

**STAKEHOLDERS' PERCEPTION ON IMPLEMENTATION OF
TVET PROGRAM IN EAST HARARGHE ZONE, OROMIA
REGIONAL STATE**

M.A.THESIS

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BIOGRAPHICAL SKETCH

The author was born in October 1985 in Genda Gerada Kebele 23, Dire Dawa Administration. He attended his elementary education at Lega Harrie elementary school and then his junior and secondary school at Dire Dawa Comprehensive Secondary School. In 2005 he passed the Ethiopian School Leaving Certificate examination and joined Wollo University to pursue Bachelor degree in Chemistry in 2005 and awarded Bachelor degree in Chemistry in 2007. After graduation he taught at Gursum senior secondary and preparatory school and also taught technical and vocational education training college of Gursum for three years and currently worked as secondary school supervisor in Gursum werada education office, Oromia regional state, until he joined Harmaya University in July 2013 to pursue M.A degree in school leadership.

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ACRONYMS AND ABBREVIATIONS

AU	Africa Union
ECBP	Engineering Capacity Building program
EHZTVETA	East Hararghe Zone Technical and Vocational Education and Training Agency
ERG	Educational Research Group
ETP	Education Training Policy
ESDP	Education Sector Development Program
FAO	Food and Agricultural Organization
ILO	International Labor Organization
LMIS	Labour Market Information System
MDGs	Millennium Development Goals
MoE	Ministry of Education
MoFED	Ministry of Finance and Economic Development
NGO	Non-Government Organization
OECD	Organization for Economic Cooperation and Development
OVEC	Office of Vocational Education Commission
PASDEP	Plan for Accelerated and Sustained Development to End Poverty
SMEs	Small and Micro Enterprises
SPSS	Statistical Package for Social Science
TVE	Technical and Vocational Education
TVET	Technical and Vocational Education and Training
TVQ	Thai Vocational Qualification
VET	Vocational Education and Training
UNESCO	United Nations, Educational Scientific and Cultural Organization

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STAKEHOLDERS' PERCEPTION ON IMPLEMENTATION OF TVET PROGRAM IN EAST HARARGHE ZONE, OROMIA REGIONAL STATE

Abstract

Technical and Vocational Education and Training is currently one of the key issues for the development of human capital based on the principle of nation building. There is an agreement that the proper training of the youth with different levels technical skills will contribute a lot in realizing the development goals of Ethiopia. The aim of this study was to identify stakeholder's perception towards implementation of TVET program in east Hararghe zone. There is eight TVET colleges in the zone the researcher purposively took fifty percent of the colleges. The study was carried out in four government TVET institutions in the east Hararghe Zone namely Haramaya, Babile, chelanko and Gursum . 114 of trainers and 10 of the TVET officials taken by available sampling, 131 of trainees were selected by stratified sampling because of heterogeneous of the soft and hard training programs and 47 of the current TVET graduate taken by purposive sampling. Descriptive research methodology was employed by the study and data were collected using questionnaire, interview, and focused group discussions with the respondents. The study discloses that both trainees and trainers concluded that the stakeholders were not considered TVET as academic subjects and the TVET program also designed for lower achievers. The majority of the respondents have negative perception towards the TVET program and vocational education less important than academic subjects. The majority of the respondents were argued that unemployment has bad psychological effect on people specially on those trained but could not find employment. The findings of this study revealed that stakeholders have negative perception towards technical and vocational education and training program on the importance of vocational education, advising others to train, planning to study TVET program as their first choice when they were in grade ten. As indicated in the findings TVET program was designed for lower achievers who cannot pass to preparatory schools. Generally the current study concluded that stakeholders believe that the societies had negative perception towards vocational education. Trainees should deserve to decide on issue matters concerning their future study and even career choices based on their skill and interest without any restrictions of students' achievement. The society should also be aware and understand the concept and importance of vocational education by get-rid of the traditional belief instead they have to support trainees to choose their field of study. The zone and districts officials should create strong awareness to the TVET graduate in order to eradicate and decrease the number of the unemployment. TVET institutions should build a strong tie with secondary schools; this could help them to assess interests of trainees will help them to develop positive perception. Zone, district officials and concerned bodies should arrange the guidance and counseling services that help to build the confidence of those assigned to join TVET institutions were recommended.

1. INTRODUCTION

1.1. Background of the Study

World Bank (2008) describes as education plays a central role in preparing individuals to enter the labour force as well as equipping them with the skills needed to engage in lifelong. Similarly, UNESCO (2009), as cited in Hirche (2012) states that education should be a quality that provides the values, knowledge, skills and competencies for sustainable living and participation in society and decent work.

From an economic and human development perspective, the Conflict and Education Research Group (ERG) at the University of Oxford, England, defined technical vocational educational training as “A learning system in which both soft and hard skills are developed within a joined-up, integrated development and delivery framework that seeks to improve livelihoods, promote inclusion into the world of work and that supports community and individual agency” (Johnson, Phillips, & Maclean, 2007). The adoption of TVET as one of many policy options in addressing different human development agendas including the Millennium Development Goals and education for all. The benefits of TVET human development have also been conceived in terms of higher financial returns for those who engage and improve social interaction and conditions for society at large.

TVET can be broadly interpreted as the development of ways of learning and the acquisition of attitudes that facilitate success at the workplace (Munro, 2007). The aim of TVET is to contribute to equity and access to training, and social responsibility by stimulating competitiveness and entrepreneurship to realize life-long learning concepts (Masson and Fretwell, 2009).

The European Center for the Development of Vocational Training (CEDEFoP) divided the benefits of TVET into economic and social categories (CEDEFoP, 2011). In the economic category, benefits of TVET include “economic growth, labour-market outcomes, firms' performance, employees' productivity, employment opportunities, earnings, and career development” (CEDEFoP, 2011). Social benefits range from crime reduction to social

cohesion, inclusion and stability, and individual satisfaction and motivation. Several regions in the world have reported success with TVET. In the United States, for example, where community college students comprise about 60% of all postsecondary students, higher earnings have been observed for students completing degrees in career and technical education over other diploma holders and dropouts (Compton et al., 2010). Organization for Economic Cooperation and Development (OECD) countries are beginning to adopt policies that would make TVET a major instrument for human capital development while, at the same time, being responsive to global ecological and economic development trends (Wallenborn, 2010).

Technical and vocational education has historically been considered education for those students who fail to make through the straight path (primary, secondary, preparatory to university). The people saw this type of education as a system of education prepared for intellectually low students and associated with non-prestigious blue-collar employment (Teklehaimanot, 2002; Wanna, 1998). In addition, the program is assumed to be with limiting goals and lowering expectations by deliberately offering stunted education to students who are already behind (Morrow, 1995). Economic development in any society and at any level of development highly demands skilled and competent personnel, capital and people with managerial ability.

At a UNESCO Expert Meeting held in Bonn, Germany, 25 to 28 October 2004, approaches and practices were presented to illustrate the contribution that TVET had made towards a more sustainable future. "Learning for work, citizenship and a sustainable future" is a joint responsibility of education, of the world of work, and of a variety of stakeholders in the formal and informal socio-economic environment. It is in light of this that Ethiopia is highly interested in education in general and technical and vocational education in particular for the supply of trained and skilled personnel to boost her economic development and thereby change the living standards of her people (MoE, 2008).

The Ethiopian development plans have, over the years, consistently stated the one major educational objective as that of producing properly and effectively trained, disciplined and

patriotic youth who can in turn make a positive contribution to the development of the nation. In Ethiopian, the Ministry of Education (MoE, 2005) states, TVET was the most neglected area in the history of the Ethiopian education System. But, in line with the adoption of a new Education and Training Policy (ETP) in 1994 which outlined the mission and goals of the Ethiopia education system, achieving the present and future national economic and social development goals focuses on increasing access to educational opportunities with enhanced equity, quality and relevance and consequently massive expansion of this sub-sector has taken place since 2002.

The new education and training policy (ETP), which is on practice, gives special attention to the education sector in general and TVET in particular. As a result, many institutions of different programs were opened and considerable amount of resources have been allocated to the sector (MoE, 1999). As a result, participation in TVET program has been increasing. The present study aims to investigate the stakeholder's perception on implementation of a program. It is conducted to better understand stakeholder's perception on implementation of TVET program.

The federal TVET agency delegates regional TVET agencies to implements their decisions, procedures and guide lines. TVETs can prepare their own curricular to meet local conditions. There has been increase in TVET enrolments in five years, students who graduate may still find it hard to get job. TVET authorities together with their stakeholders, in particular business organizations, invest in public awareness campaigns to make the involved stakeholders and the general public aware that the TVET system is now on its way to facilitate high quality TVET programmes and occupational qualifications based on the needs of the labour market; open to all target groups in both the urban and rural areas; and with clear opportunities for personal career advancement (Educans Foundation, 2009).

1.2. Statement of the Problem

During the last couple decades, the World Bank's advice to developing countries seems to have been that basic education should be the top priority, and that public expenditure on TVET should be reduced (Bennell and Segerstron, 1998). Such advice is based on the proposition that provision and funding of TVET is best left to the individuals, private enterprises and private institutions. This is justified by the fact that the demand driven training systems have outperformed supply driven systems. During the last couple of decades, the interest in TVET was also low within the donor community, partly as the result of the increased focus towards the sectoral work. By its nature TVET is multi-sectoral and it was relatively neglected. However, TVET has recently returned to the international development policy agenda all over the world even though it has a lot of challenges for developing countries. Source of the challenges were the assumption that TVET leads to specific human capital in which person is qualify only for a single job and there is no alternative to move from one job to another. (Krishnan and Shaorshadze, 2013).

The African Union and United Nations as well as other researchers have proposed the pursuit of TVET by post conflict countries as a human capital development tool for improved employability opportunities and livelihood improvement. Benefits of pursuing TVET for development and poverty mitigation are also reported (Ayisi, 2001; Bilboe, 2011; CEDEFoP, 2011; Janjua, 2011; Teferra & Altbach, 2003). In addition to livelihood improvement, Johnson et al., (2007) proposed that technical and vocational education and training could be employed to accommodate persons migrating from urban to rural communities. Although these studies recognized the importance of TVET in livelihood development and the efforts of national governments and their international educational stakeholders in establishing and operating TVET institutions. In fact, UNESCO alluded to several gaps in TVET implementation, requiring further research. These include structuring TVET for reconstruction, assessment of TVET needs, effectiveness of TVET to local community's needs, and community involvement in TVET implementation.

In Ethiopia, under-investment in skill training for institutions results in understaffing, a lack of physical infrastructure and poor quality tools, leading to low-quality education that is not synchronized with the requirements of the labour market or local livelihoods Nyerere, (2009). Discrepancy of skills acquisition between the training institutions and the industry is a challenge that the government needs to address to realize improved productivity from TVET graduates if economic progress is to be achieved (Kitainge, 2003a; UNDP, 2010; Wachira et al., 2009). As TVET competes for limited public resources, it is critical to ensure the training system meet the country's expectation Fretwell, (2003). Furthermore, translating skills development into skills utilization, and therefore economic growth and poverty reduction, is dependent on Education is acknowledged as a means for transforming and empowering communities. The youth especially gain skills, knowledge and attitudes to enable them become productive members of the society Atchoarena, Delluc, (2001). TVET is generally perceived as a place of last resort for those students who failed to get into higher education (MoE, 2008).

The public saw TVET program as education for youth with low academic abilities. This perception equates secondary education with intelligence; consequently, parents have prevented their children from taking courses in TVET. Choosing TVET is perceived as limiting one's educational attainment, which in turn reduces lifetime upward mobility. If it wanted to be undertaken, TVET program is considered as an area of study more appropriate for males than females. Besides, while some fields of study relatively favored by males some other is often selected by females (Wanacott, 2000).

