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INVESTIGATE THE FACTORS THAT INFLUENCE THE PERFORMANCE OF TEXTILE&GAREMENT TRAINEES IN CASE OF NORTH GONDAR TVET COLLEGES

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Ethiopian Institute of Textile and
Fashion Technology (EiTEX)

**INVESTIGATE THE FACTORS THAT INFLUENCE THE
PERFORMANCE OF TEXTILE & GARMENT
TRAINEES IN CASE OF NORTH
GONDAR TVET COLLEGES**

BY: TIGAB MESFIN

MASTER OF EDUCATION

IN

GARMENT TECHNOLOGY (MeD)

SEPTEMBER, 2018

BAHIR DAR, ETHIOPIA

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PERFORMANCE OF TEXTILE&GAREMENT TRAINEES IN CASE
OF NORTH GONDAR TVET COLLEGES**

BY

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A Thesis Submitted to the Ethiopian Institute of Textile and Fashion Technology in Partial Fulfillment of the Requirements for the Degree of Master of Education in Garment Technology.

UNDER THE SUPERVISION OF

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SEPTEMBER, 2018

ABSTRACT

The purpose of this study was to investigate the factors that influence the performance of Textile & Garment trainees in North Gondar Zone TVET Colleges. Descriptive survey method was employed to conduct the research. The primary sources of data were 16 instructors, 141 level II, III and IV textile garment regular program trainees. Simple random sampling and quota sampling techniques were employed to, instructors and trainees respectively. Observation checklist and questionnaires were the main data gathering instruments while interview and document analysis were employed to Enrich the data gathered through observation checklist and questionnaires. Data were analyzed quantitatively using descriptive statistics, and qualitatively using descriptive narration. The outcome of the study shows that the academic qualification level of instructors was the required minimum standard. Educational facilities and infrastructures were not up-to-date. Moreover, the leaders and managers were not adept at creating a positive working environment. As a result, the current status of training quality in government TVET College in North Gondar was found to be not promising when evaluated from the standpoint of output, occupational standard, process indicators and benchmarks of quality of training. Finally, necessary recommendations have been given for improving the current status of training quality.

Key words: - Quality Training, Influence Factor, Performance

Advisors approval sheet

ETHIOPIAN INSTITUTE OF TEXTILE AND FASHION TECHNOLOGY (EITEX)
POST GRADUATE OFFICE

This is to certify that the thesis title “investigate the factor that influence the performance of textile garment trainees in North Gondar Zone ” submitted in partial fulfillment of the requirements for the degree of masters with specialization in textile technology the graduate program of the Ethiopian institute of textile and fashion technology and has been carried out by TigabMesfin. No. MGT/S/028/07 under my/our supervision, therefore the researcher recommends that the student fulfilled the requirements and hence hereby can submit the thesis to the institute.

Name of major advisor Signature Date

Name of co- advisor Signature Date

Approval page

I certify that I have supervised / read this study and that in my opinion it confirms to investigate the factor that influence the performance of Textile & Garment trainees in North Gnder Zone, as a thesis for the fulfillment of the requirement for the degree of master of garment technology.

Supervisor/ co supervisor academic status signature

External examiner 1 academic status signature

External examiner 2 academic status signature

Internal examiner chairman academic status signature
(Examination committee member)

This thesis was submitted to the Ethiopian institute of textile and fashion technology

Bahir Dar university and is accepted as fulfillment of the requirement for the degree of Garment technology

Postgraduate studies director academic status signature

Scientific Director Academic status Signature

DECLARATION

I hereby declare that the thesis is submitted in fulfillment of the masters degree is my own work and that all contribution from any other persons or sources is properly and duly cited. I further declare that the material has not been submitted either in whole or in part, for master at this or any other university. In making this declaration, I understand and acknowledge any breaches in this declaration constitute academic misconduct, which may result in my expulsion from the program.

Name; -----

Signature of candidate; -----

Date; -----

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Acronyms

GPTC.....	Gondar polytechnic college
ESDP-.....	Education Sector Development Program
EOS.....	Ethiopian Occupational Standard
ETQF.....	Ethiopian TVET Qualifications Framework
ICT.....	Information and Communication Technology
IPO.....	Input Process Output
MOE.....	Ministry of Education
NGO.....	Non-government Organization
NQF.....	National Qualifications Framework
TQM.....	Total Quality Management
TVET.....	Technical Vocational and Educational Training
UNESCO.....	United Nation Education and Scientific Organization
LMI.....	labor market information
Au.....	African union
SPSS.....	statistical package for social science
COC.....	Center of competency

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education and training is one of the essential driving forces and a necessary condition for a country's economic, social and cultural development. Education play such a role as it increases and strengthens the creative and productive capacity of human beings. Building on this, education is a tool for generating knowledge, raising living standards, and enriching, as well as transmitting, society's culture to future generations. As an essential and vital component of education, TVET plays a significant role in the social and economic transformation of society. It equips trainees with the technical skills that position them to contribute their best to technological changes.

The TVET program is designed to train individuals in different areas of knowledge and skills. The training offered is effective if proper infrastructure, adequate materials and competent instructors are available. Unless inputs are adequate and proper, and the process is well organized and conducted, achieving training objectives and producing competent trainees may be a formidable task. Amare and Temechegn (2002:27) pointed out that the profile of graduates from different training programs had come under attack by employers and researchers. They added that graduates who may be taken as problem solving ones were rarely observed in the Ethiopian context. As a solution to this problem, Zenawi (2007:54) suggested that higher education, including TVET institutions, in Ethiopia needs to have an acceptable quality assurance system to evaluate whether they are working towards achieving their main objectives of producing qualified professionals for the workplace. In addition, Ahmed (July, 2007:83) indicated that a considerable number of graduates remained unemployed and were reluctant to see self-employment as an alternative. This is

due to the competency that the trainees acquired during the training and the colleges produce trainees that could not satisfy the market demand. To produce the manpower the country needs, the Ethiopian government established and organized a number of technical and vocational training institutions throughout the country (MOE, 2007:11). Although the number of TVET graduates increases year by year, the quality of training being provided and the competency of graduates from the institutes have not met the expectations of employers or the general public institutions. The institutes have not been able to satisfy the skilled manpower demands of the labor market since they began offering training in 2001/2002 in line with the 1994 Education and Training policy of Ethiopia. This mainly seems to have been a result of the quality and type of training offered and it is not unusual for graduates of these institutes to be roving the streets of the capital out of work.

The fact that large numbers of young people are graduating from these institutions only to swell the ranks of the unemployed suggests there is a need to isolate the causes of these problems and seek solutions before they worsen and start challenging the very existence of the training institutions. The question of quality has now become a burning issue in the Ethiopian technical and vocational training system. If training institutions cannot provide the quality training that produces competent young graduates, and if the training provided cannot equip trainees with marketable skills, then TVET institutes in Ethiopia might no longer be accepted by society, thereby endangering the country's overall education system. As the previous discussion and points mentioned in this background indicated, the quality of training in TVET colleges is deteriorating. The problem is caused by the low quality of training, and observes in materials, trainers, and curriculum (input), teaching and learning activities and graduates.

The problem is related to the factors influencing the quality of training in TVET, or a process factor influencing output. In general, Performance is completion of a task with application of knowledge, skills and abilities. Effective training programs

are critical for successful trainees' performance. Performance measurements are carried out in the design, building, operation and maintenance of systems, machines, devices, structures, materials and processes. In design, performance measurement can be of physical properties, parameters, etc. while in maintenance, repair, and operations and reliability engineering, failures, availability, maintainability are common.

The Amhara TVET agency plays its role within this national framework. It plans, coordinates, supports and supervises the TVET provision in the region. It also capacitates zonal and woreda TVET offices and the TVET councils at lower levels and delegate functions proportionate to their respective capacities. In supporting this, MoE (2008) states that, to ensure the demand-orientation of the actual TVET delivery and its linkage with the local labor market, the TVET system intends to delegate major responsibilities directly to the TVET institutions. Experience in other countries also clearly shows the existence of a direct relationship between operational autonomy of TVET institutions in terms of use of resources, overall management and planning of TVET programs on the one hand and improvement of quality and learning outcomes on the other hand. Therefore, in the future, TVET institutions will be held accountable for the success of their training delivery (MoE, 2008). In line with this study investigates the factor that influence the performance of Textile & Garment trainee in North Gondar Zone ”

1.2. Statement of the problem

As it is stated in the strategy of national technical vocational education and training (TVET):-

- Strengthen the training provision and encourage performance to participate in the TVET system
- The TVET Colleges should be the incubator of employer competent of world work

- Strengthen the culture of self-employment and support job creation in the economy, in particular in the emerging regions

Vocational education, as sub-sector of the education system should be made to play its role in the country's development

Its indispensable roles in overall development, these days, the emphasis give and effort exerted to intensify TVET education has been enhanced at different levels than ever before. Accordingly, AU (2007), in its strategy to revitalize TVET in Africa forward the objectives of the strategy as it is to revitalize, modernize and harmonize TVET in African order to transform it into a mainstream activity for African youth development, and for employment and human capacity building. As the MoE (2008) outlines, TVET in Ethiopia organized in outcome-based system which is intended to create a competent, motivate adaptable and innovative workforce needed in labor market and to make it a center of the accumulated and transfer of demanded technologies which contributes to poverty reduction and social and economic development.

However, in spite of worldwide attention to TVET, the findings from the existing literature on its practices indicate that it has had considerable challenges in many countries. Regarding this, UNESCO (2009) states that, in most poor countries (and in many rich), the gender esteem of TVET is low. Parents and learners consider TVET much less attractive that general, academic education. Many of the governments often give little attention on resources to TVET institutions and consider it as arrangements for those who fail to pursue an academic career; low quality training and mismatch between training content and labor market needs contribute to the poor reputation.

Ethiopia, like many other developing countries, cannot achieve economic and social development without a skilled and productive labor force that can meet the changing requirements of its environment. Skilled and qualified instructors, well-organized workshops, motivated and interested learners, updated and

competency based curriculum are required parameters to sustain a high quality of TVET delivery.

Despite the various interventions to ensure that technical institute trainers are well equipped with the requisite practical skills for the job market and the campaign about the benefits of technical and vocational education, it has not attracted the youth in the north Gondar area to move into technical and vocational training at all because most technical graduates have not been able to enter into employable and self-employment in their respective fields of training because of poor performance in their field of study.

Some of the factors that influence Textile & Garment trainees' performance in TVETs are:-

- Lack of updated training as per the current world of work requirement.
- Inappropriate teaching methodology (absence of student-centered teaching methods)
- Lack of skilled trainers (absence of continued training of trainers as per the current curriculum and machineries)
- Lack of trainees motivation
- Lack of good administration.
- Lack of facilities such as computers, internet access (level III&IV)
- Shortages of training materials like raw material, reference books

In order to alleviate the above mentioned problems there is no study conducted in this area which investigated those problems/ factors that influence the textile garment trainee`s performance in case of North Gondar P/T/C/ & TVET.

1.3 Objectives of the study

1.3.1 General objective

The main objective of the study was to assess that influence of textile garment trainee's performance in case of North Gondar TVET colleges and thereby forward possible suggestions for the improvement of the program.

