Ambo Agricultural School which is offering general education with a major emphasis on agriculture. In 1943 with the creation of ministry of agriculture the country witnessed the commencement of limited extension activities in different area. The real agricultural extension work began in the early 1950 by the establishment of the Imperial Ethiopian College of Agriculture and Mechanical Arts (IECAMA, now Haramaya University) with the assistance of the United States of America under the Point Four Programe. When the College was founded it was given the mandate to develop and deliver a national programme in agricultural extension (Belay, 1997).

The agricultural extension services rendered were more of a regulatory nature and included providing advice in soil conservation through the grow-more-trees campaign; better variety of seeds and seedlings; cleaning and seed selection; the protection of game fish; the preservation of hides and skins (Haile Selassie, 1959).

2.5.1. Levels of Agricultural Extension in Ethiopia

Agricultural extension system in Ethiopia can be given at different level; from that at federal level, at regional level, at Woreda level and at farmer training center. At Federal level ministry of Agriculture and Agricultural extension directorate have a mandate for extension development in different purpose. At regional level bureau of Agricultural development have a mandate to oversees the integration and harmonization of activities within regions and develop or adopt packages and provide support to Woreda offices of Agriculture in delivering extension at the Woreda level. Even though at Woreda level offices of agricultural and natural resource have a mandate to work for effective extension delivery. The provision of effective extension services are at farmer training center. As clearly mentioned in FTC guidelines by MoA (2009) FTC have been established to perform tasks such as promotion of the use of improved technology and practices, gathering organizing and disseminating information relating to market. So that agricultural extension service in Ethiopia has different levels starting ministry of Agricultural at federal level to farmers at farmers training center.

2.5.2. Extension Service in Ethiopia

Agricultural extension provides research-based educational and informational programs typically for rural populations. Extension service has meant different things to different people. According to Moris (1991) defined extension as the mechanism for information and technology delivery to farmers. This conceptualization of the extension service has been the basis for the Transfer of Technology (TOT) extension model.

2.5.3. Extension Approaches in Ethiopia during different Regimes

Extension approaches in Ethiopia differ with different political regimes. During the imperial regime transfer of the responsibility for national extension administration to the Ministry of Agriculture, extension service became one of the departments in the Ministry. Stommes, E. and Sisaye, S. 1979 state the situation of agricultural extension in the 1960s succinctly: Since more

than 60 per cent of the peasant population live at least a half-day's walk from all-weather roads and since the few extension agents had been assigned along all major highways, there was relatively little contact between extension agents and farmers.

Under the military regime the following 1974 revolution, the new military regime enforced land reform March 1975; the land reform proclamation banned the private ownership of rural lands and declared that land would be distributed to the tillers without compensation to former owner. But because of the political instability the extension system can no go far. And In the current Agricultural extension system takes Agriculture as it is a sector with great potential for improving rural livelihood and eradicating poverty. Resting on this potential, the government seeks to double agricultural production during the Growth and Transformation Plan (GTP) period by scaling up best practices, incentivizing production of high value crops, and expanding irrigation development and natural resource conservation. So that it facilitates the doubling of agricultural productivity of smallholder farmers by end of the GTP in 2015. This goal is achievable with the strategies government has identified since the underlying strategy is to diffuse agricultural best-best practices from the model to the rest of the farmers, the role of agricultural extension services is critical in realizing this goal. It calls for cost-effective and innovative approaches to the way the agricultural sector generates and disseminates new knowledge and information to smallholder farmers.

ATVETs train development agents (DAs) to work in Farmer Training Centers (FTCs) to enhance the knowledge base and skills of farmers and there by provide the institutional framework for increasing the efficacy of agricultural extension services. The government invested in ATVET centers to train DAs charged with carrying out agricultural extension activities with farm househ olds. By the close of 2008, the program had trained 62,764 DAs at the diploma level (Davis et al., 2010). The ATVETs work closely with farmers to provide technical information in crop production, livestock production and natural resource management. NGOs like FAO, Farm Africa, Red Cross, and Bio-Safe have been implementing very innovative extension systems (Aberra and Teshome, 2009). In addition to their training role, the ATVET colleges have expanded their mission to include provision of non-formal specialized short-term training, skill gap training, entrepreneurial training, applied technology transfer, and services for farmers, agriculture businesses, and the public sector (Kreuchauf, 2008).

2.5.4. Conceptual framework

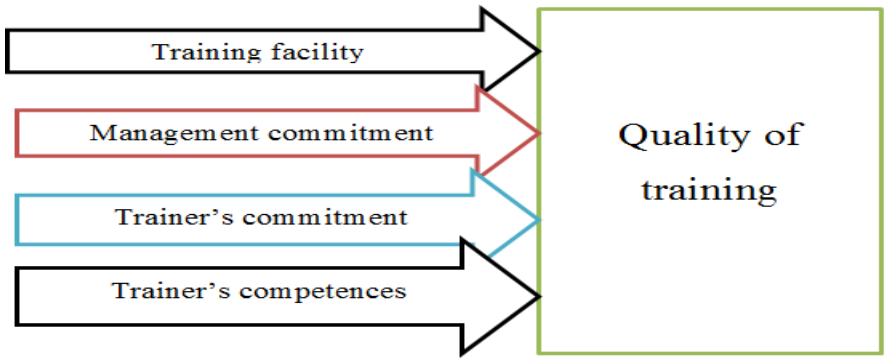


Figure 1: Conceptual framework of quality of training

Source: Research's development

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

This study was using both quantitative and qualitative approaches. A quantitative research requires that data be expressed in numbers. Thus, it was suitable since large amounts of data are collected from a large target group. For the empirical study a self-administered questionnaire was use as the data collection method. A self-administered questionnaire is easier to administer and allows for greater anonymity than interviews. The qualitative approach involves open ended questions in order to get detail information from the respondents. In this regard the study employed mixed approach so as to make it complete.

3.2.Research Area

The research area comprises Mersa ATVET and Kombolcha ATVET colleges which were situated in Mersa and Kombolcha town administration respectively. The rationale in select these college was both college has sufficient years of experience in giving agricultural technical vocational education and training. More over these institutions are convenient for the study since they were in my vicinity and easily collect the necessary information. Therefore, valuable primary and secondary data can be collected with available budget and time.

3.3.Target Population, Sample and Sampling techniques

As indicated in the general objective of the study, the purpose of the study was to explore assess the practice and challenges of Quality of Training in selected Agriculture TVET College in Amhara Region, Ethiopia. Stratified sampling procedure method was used to take Samples. Sample takes from the population of the college was arraigned by bottom, middle and top of the staff member and college trainee. The main sources of the information for the survey were AT VET trainees, trainers, head of department and vice-deans and deans of Mersa and Kombolcha ATVET colleges. Two ATVET Colleges, stakeholders which were found in Mersa ATVET and Kombolcha ATVET colleges was taken as the overall population of the study. In ATVET colleges had 102 trainers, 5 Deans, 561 trainees and 11 head of the department. From among this number,

239 employees and trainee was selected using the following formula in Stratified sampling: according (McNaughton & Cowell, 2018) formula:

From this population was selected using the following formula in Stratified sampling procedure method : according (McNaughton & Cowell, 2018) formula:

$$\mathrm{n} = \frac{N}{1 + (N)(e)2}$$

Where

N = is the total population

n = is the sample from the population

e = is the error term, which is 5 % (i.e. at 95% confidence interval)

n = $\frac{663}{1 + (663)\ (0.05)^2} = 239$

Deans ---------- = 5

Head of the department ---------- = 9

Trainers ---------- 102x249/663 = 36

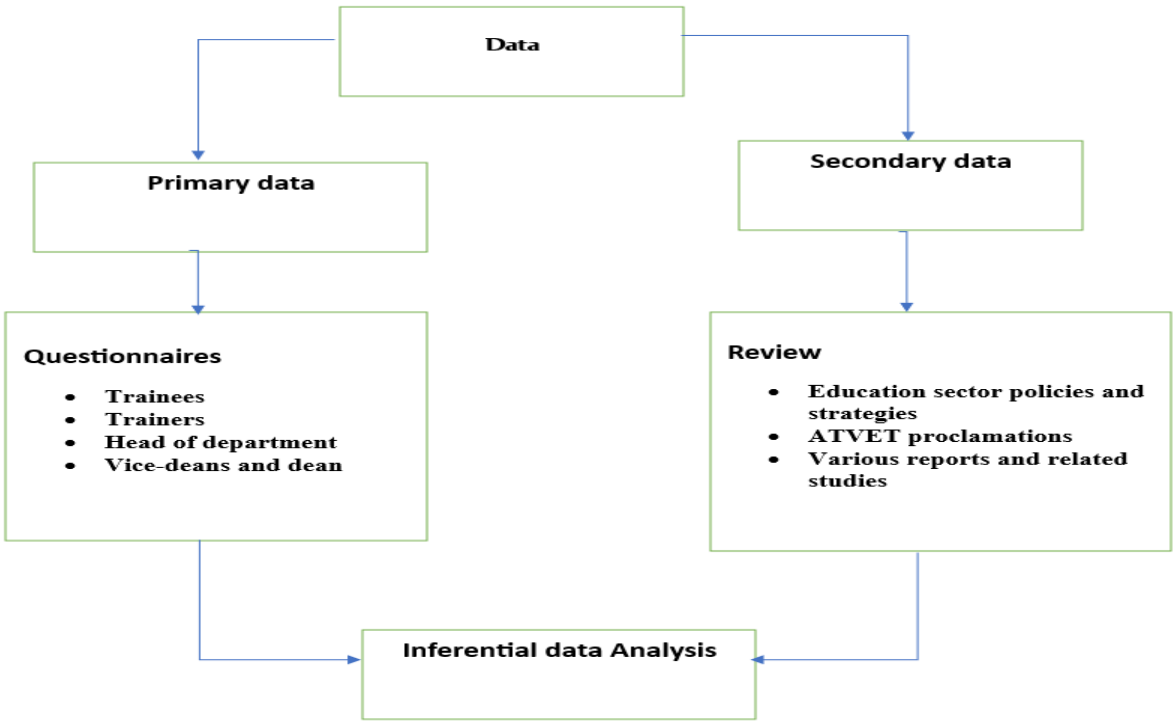
Trainees ---------- 561x249/663 = 189

3.4.Data Collection Tools and Procedures, and source of data

3.4.1. Source of data

A conceptual framework that divides into primary and secondary sources was to be included in the study, and based on this an instrument was going to develop. The primary data sources are going to find from trainees, trainers, head of department, vice-deans and dean. The main methods use to gather the data from primary sources are questionnaires that contain both close ended and open-ended questions. The development of the questionnaire have based on key determinants of the effectiveness of the program. These questionnaires were using to explore the extent to which the objectives of ATVET were addressed.