Above all, the perception of stakeholders towards technical and vocational education has a great impact on the provision of these trainings. For effective training to occur in TVET, the training needs to match to the students' characteristics, including their attitude, interest and motivation. (King,1985 as cited in Lelissa, 2006). Mixed viewing (positive and negative of vocational education by public was reported (Osbrone and Dyer 2000; Astesano 1997; Cluse,1990).According to this argument, while some look TVET as useful that contribute to development, others perceive it as useless that discriminates and multiply unemployment.

The positive viewers of TVET contend that, participation in vocational education appears to contribute to the development of greater self-confidence, a more positive view of schools, and an improved ability to work and get along with others a clear sense of career direction and greater feeling of successes and belonging. Contrarily, the negative viewers argue that TVET programs are inhibiting the opportunity of disadvantaged or academically alienated participants by fostering compliant work attitudes and an acceptance of low status of employment or no employment (Lelissa,2006).

In line with this, several people did their research on perception of stakeholders' towards Technical and Vocational Education. Among these, Garey Haney (2002) from University of Florida conducted study on the perception of secondary school students towards Technical and Vocational education and found out that 82% of the respondents have a positive attitude towards TVET and they intended to attend colleges after school. In the contrary, Al-said (2007), have conducted a research in Jordan on grade ten students have shown that the students have negative attitude towards vocational and technical education due to; the socio economic status of the students, aspiration for university study and academic achievement, family influence, school situation and reputation, cultural norms and value and policy practice. Moreover, he asserted in his study revealed that academic education was associated with high social prestige, while vocational education was associated with low social prestige and blue-collar vocations or occupations.

In addition, Azubuike (2011), did study on influential factors that affect the attitude of students towards vocational and technical education in secondary school in south eastern Nigeria. The study revealed that the attitude of the students was influenced towards technical and vocational training because of shortage of teachers and instructions, parental socio-economic status, gender and shortage of guidance and counselors in secondary schools. In both research the researcher observed that the attitude of high school students toward vocational and technical training or education was perceived as negative.

In the same way, Lelissa (2006), conducted a research on the attitude of students towards Technical and Vocational Training in Asella and Nekemte TVET colleges. The result

revealed that male and female students show difference in their attitude towards TVET; male than females view TVET as more positive and their attitude was more influenced by gender of students than any other variables under discussion. At the end he concluded that, student perception of the value of TVET was positive. In 2011, Teferi conducted a study in Afar Regional state TVET colleges of Adadale and Lucy. In his study Teferi found out that, TVET students' attitude towards TVET program was positive. The majority of students consider studying TVET program as interesting, they like to perform truly.

Percentage of young people in TVET, Numbers vary a bit from source to source, but from the Ministry of Finance and Economic Development (MoFED, 2014) annual progress report on the GTP, the number of enrolled trainees for 2011/12 was 335,058 (38% of expected total of 881,494). Overall, female participation was 46.6%. With the current youth population 15-24 years in Ethiopia estimated at 19.9% (or 18.5million), the percentage of TVET trainees out of total youth population is approximately 2% were as in the year 2014/15 in Oromia regional state 105192(male 76843 and female 28349) trainees were enrolled in 151 TVET colleges and currently male 1571 and female 876 total 2371 trainees were following the training in eight TVET colleges of East Hararghe Zone (EHZTVETO, 2014).

So it is also important to know whether technical and vocational education and training is well-received by the public in general and TVET stakeholders particular. Because, great amount of government funds are invested in the construction and expansion of these training institutions. Thus, this study tries to examine the stakeholders' perception towards TVET in east Hararghe zone. The studies discussed above focused on the attitude of TVET college students in Asella, Nekemte and Afar regional state, while mine is focus on the east Hararghe zone

According to above studies the TVET program faces different challenges; without awareness of stakeholders the TVET program couldn't achieve its desired objectives. The above researches and researchers clearly show the gap of awareness, role of stakeholders in

implementation of the TVET program. Training institution need to satisfy several customers and stakeholders including trainees, trainers and governments' officials. In order to improve these issue; the study was designed on the title stakeholders' perception on implementation of TVET program in East Hararghe Zone.

In ordered to examine stakeholder's perception on implementation of TVET program in east Hararghe zone, the following research questions are formulated to answered in the study.

1. What is perception of stakeholders towards the implementation of TVET program in East Hararghe Zone?
2. What are the major factors affecting stakeholders' perception on implementation of TVET program in East Hararghe Zone?
3. What are the strategies can be devised to improve stakeholders' perception on implementation of TVET program in East Hararghe Zone?
4. What roles stakeholders can play in attracting, shaping, and implementing TVET program in East Hararghe Zone?

1.3. Objectives of Study

1.3.1. General objective

The overall objective of the study was to investigate stakeholders' perception towards the implementation of TVET program in the case of East Hararghe Zone.

1.3.2. Specific objectives

1. To examine stakeholders perception on implementation of the TVET program in East Hararghe Zone.
2. To identify the factors that affects the stakeholders' perception on the effectiveness of TVET program in East Hararghe Zone.
3. To identify the strategies devised to improve stakeholders perception on implementation of the program in East Hararghe Zone.
4. To describe the roles of stakeholders can play in attracting, shaping, and implementing TVET program in East Hararghe Zone?

1.4. Significance of the Study

These days, TVET is becoming a global issue, especially in the developing countries. This study was basically designed to examine stakeholders' perception on implementation of TVET program in the case of East Hararghe Zone. The findings of the study might have the following values.

The research will have its own importance and significance for; Policy makers to design training programs according to the needs and interest of the stakeholders, Vocational counselor to help students in choice of field of the study, may help to devise strategies by which trainees develop favorable perception towards TVET program.

It may serve as an input for different levels of TVET experts, that is, at Woreda, Zone, and Regional to know the current perception of TVET stakeholders' towards TVET program implementation. It may assist the external and internal stakeholders to know their weaknesses and strengths on perception of TVET stakeholders' and then encourage them to give more attention to implement TVET program in the zone.

The results of the study may also serve as a ground to assist planners and to assess the problems of TVET training and devise mechanisms to alleviate the problems; to enrich the literature related stakeholders' perception on implementation of TVET program; enable to further strengthen the current TVET practices and produce competent citizens by enhancing the awareness of stakeholders who participate in TVET program and the findings of the study may also serve as a reference and encourage researchers who wish to investigate the situation in a broader scope. This study may help as a springboard for other researchers who want to conduct further research in the area of TVET stakeholders and finally, the finding and procedures of the study may have value for further research in the related area.

1.5. Delimitation of the Study

To make the study more manageable and feasible, the study is delimited to East Hararghe zone of TVET collages namely Haramaya, Babile, Gursum and Chelanko those institutions were public institutions. Due to the location of the institutions and dispersed settlement, this

study was delimited to four TVET institutions out of eight government TVET institutions of the specific Zone. It is delimited to the title stakeholders' perception towards the TVET program implementation in East Hararghe Zone. It gives due emphasis on how stakeholders perceive about TVET program. The reason why this study was delimited to East Hararghe Zone due to work load in the job needs of finance and time.

Trainers and TVET officials taken by available sampling, trainees were selected by stratified sampling because of heterogeneous of the soft and hard training programs and current TVET graduate taken by purposive sampling. Descriptive research methodology was employed by the study and data were collected using questionnaire, interview, and focused group discussions with respondents. Mean, standard deviation and independent t-test were utilized to analyze quantitative data gained through the questionnaires using SPSS version 20 program.

1.6. Limitations of the Study

It is obvious that research work can be not totally free from any limitations. To this end, some limitations were also observed in this study. One apparent limitation was that most of trainers, TVET officials, and TVET graduates were busy and had no enough time to respond to questionnaires and interview group discussion. Some of them who have enough time were also reluctant to fill in and return the questionnaire as per the required time. In spite of these shortcomings, however, it was attempted to make the study as complete as possible. Thanks to the smooth relation that the researcher has with officials, the researcher was able to meet busy subjects after office hours and interviewed them. Besides some of individuals helped me by encouraging respondents to fill in the questionnaires and return them.

1.7. Operational Definitions of Key Terms

East Hararghe Zone one of the oromia zone which found in the eastern part of Ethiopia and include nineteen woreda and four town administration.

External Stakeholders: are stakeholders who take part in TVET program, they are members of current TVET graduate and Districts and Zone office leaders in east Harerghe zone.

Hard Training: trainings that includes mechanical and construction programs.

Implementation: converting the designed curriculum into practice as per of the standard of technical and vocational educational training program.

Internal Stakeholders: those individuals or groups who participate in the TVET program who included as trainees, trainers and colleges managers in east Harerghe zone.

Perception: the state of being or process of becoming aware of something or a way of regarding, understanding, or interpreting the implementation of the TVET program and its implication on stakeholders' commitment.

Technical and Vocational Education and Training program : It is an educational program that is designed to train specific traditional and modern fields of vocational skills for trainees who can have completed grade ten and show sufficient desire and inclination to be trained in the field of their choice in east Harerghe zone.

Soft Training: is a type of training that includes business and information programs that given in the TVET institution.

Stakeholders: are individuals or groups who are affected or affect the implementation of TVET program. Depending on the situation, it may include both internal (trainees, trainers colleges deans) and external (current TVET graduate, Districts and Zone office leaders) stakeholders in east Hararghe zone.

2. REVIEW OF RELATED LITERATURES

2.1. Concept of Technical and Vocational Education and Training

The terms technical and vocational education (TVE), technical and vocational education and training (TVET), vocational education and training (VET), which is defined differently by various sources. Here only a few of them are considered to describe the same thing and defined it as an education which is mainly designed to lead participants to acquire the practical skills, know-how and understanding necessary for employment in a particular occupation, trade or group of occupations (World Bank, 2011). In this concept the word 'technical' is tending to give way to the term 'technological', since this type of education prepares learners for higher education and the term 'vocational education' continues to refer to the acquisition of skills for specific occupations.

TVET is described as “a comprehensive term referring to those aspects of the educational system involving, in addition to general education, the study of technological and related sciences and the acquisition of practical skills, attitudes understanding and knowledge relating to occupation in various sectors of economic and social life Such practical skills or knowhow can be provided in a wide range of settings by multiple providers both in the public and private sector. Those definitions in one way or another fundamentally indicate or in sum late that it is a field of human endeavor that develops practical skills and knowledge's in preparation for work and future studies broadly TVET may be seen both as a vehicle for the development of marketable and entrepreneurial skills and as an engine for development (ecbp, 2006).

TVET is an orientation and exposure to the subject which give the knowledge and skills up on which the students could build for future career. TVET is an integral part of the national educational system. Through TVET technological knowledge and practical skills are transmitted to persons from all sphere of society (ecbp, 2006). Research ventures undertaken by UNESCO and other researchers have yielded many results encompassing: the rationale for the TVET approach as an important strategy to national development including the development of administrative and operational protocols in TVET administration; benefits of

TVET to individuals and states; roles of governments as well as local and international collaborating organizations; and partnerships with firms and industries (Aring et al., 2011; Johnson et al., 2007; McGrath, 2011). Coming from different perspectives, other researchers have explored the significance of skills training programs to the development of the individual and nation, challenges inherent in TVET implementation, and innovation and prospects for countries.

Owing to the above fact most countries have developed their own TVET system. There are considerable literatures written about TVET program. International organization such as UNESCO and ILO has been working in the area at global level. 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 labour market and when industrialized countries understood that the qualified manpower had move decisive importance than any other production factors (Maris, 1994).

2.1.1. Technical and Vocational Education and Training in Global Context

The main purpose of TVET in improving human skills to increase productivity, raise income levels and increase access to opportunities in different professions to be employed or create our own work. Skills development encompasses a broad range of core skills (entrepreneurial, communication, financial, and leadership) so that individuals are equipped for productive activities and employment and income generation activities. As education is a means for transforming and empowering human being, this role is manifested by TVET as a “Master key” in alleviating poverty, promotion of peace, improving the quality of human life and promotion of sustainable development (Nyerere, 2009).