1.3.2 Specific objectives

- Assess the condition of textile garment trainees performance in north Gondar TVET Colleges
- Analyze the major factors that influence textile garment trainees' performance in North Gondar TVET Colleges.
- investigate the follow up and evaluation methods and result in the institution to check the trainee participation in the performance assessment

1.4 Research Question

The research investigated the following questions:

1. What are the challenges facing the effective preparation of technical trainees for the world of work?
2. To what extent do the trainer' experience and quality of training affect the practical skills?
3. How far these challenges affected performances of trainees in textile & garment programs?

1.5 Significance of the Study

Now a day, TVET is becoming a global issue, especially in the developing countries. A prominent problem in the training is training quality especially the performance of trainee's inability to compete the world of job. One of the ways to alleviate this problem is the provision of the effective TVET program. So, it is

crucial to assess the practices of TVET. In view of this, the findings of the study were believed to have the following advantages:

1. The results of the study may serve as a ground to assist planners and policy makers to assess the performance of textile and garment TVET trainees and devise mechanisms to alleviate the performance Problems
2. The results of the study may help to enrich the literature related to Factors Affecting Performance of TVET Trainees in North Gondar TVET colleges.
3. The results of the study may enable to further strengthen the current TVET practices and produce competent citizens by enhancing the awareness of those who participate in TVET provision.
4. The findings of the study may also serve as a reference and encourage researchers who wish to investigate the situation in a broader scope.
5. It may help trainers to be aware of their institutional status and initiate them to contribute what is expected from them.

1.6 scope of the study

Considering the time and resource capacity of the researcher, geographically, the study was bounded to four public TVET institutions namely Gonder p/T/C, debark TVET, Koladiba TVET, Maksegn TVET colleges from North Gondar.

Those institutions were public institutions which established to produce productive force who meet the country's middle level manpower need. Content wise, even though it was the survey study which attempts to assess the overall situation of trainings in a comprehensive way from input, process to output, but focus more on factors that influence the performance of textile garment trainees in case of North Gondar TVET colleges.

1.7. Limitations of the study

Beside the difficulty of recent trainees of compiled document at institutional level were particularly the main challenges that encounter the study in obtaining

sufficient information as easily as needed. However, some interviews were reluctant that causes some delay. It was attempted to make the study as complete as possible

1.8. Organization of the study

The study comprised five chapters. The first chapter deals with background of the study, statement of the problem, objectives, significance, limitation, delimitation and operational definition of terms. The second chapter presents a review of relevant literature whereas the third chapter presents research design and methodology. The fourth chapter deals with data presentation, analysis and interpretation whereas chapter five relates to the summary, conclusions and recommendations of the study.

1.9. Operational Definition of key terms

Performance: Does a broad concept comprise the possession and application of a set of skills, knowledge and attitudes which are necessary to successfully compete for jobs in the labor market.

Educational facilities: Training equipment available for both theoretical and practical demonstrations in TVET institutions to ensure the quality of training offered; such as training manuals, workshops, machineries and others

Enterprise: Organized business activities aimed specially at growth and profit. In our case it defines micro and local enterprises that engaged in organizing trainees for employment

Technical and Vocational Education: Educational process involving in addition to general education, the study of technology and related science and the acquisition of practical skills and knowledge relating to occupation in various sectors of economic and social life.

CHAPTER TWO

LITERATURE REVIEW

2.1 Concept of TVET

Vocational education and training is part of the education system in all societies. In some ways, it could be claimed that vocational education is as old as man himself. All other features of normal schooling, such as classical studies, are obviously much newer than vocational education. But the process of learning skills came from the unconscious imitation of the skills of producing food, shelter and protection from animals (Bailey, 1973:170).

Technical and vocational education and training (TVET) is a comprehensive term referring to the educational process. It involves, in addition to general education, the study of technologies and related sciences and the acquisition of practice, skills and knowledge relating to an occupation in various sectors of economic and social life [UNESCO, 1984].

TVET on the 3 Hs, i.e. the head, the heart and the hand and he said that educating the head is important in order to develop a cadre of intelligent workforce; the heart, in order to mould the workforce into good citizens; and, the hand, for a highly skilled workforce in any work that they do UNESCO (2005),.

Technical and vocational education aims at meeting the manpower needs of a society and providing a sequence of educational and training experiences designed to prepare certain people for initial entry in to It is an accepted fact that vocational and technical education in any society should be geared toward jobs available currently and in the near future. There must be a new partnership between education and the world of work to address the need to develop unity between the sectors of education/training and labor market, i.e. various economic sectors [Gillie 1973]

The role of technical vocational education in the society as TVET is a bridge to the future, but there must be an employment road to which it leads, otherwise we create other problems. We need new models of TVET linking education, training, and social welfare in the present study, the concept of vocational education implies the preparation of an individual for an occupation or career. This involves both the liberal and technical aspects of education. The liberal aspects include the philosophical, moral and cultural elements that an individual must possess to fit into a given society. Technical aspects include the knowledge and skills required to perform a job successfully. [UNESCO 1999]

TVET is the major connecting link between the school system and the employment market, which means that developments in TVET are intimately linked to general trends in the economy. Furthermore, the growing dissatisfaction with formal academic education, particularly its failure to provide the much-needed skill training for employment, self-reliance and so on, implies that Ethiopia should evolve some positive economic policy measures to be directed at reviving, reactivating, restructuring and reorganizing the informal sector of the economy to satisfy our needs for technological advancement. It is an indisputable fact that a large number of young men and women do not meet the entry requirements for public universities. Their only hope of continuing their education would be through middle-level colleges offering TVET program. This route is currently being developed into one of the ways through which learners may proceed to higher levels of technical training. [UNESCO, 1990].

2.2 The objectives of TVET

The purpose and objectives put forward for technical and vocational education in a given country delineate the scope within which TVET is to be developed and implemented. According to Kerre (1995), most countries have stated, in one form or another.

The general objectives of TVET as follows:

- To provide, alongside general education, knowledge and skills in technical and vocational fields; in order to meet national human resource requirements in agriculture, business, industry and other technical services.

The specific objectives of TVET can be summarized as follows:

- To lay the foundations for the vocational skills required for socio-economic development.
- To expose trainees to scientific and technological trends, skills and ideas
- To develop vocational and entrepreneur skills as basis for further training and employment.
- To develop appropriate vocational attitudes, initiative and creative thinking oriented to work.
- To inculcate skills applicable to various trades, vocations and profession
- To develop an appreciation for the dignity of manual work.

2.3. Historical Development of TVET

Historically, work was the true site of vocational training. The primitive society used the digging sticks, stones, bones, and fire to clear the vegetation and hunting and gathering their food. During this period the process of learning was a simple imitation of skill, and knowledge passed from father to son and from mother to daughter continuously and verbally. Such awareness was based on what they had acquired from their parents and what they had learned by trial and error during the productive activities [Evans, 1971]. Such a condition reflects the historical beginning of technical vocational education and training.

Technical training in the modern sense developed during the industrial revolution period in the 18th century, in order to produce the skilled human power required for the newly established factories at that period, in which TVET was seen as an opportunity for the people leaving the peasantry life [Delors in Aleka, 2008].

In the twentieth century, technical schools were expanded and post-school training was arranged to have a strong link with industries. This period was the period when there was a great pressure to expand TVET to satisfy the needs of the labor market and when industrialized countries understood that the qualified manpower had move decisive importance than any other production factors [Maris, 1994]. Nowadays, the dynamism of technology and the world wide globalization put TVET on the top of the development agenda of the countries in order to produce well-trained and qualified manpower in the shortest possible period of time to cope with the changing situation and to compete in the world market [Aleka, 2008]

2.4. TVET and Its curriculum development

One of the most important features of TVET is its orientation towards the world of work and the emphasis of the curriculum on the acquisition of employable skills. Thus, its delivery systems are therefore well placed to train the skilled and entrepreneurial workforce. This means, it is educations that can be delivered at different levels of sophistication and respond to the different training needs of learners from different socioeconomic and academic backgrounds, and prepare them for gainful employment and sustainable livelihoods. The youth, the poor and the vulnerable of society can there for benefit from TVET. To improve the quality, relevance, and efficiency of trainings being provided as well as to identify new need of training, requires a proper and efficient system collecting timely data that can help to make the training program more flexible and responsive to the dynamic labor market demand. Hence, the main ways and means of obtaining information and data is labor market information system (LMI). It includes all quantitative and qualitative facts related to labor markets.[AU 2000]

2.5. Trainers in TVET

Technical and Vocational Education and Training system in Ethiopia is currently in a profound reform process. A 'paradigm shift' of the TVET system

determinants are discussed at federal and regional levels aimed at creating a TVET system which is wage and self employment-oriented, demand driven and appropriate to the development needs of the Ethiopian economy. To this end, a comprehensive National TVET Strategy was recently adopted by the Government of Ethiopia. The most important prerequisite to achieve such an integrated, outcome-based and decentralized TVET system are highly competent and motivated staff. Without such a pool of TVET teachers/instructors (now called trainers) the implementation of the National TVET strategy may not be feasible. The establishment of such human resources can take various paths, such as the development of a new group of TVET teachers, the upgrading of current TVET In-Service teachers to the required standards, the use of expatriate staff until local staff is able to take over, or a combination of these and other measures[GTZ 2007]. Similarly (ESDP IV)also states that highly competent and motivated trainers are a prerequisite for developing a comprehensive, integrated, outcome-based and decentralized TVET system.

The professional and pedagogical competence of the technical teacher is crucial to the successful implementation of any TVET strategy. Governments should therefore make conscious efforts, not only to train but also to retain technical teachers in the system.

Technical trainers may be suitably motivated through equitable remuneration packages and incentive schemes that may include government subventions and loans teacher associations and special credit facilities for trainers to acquire cars, houses, etc. The new TVET strategy also argues TVET system managers, professionals and policy disorders will also have to be trained and their skills upgraded to enable them confidently drive the new strategy with its various implementation structures, e.g. qualifications framework, accreditation standards, assessment guidelines, quality assurance and accountability frameworks. The International Labor Office (ILO) has considerable experience and expertise in the

design and implementation of such large-scale training program reforms in TVET and may be approached for technical assistance in this regard. [AU (2007)]

The shortage of a sufficient corps of TVET teachers/instructors represents one of the obstacles to TVET development in Ethiopia. The quality of TVET teachers/instructors has suffered as a result of the low reputation of their profession. Most TVET teachers/instructors have relatively low formal qualifications, severely affecting TVET delivery at higher qualification levels. Furthermore, technical teachers, more often than not, have been unmotivated. They did not choose to become technical teachers, but were placed in technical teacher colleges because there were no other options available to them. Finally, existing TVET teachers/instructors are (mostly) inappropriately practically skilled, i.e. not competent to provide TVET in accordance with the occupational standards. This is a result of a training system that long emphasized theoretical knowledge (though often not aligned with modern technology requirements), disregarding the importance of practical skills and appreciation of the world of work (Ibid).