The secondary sources include education sector policies and strategies, ATVET proclamations, strategies, various reports and related studies gap. Based on these data, this study takes the secondary data as recommendation and amendment input for policy makers and non-governmental institutions for data generation.



3.4.2. Procedure for Data Collection

In order to obtain valid, reliable, complete, and accurate data on time, the following procedure was employed. In conducting the survey, first questionnaires was developed for each type of respondents. The development of questionnaires for this study is emphasized on these factors that may preclude the training program from being effective according to its objectives and goals. Based on that the questionnaires are divided in to three parts; the first part provides instruction for the respondents in order to ease the way responses are given, the second part includes general background information about personal data of the respondents, and the third part contain the questionnaire which includes detail information of the research questions.

The questionnaires were pilot in aware middle level ATVET institute. The responses received from pilot study served as test re-test method in order to judge the reliability of the questionnaires. Then time adjustment was done with the respondents of Kombolcha and Mersa ATVET College respondents in order to clarify and distribute questionnaires. Most of the questionnaires were filling and collect on the day of distribution. Moreover, documents were searched in the websites of national and international organizations, journals, in order to get various reports, strategies, action plans, and research articles. Additionally, the researcher looks for various books journals, and thesis than have conceptual and methodological relation with its research focus.

3.5. Data Analysis

After the data collection was completed, it was coded and entered into questionnaire forms developed using statistical package for social sciences (SPSS) software version 20, the analysis of data was accomplished by organizing and recording on excel data sheet. The transferred data was then analyzed by running of descriptive statistics. By taking Stratified sampling method sample of data from a population to describe about the population and, the results found was described in tables, graphs and in narration.

3.6. Validity and reliability test

Reliability is the extent to which results are consistent over time. Reliability checks the internal consistency of the instrument. Cronbach's alpha coefficient was used to test the

reliability of the study questionnaire. To test the reliability of the Likert scale used in this study, reliability analysis was done using Cronbach alpha as a measure. A reliability coefficient of $\alpha \geq 0.7$ was considered adequate. The reliability was adopted as recommended by Yang (2003). In this case, a reliability coefficient of 0.83 was registered, indicating a high level of internal consistency for the Likert scale used, as shown in the table below.

Table 1: Shows reliability test of data

Part of questionnaires	Cronbach's alpha
Availability of training facilities	0.751
Characteristics / skill of trainers	0.912
Implementation of training process	0.721
Competent of management body	0.952
total	0.83

3.7.Ethical Consideration

Ethical considerations identified in connection with this study will include the need to provide information about the purpose and confidentiality of the data collected, the protection of the anonymity of the respondents and their free participation, including the right to withdraw their Consent to participate. The complete questionnaires have never been shared by me with anybody within or outside the organization. Confidentiality reinforce by the fact that the results are always presented whether in this thesis or when discussing them with anybody else in a collective manner.

CHAPTER FOUR

4. RESULT and DISCUSION

4.1.Result

This chapter were consists of three parts, the first part shows the response rate, and the characteristics of the respondents, the second part shows analysis of research results in relation to the research questions and the third part shows discussion of the research .

4.1.1. Respondent rate

Table 2: Shows response rate

Respondents	Number of questioners distributed(D)	Appropriately filled and collected (C)	Response rate (C/D*100)
Trainees	201	189	94.03
Trainer	37	36	97.3
Head of department	10	9	90
Deans	5	5	100

The sampled population of trainee, trainer, department head and deans was 253. Accordingly, 253 questionnaires were distributed and the questionnaires were appropriately filled and returned was 239. Therefore, the response rate was 94.5%.

4.1.2. Demographic characteristics of respondent

Table3: Shows demographic characteristics of respondent

Variables	Categories	Frequency	Percentage	Cumulative
Gender of respondent				
Trainees	Male	63	33.3	33.3
	Female	126	66.7	100
Trainer	Male	29	80.6	80.6
	Female	7	19.4	100
Department head	Male	9	100	100
Deans	Male	5	100	100
Age of respondent				
Trainees	Less than 18 years	9	4.8	4.8

	18 years and above	180	95.2	100
Trainer	18-24 years	2	5.6	5.6
	25-31 years	12	33.3	38.9
	32-38 years	16	44.4	83.3
	39-45 years	6	16.7	100
Department head	25-31 years	4	44.4	44.4
	32-38 years	4	44.1	88.9
	39-45 years	1	11.1	100
Deans	32-38 years	4	80	80
	39-45 years	1	20	100
Current educational level				
Trainer	Advance Diploma	4	11.1	11.1
	BA/BSC	24	66.7	77.8
	MA/MSC	8	22.2	100
Head	BA/BSC	9	100	100
Deans	BA/BSC	2	40	40
	MA/MSC	3	60	100
Experience of respondent				
Deans	10-15years	3	60	60
	15-20 years	2	40	100
Head	6 month-1 years	1	11.1	11.1
	5-10 years	5	55.6	66.7
	10-15 years	1	11.1	77.8
	15-20 years	2	22.2	100
Trainer	1-5 years	6	16.7	16.7
	5-10 years	18	50	66.7
	10-15 years	10	27.8	94.4
	15-20 years	2	5.6	100
Marital status of respondent				
Deans	Married	5	100	100

Head	Married	6	66.7	66.7
	Unmarried	3	33.3	100
Trainer	Married	25	69.4	69.4
	Unmarried	11	30.6	100

Table 3, depicts that qualification of the trainer and dean respondents ranges from advance diploma up to MA/MSC which indicates that representatives from all qualifications of the trainers are included. In this table it is also evidenced that, more than 66% of the trainers are first degree holders which implies that, most of the trainers fulfill the required standard to provide training in accordance with the designed curriculum. With regard to their experience, most of the respondents have more than 5 years' experience. So, their familiarity to the training program can help them to give better justification, which in turn increases the quality of information provided by them. The data also revealed that most of the trainees are above 18 years old which indicates that they are in a position to provide valuable information with relation to the training in which they are involved.

4.1.3. Recruitment and selection of the trainees

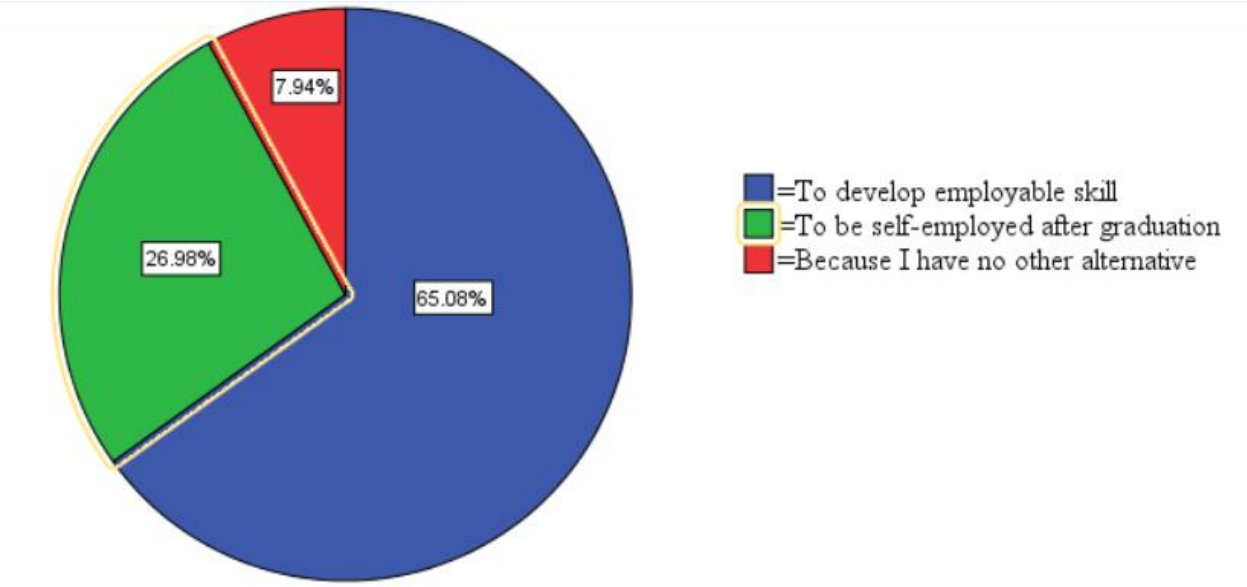


Figure 2: Shows reasons of trainees to join ATVET

Figure 2 shows that, most of the respondents are involved in this training program aspiring to be employed or start their own business after they are graduated from the institute which indicates that most of the ATVET trainees enrolled in these colleges have identified their objectives and goals when they participate in the training program. The figure also depicts that significant number of trainees jointed in this training program because they have no other choice which implies that some trainees are involved in the training program either without their interest or clear understanding of the training program.