Several countries; developed and developing, such as Italy, Brazil, China, Sweden and Japan have given more recognition to TVET through adequate funding. As a result, students get exposed to vocational training and to a culture of scientific investigation and application at an early age. For instance, in Europe, at least 50% of the students in upper secondary education pursue some form of technical or vocational education. In China, India and South East Asia the figure is 35-40%, whereas, in Africa it is less than 20% (Nyerere, 2009).

Research in TVET mainly been conducted by the United Nations (specifically UNESCO and the Food and Agricultural Organization of the United Nations FAO) and other international organizations like the International Labor Organization (ILO), African Union (AU), and Organization for Economic Cooperation and Development (OECD). As facilitating and collaborating partners, the objectives of these international organizations in engaging in TVET to seek means to stabilize reforms. Research reports had been in the form of recommendations to organizations commissioning the study. Actions on recommendations from these reports centered mainly in capacitating the TVET sector of the referenced country or organization and the possibility of the transferability and replication of good practices and success stories in similar situations (Te Velde and McGrath, 2005).

Traditional skills training existed until the 1400s in the developed world. But it is still continuing to exist in most part of the developing world, especially in Africa, where it is used as a major provider of vocational skill 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). Technical and vocational education has been an integral part of national development in many countries, its contributions to economic development and productivity is highly significant in terms of employment and business. Youth's employment plays an important role in building life skills in young people and also supports communities and families (Te Velde and McGrath, 2005).

The promotion of attracting investment put considerable pressure on the labour force and in turn, a growing demand for appropriate education, which includes vocational training for skill

acquisition. The neoliberal process of investing and trade has led to great competitiveness. Unfortunately, competition over goods and resources has proved to be very unequal. Some argue that exactly this competitiveness is favourable for economic progress; however, the employment opportunities that have been created by foreign direct investment have simultaneously undermined (Te Velde and McGrath, 2005).

Linking training to foreign enterprises can be very useful for countries in joining the international community. It considering the success stories of some Asian countries, where foreign direct investment has positively affected the country's economic growth; it is difficult to argue against it. This appears to be a more genuine argument in favour of TVET. Instead of focusing on economic growth, McGrath (2002) promotes skills development as a strategy to reduce poverty. Hence, TVET should not focus on serving the international community, but on serving its own communities. It is important to note however that these two are not dichotomous. The international and local markets are interlinked and it is difficult to see what is specifically produced for the local communities.

2.1.2. Technical and Vocational Education and Training in Africa

The 1960's has been taken as the year when most African countries achieved their independence from European colonialists. Following their independence, the poor African countries found themselves in need of skilled man power, they begun to formulate TVE policies aiming at providing the managers and skilled labour which these countries needed to support the growth of the modern sectors. According to Berhe (2011), in the late 1970's, however, the African economy entered a period of recession and economic crisis. The growth of modern sector employment slowed sharply as a result of spending cuts in public sectors and massive lay-offs to maintain productivity in the private sector. As a result, massive unemployment among young people particularly those who had completed their secondary schooling. Imported TVE education systems could not accommodate these huge numbers of youngsters and the system became exposed to numerous criticisms.

Technical and vocational education and training had been found to be an important tool of preference to address issues of economic development and provide medium to long-term solutions of livelihood and other social challenges in countries. The use of practical skills to meet human survival needs is as old as humankind itself. Its roots may lie in other continents besides Africa. By the end of the U.S. civil war, TVET was extended to African Americans (Dymock and Billet, 2010; Johnson et al., 2007).

As stated in African TVET strategy (2007), after years of benign neglect, due to a complex set of reasons that include budgetary constraints and criticisms of the World Bank in the early 1990's on its direction and focus, TVET is back on the human resource development agenda of many African governments. The World Bank cited at the time high training costs, poor quality of training, and the mismatch between training and labor market needs and the high rate of unemployment among TVET graduates as justification to recommend a policy shift away from school based TVET.

However, there is now, a fresh awareness among policy makers in many African countries which is clearly observed in various poverty reductions strategy papers that governments developed with World Bank. As poverty is a threat to national stability and good governance in most African countries, United Nations Millennium Development Goals was taken as a chance to reduce people living below the poverty line, improve access to education, promote gender quality, improve maternal and child health and so on. For instance, the government of Cameroon intended to integrate TVET in to labor market, Ghana links VET with education of youth, Malawi emphasizes the need to promote self-employment through skill development, countries such as Chad, Ethiopia, Guinea and others prioritized TVET initiatives in their national development policy documents. So, TVET is begun to taken as a "master key" that eradicate extreme poverty through economic growth and the creation of employment opportunities for the poor, the youth and vulnerable parts of the society.

As a whole, the new African TVET strategy of 2011 has got the following general objectives:- Revitalize, modernize and harmonize TVET in Africa in order to transform it in to a main stream activity for African youth development, Position TVET programs and TVET

institutions in Africa as vehicles for regional cooperation and integration as well as socio-economic development, Mobilize all stake holders in a concerted effort to create synergies and share responsibilities for the renewal and harmonization of TVET policies, programs and strategies in Africa (UNESCO, 2007).

The current status of TVET in Africa depends on the delivery of educational systems of each country. According to the AU 2011 strategy, all sub-Saharan Africa, formal TVET programs are school-based. In some countries, training models follow those of the colonial powers. The duration in some countries is between three and six years. In some other pre-employment skills have been incorporated with lower or junior secondary school curriculum. As generalized in the strategy, the-socio-economic environment in which TVET delivery systems currently operate in Africa shows; high population growth and a growing labor force which is a common problem of all African nations; Shrinking or stagnant wage employment opportunities specially in the industrial sector that need more attention of concerned stakeholders; Huge number of poorly educated, unskilled and unemployed youth which has direct connection with poor quality of educational system and poor economic performance AU, (2011).

In addition, educated but unemployed college and university graduates that need an immediate solution before it turned itself into threat to peace and stability of nations; Uncoordinated, unregulated and fragmented delivery systems that resulted in poorly educated and dependent, unemployed and uncompetitive youngsters; Low education quality-that need full scale efforts of concerned bodies. Moreover, Geographical, gender and economic inequities-which is the reflection of poor economic growth; Poor public perception-that need special attention of all African nations; Weak monitoring and evaluation-; Inadequate financing, poor management and ill-adapted organizational structure were some of Public versus private provision of TVET were also additional socio-economic factors that reflect the current status of TVET in Africa AU, (2011).

This strategy tries to indicate the main socio-economic environment in which the current TVET system operates in Africa. All the factors explain the status of the whole African

countries. Until the preparation of this literature, the author of this study doesn't get any information about the way how to overcome the problems and common steps taken by African nations. However, there could be individual efforts that have been taken by each country. Low public perception about TVET is taken as a factor that undermines the growth of TVET sector in Africa, which is the main issue of this study under discussion.

As a consequence, the debate on the rationale for vocational education subsided during the late 1950s through the 1960s in favor of the expansion of academic education. TVET in Africa still failed to take root in the educational priorities of African countries due to the new priorities of international partners (UNESCO, ILO, and FAO) who were the major donors to education. The focus of these major partners was on providing basic education and access. Program targets such as education for all, universal primary education, and the millennium development goals placed the debate on TVET in abeyance. Even as late as 1990 when the six targets for the education for all were set at the Jomtien meeting, in which the third target related to the provision of skills, the assessment report 15 years later at the Dakar 2000 meeting failed to include any data on the third target (King, 2011).

When viewed from the functionalist perspective, education is a medium for transmitting social norms and values to learners through the formal school system. TVET in Africans, especially the apparently "successful" ones, wage an endless war to reconcile within their psyches and lives the conflicts engendered in living within the twilight of fiercely competing value systems and ideologies; they are alienated from their indigenous traditions and communities of origin (UNESCO, 2007).

From policy perspective, investment in education is a potent means that the third world nations could explore to fast-track economic growth, technological progress and boosting of citizens' capacities. With specific application to TVET, a quality assurance imperative in the learning environment (school setting) to provide policy-makers with deeper understanding of vocational education, its functions, set goals and key characteristics. The TVET objectives in the African context differ substantially from those of the developed world. McGrath (2011) notes that while the developed world views TVET in the light of competitiveness and inclusion, African governments' interest lies in solving unemployment and poverty through

the training program. As Robertson et al. (2003) caution training in Africa should not mirror the industrialized nations, but should be tailored to the African context. For example, poverty mitigation interventions can only be successful when based on an understanding of a specific community's social change processes, to form a foundation for generating and using knowledge to respond to poverty issues at both local and national levels.

2.1.3. Technical Vocational Education and Training in Ethiopia

The golden age of modern education in Ethiopia is usually dated to the years between 1941 and 1970. According to Tekeste (2006), during that time the schooling system was highly limited to the officials of the time. Incentives such as clothing, school materials boarding were quiet common for those children of the lords. Brilliant students were enticed to join vocational secondary schools (such as agriculture, laboratory science and teacher training). The education system of 1940s-1960s could be described as an elitist system which was reached some of the urban and less rural population. International organizations such as UNESCO World Bank and USAID showed the way how to modernize and expand the education system in developing countries such as Ethiopia. The effort was manifested by the first African education conference that held in Addis Ababa. In this regard, the effort of the imperial regime in the expansion of education called Sector Review (1971-1972) that aimed at targeting the rural population can be taken as one example. As educational policy setting, the year 2000 was set as the year when Ethiopia would extend universal primary education of a minimum of four years (Tekeste, 2006).

During the socialist system of governance (1974-1991), as stated in different authorities, the fundamental aim of education was to cultivate the Marxist-Leninist ideology in the young generation, to develop knowledge in science and technology and to integrate and coordinate research with production so as to enable the revolution to move forward and secure productive citizens. As Tekeste stated by citing Christopher Clapham (1990 quoted in Poluha, 2004) noted that a fairly good education for a relatively small number of children had under the socialist regime been transformed in to quiet a poor education for a much larger number of children.

The problems of the last educational system as the problem of access, inequitable distribution of school services, problem of efficiency, lack of quality, and relevance and undemocratic content. These problems were the part of the whole educational system of the country that shares common features of the African TVET status. In order to alleviate all these problems the new educational and training policy of 1994 was adopted by having a chief goals of cultivating the citizens with an all-round education capable of playing conscious and active role in the economic, social and political life of the country at various levels. The main strategies of the policy were expanding educational opportunity and ensuring its quality, linking education and training, democratization of the administration and content of education, and provision of quality and relevant educational services (MoE, 2002).

Traditionally, Ethiopia had its own craftsmen and artisan for centuries. However, the men and women of talent were delegated to a lower status by the traditional Ethiopia for a long time. 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 (Pankhurst in Wanna, 1998). But, after the expulsion of the Italians, the Ethiopian government paid attention to the establishment of vocational and technical schools in Ethiopia as a part of its education system.

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 reducing unemployment among young high school completer. However, because of 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 (Aleka, 2008).

As MoE (2008), in many African countries, the first development of vocational and technical education had started when some vocational schools were opened giving training in some vocational and technical training. The development of vocational education is related to the development of general education in Ethiopia. Prior to 20th century, the education system was predominantly religious oriented that used to serve the man power needs of the church and the state (Yekunoamlak, 2000; Wanna, 1998; Mekonnen, 2004). During that time, there was no significant sign of vocational training. Nevertheless, Emperor Theodros and Emperor Menelik had contacted foreign countries and got some craftsmen and artisans.

Modern type of education was introduced with establishment of Menlik II School in 1908. Though there was an intention to develop vocational education beginning that year, only academic subjects were provided. This happened, because the primary objective to open a school was to prepare Ethiopians for various clerical administrative purposes (Teklehaimanot, 2002). After a decade the first technical school, Technical school of Addis Ababa was established in 1942 for the purpose of training junior and middle level technicians since then the technical and vocational education has exhibited various changes and continuities. The country has been engaged in reform of its TVET system. The reform is being carried out at federal and regional levels with the goal of creating a TVET system that is responsible to the development needs of the Ethiopian economy and that can effectively provide the skills needed by those working for wages and self-employed (MoE, 2007).