In general highly competent, qualified, motivated, flexible and creative TVET teachers and instructors are the backbone of any TVET system, capable of adjusting to changing technological environments and creating conducive learning environments for different target groups. To this end, the Government of Ethiopia is in the process of fundamentally overhauling the system and provision of TVET teacher/instructor trainings. The aim of this process is to create a corps of TVET teachers/instructors capable of preparing trainees to successfully pass an occupational assessment. Systematic training, education and further training will be provided for teachers and instructors in the TVET system at all levels in the formal programmed [MOE, 2008]

Accordingly, the previous qualification structure for TVET teachers will be revised and a new Bachelor qualification will be introduced. The new qualifications will be based on the professional standards of the engineering and other revised degree

programs and combined with pedagogical, methodological and didactical modules. The new Bachelor programs will emphasize strengthening practical competencies and the appreciation of practical work among TVET teachers/instructors. Frequent internships in the industry during the training were introduced. The modularization of curricula will allow for flexible entry and exit in to TVET teacher/instructor trainings. The intention is to make the TVET teachers capable of developing curricula, assessment tools and Teaching, Training Learning Material (TTLM) and to make them able to manage the training activities in the workshop in accordance with the requirements of the standards. In this way, TVET teachers who are willing to teach in the sector shall be able to comply with requirements, the occupational and methodological [MOE, 2010].

In this way access to the TVET teaching/training profession will be open to those from various educational and professional backgrounds. Generally, people with technical competences and work experience will become the preferred target group of TVET teachers/instructors' training. Tailor-made preparatory and bridging courses will be offered by higher Education institutions to allow different target groups to meet the entry requirements for degree level TVET teacher/instructor training, notably:-

Graduates from the TVET system, preferably after some years of practical work experience, and other skilled practitioners from the world of work will be encouraged to join the TVET teachers' and instructors' profession. Bridging courses for academic upgrading will be offered to ensure mobility with the higher education system. Possibilities of introducing a special academic standard range of technical higher education programs will be explored; Graduates from TVET programs and skilled practitioners from the world of work must sit and pass an occupational assessment as a precondition to entering TVE Teachers'/instructor training. Responsibility for TVET teacher/instructor initial and further education and training at postsecondary level rests with the higher education sector in the Ministry of Education.

Appropriate oversight mechanisms will be established to ensure a close coordination between the higher education and TVET agency in the planning and implementation of TVET teacher/instructor initial and further training. The state TVET authorities, however, are responsible for liaising with higher education institutions, companies, excellent TVET institutions and other appropriate organizations to facilitate necessary further training schemes for the different TVET teacher/instructor in their respective regions.

Currently the standard needed for TVET trainers at different levels is different in different qualification. Thus the qualification of trainers for level I and II is level “B” trainers/degree holders those who competent in COC exam. For level III and IV the needed qualification level for trainers is level “A” trainers /second-degree holders. The knowledge, skill, and attitude competence are also the criteria to be TVET trainers vocational education costs too much and usually suffered from shortage of budget. Such as maintenance, spare parts, and consumable materials and supplies are most heavily operating costs [Simon, 2002].

As the result, the vocational manager must give attention to a good maintenance program for all equipment. Where staff is willing and able to maintain equipment and particularly if they can involve students, then this is an excellent approach. The manager in this case should ensure that a schedule for comprehensive maintenance is established and that staff are provided time, resources and recognition for the work involved and for benefits they have provided to the institution.

Regarding this, Edukans foundation (2009), state that finally under-funding is a structural problem in the TVET sector particularly in the public system. Costs of TVET will remain high, if it is to be provided as center based training, which is still the predominant mode of TVET delivery in Ethiopia. As with most other countries, public TVET programs in Ethiopia are usually more expensive than general education, requiring lower than average trainer/trainee ratio and substantial capital and recurrent expenses incurred through practical training. As a

consequence of budgetary constraints, most urban public TVET programs are under-funded while rural public TVET programs suffered from poor facilities and shortages of training materials. TVET planning requires a solid overview of available resources such as TVET institutions and their facilities, TVET programmed delivered, technical trainers, other staff employed in the TVET system, and others and outputs such as number of trainees enrolled with the different TVET providers,

Practical training: apprenticeship and internship TVET is an educational program which mainly focuses on the practical delivery system. In this delivery system it is particularly needed to relate with apprenticeship and intern ship program. As Hussein & Postlethwaite (1975) state the concept of apprenticeship originates from the training of master craftsmen developed by the medieval guilds. This craft apprenticeship became the model of vocational training in many modern industrial countries. It was conducted on the basis of imitative learning way, therefore, justifiably be regarded as the prototype of preindustrial vocational training. The system has provided means of support for the poor since an apprentice received food, shelter, and clothing from the employer. Thus, the early apprenticeship did provide both social and economic solutions for several groups of those days; and for the new generation of today. Apprenticeship is basically a process of transmitting knowledge and skills in the context of the real world of work. It has also been taken as one element of TVET.

Venn (1964) cites that apprenticeship involves a formal agreement covering a definite period of time, which binds the employer to provide training in return for the work of the apprentice. Most apprenticeship runs between two to four years though this duration varies from craft to craft and place to place. A UNESCO publication (1984) also states that technical apprentice ships at the same time social relationship. Education and teaching would depend not only on the skill to be transmitted but also on the social classes in which they operate. The training relationship would be obviously inseparable from the social relationship. Stressing

on its significance, GTZ (2000) and MoE (2002) cite that apprenticeship helps the trainee to apply the concept learned in the class through practice on actual job so as to enhance his/her skills for employment or set and employment.

The Federal Government of Ethiopia (FGE) (2002) ascertains apprenticeship training as a particular instrument of cooperation between enterprises and training institutions in the delivery of TVET. Emphasizing on its value Vicinay (2000) writes that apprenticeship more efficient than vocational schools in overcoming the difficulty of matching youths technical capacities and firms' needs. Accordingly, apprenticeship program can foster the quality of training practical experience in the real world of work.

The TVET in the dual system of Germany, for example, refers out of training time 30% in government schools (providing trade theory and first practical exercises) and 70% in companies conducting apprenticeship based on occupational standards and following curriculum guides. Although apprenticeship is a successful system in countries such as Germany, in some other countries of the world the program was considered as insufficient to provide the desired skilled manpower (UNESCO, 2008).As, UK work force (2012) in their policy consortium states in heart, good teaching/training and learning is just that – nothing more or less, wherever it takes place. The only significant area of difference that emerged was the context in which the learning took place. In the vocational context, applied learning is the order of the day: that is, learning involving real life, practical, hands-on experiences. Clearly, learning an emergency evacuation procedure for an aircraft or plastering a wall is more effective in simulated or real environments.

The learner's experience is directly related to the effectiveness of their learning and the context is central to their learning. As stated in MoE (2008) international experiences show that successful TVET systems are built on strong and well-defined partnerships between government and the non-government sector. Both public and non-public actors are currently involved in TVET. Accordingly, the non-

public sector needs to play a decisive role. It already contributes significantly through in company TVET schemes and, in particular, through wide-spread traditional apprenticeship training provided in the micro and small business sector. However, the quality of this TVET is often low and requires increased attention and support. In addition to these employer-based TVET schemes, non-government TVET institutions will become an increasingly important pillar of the overall TVET supply.

The cooperative training system refers to mode of training delivery of technical and vocational education and training that combines training in the enterprise and institution based on a training plan collaboratively designed and implemented by industries and respective TVET institutions. Under this system, the industries/companies and the TVET institutions share the responsibility of providing the trainee with the best possible job qualifications, the former essentially through practical training and the latter by securing an adequate level of specific, general and occupation-related basic competency.

The word “cooperative” refers to the two parties providing training: the concept “system” means that the two parties do not operate independently of one another, but rather coordinate their efforts. The guiding principle is that as all parties involved, namely: the industry, the trainees and TVET institutions will gain immediate and long-lasting benefit; they will choose it(MOE, 2010).Cooperative TVET in the formal TVET programs conducted in the form of workplace internships of several months. This represents an important step forward in making the TVET system more relevant. However, cooperative training should be deepened to fully utilize its advantages for the TVET system.

To this end, maximum flexibility is given to TVET providers to negotiate and develop relationships with individual employers, groups of employers or business/sector associations about the organization of cooperative delivery schemes. TVET providers will also be encouraged to venture into more agreements with small companies and the micro enterprise sector as these

companies represent the target labor market for a large group of trainees. As a rule TVET providers will have the freedom to develop cooperative TVET programs in accordance with specific needs and potentials of companies and trainees, as long as the training is oriented on the occupational standards and will enable trainees to achieve the necessary competencies of a qualification or part of a qualification. (Ibid)As stated in Edukans foundation (2009), through Micro and Small Business Development Offices, TVET graduates trained in construction areas are assisted to engage in self-employment ventures, such as building construction material supply, sub-contracting for installation of electrical and plumbing systems in government initiated condominium housing development projects in major urban centers. But at the moment the critical challenge with regard to TVET training is the lack of opportunity for Practicum. There are no adequate number of factories, production units and other opportunities for attachment.

The few that are available are not willing to provide attachment opportunities. As principles employers are the potential force to:

- Deliver workplace training to employees
- Contribute financially to national training fund
- Provide opportunities for TVET teachers to regularly update their workplace experience;
- Provide opportunities for industrial attachment for trainees Contribute to the development of national skills standards

2.6 TVET and International experiences

AU (2007) in its strategy to revitalize TVET in Africa summarizes the innovation/best practices in TVET strategy of the African continent and international practices and the lessons learned as follows

Table 2.1 TVET and International experiences

Country	Innovation	Impact	Lesson
Africa	National Qualifications Framework established to provide mechanism for awarding qualifications based on achievement of specified learning outcomes. Its implementation includes recognition of prior learning, lies with the South African Qualifications Authority. Learning outcomes are specified by employer-dominated Sector Education and Training Authorities. A skills development fund, alimented by a 1% levy on enterprise payrolls, has been instituted. Eighty percent of the levy goes to the sector education and training authorities for sector-specific training programs while 20% is used to finance other skills development initiatives outside the enterprises being levied – principle of“ cross-subsidization”	Effective coordination of the TVET system, better coherence of the qualification structure, including accumulation of credits and recognition of prior learning. Greater market relevance of training programs and financial involvement of industry in the development of skills.	The introduction of the national qualification framework has been slow due to bureaucratic bottlenecks. Sustainability of the training levy depends on the continued cooperation of the enterprises being taxed.
Kenya	The Kenyan NGO Strengthening Informal Training and Enterprise ran a project to improve traditional apprenticeship training using master crafts persons recruited through associations as host trainers. The basic skills (technical skills, business skills, and teaching methods) of the host trainers were first upgraded. The objective was to strengthen the capacity of master crafts persons to provide quality training to their Prentices.	Host trainers improved their training of apprentices by Improving content and quality and concentrating training on productive ctivities	Training is only technical skills. The design & implementation of training programmes are in collaboration with informal sector trade associations
Benin	The Bureau d'Appui aux Artisans seeks to complete the training of traditional apprentices. They works through the various trade associations and links the master crafts persons and apprentices who are members of the trade associations to reputable public or private sector training providers for complementary training. The artisans role is limited to that of financier and	The training changed the approach andimproved the methods of training Of the master crafts persons. Theapprentices who have	The notion ofcomplementary training of theirapprentices isnew to mastercrafts persons, so they need to be

	technical adviser while the trade associations implement and supervise the training through activities such as collaborating in the development of new training modules, participating in the selection of trainees, negotiating the fee for the instructors, monitoring the attendance of the apprentices, co-organizing the trade test at the end of the training.	received complement ary training became more precise, responsible and Confident.	“hooked” to the idea. Public and private sector providers of complementary training need to be well endowed with excellent training
singapore	A National Manpower Council brings together the Ministries of Manpower, Education, and Trade and Industry to determine manpower targets from the Institutes for Technical Education, the Universities and Polytechnics. The Ministry of Education has the primary responsibility for ensuring longer term supply of skills in relation to national development targets.	Training is relevant to labor market needs. Attention to Attitude development leads to a hardworking and disciplined workforce.	Social capital or the development of shared national values is as important as human capital or technical skills formation.
Germany	The dual system of TVET in Germany allows for learning to take place in a Vocational school and in the service industry concurrently. Trainees receive training in a company three or four days per week and at a part-time vocational school one or two days per week. Job centers help in arranging placements for training and companies themselves also offer trainee positions. Training agreements must be signed between the company and the trainee.	Approximately 70% of all school leavers, aged 15 – 19 years undergo training under the dual system. Vocational training is linked closely to the world of work.	Dual training requires an industrial fabric that does not exist in many African countries. It is expensive and companies must be willing to offer training.