4.1.4. Reasons that make trainees to decide their field of study

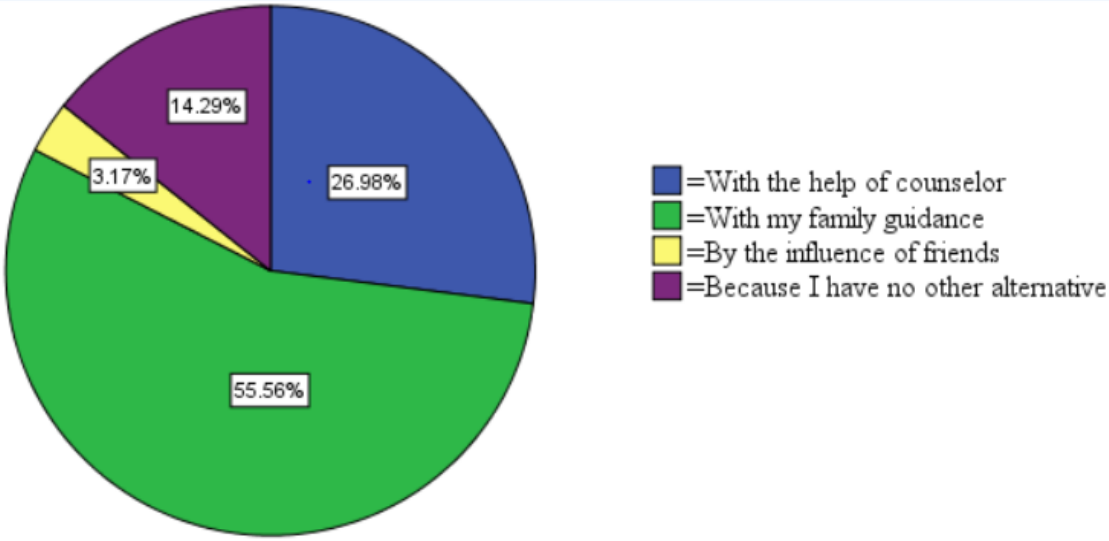


Figure 3: Shows reasons that make trainees to decide their field of study.

As it can be evidenced from figure 3, most of the respondents were enrolled in their field of studies by their family decision, or by getting advice from their families and guidance of counselors. But almost 14.29% of the trainees are involved in the field of study in which they are trained because they have no other alternative. Therefore it can be concluded that the recruitment and selection of trainees is mostly done according to their family interest. On the other hand, the number of trainees involved in those fields of studies in which they are not interested cannot be neglected. Since it implies that there is some problem in recruitment and selection process or the type of trades that are not selected by the trainees.

4.1.5. Availability of facilities and training materials

The success of teaching and learning is likely to be strongly influenced by the resources made available to support the process and the direct ways in which these resources are managed. It is obvious that colleges without teachers, text hooks, or learning materials were not being able to do an effective job. In that sense, resources are important for education quality. Inputs are intrinsically interrelated to teaching and learning processes, which in turn affect the range and the type of inputs used and how effectively they are employed. The following table shows the response of participants as to what extent training materials and facilities are available in Mersa and Kombolcha ATVET colleges.

Table 4: Shows available of resource by trainee

		Response			
Variable	Measurement	Not available	Not adequate	Moderately adequate	Adequate
Raw materials	Frequency			66	123
	Percent			34.9	65.1
Water supply	Frequency	3	18	60	108
	Percent	1.6	9.5	31.7	57.1
Electricity	Frequency	33	51	45	60
	Percent	17.5	27	23.8	31.7
Recreational area	Frequency	114	15	30	30
	Percent	60.3	7.9	15.9	15.9
Machine	Frequency	96	30	33	30
	Percent	50.8	15.9	17.5	15.9
Equipment	Frequency	69	45	54	21

	Percent	36.5	23.8	28.6	11.1
Health service	Frequency	138	27	12	12
	Percent	73	14.3	6.3	6.3
Work shop	Frequency	60	21	51	57
	Percent	31.7	11.1	27	30.2
Hand tools	Frequency	27	51	84	27
	Percent	14.3	27	44.4	14.3
Library	Frequency	81	18	48	42
	Percent	42.9	9.5	25.4	22.2
Toilet	Frequency	57	33	15	84
	Percent	30.2	17.5	7.9	44.4
Reference book	Frequency	78	30	15	66
	Percent	41.3	15.9	7.9	34.9

As clearly seen from the above table 4 trainee were raw material (65.1%), water supply (57.1%), toilet (44.4%) and electricity (31.7%) were available adequately and hand tools (44.4%) moderately adequate. On the other hand, recreational area (60.3%), machine (50.8%), equipment (36.5%), health service (73%), workshop (31.7%), library (42.9%) and reference books were not available. However there are machines, equipment, library, reference books and workshops they do not exist and therefore it was impossible to attain the required quality of training.

Table 5: Shows available of resource by trainer

Variable	Measurement	Response			
		Not available	Not adequate	Moderately adequate	Adequate
Raw materials	Frequency		4	22	10
	Percent		11.1	61.1	27.8
Water supply	Frequency		10	18	8
	Percent		27.8	50	22.2
Electricity	Frequency		12	14	10
	Percent		33.3	38.9	27.8
Recreational area	Frequency	10	12	8	6
	Percent	27.8	33.3	22.2	16.7
Machine	Frequency	6	10	16	4
	Percent	16.7	27.8	44.4	11.1
Equipment	Frequency	4	10	18	4
	Percent	11.1	27.8	50	11.1
Health service	Frequency	16	12	4	4
	Percent	44.4	33.3	11.1	11.1
Work shop	Frequency		12	18	6
	Percent		33.3	50	16.7
Hand tools	Frequency		10	18	8
	Percent		27.8	50	22.2
Library	Frequency	2	8	16	10

	Percent	5.6	22.2	44.4	27.8
Toilet	Frequency	2	4	16	14
	Percent	5.6	11.1	44.4	38.9
Reference book	Frequency	2	16	14	4
	Percent	5.6	44.4	38.9	11.1

The response of trainer were requested whether training raw material, machine, tools and equipment are sufficiently available to ensure quality of training. The above table 5 shows raw material (61.1%), water supply (50%), machine (44.4%), equipment (50%), workshop (50%) toilet (44.4%), electricity (38.9), hand tools (50%) and library (44.4%) were available moderately adequate and recreational area (33.3%) and reference books (44.4) was not adequate. On the other hand, only health service (44.4%) was not available. The existence of appropriate machines and equipment is not sufficiently to ensure quality of training. There must also be conformity between the equipment, machines and occupational standard.

Table 6: Show availability of college infrastructure by department head

Variable	Measurement Scale	Strongly disagree	Disagree	Have no idea	Agree	Strongly agree
Workshops are designed and constructed to provide training according to occupational standards requirements	Frequency		1	3	3	2
	Percent		11.1	33.3	33.3	22.2
Machines, equipment and hand tools are available for the trainees.	Frequency		2	1	5	1

	Percent		22.2	11.1	55.6	11.1
Raw materials are supplied adequately on time	Frequency	1	3	2	3	
	Percent	11.1	33.3	22.2	33.3	
There is adequate internet service	Frequency	2	3	3	1	
	Percent	22.2	33.3	33.3	11.1	
Reference books are adequately available in the library for related field of studies	Frequency		1	2	6	
	Percent		11.1	22.2	66.7	
There is conducive working environment to provide the desired training program	Frequency	1	2	3	2	1
	Percent	11.1	22.2	33.3	22.2	11.1
Available resource are utilized efficiently and effectively	Frequency	2		2	3	2
	Percent	22.2		22.2	33.3	22.2

The availability of training facility and infrastructure to ensure quality of training. According to the data shown in table 6 more than 33% of the respondents have no idea and agree about the adequacy of the workshop for the designed training program. Moreover that some of the respondents mentioned in their narrative response, workshops are neither wide enough nor standardized to do practical exercise, which implies that the training program suffers from conducting practical exercise due to lack of appropriate lay out of the training workshop. About 55.6 % of the respondents agree machines, equipment and hand tools were available for the trainees and 66.7% of respondents agree reference books were adequately available in the library for related field of studies. More than 33% of respondent agree available resource was utilized efficiently and effectively.

Table 7: Show availability of college infrastructure by dean

Variable	Measurement	Scale Strongly disagree	Disagree	Have no idea	Agree	Strongly agree
Workshops are designed and constructed to provide training according to occupational standards requirements	Frequency			4	1	
	Percent			80	20	
Machines, equipment and hand tools are available for the trainees.	Frequency		1	2	2	
	Percent		20	40	40	
Raw materials are supplied adequately on time	Frequency	1		2	2	
	Percent	20		40	40	
There is adequate internet service	Frequency	2		2		1
	Percent	40		40		20
Reference books are adequately available in the library for related field of studies	Frequency			1	3	1
	Percent			20	60	20
There is conducive working environment to provide the desired training program	Frequency	1	1	2	1	
	Percent	20	20	40	20	
Available resource are utilized efficiently and effectively	Frequency	2		1	1	1
	Percent	40		20	20	20

The data shown in table 7 was 80% of the respondents have no idea and 20% agree about the adequacy of the workshop for the designed training program. Moreover that some of the respondents mentioned in their narrative response, workshops are neither wide enough nor standardized to do practical exercise, which implies that the training program suffers from conducting practical exercise due to lack of appropriate lay out of the training workshop.

Lay out of any working area has its own impact on the process of doing things. It also gives safety if designed according to the requirements of working conditions. It is clearly stated in implementation of quality education that the standard of construction, the conditions of the facilities and specialized rooms are all important areas which significantly determine the outcome of educational provision. About 40 % of the respondents have no idea and agree machines, equipment and hand tools were available for the trainees and 60% of respondents agree reference books were adequately available in the library for related field of studies. From the respondent 40% was have no idea about there was conducive working environment to provide the desired training program and adequ ate internet service. 40% of respondent strongly disagree available resource was utilized efficiently and effectively.

4.1.6. Implementation of training Process

Training is a process. As it can be understood from the literature review, it requires proper planning, implementation and evaluation. Based on that questionnaires were developed to evaluate the actual performance of basic activities conducted in Mersa and Kombolcha ATVET colleges, the following table shows the degree of agreement of the respondents.