The 1994 education and training policy have brought fundamental change in education sector in general and TVET in particular. Number of schools and enrollments has been considerably increased. Moreover, from 2002 onward, many TVET institutions have been opened in the country to cater/provide with what is needed/ to those who completed grade 10. Since the progress made up to the proclamation ETP 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 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, females' 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.

In Ethiopia, the government is highly concentrated on the foundation of TVET institutions by adopting different TVET strategies. Among these, the new national TVET strategy of 2008 is the one that reflects an important paradigm shift of recent years which places quality and relevance of TVET as its priority. As mentioned in the strategy the more expansion of TVET does not solve the problem of unemployment and low productivity of the economy ...but TVET should respond to the needs of labor market and create a competent, motivated and adaptable work force capable of driving economic growth and development (MoE, 2008).

2.2. Current Technical Vocational Education and Training Development

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. With the introduction of the new middle level TVET programs, an industrial attachment period has been introduced to formal TVET. However, its implementation has faced a number of problems, mainly due to the lack of cooperation of the employers as they were not consulted during the planning process. An internship and cooperative training system based on profound cooperation between TVET institutions and employers and a joint training delivery still needs to be developed in order to increase the quality of TVET and hence the employability of graduates. (MoE, 2008).

The TVET reform shall facilitate the distribution of this information to stakeholders. Likewise part of the TVET reform role is to ensure that some markets are not grossly oversupplied in some sectors of training. In line with this concept the TVET reform is vested with the responsibility to organize and constitute the efficient integration, coordination and monitoring of technical education and skills development programs. All TVET in Ethiopia has to respond to the competence needs and qualification requirements in the labour market. TVET is geared towards enhancing the competitiveness of all economic sectors through a competent workforce and towards improving people's employability in the labour market and with regard to self employment. Self-employment represents an important route into the labour market, especially in pre-urban and rural areas (MoE, 2008).

Self-employment requires more than being technically competent in a certain occupational field. In order to become successful, entrepreneurs need self-confidence, creativity, a realistic assessment of the market, basic business management skills and openness to risks. Starting a business, furthermore, requires access to finance, access to necessary permits and licensing, and access to land or structures to operate from (MoE, 2008).

2.3 Perception of Stakeholders towards TVET Program Implementation

One of the primary purposes of technical and vocational education and training program is to meet the skilled manpower need of the specific area. The availability of TVET gives students an opportunity of having more options in relation to the options that may be possible by attending general education. The educational training policy and its implementation stated as follows "The aim in all these program is not only to train man power for the development program that the country is in the process of implementing, but is also intended to encourage the trainees to create jobs themselves and contribute to the national development efforts".

In several African countries including Ethiopia, TVET suffers from a relatively poor public image. TVET is usually associated with blue collar jobs, low salaries and lack of personal development opportunities, partly due to the low quality of previous TVET programs that did not allow TVET graduates to successfully complete in the labor market. TVET is generally perceived as a place of last resort for those students or trainees who failed to get into higher

education. This misconception leads to negative attitude towards the role of TVET for self employment (UNESCO and MoE, 2005).

The above studies examined that, what people do depends to a great up on what people believe in words and actions stem from concepts and attitudes. Positive attitude have power full impacts and can change ideas, feelings, and perceptions, allocations of resources and orders of priorities. Thus, the attitude of individual who engaged in self-employment and other supportive bodies is an important element in order to start up and be successful in business. However, other study explained that there are attitudinal problems which in habit self-employment during the process of startup self-business of TVET trainees and graduates, such as lack of awareness and little attention given to self-employment, despite, it has great Contribution to the development of individual graduates and to the country as a whole (Yordanos , 2010).

Furthermore, MoE (2004) reported that trainees negative attitude towards self-employment. Similarly, Corderly and Sevastors (in Yordanos, 2010) revealed that most families expected their children become government or private sector employed and hence they do not provide adequate support for their children who are graduated and intended to be engaged in self-employment. To this end for purpose of TVET, there is perception or believe of the stakeholders' towards implementation program. The following issues are raised as perception.

2.3.1. Trainees Perception

Most of the TVET trainees expected to be employed in the government or private sectors. But the government or private sectors does not provide a job for all graduates. The majority of developing countries hope for creating jobs lie in small business and in self-employment. Due to this, education system are not only faced with problems of disseminating knowledge and technical skills, but even more with the problem of developing attitudes and patterns of behavior, in particular self-confidence, optimistic, willingness, able to take calculated risk, respond positively to challenges, flexible and able to adapt, knowledge of labor markets, creative and need to achieve , take initiative, perception with foresight, responsive to

criticism, interest and initiative to engage in self-employment after training has completed (Hatten and Ruhland, in Yordanos, 2010).

Similarly, the TVET educators in addition to psychomotor skill development should work on the attitude of their trainees. Thus, success and development in job creation is not completed until both skill and effective work habits and positive attitudes have been learned and developed effectively. A wide variety of research studies have shown differences between male and female entrepreneurs: motivation for starting business; their preferences for venture risk; the type of businesses they start; the process they use to identify business opportunities; the size of their start-ups; the effort they expend in developing of those businesses; their confidence in their start-up efforts; their expectations for the performance of their business; and their performance outcomes (Brush and others., 2006).

Regarding gender and perception as related to TVET education in specific and technology in general, boys found to have more interest in technology than did girls (Yundu, 2003). Regardless of its degree, when it comes to significance, there was no demarcated difference of both sexes on interest towards technology (Heywood, 1998). However, the researchers did not claim to cover the existences of gender differences in preferring to study some vocational areas. Generally, female participation in TVET areas is very low compared to male. On the other hand, while some fields of study like Automotive Technology, Mechanical and Construction Technology and the like more favored by male students, study fields like business and economics information technology and the like favored by females.

The male-female disparity in TVET often associated with social and cultural discrimination, sex stereotyping, forced early marriage and unconscious influence from parental opinion (Yundu, 2003). The opportunity for females to realize their potentials in the technological areas is, therefore, suppressed or stifled (Ukpore, 2003). A study done in Nigeria on influences of gender on secondary school students' attitude to vocational education by Ukpore (2003) on sample of one hundred and fifty (75 male and female) that obtained through structured questionnaire and analyzed with percentage and mean in rank order revealed that both male and female students have negative perception towards vocational education. As the

study indicated, females were more interested in soft training while males hard training. As a result, it becomes reasonable to expect the influence of gender on students' perception towards TVET program in Ethiopia (MoE, 2008).

2.3.2. Trainers Perception

It is expected that the perception of teaching as a profession to differ among teachers, teacher educators, policy makers, and the members of the society at large. These varying perceptions are influential factors on how teachers are prepared and how their professional development is promoted in the education system. Goodson (2000) also argued that the perceptions of the role of teachers and their profession are culturally and socially embedded, and teachers' own perceptions of their role and profession affect, and are affected by the conception of teaching that is prevalent in their societies. It is clearly indicated that the society's perception about the teachers and their profession has played a significant role in affecting teachers' perception. These perceptions upheld by the teachers about themselves and their profession in turn has affected their daily practices and influenced their desire to learn and act in different ways. They believe that their profession is not equally recognized as other professions, and such situation has further contributed to their lack belongingness and commitment to the teaching profession. These conditions have severely affected their motivation for further learning and development and also impacted on their students' achievement as well.

As Owens (1987) stated teachers need to be perceived as "people of achievement, professionals who are influential in their workplaces, growing persons with opportunities ahead to develop even greater competence and a sense of accomplishment". However, the biased perception of the society towards the teaching profession, economic problems, the school culture, and the absence of continuous professional development opportunities, are considered to be the major factors that have influenced the TVET teachers' perception towards their profession. As a consequence, such perception held by the teachers has in turn affected their motivation to learn and actively engage in learning and development activities at individual and group level. Clearly as Cranton and King (2003) and Villegas Reimers (2003) stated the development of effective and meaningful professional development

strategies and activities that takes into account teachers' beliefs, values and assumptions play a critical role towards developing a professional identity and openness for learning and change.

2.4. Stakeholders' Roles in Attracting, Shaping and Implementing TVET

The TVET system must be steered and implemented with the involvement of wide stakeholders (MoE, 2008) In addition; the importance of this group is seen as the following. Different stakeholders will each contribute their own expertise, experience and capacities, in order that their combined efforts improve the relevance and effectiveness of the TVET system. Specifically stakeholders are needed to play a major role in the following functions of the TVET system: policy drafting and reviewing through participation in relevant bodies and panels; Financing through contributing resources to the TVET system; Quality assurance through active involvement in the setting of occupational standards and developing and conducting of occupational competence assessment (MoE,2008).

Career counseling service not only help the trainees but also school principals and other staff members to understand their students as individuals and to create situation in which the students can learn more effectively (MoE, 2002). In the same way, UNESCO (2007) described career counseling services as assistance given by institutions to match ones abilities or skills, knowledge and interest to the demand of the market and community. Career counseling services should help trainees to plan their education, training and careers, or adults to plan their career or further training as well as to prepare to become more employable (wage or self-employment).

Career counseling service is more than providing information; it is a blend of self-employment to adapt to a changing culture and economic situation and learning and assimilation of career, providing educational, labor market and economic opportunities information (ILO, 1986). Moreover, the counselor should assist trainees and graduates of TVET's to plan their educational as well as to adapt to have values need to cope with the life of work. Haregewain and Yusuf (1994), indicated that, counseling assists students to

understand and accept themselves as individual, express and develop awareness of their own ideas, feelings, values and needs. According to the new national TVET strategy of MoE (2006), trainees' attitude to be self-employed can be created through career counseling service program. Thus, the TVET authorities will develop concepts for the introduction of appropriate career counseling structures within the TVET system including a system of aptitude testing to support personal career choices (MoE, 2006).

Therefore, career counseling has the place in TVET institutions and colleges. It plays a significant role in production and dissemination of information to aware, facilitates the participation of all trainees of TVET in general, helps trainees in particular to decide their choices at entry, guides is in the process of training, and supports in creating job or employment after graduation. Therefore, due to this reason attention should be given to the activities of career counseling in the training institutions as well as outside the institutions, so that its contribution to the quality and relevance of training is indispensable (UNESCO, 1996). Similarly, Makinde in Welday (2012) asserted that the counselor may help the trainee by suggesting feasible employment openings and appropriate ways of applying for work.

According to Makinde the career counseling services of TVET colleges have a significant tie between trainees and trainers attitude and perception. Herr and Cramer (1988) also explained that, if the career counselor gave the training with supplement of career counseling, then the trainee may have positive attitude towards self employment. The results of studies discussed above are partly consistent with what Makinde (1994) concludes that is the counselor may help the trainee by suggesting feasible employment openings and appropriate of applying for work. ILO (1986) explained that, the career counseling service is considered as one of the most persons who give a direction to trainees in becoming an entrepreneur. Being an entrepreneur is expected of trainees after they have taken all major, supportive and common courses. Similarly, MoE (2006) explained that, the career counselor is the focal person in organizing self-employment support for TVET trainees and graduates.

2.5. Challenges/Factors Affecting the Stakeholders Perception

The implementation of TVET as a human capital development strategy had several challenges. As a development policy strategy, Wallenborn identified general constraints to successful TVET implementation.

2.5.1. Challenges related to trainees

Technical and vocational education has been considered as education designed for low achievers or failures and for second-class citizenship as (Teklehaimanot, 2002) reported. In explaining the misconception, Wanacott, (2000) wrote as “The most enduring belief about vocational education is that it’s only for non-college bound, the potential dropouts, or other students with special needs and this belief is not confined to trainees and their parents; it is often shared by other educators and policy makers. Therefore, one can easily understand the views of the students and the public of our country, where, students who failed to score for preparatory education are by policy made to attend TVET as an educational option. The problem of job status of technical and vocational education is related to miss-conceptualizing the program. In developing countries like Ethiopia, job stereotypes are predominant that render it undesirable for individuals to acquire Vocational qualifications.