Source: African Union. (2007).

2.7. TVET in Ethiopia

2.7.1. Back ground of TVET in Ethiopia

Traditionally, Ethiopia had its own craftsmen and artisan for centuries. Throughout the world, Ethiopia is well known for its historical sites such as Axum, the Lalibela churches, and Gondar. After the golden age of art and technology of the Axumite Kingdom, technology seemed to decline in Ethiopia for a long time, though the reasons why technological development did not continue have not been properly examined by researchers. During the Italian occupation (1935- 1941) it is said that some TVET schools were established in line with Italian colonialist ambitions. However, the men and women of talent were delegated to a lower status by the traditional Ethiopia for a longtime. In our society, especially in rural areas, potters, blacksmiths, weavers, and tanners are isolated and despised. They are labeled as sorcerers as having evil spirits (PankhurstinWanna, 1998). But, after the expulsion of the Italians, the Ethiopian government paid some attention to the establishment of vocational and technical schools in Ethiopia as a part of its education system

Wanna in Aleka, (2008) identified three periods with regard to the TVET development in Ethiopia. During the first era (1940's-1960's) Ethiopia was rebuilding its educational institutions and very few schools served students from all over the country. However, graduates from high schools that could not join tertiary level of education lacked skilled to be employed among secondary school graduates. From 1962 the government converted the existing high school into compressive high schools. The second era (1960's-1980) was mainly characterized by the attempts made to vocational high school education. The mission was of reducing unemployment among young high school completer. However, because o f lack of materials and human resource, shortage of qualified teachers and limited budget, the quality of graduate was not as expected and the problem of unemployment among high school completers did not improve much. It was during the third era (1980's-1994) that the government

decided to strengthen a number of selected compressive as well as other vocational technical schools in order to give effective skill training.

As MoE (2008), as in many African countries, TVET in Ethiopia suffers from a relatively poor public image. It is usually associated with low status job, low salary and lack of personal development opportunities, partly due to the low quality of previous TVET programs that did not allow TVET graduates to successfully compete in the labor market. TVET is generally perceived as a place of last resort for those students who failed to get into higher education .This misconception needs to be rectified. However, since late 1990s, the government has committed itself to overhauling and reforming the basic framework conditions of the TVET system. This measure recognized the fact that while the country was in dire need of crafts persons and technician, training programs lacked relevance to the workplace reality .Never the less, this reform process was slow and limited by the fact that all efforts and resources were directed towards the massive quantitative expansion of the public TVET supply.

As a consequence, the programs, by-and-large, do not address actual competence needs in the economy, with most programs of low quality and theory-driven due to resource constraints and lack of skilled TVET teachers. A systematic integration of TVET with the world of work has not yet been achieved. Most curricula used in formal TVET were not developed based on occupational standards. Since the progress made up to the proclamation ETP (1994) was slow. Thus, the country's human capital has no developed to high level in order to make a marked difference in the social, political and economic spheres. However, the new education and training policy give special attention to TVET by providing broad and multi level foundations. The new organization of technical and vocational training based itself on analyses of the training needs of the country's economic and social development (MOE, 2003).As the result of the aforementioned Education and Training Policy (1994) and the implementation of ESDP- 1, 2, and 3 a modest progress has been made at all levels of education.

Accordingly, quantitative changes have taken place in the areas of education and training. The most salient changes that took place between 1994/5 to 2004/5 include

- Enrolment at the primary level (grades 1-8) increased from 3 million to 11.4 million
- Secondary level (grades 9-12) enrolment jumped from 400,000 to 53,212,
- Student enrolment in technical and vocational education and training increased from 2,338 to 45,417.
- Tertiary level student population grew from 16,000 to 187,561 (MoE,2005)

As Edukans foundation (2009) report, one of the major impacts of the ETP implementation in relation to TVET was that in 2004/05, there were 45,417 trainers in the country enrolled in 108 government TVET programs. This enrolment figure accounted for 4.7% of the total secondary school student population. Furthermore, girl's enrolment in these TVET schools in 2004/05 was 50.7%, thus indicating gender balance in this area. However, the gender imbalance is observed in the fields of specialization.

According to MoE (2005), fields of specializations have now reached to 25 in government and 16 in non-government institutions. Ethiopia has decentralized its educational system and regional states manage their TVET program

In an Ethiopian context, the term TVET combines theory and practice elements of education, such as specific calculation, knowledge about certain materials, working methods and also practical training through instruction in the workshop of an institution or practical work in an enterprise (MOE, 2002). Concept of Quality in Vocational Education and Training There are as many theories of quality as there are writers. These different views of quality are often confusing and contradictory (Amare, 2005: 2). For instance, Middle Hurst(1997: 46) viewed quality as a spectrum between two polar establishing acceptable criteria

and standards of good performance. This definition focuses on performance-based and accepted criteria.

Inputs, processes and outputs are the major educational elements to address quality issues. The relationship between inputs and outputs is influenced by various factors, and processes and outputs are also numerous and complex. However, quality in higher education is divergent and controversial. The definition given by Mosha (1998: 38) is that quality in higher education is the level of excellence in performance which can be measured by establishing acceptable criteria and standards of good performance. Today, nobody questions the importance of quality. Assuring and enhancing the quality of teaching and learning in higher education is a major objective. To that end, Harvey(1994:47) and Middlehurst (1997:48) distinguished five perspectives of quality-quality as exceptional, perfection, fitness for purpose, value for money and transformation.

2.8 Quality as Exceptional or High Standard

Delivering exceptional performance is attainable only in limited circumstances. This can happen only when the very best and brightest trainees are admitted to the system, mainly in world-class universities (Firdissa, 2009: 19). According to Harvey (1994: 70), this aspect considers quality as something distinctive and elitist. Moreover, it is a view of quality as exceeding very high standards. In education, this notion of quality tends to focus on inputs and outputs. For example, a TVET that attracts the best trainees and provides them with the best resources will excel. Regardless of the process by which students learn, excellence remains focused on the level of inputs and outputs as an absolute measure of quality often unattainable by most. Sallis (1993: 22) said that the absolute concept of quality is unaffordable for all educational institutions; especially in less developed countries education with absolute quality is unthinkable; According to Becket and Brookes (2006).

2.9 Quality as Perfection or Zero Defects

Quality as perfection deals with producing consistency through continuous improvement by adopting total quality management (TQM) to create a philosophy about work, people and human relationships built around shared values. This aligns with a positivist paradigm that espouses the belief that the world is definable, fixable, discoverable and describable. Hence, quality as perfection focuses on the process and sets specifications that aim to meet it perfectly (Harvey and Knight, 1996:171). This notion of quality is perhaps applicable to administrative tasks such as the maintenance of students' records, but it does not fit well with the idea of expository learning. Quality in education is difficult to define and measure (World Bank, 1995:2). Regarding this, argued that a discussion on the quality of education usually focuses on the level of pupils' achievements in examinations, parents' satisfaction with the outcome of education, relevant skills, attitude and knowledge acquired for life after schooling, and the condition of the learning environment. However, some of these aspects are subjective and therefore difficult to measure. There are a number of indicators that contribute to the quality of educational provisions including pupil-teacher ratio, class size, availability of facilities and resources, and the qualifications of teachers. Quality assurance as a whole is a range of actions and mechanisms that support quality in training. Moreover, quality assurance is about ascertaining the existence of quality or taking actions to ensure the existence of quality. This view is closely linked with systems where the emphasis is on accreditation, or on the public guarantee of quality. Quality assurance is also identified with improvement, and therefore it follows the process of accreditation or licensing, through which a basic measure of quality is established. A well-established accreditation process has a major impact on the quality of training since each and every aspect of the quality of training should pass through predetermined criteria to be fulfilled by the trainee or training institute.

2.10 Performance indicator of any Good TVET System

Leadership and vision

- TVET is well established as a priority, to support national economic development
- TVET receives sustained, national, provincial and municipal government support
- TVET, at all levels, has strong, well thought out policies designed to
- implement the national vision of TVET – A well-articulated system

Skill demand: TVET programs and courses are designed by Ethiopia MOE, with strong inputs from employees

Demand driven: Provincial and municipal government is active in providing information about Existing and future employment trends ,Institutions actively seek opportunities to place trainees into industry to enhance their understanding of industry practices and technologies

Governance and coordination: TVET has a well-established enabling environment that support TVET Governance and coordination at all levels (legislation and olicies),Legislation and policies require the participation of stakeholders in the Governance and coordination of TVET ,There is strong communication and linkage systems between all levels of TVET

System wide management and administration: Government requires strong use of institutional arrangements, standards and reporting protocols –discipline within the system, Government uses incentives and awards to promote effective service, Delivery Government has a clearly linked, strategic management perspective at all levels of TVET.

Resource and leveraging of partnership: Within the provincial and municipal levels, the government has a well-developed strategy for adequately funding TVET, both public and private ,Government and institutions promote a

strategy to leverage non-government resources primarily from employers, Institutions are actively involved in various kinds of partnerships .

Institutional financing and accountability: Provincial and municipal governments have clearly decided to provide sustained financing to support private and public TVET, Associated with the above, the authorities have established an institutional accountability framework that is effective They know where the money goes, authorities' have established mechanisms that allow institutions to leverage financing from private firms .

Provision and quality assurance: Trainers and administrators are adequate in numbers, well trained, certified and are expected to have (or get) industry experience, Curricula/ instructional materials are full featured and fully developed, Facilities/equipment are specifically designed to effectively support specific programs of instruction

Monitoring and evaluation practices: Most, if not all, TVET programs are approved and monitored by government authorities, All programs are supported by trainees evaluation and certification systems, Each TVET institution has a staff monitoring and evaluation system that is tied to the salaries (performance incentives). Program contributions to community service and job placements are monitored and reported by the institution Provision for diversification and are circulation, TVET has a national policy that requires clearly defined articulation at all levels of education, We did not see that Diversification is required by policy, but there was evidence that some institutions are seeking to design programs where students can be employed in multiple sectors in related occupations that require similar skills.