Table 8: Shows the implementation of training process by trainers

Variable	Measurement	Scale				
		Strongly disagree	Disagree	Have no idea	Agree	Strongly agree
Objective of the training are clearly defined	Frequency			6	24	6
	Percent			16.7	66.7	16.7
Trainers are oriented or communicated about the developed occupational standard	Frequency	2	2	2	26	4
	Percent	5.6	5.6	5.6	72.2	11.1
The model curriculum is designed to address the expected content of the developed occupational standard	Frequency	2	6	8	12	8
	Percent	5.6	16.7	22.2	33.3	22.2
Pre requisite course are identified and included in curriculum	Frequency	4	2	8	18	4
	Percent	11.1	5.6	22.2	50	11.1
Necessary training to fill the skill gap of the trainer is conducted on time	Frequency	12	4	6	8	6
	Percent	33.3	11.1	16.7	22.2	16.7

Trainees are oriented ,consulted ,recruited and selected according to their interest	Frequency	2	8	6	12	8
	Percent	5.6	22.2	16.7	33.3	22.2
Instructional materials are prepared and distributed on time	Frequency	2	4	8	18	4
	Percent	5.6	11.1	22.2	50	11.1
Proper instructional media is selected	Frequency	4	8	6	14	4
	Percent	11.1	22.2	16.7	38.9	11.1
Continuous assessment is conducted	Frequency	2		10	18	6
	Percent	5.6		27.8	50	16.7
Feedback is supplied to the trainees about their performance consistently	Frequency		4	8	14	10
	Percent		11.1	22.2	38.9	27.8
Evaluation of the training program is conducted	Frequency		2	4	18	12
	Percent		5.6	11.1	50	33.3
Available resource are utilized efficiently and effectively	Frequency		4	2	18	12
	Percent		11.1	5.6	50	33.3

According to the data shown in the above table 66.7% of the respondents agree about the clarity of training objectives. Similarly they also 72.2% respondent agree that orientation has been given on occupational standards. But, they disagree on the adequacy of the orientation given. As it is indicated in revised TVET strategy (2008), occupational standards are prepared by industries. But, the current implementation shows that trainers are not well oriented about those occupational standards in which they are expected to provide training. Occupational standards are prepared by industries and the actual training on these occupations is given by trainers of

the colleges. Therefore it can be concluded that trainers lack adequate information to provide training at the required level. In principle, each training institution or enterprise is entitled to prepare its own curricula reflecting the specific occupational standards. More than 33 % of the respondents were agree pre requisite course are identified and included in curriculum, trainees are oriented ,consulted ,recruited and selected according to their interest, instructional materials are prepared and distributed on time, proper instructional media is selected, continuous assessment is conducted, feedback is supplied to the trainees about their performance consistently, evaluation of the training program is conducted and available resource are utilized efficiently and effectively. But 33.3% of the respondent was strongly disagree to necessary training to fill the skill gap of the trainer is conducted on time. This result implies there is not conducting of training to fill the trainer skill gap.

Table 9: Shows the implementation of training process by department head

Variable	Measurement	Scale				
		Strongly disagree	Disagree	Have no idea	Agree	Strongly agree
Objective of the training are clearly defined	Frequency	1	2	1	4	1
	Percent	11.1	22.2	11.1	44.4	11.1
Trainers are oriented or communicated about the developed occupational standard	Frequency		1	3	5	
	Percent		11.1	33.3	55.6	
The model curriculum is designed to address the expected content of the developed occupational standard	Frequency		2	3	4	
	Percent		22.2	33.3	44.4	
Pre requisite course are identified and included in curriculum	Frequency	1	2	4	2	

	Percent	11.1	22.2	44.4	22.2	
Necessary training to fill the skill gap of the trainer is conducted on time	Frequency	1	3	3	1	1
	Percent	11.1	33.3	33.3	11.1	11.1
Trainees are oriented ,consulted ,recruited and selected according to their interest	Frequency			1	6	2
	Percent			11.1	66.7	22.2
Instructional materials are prepared and distributed on time	Frequency		3	2	1	3
	Percent		33.3	22.2	11.1	33.3
Proper instructional media is selected	Frequency		2	3	4	
	Percent		22.2	33.3	44.4	
Continuous assessment is conducted	Frequency		1	2	4	2
	Percent		11.1	22.2	44.4	22.2
Evaluation of the training program is conducted	Frequency	1	3	1	4	
	Percent	11.1	33.3	11.1	44.4	
Available resource are utilized efficiently and effectively	Frequency	1	4	1	2	1
	Percent	11.1	44.4	11.1	22.2	11.1

As clearly seen from the above table 9,the implementation of training process more than 44.4%of the respondent were agree objective of the training were clearly defined , trainers were oriented or communicated about the developed occupational standard and the model curriculum was designed to address the expected content of the developed occupational standard .Similar degree they also agree trainees were oriented ,consulted ,recruited and selected according to their interest, proper instructional media was selected and

continuous assessment were conducted evaluation of the training program . On the other hand 44.4% of respondent was have no idea about pre requisite course were identified and included in curriculum. But 33.3% and more than of the respondent was disagree to necessary training to fill the skill gap of the trainer is conducted on time, instructional materials are prepared and distributed on time and available resource were utilized efficiently and effectively. This result implies there was missing conducting of training implementation process.

Table 10: Shows the implementation of training process by dean

Variable	Measurement	Scale				
		Strongly disagree	Disagree	Have no idea	Agree	Strongly agree
Objective of the training are clearly defined	Frequency		1		1	3
	Percent		20		20	60
Trainers are oriented or communicated about the developed occupational standard	Frequency			2	1	2
	Percent			40	20	40
The model curriculum is designed to address the expected content of the developed occupational standard	Frequency		1	1	2	1
	Percent		20	20	40	20
Necessary training to fill the skill gap of the trainer is conducted on time	Frequency	1	1		3	
	Percent	20	20		60	
Trainees are oriented ,consulted ,recruited and selected	Frequency	1	1	2		1

according to their interest						
	Percent	20	20	40		20
Instructional materials are prepared and distributed on time	Frequency	1		1	2	1
	Percent	20		20	40	20
Proper instructional media is selected	Frequency		1	1	1	2
	Percent		20	20	20	40
Continuous assessment is conducted	Frequency			2	1	2
	Percent			40	20	40
Evaluation of the training program is conducted	Frequency		1		4	
	Percent		20		80	
Available resource are utilized efficiently and effectively	Frequency	1			4	
	Percent	20			80	

From the data gathered shows more than 40% of the respondent strongly agrees objective of the training were clearly defined and proper instructional media was selected. Similar degree they also agree necessary training to fill the skill gap of the trainer was conducted on time, trainees were oriented, consulted, recruited and selected according to their interest, instructional materials were prepared and distributed on time, and evaluation of the training program was conducted and available resource were utilized efficiently and effectively. On the other hand 40% of respondent had no idea about trainers were oriented or communicated about the developed occupational standard and trainees were consulted, recruited and selected according to their interest and continuous assessment was conducted. This result shows that there were some faults found on the implementation of training process.

4.1.7. The role of management body

In the process of training people, materials and money are essential inputs to come up with the expected outcome. Therefore, proper management system shall be designed implemented for the designed program to be effective. According to the data obtained from narrative responses, some respondents believe that those problems encountered in the training program are due to lack of well-structured management body and qualified Leaders. In order to assess the performance of management activities with relation to the training process in Mersa and Kombolcha ATVET colleges, questionnaires were developed and distributed to the participants of the training program. The following table shows the evaluation result of the respondents. Moreover, the narrative responses of the trainees were analyzed.

Table 11: Shows the role of management body

Variable	Measurement	Scale				
		V. poor	Poor	Fair	Good	V. good
Vision and goal setting ability of the leaders	Frequency	2		2	26	6
	Percentage	5.6		5.6	72.2	16.7
	Cumulative	5.6		11.1	83.3	100
Leaders' ability to perform management function	Frequency	4	2	6	20	4
	Percentage	11.1	5.6	16.7	55.6	11.1
	Cumulative	11.1	16.7	33.3	88.9	100
Leaders' leading role	Frequency		8	10	14	4
	Percentage		22.2	27.8	38.9	11.1
	Cumulative		22.2	50	88.9	100
Leaders' communication skill	Frequency	4	4	2	14	12

	Percentage	11.1	11.1	5.6	38.9	33.3
	Cumulative	11.1	22.2	27.8	66.7	100
Leaders' interpersonal skill	Frequency	4	2	4	10	16
	Percentage	11.1	5.6	11.1	27.8	44.4
	Cumulative	11.1	16.7	27.8	55.6	100
Conflict handling skill of the leaders'	Frequency	4	4	2	18	8
	Percentage	11.1	11.1	5.6	50.0	22.2
	Cumulative	11.1	22.2	27.8	77.8	100
Motivating skill of the leaders'	Frequency	2	12	6	8	8
	Percentage	5.6	33.3	16.7	22.2	22.2
	Cumulative	5.6	38.9	55.6	77.8	100

According to the data obtained from the respondents slightly more than half of them agree that the vision and goal setting ability of their leaders in good. The response of the remaining lies below this degree. On the other hand, the data gathered about the ability of leaders to perform management activities shows that more than fifty percent of the respondents agree their leaders perform their functions well. But, the narrative responses of the trainees indicate that there is lack of follow up and control of the training program. Moreover, the data gathered on the degree of leading role of the leaders of these colleges show that 50% of the respondents' rate it is fair and below. Therefore, it can be concluded that though leaders of these institute are to some extent visionaries they are not able to influence their subordinates as the actual performance is under question.

Visions should be able to create possibilities that are inspirational and unique, and offer a new order that can produce organizational distinction. A vision is likely to fail if it does not offer a view of the future that is clearly and demonstrably better for the organization

and its members. Desirable visions fit the times and circumstances and reflect the uniqueness of the Organization. People in the organization must also believe that the vision is attainable.