According to Abdelkerim (1997), factors that can influence people’s choice of training and their decisions to join a given field of study include personal factors, such as the social background of the person and the importance given to training versus direct employment in a family, or the choice of training for white collar jobs verses to blue collar jobs. Other factors include the educational qualifications needed for access to vocational training and physical access to training and the perceived quality of training available in vicinity. In other words, there is no overwhelming single influence for everyone, rather a combination of influences, each contributory but not conclusive in itself. Therefore, it can be concluded that there are several social, educational and occupational factors for preferring TVET as a study field (Esters and Bowen, 2004).

Training institution need to satisfy several customers and stakeholders including trainees, graduates, employer and government (Mahapatra & Khan, 2007), but the trainees being the

main. There are important to measure trainee's feedback on service quality. Trainees feedback on the quality of services provided by the institute is useful for performance improvement of the institute including in the teaching aspects; training curriculum content; as a guide to prospective trainees to choose the institute and as a method of quality measurement. The trainees are generally assumed to be the principal customers and take on different roles within the institution. They are the product of the process, the internal customers for many campus facilities, the labourers of the learning process and the internal customer of the delivery of the course material.

2.5.2. Challenges related to the trainers

Lack of adequate trained instructors and administrators TVET institutions are major challenges in developing the sector. Other challenges to TVET implementation include lack of clear policies, inadequate access, poor infrastructure and facilities, and inadequate and obsolete equipment. There are also issues of inadequate number of trained staff curriculum and method of delivery, and the relationship between TVET and future employers. The findings showed that teacher qualifications, teaching experience and teacher motivation had a high influence on the implementation of TVET curriculum. Thus, the study concluded that teacher qualifications, teaching experience, teacher motivation teaching had a high influence on the implementation of TVET curriculum (Wallenborn, 2010).

In a study on implications of trainers' self perception as adult learners and professionals to their practices and professional development at Rift Valley University College in Ethiopia, the author in found that TVET trainers' perceptions negatively influenced their motivation to teach and their attitude towards their profession. In addition, the TVET trainers' exhibited low motivation and morale for engaging in learning and professional development and cited such extrinsic factors as level of pay and benefits as contributing to their dissatisfaction in the work place. The study concluded that TVET teachers' low motivation to learn affected negatively their overall performance in the TVET institutions.

2.5.3. Challenges related to the graduate

These set of factors centre on such aspects as values, norms, and family and community entrepreneurial traditions. Lambing and Kuehl (2000), point out that, some culture's encourage self-employment, while others discourage it. In some cultures, self-employment is conceived as an occupation for low self-esteemed persons. For instance, it is well described in UNESCO (2002) that the negative social image held on the TVET programme discourages self-employment ideas of TVET graduates. Young (2003) points out that entrepreneurial activity is generated by a particular family background and experience. In respect to this, Saini and Rathore (2001) described that entrepreneurial traditions of the family as well as the community are important factors within which the entrepreneur grows and internalizes the values and norms. With regards to societal attitudes, the TVET program itself is victim of negative image held by the society in Ethiopia.

According to a research finding Lelissa (2006), argues that trainees of TVET institutions are considered as low achievers or failures from grade ten national exams. This image of the society at large and the view of the graduates in particular are a barrier to the development of their vocational career in general. Unemployment has bad psychological effect on people especially on those trained but could not find employment. Hence, it becomes normal for students tend to enroll in types of education and training that expected to bear them immediate employment after training and reject others that thought to have no employment opportunities. For this matter, it is reasonable to propose that employment would have imperative influence on the development of perceptions about choice of a field as a future profession. King, (2007) on the other hand, the effectiveness of TVET depends fundamentally on the extent to which trained persons use their skills in employment.

Thus, the objective of the training should be geared to enable the young people both for salary employment as well as for self-employment in which they could positively value the program. In short, providing training without job opportunity is nothing more than waste of scarce resources. Graduates in TVET have encountered unemployment problem. Most of the trainees expect employment in government organizations. However, the government does not provide a job for all graduates. The focus of TVET training is to reduce unemployment rate.

According to Jone (1997) in Daniel (2008), the role TVET, described, as the objective of the training should be geared to enable the young people both for employment as well as for self employment in which they could positively value the program.

2.6. Strategies Devised to Improve Stakeholders' Perception on Implementation of TVET

2.6.1 Awareness and Promotion

Federal TVET agency officials explained that there is a great attitudinal change from the previous times, before 1994 to the current ones. Though there is a big improvement in attitude towards TVET, there are some people who stick to the wrong perception until nowadays. This problem has come from lack of awareness on TVET. They further explained that The Federal Agency has been separated from MOE in the near months and established its own organizational structure. Therefore, some awareness creation trainings and promotions were carried out though that is not enough to bring broad attitudinal change (MoE,2008).

As noted above, no real development comes especially for developing countries without the role of TVET. Thus, the community must know that TVET institutions, they have key roles in the process of national development. The Federal TVET agency assured that awareness creation programs and promotion of TVETs will be intensively and successively conducted in the future. However some awareness creation programs about TVET were conducted especially for high school students. But the level of their understanding about TVETs is not that much satisfactory. Moreover, the perception of the society is still on the wrong track. Therefore, promotion must be continuously done in order to enhance TVET awareness on the contribution for countries development (MoE,2008).

The trainees indicated that they have not good attitude and enough awareness towards TVET. Because most of trainees are joined as an opportunity cost, it also possible to see there is lack of awareness about the benefit of TVET. It was indicated that the TVET deteriorating situation can be improved by building trainers capacities, development of TVET institutions,

developing relevant curriculum, link TVET institutions with the labor market players (MoE,2008).

Concerned authorities should develop, insitutionalize and TVET institutions should make an effort to learn and follow current labor market demand and trends to reflect and act according to industry needs and requirements regular schools and vocational training instiutions producing candidates for the labor market should consider establishing career couselling and placement departments to assist graduates in finding employment and to monitor and track transition of students from school to work. To address youth unemployment and to facilitate easy entry into the labor maarket, well planned and monitired apprenticeship program shuld be developed and implemented (MoE,2008).

2.6.2 Providing Vocational guidance and Counseling service

In addition to the trainers' role for the entrepreneurial development of the trainees' in training institutions, career guidance and counseling support is another contributing component of the quality of the TVET graduates. Hiebert and Borgen in (UNESCO,2002) have well stated that guidance and counseling services are essential for the goals of TVET to be fully realized and that they should for that reason be fully integrated with all TVET programming. These services should be provided beginning at the time of enrollment in orienting their occupational choice, inculcating positive attitude throughout their training and showing direction of their career path through the provision of career information including entrepreneurship.

Hence, vocational guidance is the assistance given by institutions to match once abilities or skills, knowledge and interest to the demand of the labor market and community. Vocational guidance should help trainees to plan their training and career as well as to prepare to become more employable. Vocational counseling is also an analytic and cognitive examination of one's professional abilities, job market opportunities and personal desires. In its simplest definition, vocational counseling matches an individual to an employment area for the purpose of producing a satisfying career and a happier human being. It helps trainees to

integrate vocation with the rest of their life. In a rapidly evolving work environment, educational and vocational guidance and counseling are critical and must constitute as an integral part of any TVET program, as they contribute to enhancing the relevance and effectiveness of training. Counseling is necessary in order to understand and appreciate the talents of students, help them to explore career alternatives, develop educational and vocational training plans, relate effectively to others, and the labor market (MoE, 2006).

However, the rigidly academic influence within the schools was causing large number of students to leave prematurely and to flounder wastefully in their search for suitable employment (Parsons in Wolday, 2010). Hence, the vocational counselors should assist TVET institutes to provide appropriate occupational training, building good partnership with relevant stake holders, to provide well-organized labor market information for trainees to identify their own talent to gain self-confidence, learn life skills, and identify alternative occupations (MoE, 2006).

3. RESEARCH DESIGN AND METHODOLOGY

This part deals with; description of the study Area, design of the study, sources of data, population, sample size and sampling techniques, data collection instruments, Procedure of Data Collection, validity of the study and method of data analysis.

3.1. Description of the Study Area

The study area is located in Oromia Regional State East Hararghe Zone, where Harar is capital city of the Zone located east of Addis Ababa at 526km. East Hararghe Zone is demarcated on north by Dire Dawa, on south west by Bale zone, on west by west Hararghe zone and on the north and east by Ethiopian Somali Regional state.

The highest point is mount Gera Muleta and other notable mountains in this zone include mount W-mountain. Major economic activity is agriculture like cash crops coffee, chat and cereal crops like wheat, barley and maize are the major crops produced in the zone. East Hararghe zone has nineteen woredas and according to East Hararghe zone TVET office there are eight TVET institutions by the year 2015.

3.2. Design of the Study

In this study, descriptive survey research design was employed. Because the major goal of this study was to describe stakeholders perceptions' towards TVET program, as it exists at present, it is also relevant to gather detailed information concerning stakeholders perceptions' towards TVET program. Moreover, descriptive research design makes possible the prediction of the future on the basis of findings on prevailing conditions. In line with this, Jose and Gonzales (1993) state that descriptive research gives a better and deeper understanding of a phenomenon which helps as a fact-finding method with adequate and accurate interpretation of the findings. Similarly, Cohen (1994) describes that descriptive survey research design as it helps to gather data at a particular point in time with the intention of describing the nature of

existing condition or identifying standards against which existing conditions can be compared or determining the relationship that exist between specific events.

3.3. Sources of data

The researcher used both primary and secondary data as source of data on stakeholders' perception on implementation of technical vocational education and training program in East Hararghe zone.

3.3.1. Primary Source of data

The primary source of data were trainees, trainers, TVET graduate and TVET officials.

3.3.2. Secondary Source of data

The researcher also used secondary sources as to have some background information about the issues. These secondary data were TVET graduated portfolios, TVET trainees' programs they attained and the overall TVET institution files of the program they run. Workshops, and meetings of minutes from different sources which focused on awareness creation to the TVET stakeholders.

3.4. Population, Sample Size and Sampling Techniques

The study was cover four Technical Vocational Education and Training colleges in East Hararghe Zone of Oromia region. East Hararghe zone has eight TVET College and currently being offering training, out of these four colleges were chosen using purposive sampling technique. The criteria used to select the sample colleges: TVET colleges that have large number of graduates are five and two had taken while TVET colleges that have long experience of offering training are three and two had taken. Therefore, four colleges were excluded for the reasons of TVET institute that was new and have small number of graduates as compared to others so as to make coverage area of the sample. These four sample institutions comprised 50% of the total size and consequently, felt well representative. The researcher was used stratified random sampling technique from all soft training and hard training of the level I-III. 131 of trainees were selected by stratified random sampling from all

soft training and hard training the reason why the researcher used stratified random sampling grouping the population into homogeneous subgroups (soft training and hard training) and then taking a simple random sample in each sub groups from soft training and hard training. 114 trainers were taken by available sampling and 10 TVET officers which include college managers and experts are taken by available sampling and also the researcher was used 47 TVET graduated by using Purposive sampling.

Table1. Sample Size and Sampling Techniques

Participants	Population			Sample				Sampling Techniques
	M	F	T	M	F	T	%	
Trainees	290	178	468	82	49	131	28	Stratified Random sampling – simple random sampling.
Trainers	93	21	114	93	21	114	100	Available sampling
TVET officers	10	-	10	10	-	10	100	Available sampling
TVET Graduate	486	263	749	29	18	47	7	Purposive sampling
Total	879	462	1341	214	88	302	58	

3.5. Data Collection Instruments

The researcher was used questionnaires, interviews and focused group discussion to collect valid information from respondents. Because employing multiple data collection instruments and methods would enable the researcher to gather valid data.