Systemic innovation: Innovation is clearly encouraged by the Provincial and Municipal Authorities Institutions are seeking innovations in: Curricula design; Pedagogy; Partnering for trainee training in industry; use of simulators instead of heavy equipment; facility design. Kassaye, M. (2005)

CHAPTER THREE

METHODOLOGY

3.1 Research Design

The purpose of the study was to investigate the factors that influence the performance of trainees in selected institution of North Gondar TVET colleges in Amhara Region, Ethiopia. The descriptive survey method was employed in the study. This method was believed to be useful because it allows gathering data from a wide range of respondents and enables to describe the situation of TVET trainees as it currently exists (Gay, 2000). It is also assumed that this method is economical since it enables to describe the prevailing situations both quantitatively as well as qualitatively which eventually help draw valid general conclusion and used to isolate the factors that have an impact on the standard of training in TVET colleges. Descriptive research involves a clearly defined problem and definite objectives (Best and Kahn, 1989: 18). Since it is appropriate to describe an ongoing process and trends that are developing, and is use full or the purpose of identifying standards against which the existing condition could be compared, the aforementioned design was employed. More specifically, the design was selected in order to assess the current status of training in industrial technology by taking into account the factors influencing the performance of trainee in north Gonder TVET College .

3.2 Target population,

The target populations in this study are textile garment trainees, trainers and vice deans of North Gonder Zone. It comprises 12 public TVET institutions namely Gonder P/T/C, Debark, dabat, gendaweha, maksegnt, chelega, ambagiwergis, sanja, kolladiba ,mekanebirehan, guhala, &shahura TVET.

3.3. Sampling technique

The sample institutions were selected using probability random sampling, and the sample of trainees were selected using non random quota sampling method with the assumption that it gives equal chance for each institution and each trainees to be chosen. And also trainers and vice deans were selected by using purposive sampling Yogesh Kumar, (2010). The reason behind this is the institutions had similar objectives in which their accreditation are by delegated TVET authorities by considering the capability to implement TVET programs and serve the target population in accordance with defined national occupational standard based on national accreditation rules and procedures in addition all TVET public colleges are homogeneously equipped and operated in various factors such as types of occupation, interests and motivations of trainee, and college's facilities except number of trainers & trainee it would be better to select those TVET colleges[yogesh kumar,2010]

3.4. Sample size

Among 12 TVET colleges, 4 colleges are selected. There are total population of 16 trainers, 4 vice deans and 352 current year level II, III, IV trainees in the regular program of Gonder P/T/C, Debark, Kolladiba & Maksegnt TVET colleges. The sample size generally depends on the number of total population. So for the purpose of this study uses 141 trainees who are engaged in 4 TVET intuitions that has given equal chance to be chosen though non random quota (percentage and ratio). And also total population of trainers and vice deans were taken as censes sample or the available samples of the study area.Four vice deans and 16 trainers were included in the sample using the purposive sampling technique.

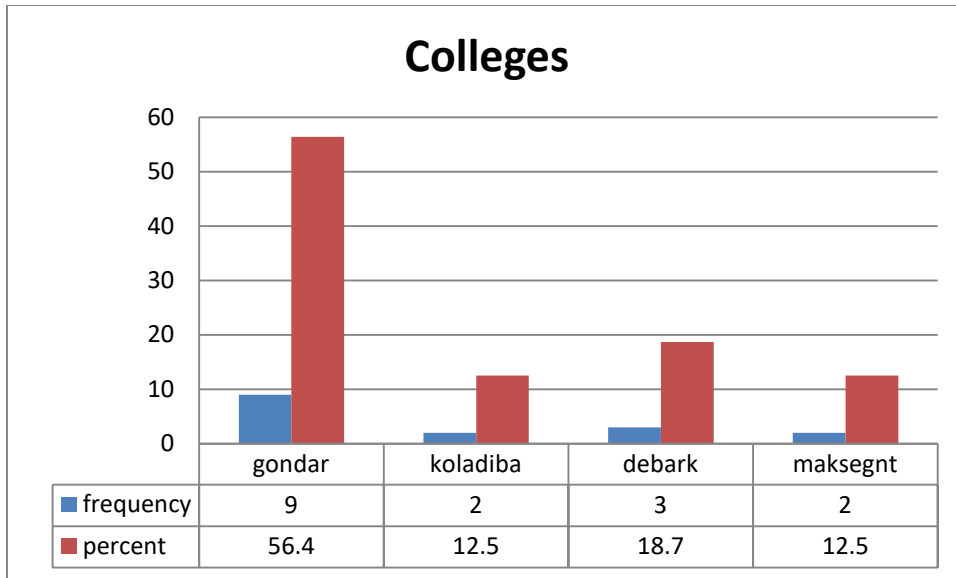


Fig 3.1 Total population of trainer

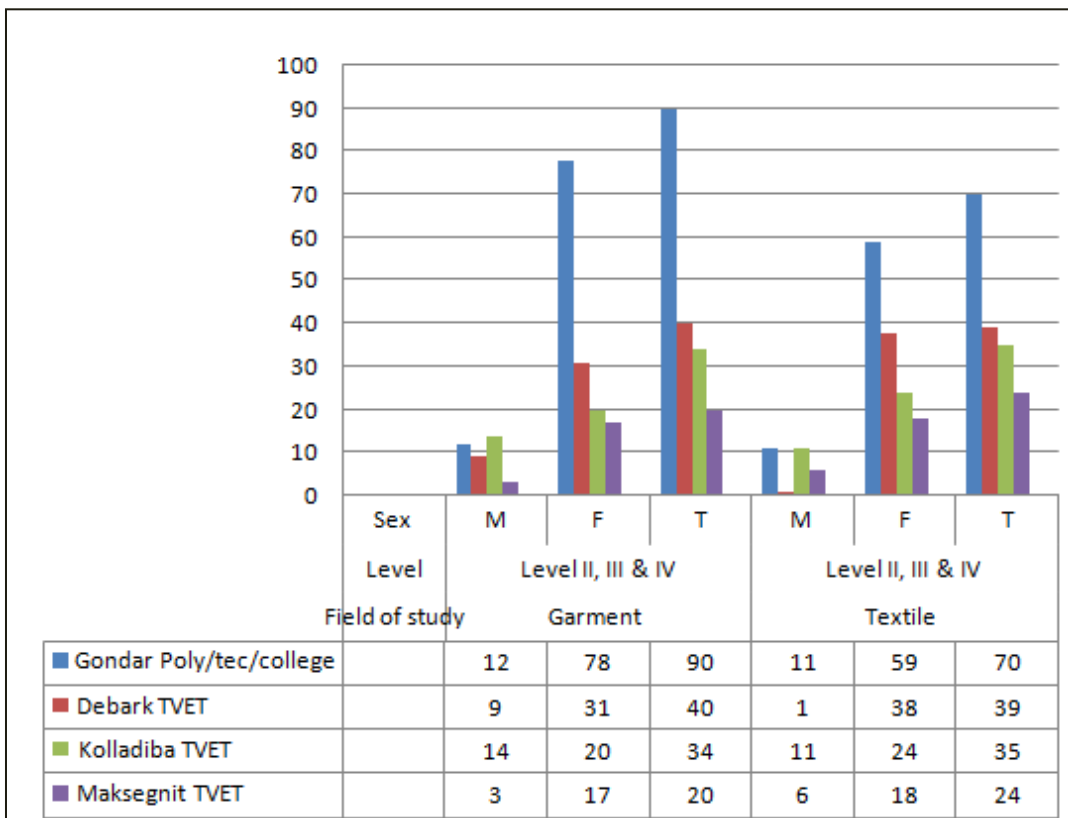


Fig 3.2 Total population of trainee

3.5. Source of the data

In this study, the researcher used both primary and secondary data. In the primary data to gather the reliable information, the study has used Questionnaire, Interview, and Field observation to gather primary data and secondary data are obtain from books, journals, articles relate to the problem under studies and report of TVET colleges, strategies, expert journals relevant to the problem area, internet sites and available materials directly or indirectly associate to the problem

3.6. Data collection Instruments

The primary data to gather the reliable information, the researcher were used the following data instruments. Those are: Questionnaire, Interview, and Field observation.

Questionnaire is the most appropriate data collection method for research, before the researcher go on to construct the questionnaire it needs to think about what exactly, want from research (Dawson, 2002).

This data collection method (questionnaire) used to collect data about pre training, during training &pos training. For these purposes the questionnaire include both closed ended &open ended items .And it begins with a series of closed questions, with boxes to tick or scales to rank, and then finish with a section of closed & open questions for more detail response (Dawson, 2002). Those participants (trainees & trainers) who filed the Questioners have more access to know performance of trainees, quality training and its challenges.

Interview

For the key informants /interview method department heads and vice deans are selected using purposive Sampling Technique. Basically the interview method with these participants used to know the issues in-depth through semi structured interview. Because, from the data collected by using Semi structured interview,

the researcher can obtain wants specific information which can be compare and contrast with information gained from other data instruments (Dawson, 2002)

Field observation:It secure additional facts through observation at the respective sites on observation check list comprising points regarding to training, machines and equipment availability which related to occupational standard provision of consumable material, shop organization, facility fulfillment, services providing .This is used to further strengthen the information collected by means of other data gathering instrument.

3.7 Document Analysis

To obtain facts and figures about the trainers & trainees a number of documents among others statically information's ,reports documents like tracer study, trainees COC result, trainer's profile etc were thoroughly and sufficiently investigated , in addition secondary official policy and strategy document ,guide lines books etc were referred.

3.8. Data collection Procedures

To answer the research questions raised, the researcher had gone through a series of data gathering procedures. Accordingly, first of all, the intended questionnaires, interview, document analysis as well as observation check lists were prepared and then evaluated and commented by the researcher advisors and other experts like the statistician before actual use. After having done this, the researcher collected official letter of authorization to show it to the concerned body in the study areas and then the researcher communicated authorized bodies. After reaching an agreement, the researcher then went to each group of respondents and introduced objectives and purpose of the study. The researcher assigned a person and provided orientation for him to facilitate the data gathering process.

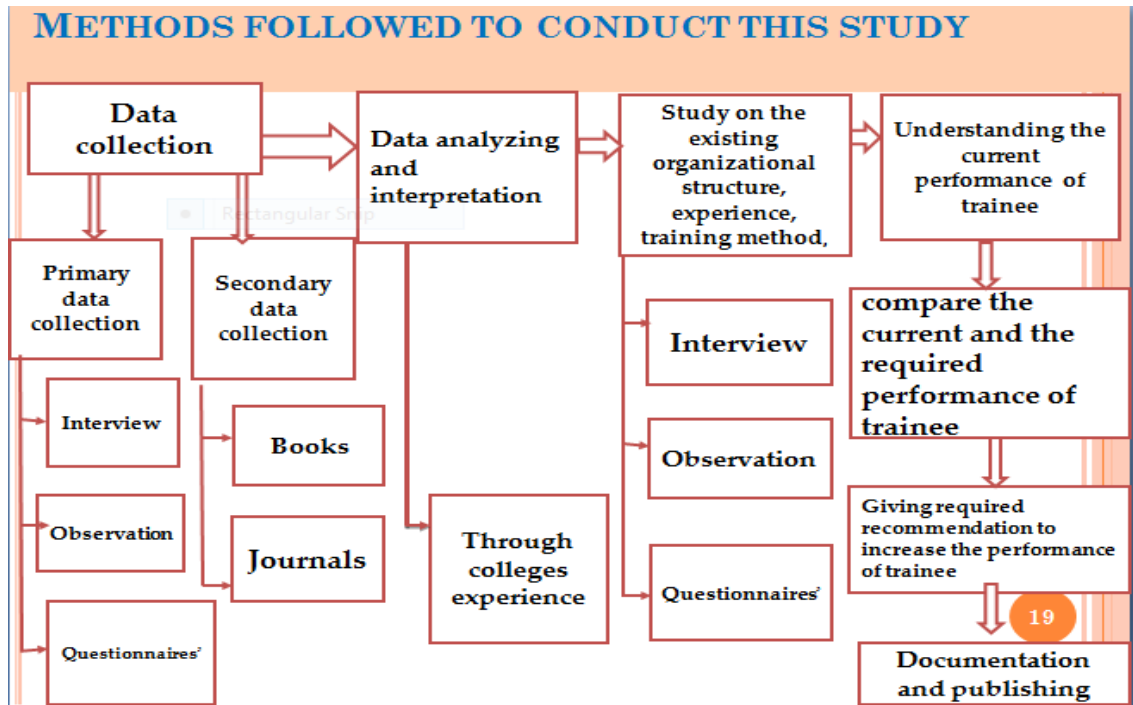
Questionnaires were administered to sample trainers and trainees within the given schedule by the facilitator under open supervision of the principal researcher. While data gathering was going on, the interview, document analysis

and observation were undertaken by the principal researcher. Finally the data gathered through different instruments were checked by the researcher himself based on his own check list before leaving the site.