Improving relational communication increases job satisfaction and worker involvement and openness in communication develops good interpersonal working conditions. The data gathered about the degree of interpersonal skill of the leader's shows that 44.4% of respondent was interpersonal skill of the leaders is very good. On the other hand almost 22.2% of the respondents' rate their leaders' conflict handling skill is very good and the remaining rate them below very good which implies that leaders of these college lack proper decision making.

As it is shown in table 11 the data obtained from the respondents indicate that 33.3% of the respondents agree that the motivation skill of their leaders is poor, 16.7 percent of the respondents agree that the motivating skill of their leaders is fair, and 22.2 percent of them agree that the motivating skill of their leaders is good. From this result it can be concluded that leaders of these college are not able to motivate their subordinates properly in order to achieve the goal of the designed training program.

4.1.8. Related factors on performance of trainer's

Trainers are direct participants in the training activity so their knowledge, skill, and attitude have high influence on the effect of the designed training program. In order to assess the attitude of trainers, deans and head of department are asked to give their idea at the following characters of trainers.

Table 12: Related factors on performance of trainer's by trainees

		Scale			
Variable	Measurement	Low	Moderate	High	V. high
Provide information on the objective of the training program	Frequency	18	75	87	9
	Percentage	9.5	39.7	46.0	4.8
	Cumulative	9.5	49.2	95.2	100
Provide reading materials on time	Frequency	18	42	69	60
	Percentage	9.5	22.2	36.5	31.7
	Cumulative	9.5	31.7	68.3	100
Assign practical works related with the theoretical concept	Frequency	54	39	42	54
	Percentage	28.6	20.6	22.2	28.6
	Cumulative	28.6	49.2	71.4	100
Guide us about the usage of equipment ,tools and machine	Frequency	45	66	48	30
	Percentage	23.8	34.9	25.4	15.9
	Cumulative	23.8	58.7	84.1	100
Evaluate consistently	Frequency	12	87	78	12
	Percentage	6.3	46.0	41.3	6.3

	Cumulative	6.3	52.4	93.7	100
Provide feedback on the trainee's performance	Frequency	30	93	48	18
	Percentage	15.9	49.2	25.4	9.5
	Cumulative	15.9	65.1	90.5	100
Provide orientation and consultation for the trainees	Frequency	30	99	42	18
	Percentage	15.9	52.4	22.2	9.5
	Cumulative	15.9	68.3	90.5	100

The above table 12 depicts trainers making sound preparation , how much emphasis the trainers give for three dimension of learning knowledge, skill and attitude , continuous assessment to evaluate the progress of their trainees continuous follow up of practical training , develop performance in different context and to build positive attitude of trainees. The most respondent was agreeing trainer s highly provide information on the objective of the training program and reading materials on time for trainees. However, more than 34% of the respondent agrees moderately performance of trainers were to guide us about the usage of equipment, tools and machine, evaluate consistently, provide feedback on the trainee's performance and orientation and consultation for the trainees. On the other hand 28.6 % of respondent waslow performance of trainer in assign practical works related with the theoretical concept.

Table 13: Related factors on performance of trainer's by department head

Variables	Measurement	Strongly disagree	Disagree	Have no idea	Agree	Strongly agree
Trainers are motivated towards the achievement of training objective and goals.	Frequency	2	2	1	3	1
	Percentage	22.2	22.2	11.1	33.3	11.1
	Cumulative	22.2	44.4	55.6	88.9	100
Trainers accept necessary changes without resistance.	Frequency	3	1	5		
	Percentage	33.3	11.1	55.6		
	Cumulative	33.3	44.4	100		
Trainers have the desire to retain in the college.	Frequency	2	3	2	2	
	Percentage	22.2	33.3	22.2	22.2	
	Cumulative	22.2	55.6	77.8	100	
Trainers are committed for the accomplishment the training program.	Frequency	1	1	1	4	2
	Percentage	11.1	11.1	11.1	44.4	22.2
	Cumulative	11.1	22.2	33.3	77.8	100

The data shown in table13 depicts that, 33.3% of the respondents agree that trainers are motivated towards the accomplishment of the training objective. They also evaluate the degree of accepting necessary change without resistance was 55.6% of respondent have no idea. Moreover, the data gathered to evaluate the degree of trainers' attitude to retain in the college shows that trainers don't want to

stay in the college. More than 44% respondents agree that trainers are at committed for the accomplishment of the training program. So the negative attitude of the trainers towards their working condition implies that there is poor communication between the management body and the trainers in these colleges.

Table 14: Related factors on performance of trainer's by deans

Variables	Measurement	Strongly disagree	Disagree	Have no idea	Agree	Strongly agree
Trainers are motivated towards the achievement of training objective and goals.	Frequency		1	2	2	
	Percentage		20	40	40	
	Cumulative		20	60	100	
Trainers accept necessary changes without resistance.	Frequency	2		1	1	1
	Percentage	40		20	20	20
	Cumulative	40		60	80	100
Trainers have the desire to retain in the college.	Frequency	1		2		2
	Percentage	20		40		40
	Cumulative	20		60		100
Trainers are committed for the accomplishment the training program.	Frequency		1	2		2
	Percentage		20	40		40

	Cumulative	20	60	100

The data shown in table14 depicts that, 40% of the respondents have no idea and agree that trainers are motivated towards the accompl ishment of the training objective. The rest 20% of the respondent disagree about trainers are motivated towards the accomplishment of the training objective. On the other hand 40% of the respondent was strongly disagreeing accepting necessary change without resistance. Similarity the previous data gathered to evaluate the degree of trainers' attitude to retain in the college shows that trainers don't want to stay in the college. About 40% respondents have no idea and strongly agree that trainers are committed for the accomplishment of the training program.

4.2. Discussion

4.2.1. Facilities and training materials

All teachers stressed that the college has insufficient laboratory training materials, due to budget limitations. “We do not have any machinery here as you can see. The machinery is in the industries". According to teachers, due to the lack of training materials, it is inconceivable to deliver effective practical experiences with training materials. Teachers emphasized that poor quality of practical experiences negatively impacts students’ employment prospects, resulting in inefficient employability skills, making them less attractive in the labour market.

The main input variables are material resources (textbooks, classrooms, libraries, school facilities and other non human resources) and human resources (manager, head trainer, trainers, supervisors, and support staff) (Yaw Ankomah, 2005, p. 8). The success of teaching and learning is likely to be strongly influenced by the resources made available to support the process and the direct ways in which these resources are managed. It is obvious that colleges without teachers, text hooks, or learning materials were not be able to do an effective job. In that sense, resources are important for education quality. Inputs are intrinsically interrelated to teaching and learning processes, which in turn affect the range and the type of inputs used and how effectively they are employed.

According to the data shown in table 8 most of the respondents have no idea about the adequacy of the workshop for the designed training program. Moreover that some of the respondents mentioned in their narrative response, workshops are neither wide enough nor standardized to do practical exercise, which implies that the training program suffers from conducting practical exercise due to lack of appropriate lay out of the training workshop.

Lay out of any working area has its own impact on the process of doing things. It also gives safety if designed according to the requirements of working conditions. It is clearly stated in implementation of quality education that the standard of construction, the conditions of the facilities and specialized rooms are all important areas which significantly determine the outcome of educational provision.

With regard to tools and equipment the data obtained from the respondents show that though the deans believe tools and equipment are adequate, most of the trainees, trainers and head of department agree about the scarcity of tools and equipment. Moreover, the narratives responses of trainees indicate that most of the available tools and equipment are obsolete and outdated which cannot be used to the training. And, they suggest that the management body shall follow up, evaluate, as well as control the adequacy and quality of training materials when training materials are purchased, stored, and distributed. Therefore it can be concluded that the management body of these institutes does not understand or is not able to improve the state of tools and equipment that can affect the training process.

Tshukudu,(2009) state that for any training to take place managers should show their commitmen t by providing the training department with instructional resources and other training related assistance for that matter. After obtaining the resources training can be conducted.

The data also shows that most respondents agree on inadequacy of raw materials, electric power, and water supply. In addition, the narrative responses of trainees indicate that trainees and trainers remain idle for long period of times. To that effect, trainees are discouraged and even desperate to come up with the expected performance of the unit of competencies. When students find positive value in a learning goal or activity, expect to successfully achieve a desired learning outcome and perceive support from their environment, they are likely to be strongly motivated to learn (Eberly, 2013).

UNESCO, under proposed indicators for assessing TVET, stated that facilities (foremost buildings, equipment and learning materials) are expected to lead to better results, partly because having access to good facilities can motivate and empower students, and partly because being able to use the equipment furthers the internal learning process of the student. And, it suggests that it is interest to measure the extent to which students have access to good equipment and new technology. It adds that equipment must be updated regularly and maintained on a continuous basis.

With regard to reference books, as it is depicted in table 4, about forty two percent of trainee respondents are satisfied by the availability of reference books the rest fifty eight percent of the respondents are not satisfied by the availability of reference books. The response of department

head and deans also shows that there is inadequacy of reference books. In addition, the narrative responses indicate that there is no adequate internet service both for the trainees and the trainers which may help them to enhance their knowledge.

TVET strategy (MOE, 2008) stated that information and communication technology (ICT) is an important tool for enhancing access and quality in TVET and for developing life-long learning opportunities. So State governments and other public TVET providers are responsible for appropriately equipping institutions and making sure that TVET teachers/instructors are able to integrate ICT in TVET delivery and to encourage and guide trainees in the use of the new learning technologies. Therefore it can be concluded that though updating the necessary skill and knowledge of both the trainers and trainees is essential it cannot be realized due to poor performance of the library.

4.2.2. Training Process

According to the data shown in table 10 most of the respondents agree about the clarity of training objectives. Similarly they agree that orientation has been given on occupational standards. But, they disagree on the adequacy of the orientation given. As it is indicated in revised TVET strategy (2008), occupational standards are prepared by industries. But, the current implementation shows that trainers are not well oriented about those occupational standards in which they are expected to provide training. Occupational standards are prepared by industries and the actual training on these occupations is given by trainers of the colleges. Therefore it can be concluded that trainers lack adequate information to provide training at the required level. In principle, each training institution or enterprise is entitled to prepare its own curricula reflecting the specific occupational standards. UNESCO, (2013)) stated that "Teachers often find curricular integration and inter disciplinarily difficult, especially when the teacher does not have a role in curriculum design."