3.5.1. Questionnaires

To obtain quality and proper data, two sets of questionnaires were administered to the trainees and trainers. Two types of questionnaires both close ended and open-ended were prepared and items which were prepared originally in English and later translated into Afaan Oromo. This were done for communication purposes for trainees. All of the close ended questions were

constructed in five level of Likert scale (5-strongly agree, 4-agree, 3- undecided, 2- disagree, 1-strongly disagree). To get their suggestions, comments, and expressions freely, open ended questions would also used. 24 items of questionnaires were distributed for both trainers and trainees. For the purpose of quality data, respondents would have been informed enough information in the cover letter of the questionnaires on how to fill and being responsible to return the filled questionnaires.

3.5.1.1. Pilot Test

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data. To ensure validity of instruments, initially the instrument was prepared by the researcher and developed under close guidance of advisors, who were involved in providing their inputs for validity of the instruments. The English version questionnaires were checked and corrected by English subject teachers. Moreover, the questionnaires were pilot tested at Bisidemo TVET institution.

Pilot-test was done with the objectives to check whether or not the items contained in the instruments could enable the researcher to gather relevant information. Based on the feedbacks from respondents valuable improvements were made and irrelevant items were rejected. Then, the Cronbach Alpha reliability was calculated for the questionnaire is (0.83). Thus, according to George and Mallery (cited in Joseph and Rosemary, 2003) provide the following rules: “>0.9= Excellent, >0.8= Good, >0.7= Acceptable, >0.6= Questionable, >0.5=Poor, and <0.5=Unacceptable”. Accordingly, the reliability test reveal that the questionnaires which were tried out by pilot test have good reliability. In general, the pilot test was helped the researcher to avoid errors related to ideas and contents. After the necessary correction was made, the final copies were distributed to respondents.

3.5.2. Interview

In-depth interviews were conducted by the researcher with the TVET officers who were present at TVET institutions, districts and zone. Interview schedules were administered to the

selected interviewers. Interview was also conducted to get consolidated information. For the purpose of data quality, respondents were informed about the aim of the study and the data was crosschecked against the objectives of the research. Notes were taken during the interview. 10 TVET officers which included college managers and experts were taken by available sampling included. Semi-structured interview was employed

3.5.3. Focus group discussion

This help to gather data from TVET graduate. FGD questions prepared in English and changed to Afaan Oromo. The study includes four groups from four TVET colleges of the worda. 13 members from Haramaya, 11 from Babile, 12 from Gursum and 11 from chelanko TVETs included in the FGD. Sampled TVET graduate members were included and a total of 47 members involved in FGD using purposive sampling method. FGD participants were selected based on recommendation from individual who know the graduates and out of convenience. During the focus group discussion the researcher take notes while they were discussing.

3.6. Procedure of Data Collection

To answer the research questions raised, the researcher gone through a series of data gathering procedures. First of all the intended questionnaires, interview and focused group discussion were prepared and then evaluated and commented by the study advisors before actual use. After having done this, the researcher was collected official letter of authorization from Haramaya University going to study area and then 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 was assign focal 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 close supervision of the principle researcher. Finally the data gathered through different instrument were checked by the researcher based check list before leaving the site.

3.7. Methods of Data Analysis

The data were analyzed both quantitatively and qualitatively. The analysis of the data was based on the responses collected through questionnaires, interview and focused group discussion. The data collected through closed ended questions was tallied, tabulated and filled in to SPSS version 20 and interpretation was made within the help of percentage, mean, standard deviation and independent sample t-test. Because, the percentage was used to analyze the background information of the respondent, where as the mean and standard deviation are derived from the data. It was serving as the basis for interpretation of the data as well as to summarize the data in simple and understandable way (Aron et al., 2008). The interpretations were made for all five point scale measurements based on the following mean score results: 1.00 – 1.49 = strongly disagree, 1.50 – 2.49 = Disagree, 2.50 – 3.49 = undecided, 3.50 – 4.49 = Agree and 4.50 – 5.00 = strongly agree

Apart from this, independent t- test was used to test statistically significant difference between the mean scores of the two independent variables (trainers and trainees). The existing response differences were tested at P- 0.05 levels of significances. On the other hand, the data obtained from the group discussion and Sami-structured interview was analyzed qualitatively. The qualitative analysis was done as follows. First, organizing and noting down of the different categories were made to assess what types of themes may come through the instruments to collect data with reference to the research questions. Then, transcribing and coding the data to make the analysis easy and also the results were triangulated with the quantitative findings.

3.8. Ethical Consideration

To make the research process professional, ethical consideration were made. The researcher informed the respondents about the purpose of the study i.e. purely for academic; the purpose of the study was also introduced in the introduction part of the questionnaires, interview guide and focused group discussion to the respondents: and confirm that subject's confidentiality was protected. In addition to this, they were informed that their participation in the study was based on their consent. The research has not personalized any of the respondent's response during data presentations analysis and interpretation. Furthermore, all the materials used for this research have been acknowledged.

4. RESULTS AND DISCUSSION

This chapter has two parts; the first part deals with the characteristics of the respondents and the second part present the analysis and interpretation of the main data. The presentation part deals with the analysis and interpretation of the research based on those data that were obtained through three types of instruments and elicited from the four respondent groups. Accordingly, the data obtained from these respondents were analyzed and discussed to seek appropriate answers for the basic questions raised at the beginning of the research.

The overall objective of the study was to investigate stakeholders' perception towards the implementation of TVET program in the case of East Hararghe Zone, Oromia regional state. To this end, both quantitative and qualitative data were gathered by using questionnaire, interview and group discussion.

The data gathered through interview and group discussion were supposed to complement the quantitative data. The study was based on the sample size of 302 respondents who were involved in this research. Questionnaire was distributed to 245 respondents and the returned rate of questionnaire was 131 copies from trainees and 114 copies from the trainers. In addition, four TVET centers officers and four Woreda and Zone TVET officers were interviewed successfully and 47 TVET graduated were held group discussion.

Hence, based on the responses obtained from the respondents, analysis and interpretation of data were presented in such a way, following the order of research questions on the study respectively. Based on the issues under the study; items with similar cases were identified and grouped in a table. Then the researcher tried to use triangulation to cross check the views of the various respondents respectively.

4.1. Characteristics of the Respondents

The following description of the characteristics of the sample respondents give some basic insight about sex and age, level and field of training, qualification and service years of the

respondents involved in the research study and discussed here under. The results of the study are presented in the following order. The first part deals with the demographic information of respondents. The second is about challenges or factors that hinder the contribution of stakeholders to TVEV program. The third part deals with how the TVET stakeholders' perceptions improved. The fourth part is opinion of stakeholders that were secured through additional questions which includes interview and group discussion.

Table 2: percentage distribution of respondents by sex and age

Characteristics	Respondents								
	Trainees		Trainers		TVET Graduates		TVET officials		
	No.	%	No.	%	No.	%	No.	%	
1. Sex									
Male	82	62	93	81	29	62	10	100	
Female	49	38	21	19	18	38	-	-	
Total	131	100	114	100	47	100	10	100	
Age									
17-20	98	74	-	-	15	32	-	-	
21-25	33	26	66	58	28	60	3	30	
26-30	-	-	34	29	4	8	5	50	
31-35	-	-	14	13	-	-	2	20	
Total	131	100	114	100	47	100	10	100	

In Table 2 item 1, reveals, 82 (62%) and 49 (38%) of trainees were males and females respectively, were as, 93 (81%) and 21 (19%) of trainers were males and females respectively, 29(62%) and 18(38%) of the TVET graduate were males and females respectively, all TVET college deans, and TVET officials 10(100%) were males. The majority of the trainees 62%, trainers 81%, graduates 62% and TVET officials 100% were males. Thus one can understand from this the majority of TVET stakeholders were male and the gender difference is clearly affecting the perception of stakeholders towards the training.

The ages of trainees were almost between 17-20 98(74%) years and the rest 33(26%) were between age of 21-25, while as the age of trainers 66(58%) between 21-25, 34 (29%) in the range of the 26-30 years and 14(13%) were between 31-35 years. Around 59% of the TVET graduates were failed in the range of the 21-25 years while most of the TVET officials were above 26 years. Thus most of the trainees 98% were under 21 years while the majority of the trainers 66% were 21-25 years and most of the graduates 59% were under 25 years while 50% of TVET officials were above 2 years. Therefore; the majority of the trainers and graduates were young people and the trainers and TVET officials were adults. So according to the curriculum of the TVET program, the appropriate human resource was assigned to TVET program. From this one can understand that, age is not the factors that affect the perception of the respondents.

Table 3: Level Training and Qualification of the Respondents'

Characteristics	Respondents							
	Trainees		Trainers		TVET Graduates		TVET officials	
	No.	%	No.	%	No.	%	No.	%
3.Level training								
Level I	49	37.4						
Level II	57	43.5						
Level III	25	19						
Total	131	100						
4.Qualification:								
TVET graduate			93	81.5	47	100	-	
B.A/B.Sc.			21	18.5			9	90
M.A/M.Sc.							1	10
Total			114	100	47	100	10	100

From Table 3, 49(37.4%) of trainees were learning level I and 57 (43.5%) of the trainees were learning level II, while nearly 25(19%) follow level III and most of trainers 93(81.5%) were graduated from TVET colleges and least of the trainers 21(18.5%) were BA/BSc holders, and

almost all of the TVET officials 9(90%) were BA/BSc and 1(10%) was M.A. degree holders. Thus, one can conclude that the majority of the trainees were attending level II while majority of the trainers 81.5% were graduated from relative TVET colleges and most of TVET officials 90% were under graduate. Therefore majority of the trainees is trained in level II and TVET trainers and officials were under standards which directly or indirectly affect the quality of the training.

Table 4: Field of Training and Service Years of the Respondents

Characteristics	Respondents							
	Trainees		Trainers		TVET Graduates		TVET officials	
	No.	%	No.	%	No.	%	No.	%
6.Field of training								
Soft	78	59.6	66	57.8	32	68		
Hard	53	40.4	48	42.2	15	32		
Total	131	100	114	100	47	100		
7.Service year								
0-4			43	37.7			2	20
5-9			38	33.3			2	20
10-14			33	28			4	40
15-19			-	-			1	10
Above 20							1	10
Total			114	100			10	100

As can be seen from Table 4, 78(59.6%) trainees and 32(68%) TVET graduate were following soft training program while 53(40.4%) and 15(32%) trainees and TVET graduates respectively follow hard training program. 66(57.8%) and 48(42.2%) of the trainers follow soft and hard training program respectively. From this one can understand that most of the trainees 59% and TVET graduate 68% following soft training program. From interview one of the officers stated that,

“Most of our training program were soft training because of constrain of training materials occurred in hard training program which is unbalanced number of trainees in the program”.

Therefore: one can concluded that the majority of stakeholders trained by soft training program.

Around 43(37.7%) of trainers and 2(20%) of the TVET officials were their service was 0-4 years respectively and 38(33.3%) and 2(20%) of the trainers and TVET officials between 5-9 years respectively while about 33(28%) trainers and TVET officials 4(40%) were served between 10-14 years respectively. Thus the majority of the trainers 37.7% served between 0-4 years and most of the TVET officials 40% have served between 10-14 years. One of the Zone experts said that;

'The expansion of TVET colleges in the zone is very young and have shortage of human resources that is why most of trainers least experienced''.

One can concluded that majority of the trainers have least experience and leaders also have middle experience.