3.9. Methods of data analysis

Qualitative data or more specifically, free responses arising from open-ended questions that respondents will be answered using their own words, are coded into a set of categories will be developed from identify commonalities. For all the qualitative data, paraphrasing while remaining faithful to the original meaning as it will be given by the respondents will be applied.

On the other hand, Quantitative data will be analyzed by the use of descriptive statistical analysis to show extents by using percentages and frequencies. The Statistical Package for Social Science (SPSS version 22 software) will be employed to run the process. The findings from quantitative data will be presented or reported through percentages and frequencies. The result will be presented in the form of Tables and Graphs. The quantitative findings will be obtained from the questionnaires are concurrently triangulated with qualitative data will be obtained through interview, document analysis and field observation.



3.10. Ethical considerations

Since the aim of the study was for the improvement of the issue under the study, it's all process accomplished at the participants voluntarily consent without harming and threatening their personal and institutional wellbeing. Thus, all communication with institutions and participants undertake with open and honest way (in an overt research way) in considering the research ethical codes issues like anonymity (not the use of any names and address in the final report) and confidentiality (not disclose directly any information to the third party).

CHAPTER FOUR

RESULT AND DISCUSSION

This chapter deals with presentation, analysis and interpretation of the data. Pertaining to the back ground information of the samples population and their responses to the items that are set in the data collection instruments.

4.1 Characteristics of the respondents

The target population mainly consists of level II, III & IV current trainees and trainers. First I used nonrandom quota sampling to be able to include from the two departments available. Then I selected department heads & deans of the institutions. The total current populations of trainees were 352 and by using quota sampling (to give equal chance) selected 141 trainees and 16 trainers respectively.

A total of 141copies of questionnaires were distributed to current trainees and trainers. Out of those questionnaires distributed, 123(84.37%) current trainees, and 16(100%) trainers were filled correctly and returned. Thus, the total return rate of the questionnaires 139(88.5%) of the sample population.

The analysis of quantitative data was computed by SPSS. The percentage was widely used for analysis. The data gathered through interview, observation and document analysis were analyzed qualitatively to substantiate the quantitative data. The analyzed data were compiled and organized in a way that suits interpretation of the results in addressing the research questions. In this way 5 tables were constructed in categorizing the objectives of the study in thematic groups which deals with the responses of participants on the relevance of training to world work, the status of training offered.

Understanding about the overview of the respondents characteristics was important for further analysis of their responses. Hence, attempts were made to describe the background of the respondents which directly or indirectly related to

the objectives of the study Accordingly, the trainees and trainers general demographic characteristics, sex, age, level ,experience, completion level of training, field of study and occupational assessment result were separately treated.

Table 4.1 Back ground of the respondent trainees

TVET College	No	%
Gonder	56	45.5
Debark	27	22
Kolladiba	24	19.5
Maksegnt	16	13
Sex		
Male	48	39.02
Female	75	60.9
Age		
below 20	16	12.2
20-24	85	69.1
25—30	22	17.9
Level		
Level-II	43	34.9
Level-III	56	45.5
Level-IV	24	19.5
Field of study		
Garment	72	58.5
Textile	51	41.46

As indicated in the Table 4.1 above, the institutional distribution of current trainees respondents showed that the distribution was according to their population in each institution. Thus, from 141 current trainees responded 56 (45.5%), 27 (22%), 24 (19.5%) &16(13%) were from Gondar, Debark, Kolladiba,

Makssegnet respectively. Regarding their sex, females were very large dominant than males, comprising 75(60.9%) of the total number of the respondents. This reveals that the participation of females in TVET was higher than men. However, Age wise the same Table shows that the majority of respondents were under the age group of 20-24, implying that they were young and in desirable productive capacity

Regarding the level of training, considerable proportion 43(35%),56(45.5%) and 24(19.5) were level II, III and IV respectively. This result shows that the proportion of trainees by level were contradictory with the newly introduced intake policy direction of TVET program Since the program directs to take much more trainees at lower levels (operational level) and few trainees at the highest level which considered as a managerial level, with a ratio of the occupation of the respondents were also depicted in the Table. Accordingly, six occupations were involved in the given responses. Thus, among all apparel production (garment construction) covers a large number of respondents.

Table 4.2 General background of trainers

Institution,	No	%
Gonder	9	56.4
Debank	3	18.7
Kolladiba	2	12.5
Maksegt	2	12.5
Sex		
Male	13	81.3
Female	3	18.8
Age		
20-24	7	43.8
25-30	3	18.8
above 31	6	37.5
Qualification		

BSC	13	81.3
Diploma	3	18.8
Field of study		
Garment	10	62.5
Textile	6	37.5
Experience		
Below 5	11	68.8
10-20	1	6.3
20 and above	4	25
Certified from level I-IV		
Competent	11	68.8
Not yet competent	5	31.3

As indicates the table 4.2 that the number of trainers distribution among the institutions are not proportional to the actual number of trainees in the institutions except gonder poly technic colleges.

Sex wise males are 13(81.3%) very large dominant from the total number of respondents. Concerning age most of the trainers 7(43.8 %) were between 20-24 age. This depicts that they are young. a great number 13(81.3%) of trainers are level "B" which as a principle endorsed only to train level III and IV and this reveals a serious shortage of A level trainers and most the training programs offered by trainers of below the required standard. Especially for level V& IV occupational standard.

Among two Garment production covers a large number of respondents similar to the actual fields offered in all of the institutions under the study in reality. The majority of the trainers 1(68.8%) were new or beginner trainers with less than 5 years work experiences. These show that scarcity of experienced Textile & Garment trainers, among the competency 5(31.3%)were not yet competent according to the requirement. The result revealed the issue of adequately qualified, experienced and satisfactory academic staff as the main problem in textile and garment department.

4.2. Reflection of trainers and trainees

Assessment of local need to the relevance of quality training

To assess the extent of Assessment of local need to the relevance of quality training the study raised the issue of need assessment conducted at institutional level.

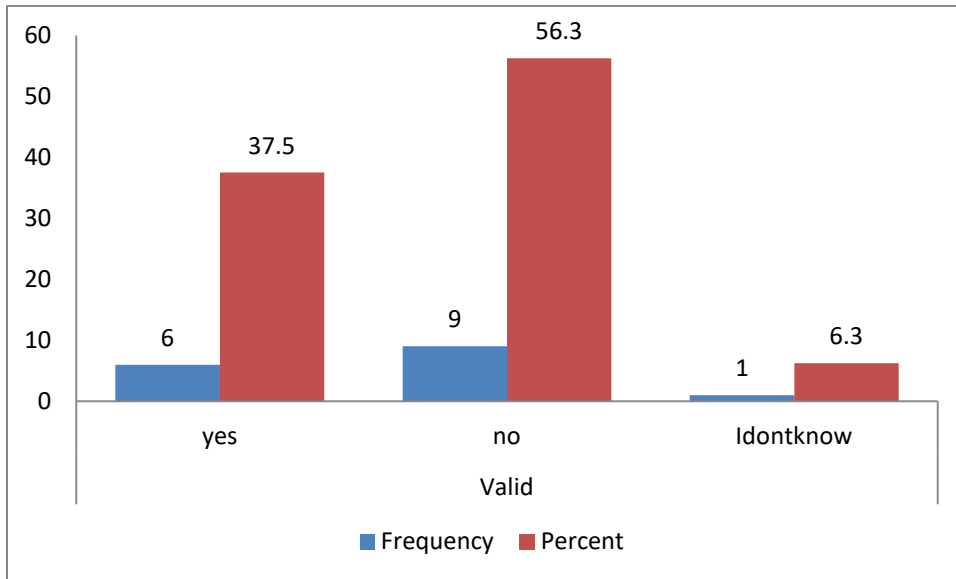


Figure 4.1 need assessment

To explore how much of the training being delivered through need based, in the figure 4.1 above, trainers were requested to answer the extent to which whether the training program offered in their institutions are identified through need assessment or not. Accordingly, with the exception of 6(37.5%), all the rest of the respondents 9(56.5%) and 1(6.3%) respectively responded that there was no training needs assessment and they do not know as a trainer whether need assessment was conducted at institutional level or not. These indicate that, the needs assessment which as principle conducted with the active participation of trainers was not properly implemented in the institutions.

According to the perception of these participants conducting the need assessment is the responsibility of the region and top down pressure to accept trainees rather than institutional need are the main causes. The

information obtained from the interview of deans and heads show similar facts. In this regard all of them agreed. According to the respondents the factors are no given responsibility, absence of link between institutions and industries (beside its few in numbers), shortage of market information, low participation of stakeholders. Furthermore, as document analyses in the institutions indicate there is no tracer study which supports the committee in conducting need assessment. Besides these, there was also poor support of cluster coordinator TVET College in coordinating the institutions to the need of the industry .

This implies that, there is a shortage among training institutions to conduct local labor market surveys in and around their localities and gather information which serve as inputs for the development of new or revised courses and programs which AU, (2007) state as the institutional responsibility. Even the result enhances the MoE (2008) argument which acknowledged as many of the existing TVET providers are not yet in a position to develop high quality curricula and TVET programs on their own. Therefore, the result of the above Table with the support of idea obtained from the interviewee reveals that currently the institutions are not in a good position of providing need based training identified through need assessment.

Table 4.3 trainer's perception on quality training

Measurement items	N	Mean	Std. Deviation
Skill gap of trainers not affect the institutional practical training	16	1.50	1.366
skill gap training for TVET trainers not affect over all training	16	1.31	.479
in appropriate training method in ability to control large class size, also not affect the training	16	1.75	1.183
Work shop organization is adequate according to the number of trainee and occupational standard	16	1.94	1.436
Trainers have enough time & satisfaction to perform their duty	16	2.13	1.586
Pre requisite of unit of competency is correctly arranged	16	1.75	1.000
Are the trainee fit for world of work	16	2.19	.655
Is the curriculum revision is necessary	16	1.13	.342
Over all		1.712	

Source: SPSS Output 2018

The arithmetic mean was used at a decision point of 2.50. The implication was that a mean value above 2.50 was considered as 'agree' and values below 2.5 as 'disagree'.