Moreover, almost fifty percent of the respondents disagree about the relatedness of the model curriculum with occupational standards. In addition, 33.3% of the respondents disagree about the inclusiveness of supportive courses. All these responses indicate that there is lack of coordination in curriculum development.

The research data also shows that most of the trainers did not take the necessary training to fill their skill gap before they are assigned to give training, though there is contradiction between the response of deans and other respondents. This is against what is recommended.

For example, Pattanayak (2001, p. 154) stated, "When an instructor is required for a training program, the person should have a comprehensive understanding of the training material, the subject matter, and the techniques necessary for the effective presentation of the material". This means that teachers are principal factors in education provision and thus affect the quality of education in a significant way. Qualified teachers and trainers are the fundamental keys to provide quality education that help children and adults to reach high standards in academic and vocational competencies.

With regard to placement of trainees, the data show half of the trainees are assigned in those fields of studies without proper orientation, though it is sated that a trainee should be trained for the kind of job he likes and is suitable to perform. Careful screening of candidates for training raises the effectiveness of the training work.

According to the date obtained from the respondents, most of them agree that continuous assessment is conducted and feedback about their performance is provided to the trainees consistently. "Good teachers are skilled not only in instructional methods, but also in evaluation and assessment practices that allow them to gauge individual student leaning adapt activities according to student needs. This process should include both performance assessment and assessment of factual knowledge (Yaw Ankomah, 2005, p. 17).

Continuous evaluation of the teaching and learning process, including formative assessment, should be undertaken with the participation of teachers, supervisors, learners and representatives from the occupational fields concerned to ensure that the program is effective and that the knowledge and skills imparted meet the needs of the workplace, and include recent developments in the field of study.

Although this has to be the case, the data obtained from the respondents about evaluation of the training program shows, all respondent of department head and deans agree that evaluation is conducted, though trainers partially agree about it. Whereas, the narrative responses indicate that even through evaluation is conducted and feedback is provided to the management body

corrective actions are not taken which implies that though the problems of the training program are raised by the participants the necessary action does not take place to improve the situation.

Pattanayak (2001, p. 149) states the need to "training evaluation as such training is rarely effective. So, evaluation is essential to, determine whether the program is accomplishing its objective, identify clarity and validity of the content, decide who should participate in the future, determine the cost and benefit ratio of the program and develop any future program. With relation to utilization of training materials all of the department heads and more than half of the trainers agree that available resources are not used effectively and efficiently. In addition, the narrative responses show that there is mismanagement of training materials such as procurement of poor quality materials, lack of maintenance for damaged equipment and tools and holding unnecessary inventories.

4.2.3. Function of management body

According to the data obtained from the respondents slightly more than half of them agree that the vision and goal setting ability of their leaders in good. The response of the remaining lies below this degree. On the other hand, the data gathered about the ability of leaders to perform management activities shows that more than fifty percent of the respondents agree their leaders perform their functions well. But, the narrative responses of the trainees indicate that there is lack of follow up and control of the training program. Moreover, the data gathered on the degree of leading role of the leaders of these colleges show that 50% of the respondents' rate it is fair and below. Therefore, it can be concluded that though leaders of these institute are to some exten t visionaries they are not able to influence their subordinates as the actual performance is under question.

Visions should be able to create possibilities that are inspirational and unique, and offer a new order that can produce organizational distinction. A vision is likely to fail if it does not offer a view of the future that is clearly and demonstrably better for the organization and its members. Desirable visions fit the times and circumstances and reflect the uniqueness of the Organization. People in the organization must also believe that the vision is attainable. It should be perceived as challenging yet double Vision that have clear articulation and powerful imagery are more easily grasped and accepted. (ICR, 2010)With regard to the communication skill of the leaders, almost three fourth of the respondents rate the communication skill of the leaders is good and

below good. This is also evidenced in the above discussions. Communication should be encouraged especially across departmental boundaries ensuring that all employees have equal access to pertinent information (Tshukudu, 2009).

Improving relational communication increases job satisfaction and worker involvement and openness in communication develops good interpersonal working conditions.

The data gathered about the degree of interpersonal skill of the leader's shows that 44.4% of respondent was interpersonal skill of the leaders is very good. On the other hand almost 22.2% of the respondents' rate their leaders' conflict handling skill is very good and the remaining rate them below very good which implies that leaders of these college lack proper decision making.

"Effective managers do not give orders and discipline staff. They draw the best from their people through encouragement, support and personal charisma for individual employees to develop'. Blake and Mouton perceive an effective manager as one that has concern for both employee and task and can integrated personal needs and organizational needs. Situational leadership theory, such as that of Hersey and Blanchard postulates that an effective leader is one who has the ability to organize and spell out the task to the group and maintain a constructive interpersonal relationship with group members (ILO, 2010).

As it is shown in table 11 the data obtained from the respondents indicate that 33.3% of the respondents agree that the motivation skill of their leaders is poor, 16.7 percent of the respondents agree that the motivating skill of their leaders is fair, and 22.2 percent of them agree that the motivating skill of their leaders is good. From this result it can be concluded that leaders of these college are not able to motivate their subordinates properly in order to achieve the goal of the designed training program.

4.2.4. Performance of trainer's

The data shown that, most of the respondents partially agree that trainers are motivated towards the accomplishment of the training objective. They also evaluate the degree of accepting necessary change without resistance with a similar degree. Moreover, the data gathered to evaluate the degree of trainers' attitude to retain in the college shows that trainers don't want to stay in the college. More than 44% respondents agree that trainers are at committed for the

accomplishment of the training program. So the negative attitude of the trainers towards their working condition implies that there is poor communication between the management body and the trainers in these colleges.

This condition in which the organization deals with its human resources issues influences its effectiveness.UNESCO, (2013) state that internal processes indicate how well the organization is dealing with operational matters. This may be an important indicator of organizational health and ultimately the effectiveness of other measures. Signs and symptoms of this may come from staff attitudes and morale, levels of conflicts, absenteeism, turnover, transfer requests, grievances, disciplinary actions, group working, speed of re-organization and change, quality, level and extent of internal communication. The feeling of belonging and commitment often predisposes people to put in extra effort to achieve organizational goals. The physical and human resource requirements need to be satisfied prior to any attempt on behalf of the principal to promote quality teaching in his school. A person with a high level of job satisfaction holds positive attitudes towed the job, while a person who is dissatisfied with his or her job holds negative attitudes toward the job. (ICR, 2010, p. 84)

CHAPTER FIVE

5. SUMMARY, CONCULUSION AND RECOMMENDATION

5.1.SUMMARY

The purpose of the study was to assess the implementation of ATVET in Mersa and Kombolcha colleges which are located in Mersa and Kombolcha town administration respectivel y. Both of these colleges have provided education and training for a considerable length of time. But there are indicators for the training program not to be effective as compared to the objectives of ATVET. Therefore, the study develops four research questions to explore possible challenges in conducting the ATVET program.

i. To what extent are the trainees selected according to their interest?
ii. To what extent are facilities and instruction materials available for the training program?
iii. Did the necessary preparation take place during the training process?
iv. Is the management body competent enough to run the training program so that to achieve its goals?

In order to develop detail conceptual framework, literatures were reviewed and analyzed. Then descriptive study was employed. The main sources of the information for the survey were trainees, trainers, head of department, vice-deans and deans.

The research uses stratified sampling method. From the total of 561 trainees and 102 trainers, 189 of trainees and 50 trainers were involved, which is 36.05% of the total population. Regarding the head of department, since each college has one for each, they are all involved. Concerning deans the research decides to collect information from all of them since their number is small to handle. The research considers deans and vice- deans interchangeably.

Based on the data obtained from the respondents the following findings were revealed.

- It is evidenced that during recruitment of trainees they are oriented to get a sort of knowledge and skill that enable them to perform a kind of job in work place. But the actual training program fails to provide the required knowledge and skill for those trainees. Therefore, trainees develop negative attitude for their field of studies, it is found that the training program had been conducted without adequate facilities and training

materials. To give some examples, Workshops were not designed and constructed depending on the requirement of the training program especially to take practical work. Tools and equipment are scarce and even some are obsolete. Raw materials, electric and water supply are not adequate. Moreover, available training materials are not utilized properly since they are not maintained on time. Obsolete materials, tools and equipment are costs to training institutes unless there is consistent disposal procedure. On the other hand they can be sources to generate income for the training program. Trainees remain idle for a significant period of training time because of scarcity of raw materials. There is lack of internet service as well as reference books in the library both for the trainers and trainees. As a result, trainees are not able to acquire new technologies that are related to their field of studies. There is poor health and safety provision.

- The implementation of training throughout its process shows lack of proper preparation. Objectives of the training are clear. But, some trainers are not property aware about the contents of occupational standards since occupational standards are developed by actual workers of enterprises. There is no means of communication between trainers of the institute and those who develop the occupational standard Curricula are changing within short period of time and, the unit of competencies included in one occupation varies accordingly. There is lack of coordination in curriculum development process. Trainers are not participating in the preparation of the curriculum. In some field of studies necessary courses are not included which enable the trainees to perform their duties in the work place and make them incompetent in the actual practice. Trainers do not get the necessary training to fill their skill gap whenever new occupations are included in the training program which completely contradicts the teaching-learning principles. Some of the trainees are not assigned in the training programs in accordance with their interest. Trainees do not get the necessary instructional materials on time. There is lack of proper evaluation system on the implementation of the training program.
- The management body does not properly play its role. Motivating skill of the leaders is inclined to be poor leaders of the institutes lack influencing ability of their subordinates. There is loose communication among management body, trainers and trainees. There is also poor conflict handling system. The weakness of management body is reflected on

high turnover of trainers. Most trainers are resistance for necessary changes and lack of communication.