4.2 What is Perception of Stakeholders on the Implementation of TVET Program

Table 5: Perception of Stakeholders' on the Implementation of TVET Program

No	Items	Respondents		Grand mean	t-value	P-value	
		Trainees	Trainers				
1	I prefer TVET to academic subjects	N	131	114	3.25	1.71	0.68
		\bar{X}	3.20	3.30			
		SD	1.27	1.13			
2	I believe that TVET is as useful as academic subjects	N	131	114	2.91	1.29	0.35
		\bar{X}	2.80	3.03			
		SD	1.21	1.15			
3	I do not like technical and vocational education and training program	N	131	114	2.91	0.76	0.58
		\bar{X}	2.98	2.84			
		SD	1.24	1.09			
4	In my understanding, Technical and vocational education and training is designed for low education	N	131	114	3.53	0.33	0.51
		\bar{X}	3.46	3.60			
		SD	1.04	1.14			
5	I like to advice others to study technical and vocational education and training	N	131	114	3.34	0.72	0.46
		\bar{X}	3.26	3.42			
		SD	1.06	1.17			
6	Studying Technical and vocational education is waste of time for me	N	131	114	2.37	1.65	0.54
		\bar{X}	2.30	2.45			
		SD	1.28	1.12			
7	I expect to make good income when the trainees finish training	N	131	114	3.14	0.76	0.41
		\bar{X}	3.05	3.24			
		SD	1.11	1.27			
8	I believe that TVET well prepares me to competitively appear for workforce	N	131	114	3.12	1.51	0.29
		\bar{X}	3.24	3.00			
		SD	1.16	1.25			
9	Do you believe that grade 10 high achievers join TVET	N	131	114	1.67	0.76	0.74
		\bar{X}	1.73	1.60			
		SD	0.88	0.60			
10	For me, TVET education is attractive	N	131	114	3.31	0.93	0.44
		\bar{X}	3.11	3.51			
		SD	1.16	1.20			

\bar{X} =Mean, SD=standard deviation, p-value at $\alpha=0.05$ and degree of freedom=243 the mean value of each item was interpreted 0-1.49 = strongly Disagree, 1.5-2.45= Disagree, 2.5 3.49= Undecided and 3.5-4.49 =Agree and above 4.5 strongly agree

As shown in item 1 Table 5, the respondents were asked whether the respondents preferred TVET as academic subjects or not. With trainees mean and standard deviation ($\bar{X}= 3.20$, $SD=1.27$) whether the trainees were preferred technical vocational education and training programs as academic subject. The trainees were not sure that the importance of TVET program as academic subjects and the trainers ($\bar{X}= 3.30$, $SD =1.13$) were also undecided on the importance of TVET program as much as the academic subjects. The overall mean 3.25 which indicates both groups scored moderate perception to consider TVET as academic subjects. From this one can conclude that the respondents have negative perception towards the TVET program and vocational education less important than academic subjects. The significance value at $t = 1.71$ and p -value is 0.68 is greater than 0.05 shows there is no significance difference between the perception of the two groups regarding importance TVET as academic subjects.

Regarding to item 2 Table 5, TVET is as useful as academic subjects with mean and standard deviation of trainees and trainers ($\bar{X}= 2.80$, $SD=1.21$ and $\bar{X}= 3.03$, $SD=1.15$) respectively were confirmed that, uncertainty to the TVET useful as academic subjects. It shows that the trainees and trainers unconfident the usefulness of the TVET as academic fields. The overall mean 2.91 shows the uncertainty of the majority of respondents with the issue. The significance value at $t = 1.29$ and p -value is 0.35 is greater than 0.05 shows there is no significance difference between the opinions of the two groups regarding TVET as useful as academic subjects. During interview session one of the TVET officials said that:

“In my opinion TVET program is very important as it is plays great role for the country by producing skilled man power. Majority of our communities was not literate and has no good perception to the program”.

From this one can concluded that the stakeholders were not considered TVET as academic subjects.

As it can be seen from Table 5 for item 3, the respondents were asked to rate their agreement level whether they like technical and vocational education and training program or not. With

trainees and trainers (\bar{X} = 2.98, SD=1.24 and \bar{X} = 2.84, SD=1.09) respectively. The respondents' undecided to the question entitled that stakeholders do not like TVET program. So the result reveals that stakeholders did not like TVET program. The overall mean 2.91 shows that the undecided of the majority of respondents with the issue. Therefore it can be concluded that the respondents shows negative perception towards technical and vocational education and training program. The significance value at $t = 0.76$ and p -value is 0.58 which is greater than 0.05 shows there is no significance difference between the perception of the two groups regarding to whether the stakeholders like technical and vocational education and training program or not.

From Table 5 item 4, trainees and trainers asked their understanding of whether technical and vocational education and training is designed for low education or not. With trainees and trainers (\bar{X} = 3.60, SD=1.04 and \bar{X} = 3.46 SD=1.14) respectively. The trainees agreed for TVET is designed for low education, while the trainers disagreed for TVET is designed for low education. The overall mean 3.53 shows that the agreement of the majority of respondents with the issue related to the design of TVET program. The significance value at $t = 0.33$ and p -value is 0.51 which is greater than 0.05 which shows there is no significance difference between the perceptions of the two groups regarding TVET were designed for low education. Other study reveals that the current study; students who failed to pass for preparatory education; attend TVET as an educational option (Wannacoot, 2000). From this one can concluded that TVET designed for lower achievers.

As it can be observed from Table 5 item 5, respondents were asked regarding to whether the stakeholders like to advice others to study technical and vocational education and training program or not. With trainees and trainers (\bar{X} = 3.26, SD=1.06 and \bar{X} = 3.42, SD=1.17) respectively. Both trainees and trainers were undecided opinion on the advising to the other to study the TVET program. The overall mean 3.34 shows that the undecided of the majority of respondents with the issue. From this the majority of the respondents not like advice others to study the TVET program. The significance value (p -value) is 0.46 which is greater than 0.05 which shows there is no significance difference between the perceptions of the two group respondents.

Other study supports this; vocational guidance is the assistance given by institutions to match one's abilities or skills, knowledge and interest to the demand of the labor market and community. Vocational guidance should help trainees to plan their training and career as well as to prepare to become more employable. Vocational counseling is also an analytic and cognitive examination of one's professional abilities, job market opportunities and personal desires. In its simplest definition, vocational counseling matches an individual to an employment area for the purpose of producing a satisfying career and a happier human being. It helps trainees to integrate vocation with the rest of their life (UNESCO,2002).

As shown Table 5 item 6, respondents were asked whether studying technical and vocational education is waste of time or not. With mean and standard deviation of trainees and trainers (\bar{X} = 2.80, SD=1.28 and \bar{X} = 2.45, SD=1.12) respectively. The majority of the respondents disagreed on the points regarded to studying of technical and vocational education was waste of time. In the overall means scored by the respondents were 2.37 which mean majorities of respondents were disagreed on the issues. The significance value at $t = 0.72$ and p -value is 0.54 which is greater than 0.05 shows there is no significance difference between the opinions of the two group respondents. In the same way study done by Nasir (2006) revealed the trainees believe that attending TVET was not waste of time.

From Table 5 item 7, trainees and trainers asked the expectation on good income when the trainees finish training, with trainees and trainers (\bar{X} = 2.05, SD=1.11 and \bar{X} = 2.92, SD=1.27) respectively, the respondents disagreed the trainees got good income interims of economy after completing the training. Generally from this statics majority of the respondents were disagreed the trainees got good income when they finished the training. The overall mean 2.48 shows the majority of respondents disagreed with the issue. The significance value at $t = 1.65$ and p -value is 0.41 which is greater than 0.05 which shows there is no significance difference between the two groups respondents'.

From Table 5 item 8, trainees and trainers asked whether they believe in technical and vocational education and training program well prepares them to competitively appear for workforce or not. With trainees and trainers (\bar{X} = 3.24, SD=1.16 and \bar{X} = 3.00, SD=1.25)

respectively, the respondents undecided that technical and vocational education and training program well prepared them competitive appear for workforce. Thus the respondents were not believed in that technical and vocational education and training program well prepares them to competitively appear for workforce. The overall mean 3.12 shows the undecided of the majority of respondents with the issue. The significance value at $t = 0.76$ and p-value is 0.77 which is greater than 0.05 which shows there is no significance difference between the opinions of the two group respondents. In connection to this, among the interview respondents mentioned it as:

Even though the trainers are competent on some critical competencies needed by industry, still they have gaps in training methodology (pedagogy), using instructional media (English language), in preparing Learning Materials and managerial competencies. Majority of trainers are C-level trainers with 4 and less than 4 years training experience and the major factors that lower the quality of TVET training were materials and apparatus during training

As observed from Table 5 item 9, the respondents asked that do you believe that grade 10 high achievers join TVET. With the trainees ($\bar{X} = 1.73$, $SD = 0.88$) and trainers ($\bar{X} = 1.6$, $SD = 0.6$) both the respondents agreed students who scored high point in grade 10 do not joined TVET program. The overall mean 1.67 shows that the majority respondents agreed the issue related to students with high achievers do not join TVET program. The significance value at $t = 1.51$ and p-value is 0.44 which is greater than 0.05 which shows there is no significance difference between the opinions of the two group respondents. From this one can understand that very rarely high achiever students attend TVET program rather they attend the academic program. In the same way data gained from interviewed TVET institution officials confirmed the above idea they said that

Technical and Vocational educational program considered as the 'second class option' for those who are considered unable to perform in the regular academic program. This sentiment still endures the standing of TVET continues to be low when compared to other academic subjects.

From Table 5 item 10, trainees and trainers asked to rate the attractiveness of TVET education. With the trainees ($\bar{X} = 3.11$, $SD = 1.16$) and trainers ($\bar{X} = 3.51$, $SD = 1.20$) from this

figure the trainees undecided to confirm whether the TVET education was attractive or not but the trainers agreed that TVET education was attractive. The overall mean 3.31 shows that the majority of respondents undecided about issues. To this end one can understand that vocational education was fairly attractive training. The significance value at $t = 0.76$ and p -value is 0.09 which is greater than 0.05 shows there is no significance difference between the opinions of the two group respondents. Similarly, the response collected from Zone TVET experts interviewed also confirmed the same idea.

An important national objective is the promotion of TVET as an instrument for economic empowerment in by involving all stakeholders in an attempt to change attitudes and perceptions of the society about vocational and technical training.

Kindiki (2013) observes that part TVET in many African countries lacks credible role models that can motivate trainees; it requires a lot of promotion to make it attractive to prospective trainees.

4.2.1. Plan Before and After Joining TVET

The trainees were asked whether they had planned to join TVET when they were in secondary school and would have shown more desire to continue in TVET program or not.

Table 6: Plans before and after Joining TVET

NO	Items	Response frequency and percentage by respondents gender					
		Male		Female		Total	
		No	%	No	%	No	%
1	What was your plan to do after your complete grade 10?						
	A. Attend preparatory program	47	57.3	31	63	78	60.2
	B. Attend TVET	35	42.7	18	37	53	39.8
	C. Other	-	-	-	-	-	-
	Total	82	100	49	100	131	100
2	Immediate plan upon graduation from TVET college						
	A. Attend further training in current field of study	19	23	11	22.4	30	23.7
	B. Attend academic subjects by improving grade 10 exam score(GPA)	14	17.9	18	23	32	17.3
	C. Begin work	49	60	29	59.3	78	59.3
	D. Other	-	-	-	-	-	-
	Total	82	100	49	100	131	100

Table 6 presents to what extent students had planned to join TVET program before completing grade 10 and after graduation from TVET College regardless to the gender. The differences were found between male and female trainees on the plan upon completion of grade 10. Higher proportion of male trainees 57.3% had the plan to attend a preparatory (non-vocational) program as compared to 63% of female trainees. On the other hand, 37% of female trainees had the plan to study TVET program as compared to 42.7% male trainees

Table 6 aimed to further investigate reasons for enrolling in TVET program and to see whether trainees intended to continue in the fields of TVET program. Then, 17.3% trainees replied that they wanted to study academic subjects after grade 10 completion by improving academic results of the previous. Contrarily, 23% of the trainees were replied that attend

further training of the current field of study. About 59% of the trainees want to begin the work after TVET program training. Thus, the majority of respondents want to begin the work after TVET program training

Thus, one can observe that majority of the respondents did not plan to study TVET program as their first choice when they were in grade 10. For both sexes, TVET program was the second preference or plan. The majority of trainees' respondents preferred academic subjects to TVET that would show their poor interest in TVET program when they were in grade 10 or attending academic subjects. In similar way the qualitative data that gained from interviewed TVET institution officials explained that:

The government is expected to supply, either fully or partially, such inputs as training equipment, instructional materials, trainers and physical facilities. The benefits that are expected to be accrued from a country's training program when the inputs are correctly aligned to the expected outputs. The trainees would reap benefits such as enhanced cognitive and non-cognitive abilities, boosted chances of finding employment, stability in employment, enhanced job satisfaction and additional career options; businesses would experience less employee turn-over, reduced downtime and increased productivity.