Table 4.3 Reveals a general agreement depending on skill gap of trainers and lack of skill gap training mean value of (1.5, 1.31) affect the overall training and not able to full fill the gap according to the need of occupational standard for the effectiveness of the training programs offered at the four technical institutes. Especially the two college interview participants responded that there is no skill gap training due to deficiency of budget & others.

Inappropriate training method, lack of instructional materials & inability to control large class size (mean value of 1.75) are also affecting the training quality. And these affect the trainers' motivation to teach practical skills. This is simply because the hope for success will be higher than the fear of failure, it does mean that trainees must be given the possibility of active participation and this can only be assured when training materials are readily available.

Therefore, technical institutes should move away from measuring success in terms of the number of trainees the efficacy of the training programs not in relation to the expectations to the job market. However, formal industry appears to be generally the view that the theoretical knowledge & technical skills provided by technical training need to be complemented by workplace skills. This shortfall in technical training corroborates a study conducted by Akplu and Amankrah (2008) on the efficacy of technical programs which revealed that technical graduates lack the requisite practical skills for the world of work and, in most cases, such graduates are retrained before being employed. The formal industry views this shortfall as frustration with the public TVET system, Work shop organization not adequate according to the number of trainee & Trainers have enough time & satisfaction to perform their duty with the mean of the question (1.94&2.13) show TVET College have very low attention to work shop organization. The information obtained through interviewing .they show similar facts about shop organization they are not organized according to the need of occupational standard due to lack of budget and advanced technology.

The analysis of the institute leaders confirms that the two technical institutes do not encourage instructors to embark on industrial training during long vacation holiday and not invest in TVET instructor training and enhance status of instructors, lack of attachment could deny the trainers access to the technologies relevant to the world of work.

Views of trainers about current trainee's fitness for world of work

For more analysis about the trainee's job security the current trainers were requested to reflect their opinion about their performance. Thus, among requested respondents 2 (12.5%) of them indicate their judgment as "likely". But the others 9(56.3 %) and 5 (31.3 %) shows their reflection as "less likely" and "difficult to judge" respectively or the mean value (2.19) in their future job placement. These indicate that the majority of trainers were not confident and hopeful in their performance & future involvement in the world of work. The information acquired from interview in the area also reflects that the principals were not sure for their trainee's opportunity. From this it is easy to conclude that the new demand driven TVET strategy which designed to offer on the bases filling a substantial skill gap need throughout the economy is not well implemented at institutional level.

About curriculum revision

TVET thus plays an orientation role towards the world of work and its curriculum emphasizes on the acquisition of such employable skills, which is a fundamental necessity for driving the industrial and economic growth. TVET delivery systems are not properly coordinated and in most cases there is no proper regulations followed in its implementation since it has no clearly defined curriculum. Curriculum of TVET should primarily focus on the knowledge and skills required for industrial development from the stand point of the above suggestion the question were is curriculum revision necessary? The mean value of respondent is 1.13 this indicates that curriculum revision is not necessary but they are focused on actual implementation of the curriculum according to the occupational standard & rearrange prerequisite of unit of competency. EX work ethics, kizenetc put at the last unit of competency.

Table 4.4 trainee's perception on quality training

trainees perception on quality training	N	Mean	Std. Deviation
Provision of training materials including TTLM	123	2.187	1.3692
Large class sizes have no effect on effective practical training.	123	2.43	1.181
Provision of work shop tools, equipment & machinery according to the occupational curriculum	123	2.38	1.328
Attention is given to industrial attachment	123	2.27	1.109
Maintenance of work shop training facilities is carried out routinely	123	2.46	1.243
Existence of a spacious and well-equipped library	123	2.94	1.326

Source: SPSS Output 2018

As indicated table 4.4, the respondents' decisions show some of the challenges actually facing the effective preparation of technical trainees for the world of work. An examination of these responses indicates the mean value 2.187 that training materials, basic tools and equipment supplied to both trainers and trainees were inadequate. These educational resources, when inadequately supplied, could give room to trainers focusing more on theoretical teaching and hence are likely to contribute to trainees' not being proficient in practical skills acquisition. On the question of class size, it was realized that the large class sizes do not match with the supply and provision of training resources. This does not allow the instructor to attract and retain the attention of all trainees during demonstration.

Generally, there was a short supply of training materials and basic tools by the institutes. Since technical institutes mostly rely on materials and tools for training, their short supply would negatively affect practical skills acquisition. The nature of industrial attachment program in the technical institutes (mean of 2.27) is not grave concern, and the study collaborates the observation by Roeske (2003) that, notwithstanding the important role industrial attachment plays in instilling in

to trainees the practical skills, know-how and understanding necessary for employment in a particular occupation or trade, many formal training have shown little or no interest in encouraging technical trainees to undertake such attachments

Table 4.5 other challenges affects performances of trainees.

Items	Answer	No	%
Have you taken enough assessment according to unit of competency and learning Outcome during your training	Yes	46	37.4
	No	77	62.6
Have you taken occupational assessment to join level to level	Yes	117	95.1
	Not	6	4.9
The result of the assessment	Competent	66	53.7
	Not yet competent	57	46.3
In which part not yet competent	Theory	16	28.07
	Practical	7	12.28
	Both	34	59.64
Have you satisfaction on your TVET colleges	Highly satisfied	10	8.1
	Satisfied	29	23.6
	Un satisfied	82	66.7

Reflection about institutional assessment

According to the requirement of the curriculum, as MoE (2008) states the output quality of TVET delivery will be measured through a process of learner's start achieved competence through institutional assessment, which is based on the unit of competency. Occupational assessment, and hence certification, is open to everybody who has developed the required competence through any means of formal and non-formal TVET or informal training.

Regarding this, as a result indicated in Table 4.5 above, among respondents of trainees 123(100%) requested to reply to their institutional assessment the majority 77(62.6%) of them says no. The rest 46(37.4%) were responded that yes and the former explain assessments taken after two or more unit of competency covered and the assessment always covered the theoretical part in case of unable to full fill consumable material, tools & equipment the required time, the nature of UC &LO, skill gap of trainers, motivation of trainers due to lack of appropriate shop organization.

The four technical institution deans indicate during interviews they agree with the responses' of trainees. It is due to rule and regulation of purchasing system, lack of budget to training and to assess according to the required standard.

Occupational assessment & result of trainee

As MoE (2008) states the output quality of TVET delivery will be measured through a process of trainer's achieved competence. This is done through Occupational assessment, which is based on the occupational standards. Occupational assessment and hence certification is open to everybody who has developed the required competence through any means of formal and/ or informal training.

According to the trainee's 123(100%) takes the occupational assessment. The result analyzed with alternative of theory, practice & by both theory and practice.

Regarding this, as a result indicated in Table 4.5 above, However from those requested to reply to their Occupational assessment 66 (53.7 %) of them says successful 19 (15.4 %) were respondent failed the theoretical part, 7(5.7) they

failed in the practical 34(27.6%) failed in both practical & theoretical part of the exam almost half of the respondents are fail the above reflection on the poor provision of practical training seems true. To identify the root causes of these, the trainees who respond as they were requested to list the factors which they assume as a reason that affect their results.

Among the factors they list, skill gap during training fear/ lack of confidence during the exam especially inconvenient time and shop of the training & the assessment, lack of full information about the exam from the assessor. The negative perceptions of COC, psychological influence from assessor during the exam were also listed as the reason for their unsuccessfulness. Moreover, few numbers of the respondents react as lack of readiness contributes to their incompetence.

Satisfaction on their PTC and TVET colleges

Trainees' satisfaction with the program is the reflection of their performance and it shows their hopefulness in their future training. Thus, the assessment of trainee's satisfaction level helps to understand whether the training is quality based or not. To examine this, current trainees were asked to indicate their satisfaction level. As the result indicated in 10 (8.1 %) and 29 (23.6%) trainees responded that they were highly satisfied and satisfied respectively. But 82(66.7 %) of them reported that they were unsatisfied with their attending TVET. The latter were asked to identify reasons for their lack of satisfaction. They mention factors

- Provision of training in depth by the trainers (difficulty to contextualized training) ----- knowledge
- Capability of Trainers in providing enough practical training (not interested in provision of practical training) ----- Skill fullness
- Having negative attitude towards their training and trainers----- Attitude

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The purpose of this study was to investigate the factors that influence the performance of textile & garment trainees in north Gonder TVET and what its prospects would look like in the institutions under the study. To this end, the basic questions addressing issues related to performance, the quality of training delivery, the future fate were raised. To seek answers to these questions and to achieve the study objective descriptive survey method was used. With the intention to address the questions the researcher reviews relevant literature and prepared questionnaires and interview guides for the participants of the study. Accordingly, three sets of open and close ended questionnaires were prepared for current trainees and trainers. These questionnaires were commented by the research advisors and colleagues. And after the necessary correction and modifications, the questionnaires were duplicated and distributed to 141 current trainees and 16 trainers. Besides, to gather more detailed information and to substantiate the information acquired through questionnaire, interview was conducted with four TVET deans, Moreover, not only were document analyzed but also observations were made. The data obtained were analyzed with the help of SPSS. Such statistical tool as percentage and frequency were used to analyze the quantitative data whereas. Descriptive analysis was used for the qualitative part. Based on the analysis of the data; the researcher came up with the following major findings

1. It was revealed by the study that, currently the institutions are not in the position to provide need based training identified through proper needs assessment. The factors stated for the absence were the incapable of the institutions to conduct need assessment and loose of combination with cluster coordinator TVET, absence of tracer study, top down pressure to accept more

trainees rather than institutional need, loose integration of institutions and industries, shortage of market information and low participation of stakeholders. On the other hand, it is revealed that need assessment was conducted on a small scale.

2. The study revealed that among the overall trainers who provide training up to level 4, small number 3 (75%) are level "C" which, as a principle, qualifies only to train level 1 and 2 trainees, 11 (68.8) trainers were new or beginner trainers with work experience of less than 5 years, 5(31.3) trainers were have not the required level of competence These clearly showed as they're serious shortage of qualified, competent as well as experienced trainers and most of the training programs were offered by trainers above the required class size and below standard.

3- The finding of the study also identified that trainees were not satisfied with ongoing TVET. Because, the large proportion 82 (66.7%) reported as they were unsatisfied with their attending textile garment field in TVET. They list negative perception resulted from admitting low achievers, low attitude of the society toward textile garment field in TVET and the assumption developed that textile garment field in TVET has less value for earning/employability as the main factors for their un satisfaction.

4. The finding of the study showed that the status of training offered was poor hence with the exception of respect for their knowledge, skill most of the trainers are not admired among their trainees' for their skill and their attitude toward providing the training.

5. The study also found that the TVET institutions provided training in poor facilities .Because; almost all of the institutions had no full facilities like workshop rooms, latest machines and consumable materials for practical training, and others according to the requirements of OS. Even two institutions had no their own campus had not sufficient electrical power internet service, water supply, library, toilet, and cafeteria, trainers 'staff and well organized store.

6. Although TVET was referred as the acquisition of practical skills about majority of all groups of respondents, without discrepancy, replied that there was not enough practical training in their institutions. The absence of collaboration with partners (low link with industry), the prerequisite of unit of competency which causes difficulty in providing practical training.