5.2. Conclusions

ATVET has been given great emphasis in the education system of Ethiopia since 2002 aimed at an ambitious vision of creating competent and self-reliant citizens that contribute to the economic and social development of the country which in turn improves the livelihoods of all Ethiopians and sustainably reducing poverty. Based on this vision, ATVET policies and strategies are developed. The study tries to assess the effectiveness of ATVET implementation at the practical area by selecting two public training institutions. Findings of the research show that the training program currently conducted lacks proper preparation in all aspects of the training process. Stakeholder's involvement is poor. Respective bodies of the training program are not committed. Therefore, it can be concluded that though extensive efforts are done in the preparation of ATVET reform in the education system the actual performance of its implementation is far from its vision and objectives.

5.3. Recommendations

Based on the findings, the following area of training activities to be revised and get corrective actions.

- **For the higher executives**

The findings of this research indicate that the ATVET program needs be evaluated from up to down within its stricture. As a result ATVET structure can be revised and include the involvement of expected expert from respective government bodies. It also requires the development of proper guidelines and, assigns responsibilities to the stakeholders with relation to the accomplishment of the long term National economic plan. Therefore, restructure the management body and assigning proper person in the proper place is mandatory.

- **For the management body of institutes**

In order to accomplish the broad based objectives of ATVET, respective bodies from governmen tal and non-governmental organizations should actively participate in the program. Therefore dean of the institute shall develop better communication system among the participants of the

training program in the institutes and with those stakeholders outside the institutes. They must implement proper motivation system, and design proper controlling system for human as well as non-human resources in order to come up with better result.

The management of the ATVET colleges should work with stakeholders, donors, NGO and all concerned bodies to equip the ATVET colleges with modern technologies and infrastructure to provide skilled manpower that the economy desires.

- **For the trainer**

Providing necessary feedback to the responsible body directly and fairly, updating oneself by using any alternative to enhance the required skills and knowledge. They must catch up with rapidly changing world. Trainers are required to equip themselves with new technology to bring about quality in training. They are required to search for new ideas, technology and methodologies that keep them up to date so that they can produce competent human labour required in the economy.

- **for the trainees**

The trainees must use available resources efficiently and effectively. They must provide the necessary feedback to the responsible body directly and fairly.

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Appendix "A"

Questionnaires for trainee

FDRE TECHNICAL and VOCATIONAL TRAINING INSTITUTE

DEPARTEMENT of TVET LEADERSHIP and MANAGEMENT

A study on Practices and Challenges of Quality of Training in Agriculture TVET College in the Case of Mersa and Kombolcha ATVET, at Amhara Region, Ethiopia

Dear Respondents

The purpose of this study is to gather information on practices and challenges of quality of training in Agriculture TVET College. Simply this study and gathering information is only academic purpose. Even though the study is required as a fulfillment of MA degree requirement in TVET Management, it is hoped that the information obtained will contribute a lot for farther improvement of the ATVET system. Therefore you r response has a great impact or influence on the value of the study. So you are kindly requested to provide relevant and rigorous information.

It shall as well be clear that personal secrets will be reserved.

The questionnaire consists of three parts: the first part is instruction, the second part includes general background information and the third part contains detail information which is intended to measure the effectiveness of the general training process of ATVET College.

Questionnaires for trainee

Instruction

Dear respondents please note that:

- Don't write your name
- Put (✓) mark in the box to indicate your response
- Write additional opinion, if any, on the space provided
- Please follow instructions provided for each part.

  Thank you in advance for your time and concern.

Part I General background information

1. ID of the respondent———————————

2. Gender: i, Male ☐ ii, Female ☐

3. Age: i, less than 18 years ☐ ii, 18 years and above ☐

4. Field of study (occupation) you are attending ———————

Part -II Details

1. Why do you join in ATVET stream?

a) To develop employable skill ☐ b) to be self-employed after graduation ☐

c) Because I have no other alternative ☐

2. How did you choose your field of study?

a) With the help of counselor ☐ b) with my family guidance ☐

c) By the influence of friends ☐ d) because I have no other alternative ☐

Part -III

1. Facilities and instruction materials have their own impact for the effectiveness of the training process. How do you evaluate the degree to which these resources are available?

Please rate by putting an "x' marks in the column of your choice 3=adequate 2= moderately adequate 1=not adequate 0= not available

Serial no	Facilities and instruction materials	Rating scale			
		3	2	1	0
1	Raw materials				
2	Water supply				
3	Electricity				
4	Recreational area				
5	Machine				
6	Equipment				
7	Health service				
8	Work shop				
9	Hand tools				
10	Library				
11	Toilet				
12	Reference book				

Part- IV

1. In your field of study, how do you evaluate your trainers on the basis of activities given in the table below? Please rate by putting an "x' marks in the column of your choice 4=very high 3= high 2=moderate 1= low.

Serial no	Activities	Very high	High	Moderate	Low
1	Provide information on the objective of the training program				
2	Provide reading materials on time				
3	Assign practical works related with the theoretical concept				
4	Guide us about the usage of equipment ,tools ,machine and etc.				
5	Evaluate consistently				
6	Provide feedback on the trainee's performance				
7	Provide orientation and consultation for the trainees				

Part-V open ended question

1. What kind of weakens do you observe from the training process?

_____

_____

_____

2. What are the solutions you suggest for the problems you observed?

_____

_____

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Thank you very much for your concern and cooperation.

Appendix "B"

Questionnaires for trainer

FDRE TECHNICAL and VOCATIONAL TRAINING INSTITUTE

DEPARTEMENT of TVET LEADERSHIP and MANAGEMENT

A study on Practices and Challenges of Quality of Training in Agriculture TVET College in the Case of Mersa and Kombolcha ATVET, at Amhara Region, Ethiopia

Dear Respondents

The purpose of this study is to gather information on practices and challenges of quality of training in Agriculture TVET College. Simply this study and gathering information is only academic purpose. Even though the study is required as a fulfillment of MA degree requirement in TVET Management, it is hoped that the information obtained will contribute a lot for farther improvement of the ATVET system. Therefore you r response has a great impact or influence on the value of the study. So you are kindly requested to provide relevant and rigorous information.

It shall as well be clear that personal secrets will be reserved.

The questionnaire consists of three parts: the first part is instruction, the second part includes general background information and the third part contains detail information which is intended to measure the effectiveness of the general training process of ATVET College.

Instruction

Dear respondents please note that:

- Don't write your name
- Put (✓) mark in the box to indicate your response
- Write additional opinion, if any, on the space provided
- Please follow instructions provided for each part

"Thank you in advance for your time and concern."

Part -I. General background information

1. ID of the respondent———————

2. Gender: i, Male ☐ ii, Female ☐

3. Age: i, 18-24 years ☐ ii, 25-31 years ☐ iii, 32-38 years ☐ IV, 39- 45 years ☐

V, above 45 years ☐

4. Current Educational level

I, Advance Diploma ☐ ii, BA/BSC ☐ MA/MSC ☐

5. Your current professional qualification----------

6. Work experience: i, below 6 month ☐ ii, 6month-1 year ☐ iii,1-5 years ☐

IV, 5-10 years ☐ v, 10-15 years ☐ VI, 15-20 years ☐ vii, 20-25 years ☐

Viii, 25-30 years ☐ ix, above 30 years ☐

7. Marital status: i, Married ☐ ii, Unmarried ☐

Part-II. General question related to training process

1. How do you relate your field of study with the training you provide?

a) Completely related b) relatively related c) completely not related

Part –III

1. Facilities and instruction materials have their own impact for the effectiveness of the training process. How do you evaluate the degree to which these resources are available?

Please rate by putting an "x' marks in the column of your choice 3=adequate 2= moderately adequate 1=not adequate 0= not available

Serial no	Facilities and instruction materials	Rating scale			
		3	2	1	0
1	Raw materials				
2	Water supply				
3	Electricity				
4	Recreational area				
5	Machine				
6	Equipment				
7	Health service				
8	Work shop				
9	Hand tools				
10	Library				
11	Toilet				
12	Reference book				

Part-IV

1. In your field of training how do you rate the implementation of training process?

Indicate your response by using an "X" sign .Rating scales 5=strongly agree, 4 =agree, 3= have no idea, 2=disagree, 1=strongly dis agree.

Serial no	Issues Considered	5	4	3	2	1
1	Objective of the training are clearly defined					
2	Trainers are oriented or communicated about the developed occupational standard					
3	The model curriculum is designed to address the expected content of the developed occupational standard					
4	Pre requisite course are identified and included in syllabus					
5	Necessary training to fill the skill gap of the trainer is conducted on time					
6	Trainees are oriented ,consulted ,recruited and selected					

	according to their interest					
7	Instructional materials are prepared and distributed on time					
8	Proper instructional media is selected					
9	Continuous assessment is conducted					
10	Feedback is supplied to the trainees about their performance consistently					
11	Evaluation of the training program is conducted					
12	Available resource are utilized efficiently and effectively					

Part-V

1. How do you rate the leaders of your institute on the following activities? Please indicate your response by using an "X" sign in the column you agree. Rating scales 5=very good, 4 =good, 3= fair, 2=poor, 1=very poor.

Serial no	Traits	Rating				
		Very good	Good	Fair	Poor	Very poor
1	Vision and goal setting					
2	Ability perform management function					
3	Leading role					
4	Communication skill					
5	Interpersonal skill					
6	Conflict handling skill					
7	Motivating skill					

Part-VI open ended question

1. What kind of weakens do you observe from the training process?

_____

2. What are the solutions you suggest for the problems you observed?

_____

Appendix "C"

Questionnaires for head of the department

FDRE TECHNICAL and VOCATIONAL TRAINING INSTITUTE

DEPARTEMENT of TVET LEADERSHIP and MANAGEMENT

A study on Practices and Challenges of Quality of Training in Agriculture TVET College in the Case of Mersa and Kombolcha ATVET, at Amhara Region, Ethiopia

Dear Respondents

The purpose of this study is to gather information on practices and challenges of quality of training in Agriculture TVET College. Simply this study and gathering information is only academic purpose. Even though the study is required as a fulfillment of MA degree requirement in TVET Management, it is hoped that the information obtained will contribute a lot for farther improvement of the ATVET system. Therefore you r response has a great impact or influence on the value of the study. So you are kindly requested to provide relevant and rigorous information.