7. It was found by the study that of the 123(100%) current trainees who sat for COC, around half 57(46.3%) were not successful in the assessment. Among these 7(12.28%) in the practical, 16(28.07%) in the theoretical part and 34(59.64%) in both theory and practical of the assessment were failed. The root causes respondents frequently listed for this were fear/ lack of confidence during assessment, inconvenient time and organization of the shop, lack of full information about the assessment from the assessor and psychological influence from the assessor during the assessment, skill gap during training, poor trainees academic capacity (even poor language ability of trainees to understand the question of the assessment), prerequisites of unit of competency, the absence of relation between assessment providers and the institutions, problem of transparency on the result and the influence of negative perception on assessment.

5.2. Conclusions

Obviously, the current Ethiopian government is trying its best to alleviate poverty reduction and to enhance economic and technological development in the country. To this end, the various policy documents emphasized the need for human resource development. Among those, in TVET textile production, apparel production is the major one. Considering this, the study investigated the factors that influence the performance of trainee in selected TVET institutions of north Gonder, the study investigates the overall practices carried out in pre-training, during training and came up with the above major findings. In the light of these findings the following conclusions are drawn:

1. Training need was not properly assessed, trainees had no proper prior awareness and not interested to join textile garment field in selected TVET, trainees were not placed based on their choice and not satisfied in attending TVET.

2. The institutions had no potential in implementing training as per the 2008 TVET strategy according to occupational standard (OS) for each level which clearly indicated requirement. Thus, trainees were not competent, training facilities were poor, practical training was inadequate and most of the trainees were poorly performing in COC on both theory and practice especially level III & IV.

3- If this situation continues in the four technical institutes under this study, trainees are likely to enter into the labor-market with little or no practical training experiences which are relevant to the world of work or are a foundation for entry into further education and training for specific occupations.

4. There was no strong coordination between TVET institutions, unit of competency in the curriculum and the surrounding local SMEs for cooperative training to ensure the performance of the trainee.

5. Textile garment field is in the good hope in the future; since its all aspect is basically related to current policy issue i.e. poverty reduction and development.

5.3.Recommendations

Based on the major findings of the study and conclusions drawn, the following recommendations are forwarded:

1. Conducting proper needs assessment is the base for provision of need based training by keeping the relevance of training to local demand which eventually enhance the successfulness of the trainees in the world of work. Therefore, the institutions and assigned cluster coordinator of the four TVET College need to

conduct a proper needs assessment by strengthening the focal person assigned to it.

2. To provide the standardized training the necessity of trainers' competence is unquestionable. But, as disclosed in the study, the trainer's competence was not to the standard. So, in order to ensure the competence needed the training institutions consulting with the concerned party, need to hire the qualified and satisfactory trainers or upgrade and capacitate the trainer through in-service training to cope up with the frequent change in occupational standards. In addition trainers themselves make efforts to improve their own competencies through available learning resources like internet, computer, experience sharing and the like.

3. The presence of institutional facility is the key component of maintaining the status of training offered. Regarding this, the study identified the serious shortage of workshop room, machinery and consumable materials, and even lack of their own campus by some institutions. Therefore, the institutions should take the initiatives to carry out training in accordance with the direction that TVET strategy (2008) promulgated which consider quality indicators in defining physical and human resource assets. The institutions need to strive to maintain their quality standard.

4. One of the most important features of TVET is its orientation towards the world of work and the emphasis of the curriculum on the acquisition of practical skills. This is to mean that practical training is a predominant part in TVET. However, as the study result reveals in reverse to 70% share of theoretical training. The respondents showed that there was no enough practical training in notifying the absence of collaboration with partnership as the main factors.

Therefore, the stakeholders and TVET institutions need to give due attention for practical training itself by capacitating its trainers and facilities and search for partnerships which they work in collaboration with.

5. In the provision of TVET, one current issue is the COC. MoE (2008) state that it is the instrument for measuring output quality of TVET delivery. Concerning this

the study showed that it was in a challenge to address the objective it was designed for i.e. enhancing transparency about occupational qualifications among trainees and TVET providers and to verify individual occupational competence which considered as the main features of outcome based TVET system. For this reason, it is advisable for the engaged TVET institutions and concerned bodies to implement & strengthen institutional assessment at the end of each unit of competency, national assessment at the end of each occupation.

6. The training systems to be aligned to latest technology and the shop will be organize due to the requirements' of occupational standard like Sewing machine with Servo motors, Tubular to open-width of Knitting machine, power loom (weaving machine) and also focus on defect free raw material .

7. Routinely maintain the existing machineries for quality training and suite for further training.

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APPENDIX A
BAHIR-DAR UNIVERSITY
ETIOPIAN INSTITUTE OF TEXTILE AND FASHION
TECHNOLOGY

Questionnaire for current trainees (English)

Dear participant trainee:

The main purpose of this questionnaire is to gather information for the investigate on “The influence that affect the performance of textile garment trainee” in TVET Institutions of North Gonder zone. Thus, your genuine cooperation in providing relevant and truthful information is highly essential for the success of the study.

Hence, please be honest and genuine when responding to each question.

Note: -Attempt all the questions according to the instruction given for each part.

- No need of writing your name

the information will be used for occupational performance purpose only and responses will be kept confidential.

Part I: General information questions

Instruction: Please, encircle the letter of your choice for the following alternative question and give precise answers to open ended questions in the space provided in front of the questions.

1. Name of your institution:

2. Sex: a) Male b) Female

3. Age: a) below 18 b) 18-24 c) 25-30 d) above 30

4. Program you attend: a) Level 3 b) Level 4

5. Your field of study _____

11. Did you take assessment to join level to level?

- a) Yes b) No

12. If your answer is “Yes” for question number 11 what was your result?

- a) Competent b) not yet competent

13.If your answer is “Not yet Competent” for question number 12, in which part you are not competent?

- a) Theory b) Practice c) both (practice and theory)

14 What do you think the reason of your incompetence? Please mention the factors you assume as reason?

.....
.....

15. Generally, to what extent you are satisfied in attending TVET education?

- a) Highly satisfied b) satisfied c) unsatisfied

16. If your answer is “unsatisfied”, for question number 15 above, what are the causes for it?

Could you mention it please?

Thank you in advance for your co-operation

APPENDIX B
BAHIR-DAR UNIVERSITY
ETIOPIAN INSTITUTE OF TEXTILE AND FASHION
TECHNOLOGY



Questionnaire for trainers

Institute of Education and Professional Development Studies

Questionnaires to be filled by trainers of TVET institutions (03)

Dear participant trainer:

The main purpose of this questionnaire is to gather the basic information for investigate on " the influence that affect the performance of textile garment trainee in TVET institutions of North Gondar Zone." Thus, your authentic cooperation in providing relevant and candid information is highly essential for the success of the study. Hence, please be honest and genuine when responding to each question.

Note:-Attempt all the questions according to the instruction given for each part.

No need of writing your name.

The information will be used for occupational performance only and your responses will be kept confidential.

Part I: General information questions

Instruction: Please, encircle the letter of your choice for the following alternative question and give precise answers for open ended questions on the space provided in front of the questions.

1. Name of your institution: _____

2. Sex: a) Male b) Female

3. Age range: a) below 20 b) 20-24 years b C) 25-30 years d) 31and above

4. Levels of your educational qualification: _____

5. Field of your study _____

6. Your result of competence evaluation (CoC) (if you took):

 a) Competent b) Not yet competent

7. Work experience: _____

Part two: Specific questions for the study

Instruction: Please indicate your options for the following close ended questions by “circling “on the letter of your answer and put “X” mark for the item given in rating scales. If the question is given in open ended please attempt to write your precise answer

Table3. Responses to the extent to which trainers’ qualifications and quality of training affected the training of practical skills

NB: SA (5) = Strongly Agree A (4) = Agree UD (3) = Undecided

D (2) = Disagree SD (1) = Strongly Disagree

S/ N	Item statement	Rating Scale				
		5	4	3	2	1
1	Skill gap of trainers not affect the institutional practical training					
2	skill gap training for TVET trainers not affect overall training					
3	TVET Trainers develop apathy to workshop practice due to lack of motivation.					
4	appropriate training methods ,ability to control large class size during training also affect the training					
5	Trainers have enough time s to perform their duty					
6	Workshop organizations adequate .according to the number of trainee					
7	In your occupational curriculum prerequisite of unit of competency is correctly arranged					
8	Are the trainee fit for world of work					
9	Is the curriculum revision is necessary					

9. Is the training program offered in your institution identified through need assessment at institutional level?

a) Yes b) No c) as trainer I don't know

10. If your answer is "Yes" for question number 9, what issues are considered as base for need identification? Would you list it please?

.....

11. If your answer for question number 9 is "No", what do you think the reason is? Please mention it?

.....

12. Is curriculum revision necessary for all occupation & level?

a) Yes

b) No

13. If your answer is “Yes” for question 12, please, could you mention the main concern of the revision?

.....
.....

14. Please, as a trainer what general weakness do you observe in the current practices of training in your institution?

.....
.....

15. Please, suggest your comment for the improvement of the overall training offered in your institution.

.....
.....

16. Forward your assumptions about the performance of the trainee in your TVET institution.

.....
.....

17. How do you judge your trainees employability after completion of their training?

b) Likely

b) less likely

c) difficult to judge

18. If your answer for question number 17 is “less likely and difficult to judge”, what possible factors do you think that affect their employment? Indicate your suggestions?

.....
.....

12. What has been your experience in dealing with poor performance of subordinates? Give me an example.

.....
.....

13. Do you have any suggestions for improving the performance of trainee & trainer? Give me a general view of your current performance According to your occupation.

.....
.....

14. Do you have any suggestions for improvement of your department & colleges?

.....
.....

15. Does your college have any special programs or initiatives for skill development outside the normal training contact hours?

a) Yes

b) No

Thank you very much for your cooperation

APPENDIX A

BAHIR-DAR UNIVERSITY ETIOPIAN INSTITUTE OF TEXTILE AND FASHION TECHNOLOGY



Appendices C

Interview, Observation check list guide

Interview guide for TVET institution deans

General Directions:

The main purpose of this interview is to gather the basic information for the study on “The factors that influence the performance of Textile Garment trainees in north Gonder Zone.”

Name of institution-----

Location -----

Year of establishment-----

Part I Interview

1. How training quality assessed and relevance of training according to occupational standard assured?
2. How do you express about the occupational performance of trainee in your institution.....
3. How do you suggest the improvement of occupational performance in your institution.....
4. How can the leaders, trainers & trainees do to improve the quality of training.....?
5. What are the gabs for actual implementation of the curriculum? -----

Part II. Observation check list

No	Facilities	Debark		GONDER		Kolladiba		Maksegnit		Yes/No
		Full fill	Partial ity f.f	Full fill	Partial ly f.f	Full fill	Partial ity f.f	Full fill	Partial ly f.f	
1	Library	X		X			X	X		
2	Adequate & comfortable work shop		X		X		X		X	
3	Lecture room	X			X	X			X	
4	Machineries		X		X		X		X	
5	Tools and equipments	X		X		X		X		
6	Consumable Materials		X		X		X		X	
7	TTLM	X		X		X		X		
8	Motivational clubs									No
9	Safety materials									No