It shall as well be clear that personal secrets will be reserved.

The questionnaire consists of three parts: the first part is instruction, the second part includes general background information and the third part contains detail information which is intended to measure the effectiveness of the general training process of ATVET College.

Instruction

Dear respondents please note that:

- Don't write your name
- Put (✓) mark in the box to indicate your response
- Write additional opinion, if any, on the space provided
- Please follow instructions provided for each part

"Thank you in advance for your time and concern."

Part-I. General background information

1. ID of the respondent———————————

2. Gender: i, Male ☐ ii, Female ☐

3. Age: i, 18-24 years ☐ ii, 25-31 years ☐ iii, 32-38 years ☐ iv,39- 45 years ☐

V, above 45 years ☐

4. Current Educational level

I, Advance Diploma ☐ ii, BA/BSC ☐ MA/MSC ☐

5. Your current professional qualification----------

6. Work experience: i, below 6 month ☐ ii, 6 month-1 year ☐ iii, 1-5 years ☐

IV, 5-10 years ☐ v, 10-15 years ☐ VI, 15-20 years ☐ vii, 20-25 years ☐

Viii, 25-30 years ☐ ix, above 30 years ☐

7. Marital status: i, Married ☐ ii, Unmarried ☐

Part-II. General question related to training process

1. How do you relate your field of study with the training you provide?

a) Completely related b) relatively related c) completely not related

Part -III

1. Facilities and instruction materials have their own impact for the effectiveness of the training process. How do you evaluate the degree to which these resources are available?

Indicate your response by using an "X" sign .Rating scales 5=strongly agree, 4 =agree, 3= have no idea, 2=disagree, 1=strongly dis agree.

Serial no	Facilities and instruction material	Rating scale				
		5	4	3	2	1
1	Workshops are designed and constructed to provide training according to occupational standards requirements.					
2	Machines, equipment and hand tools are available for the trainees.					
3	Raw materials are supplied adequately on time .					
4	There is adequate internet service.					
5	Reference books are adequately available in the library for related field of studies.					
6	There is conducive working environment to provide the desired training program.					
7	Available resource are utilized efficiently and effectively					

Part-IV

1. How do you rate the implementation of training process in your college?

Indicate your response by using an "X" sign .Rating scales 5=strongly agree, 4 =agree, 3= have no idea, 2=disagree, 1=strongly dis agree.

Serial no	Issues Considered	5	4	3	2	1
1	Objective of the training are clearly defined					
2	Trainers are oriented about the developed occupational standard					
3	The model curriculum is designed to address the expected content of the developed occupational standard					
4	supportive course are identified and included in syllabus					
5	Necessary training to fill the skill gap of the trainer is conducted on time					
6	Trainees are oriented ,consulted ,recruited and selected according to their interest					

7	Instructional materials are prepared and distributed on time					
8	Training is provided by selecting Proper instructional media.					
9	Continuous assessment is conducted and Feedback is provide to the trainees about their performance consistently					
10	Evaluation of the training program is conducted					
11	Available resource are utilized efficiently and effectively					

Part-V

1. How do you rate the trainers of your institute on the following characteristics? Please Indicate your response by using an "X" sign .Rating scales 5=strongly agree, 4 =agree, 3= have no idea, 2=disagree, 1=strongly dis agree.

Serial no	Traits					
		5	4	3	2	1
1	Trainers are motivated towards the achievement of training objective and goals.					
2	Trainers accept necessary changes without resistance.					
3	Trainers have the desire to retain in the college.					
4	Trainers are committed for the accomplishment the training program.					

Part-VI open ended question

1. What kind of weakens did you observe from the training process?

_____

_____

2. What are the solutions you suggest for the problems you observed?

_____

_____

Appendix “D”

Questionnaires for deans

FDRE TECHNICAL and VOCATIONAL TRAINING INSTITUTE

DEPARTEMENT of TVET LEADERSHIP and MANAGEMENT

A study on Practices and Challenges of Quality of Training in Agriculture TVET College in the Case of Mersa and Kombolcha ATVET, at Amhara Region, Ethiopia

Dear Respondents

The purpose of this study is to gather information on practices and challenges of quality of training in Agriculture TVET College. Simply this study and gathering information is only academic purpose. Even though the study is required as a fulfillment of MA degree requirement in TVET Management, it is hoped that the information obtained will contribute a lot for farther improvement of the ATVET system. Therefore you r response has a great impact or influence on the value of the study. So you are kindly requested to provide relevant and rigorous information.

It shall as well be clear that personal secrets will be reserved.

The questionnaire consists of three parts: the first part is instruction, the second part includes general background information and the third part contains detail information which is intended to measure the effectiveness of the general training process of ATVET College.

Instruction

Dear respondents please note that:

- Don’t write your name
- Put (✓) mark in the box to indicate your response
- Write additional opinion, if any, on the space provided
- Please follow instructions provided for each part

“Thank you in advance for your time and concern.”

Part-I. General background information

1. ID of the respondent———————————

2. Gender: i, Male ☐ ii, Female ☐

3. Age: i, 18-24 years ☐ ii, 25-31 years ☐ iii, 32-38 years ☐ IV, 39- 45 years ☐

V, above 45 years ☐

4. Current Educational level

I, Advance Diploma ☐ ii, BA/BSC ☐ MA/MSC ☐

5. Your current professional qualification----------

6. Work experience: i, below 6 mont ☐ ii, 6month-1 year ☐ iii, 1-5 years ☐

IV, 5-10 years ☐ v, 10-15 years ☐ VI, 15-20 years ☐ vii, 20-25 years ☐

Viii, 25-30 years ☐ ix, above 30 years ☐

7. Marital status: i, Married ☐ ii, Unmarried ☐

Part- II. General question related to training process

1. How do you relate the curricula currently implemented with the occupational standard designed for unit of competence?

a) Completely related ☐ b) Relatively related ☐ c) completely not related ☐

Part-III

1. Facilities and instruction materials have their own impact for the effectiveness of the training process. How do you evaluate the degree to which these resources are available? Please Indicate your response by using an "X" sign .Rating scales 5=strongly agree, 4 =agree, 3= have no idea, 2=disagree, 1=strongly dis agree.

Serial no	Facilities and instruction material	Rating scale				
		5	4	3	2	1
1	Workshops are designed and constructed to provide training according to occupational standards requirements.					
2	Machines, equipment and hand tools are available for the trainees.					
3	Raw materials are supplied adequately on time.					
4	There is adequate internet service.					
5	Reference books are adequately available in the library for related field of studies.					
6	There is conducive working environment to provide the desired training program.					
7	Available resource are utilized efficiently and effectively					

Part-IV

1**.** How do you rate the implementation of training process in your college?

Indicate your response by using an "X" sign .Rating scales 5=strongly agree, 4 =agree, 3= have no idea, 2=disagree, 1=strongly disagree.

Serial no	Issues Considered	5	4	3	2	1
1	Objective of the training are clearly defined					
2	Trainers are oriented about the developed occupational standard					
3	The model curriculum is designed to address the expected content of the developed occupational standard					
4	supportive course are identified and included in syllabus					
5	Necessary training to fill the skill gap of the trainer is conducted on time					
6	Trainees are oriented ,consulted ,recruited and selected according to their interest					

7	Instructional materials are prepared and distributed on time					
8	Training is provided by selecting Proper instructional media.					
9	Continuous assessment is conducted and Feedback is provide to the trainees about their performance consistently					
10	Evaluation of the training program is conducted					
11	Available resource are utilized efficiently and effectively					

Part-V

1**.** How do you rate the trainers of your institute on the following characteristic? Please Indicate your response by using an "X" sign .Rating scales 5=strongly agree, 4 =agree, 3= have no idea, 2=disagree, 1=strongly dis agree.

Serial no	Traits					
		5	4	3	2	1
1	Trainers are motivated towards the achievement of training objective and goals.					
2	Trainers accept necessary changes without resistance.					
3	Trainers have the desire to retain in the college.					
4	Trainers are committed for the accomplishment the training program.					

Part-VI

1. What kind of weakens did you observe from the training process?

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2. What are the solutions you suggest for the problems you observed?

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Amhara National Regional State Labor &
Training Bureau Mersa ATVET College

ቁጥርመግከ1/512/16

ቀን 08/09/2016 ዓ.ም

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አዲስ አበባ//

ጉዳዩ፡- መረጃ መስጠትን ይመለከታል

ከላይ በርእሱ ለመግለጽ እንደተሞከረዉ አቶ በለይ ረጋ የተቋማችሁ የሁለተኛ ዲግሪ ተማሪ መሆናቸው እና የመመረቂያ ጽሁፍ Practices and challenge of quality of training in selected acricultural technical vocational and education training college, in the case of Mersa and Kombolcha ATVET, in north wollo Amhara region, Ethiopia **በሚል ርዕስ እየሰሩ** መሆናቸው ይታወቃል። በመሆኑም ጥናቱን የሚሰሩት በመርሳ ግ/ቴክ/ሙያ ትምህርት ስልጠና ኮሌጅ እና በኮቦልቻ ግብርና ኮሌጅ ሲሆን በኮሌጃችን የጥናት መረጃ ወይም መጠይቅ የሰበሰቡና አስፈላጊውን ትብብር ያደረግንላቸው መሆኑን በአክብሮት እንገልፃለን።

ከሰላምታ ጋር

ተገኘ ሲሂፈ አሰፋ
Tegegn Seyfe Assefa
DEAN OF THE COLLEGE

ግልባጭ

✓ ለአቶ በላይ ረጋ
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