4.3. Factors Affecting Stakeholders' Perception on Implementation of TVET

The very important thing is identifying factors that hinder perception of stakeholders, under this the respondents were give their opinion on the issue.

Table 7: Respondents Views on the factors/challenges that affect the Stakeholders' Perception on TVET program

No	Items	Respondents		Grand mean	t-value	P-value	
		Trainees	Trainers				
1	Stakeholders have good social acceptability	N	131	114	3.05	1.48	0.38
		\bar{X}	2.95	3.15			
		SD	1.11	1.17			
2	Stakeholders have good relationship within the communities	N	131	114	2.99	-0.10	0.12
		\bar{X}	2.80	3.18			
		SD	1.19	1.30			
3	There is no discrimination or social biasness	N	131	114	3.25	1.20	0.65
		\bar{X}	3.20	3.30			
		SD	1.10	1.23			
4	The societies' attitude towards TVET services is positive	N	131	114	2.92	0.42	0.14
		\bar{X}	2.75	3.09			
		SD	1.18	1.12			
5	Stakeholders have not affected by gender inequalities	N	131	114	2.93	0.95	0.55
		\bar{X}	3.00	2.87			
		SD	1.10	1.08			
6	There is no cultural influences	N	131	114	2.68	-0.73	0.75
		\bar{X}	2.65	2.72			
		SD	1.22	1.25			

\bar{X} =Mean, SD=standard deviation, p-value at $\alpha=0.05$ and degree of freedom=243 *The mean value of each item was interpreted 0-1.49 = strongly Disagree, 1.5-2.45= Disagree, 2.5-3.49= Undecided 3.5-4.49= Agree and above 4.5= strongly agree*

Regarding item 1 Table 7, the respondents asked whether the stakeholders have better social acceptability or not. The majority of Trainees with ($\bar{X} = 2.95$, $SD=1.11$) and trainers ($\bar{X} = 3.15$, $SD=1.17$) respectively. Thus the respondents were undecided on whether the stakeholders have no good social acceptability. The overall mean was 3.05 which show that the majority respondents reveal that; stakeholders have not better social acceptability. From this one can concluded that the societies had negative perception towards vocational education. The significance value at $t = 1.48$ and p -value is 0.38 which is greater than 0.05 shows there is no significance difference between the opinions of the two group respondents. From focused group discussion support the current study; the ideas summarized as follows;

Unemployment has bad psychological effect on people especially on those trained but could not find employment. Hence, it becomes normal for students tend to enroll in types of education and training that expected to bear them immediate employment after training and reject others that thought to have no employment opportunities.

Item 2 of the same Table, indicated that respondents asked whether the stakeholders have a good relationship within the communities or not. With the trainees and trainers ($\bar{X} = 2.80$, $SD=1.19$ and $\bar{X} = 3.18$, $SD=1.30$) respectively. It reveals that both trainees and trainers were undecided the stakeholders had no better relationship within the communities. Thus, one can understood that the relationship between TVET stakeholder and communities were less. The overall mean 2.99 shows the majority respondents' had no good relationship within the communities. The result of independent T-test the significance value at $t= 0.10$ and P -value 0.12 is greater than the significance level of 0.05 of table value. This indicated that there is no statistically significance difference between the respondents.

Government support services efforts toward supplying career information and connecting the graduates with self-employment support service providers was weak in relation to the graduates' problems of market access. This implied that there was a gap in equipping the graduates with awareness of how to assess the existing support service opportunities. Such awareness about the services could help to minimize the constraint lack of technical assistance (advise) from MSE body personnel who are working on development of business ideas and

their implementation. In view of this, respondents of interview reflected that the relationship between the TVET institution and community in general. Respondents put the idea in the following manner:

There must be strong relationship with entrepreneurs, micro and small enterprise offices and community. Our trainees are not familiar with these services. We have to provide them with sufficient information to strengthen their vocational career in the community. Otherwise, the trainees do not know where to go and what to do. Even, they do not know whether the services at various levels exist or not. They have to be told the available entrepreneurial support opportunities and be encouraged in their communities in general

Item 3 of the same Table, the respondents asked whether the stakeholders' have discriminated in the communities or not. With the trainees (\bar{X} =3.20 SD=1.10) and trainers (\bar{X} =3.30, SD=1.23) respectively. Thus the respondents put their ideas TVET stakeholders were not discriminated in the communities. One can concluded that the communities had positive perception towards the TVET stakeholders. The overall mean was 3.25 shows that the majority respondents were not discriminated or social biasness in the communities. The result of independent T-test with 2 and 243 degree of freedom and the significance value at $t = 1.20$ and P-value 0.65 is greater than the significance level of 0.05 of table value. This indicated that there is no statistically significance difference between the responses. Similarly, the response collected from the interview also confirmed the same idea.

TVET officials indicated that the negative community perception is still a challenged and is an obstacle towards joining trainees TVET institutions. This challenge can be overcome by disseminating TVET knowledge and clarifying its importance for future generations, conducting trainees visits to TVET institutions, make arrangements for students parents visits, and conducting awareness raising and guidance programs on TVET using different means of media.

Item 4 of the same Table, the respondents asked whether the societies' attitude towards TVET services is positive or not. With the trainees (\bar{X} =2.75 SD=1.18) and trainers (\bar{X} =3.09, SD=1.12) respectively. Thus the respondents were undecided whether the societies' attitude

towards TVET services is positive. The overall mean was 2.92 shows the majority of the respondents said that societies rarely show negative perception towards TVET program. Thus the society had negative perception towards the service provided by the TVET institutions. The result of independent T-test the significance value at $t= 0.42$ and P-value 0.14 is greater than the significance level of 0.05 of the table value. This indicated that there is no statistically significance difference of between the responses. This idea seems concurrent with the focus group discussion participants' ideas. The focus group participants underlined that:

The TVET trainers had skill and knowledge gaps of their subject matter and also they had not been working with their full commitment. This implies that the graduates lose confidence on their occupation and become unemployed. Other study put 'No one should leave from TVET system without the ability to earn a living'. Thus, the training that is provided to the trainees should involve the skills required to the real world of work (Nigma, 1986).

Item 5 of the same Table, the respondents asked whether the stakeholders were not affected by gender inequalities or not. With the trainees ($\bar{X} = 3.00$ $SD=1.10$) and trainers ($\bar{X} = 2.87$, $SD=1.08$) respectively. It indicated that both trainees and trainers were undecided the stakeholders were not affected by gender inequalities. The overall mean was 2.93 shows that the majorities of the respondents' undecided stakeholders were not affected by gender inequalities. It indicated that both male and female were equal participate in the training. The result of independent T-test the significance value at $t= 0.95$ and P-value 0.55 is greater than the significance level of 0.05 of table value. This indicated that there is no statistically significance between the responses. Similarly, during interview session, all TVET institution leaders revealed that:

There are many obstacles acting as a deterrent to female trainees joining TVET schools which include public's negative stereotype and perception on TVET, early marriage, lack of financial means, fear of parents towards sending their daughters to school and educational centers especially to those who reside far away from TVET centers.

Item 6 of the same Table, the respondents asked whether the stakeholders have no cultural influences or not. With the trainees ($\bar{X} = 2.65$ $SD = 1.12$) and trainers ($\bar{X} = 2.72$, $SD = 1.25$) respectively. It indicated that both trainees and trainers were undecided the stakeholders have no cultural influences. The overall mean was 2.68 shows that the majorities of the respondents' undecided that stakeholders have no cultural influences. From this one can understand that the stakeholders have no cultural influence in the society. The result of independent T-test the significance value at $t = 0.73$ and P-value 0.75 is greater than the significance level of 0.05 of table value. This indicated that there is no statistically significance between the responses.

From Focused group discussion respondents also mentioned the influence of the social factor on the attitude of the trainees towards the training and consequently to the self-employment success of the graduates. With this regard, for example, one respondents among the deans stated as:

Traditionally, the family's and relatives' even the community's expectation of a graduate is to be wage employed and give relief to the family from the financial support. Self-employment, if the family and relatives have to provide the resources, is considered as additional cost. Therefore, graduates should fulfill the social expectation by securing wage employment, if possible, in the highest paying reputable organization which is considered as a pride to the family

This implies that the social expectation forced the graduates to prefer wage employment occupation immediately after graduation. To solve this problem, the FGD suggested that the government should work on awareness creation and practically demonstrate successful self-employed graduates through mass media and also should exert effort in motivating potential entrepreneurs by giving prizes and a ward (a form of incentives) to new and successful entrepreneurs. Other study, as Lambing and Kuehl (2000), point out that, some cultures encourage self-employment, while others discourage it. In some cultures, self-employment is conceived as an occupation for low self-esteemed persons.

4.4. Strategies devised to improve stakeholders' perception on implementation of TVET

Under this the respondents expected to put the ideas which improve the perception of the TVET stakeholders,

Table 8: Respondents Opinion in the Improvement of Perception to TVET Program

No	Items	Respondents		Grand mean	t-value	P-value	
		Trainee	Trainers				
1	Conducting studies on policy implementation of TVET	N	131	114	3.96	0.86	0.70
		\bar{X}	3.92	4.00			
		SD	0.94	1.06			
2	Providing training to trainers on training materials development	N	131	114	3.52	0.77	0.18
		\bar{X}	3.66	3.39			
		SD	1.95	1.29			
3	Mobilize the support of stakeholders	N	131	114	3.75	1.16	0.12
		\bar{X}	3.91	3.60			
		SD	0.96	1.14			
4	Support trainees' effort in the training process	N	131	114	3.68	1.22	0.13
		\bar{X}	3.82	3.54			
		SD	0.90	1.09			
5	Create more opportunities for involvement of different stakeholders	N	131	114	3.73	0.68	0.31
		\bar{X}	3.83	3.63			
		SD	0.90	1.22			
6	Provide training based on market demand facilitate opportunities for self employment.	N	131	114	3.64	1.26	0.42
		\bar{X}	3.57	3.72			
		SD	0.90	1.06			
7	Create strong relationship with both internal and external stakeholders	N	131	114	3.51	0.62	0.08
		\bar{X}	3.70	3.33			
		SD	1.02	1.24			
8	Supply raw materials in order to practice the theoretical knowledge	N	131	114	3.78	1.62	0.37
		\bar{X}	3.88	3.69			
		SD	1.01	1.10			

\bar{X} =Mean, SD=standard deviation, p-value at $\alpha=0.05$ and degree of freedom=243. The mean value of each item was interpreted 0-1.49 = strongly Disagree, 1.5-2.45= Disagree, 2.5 3.49= Undecided 3.5-4.49=Agree and above 4.5 = strongly agree

As Table 8 item 1, the respondents asked to rate possible improvement solution of TVET program by saying Conducting studies on policy implementation of TVET. With trainees (\bar{X} =3.92, SD=0.94) and trainers (\bar{X} =4.00, SD=1.06) respectively. Both respondents agreed on conducting studies on the policy implementation of TVET program. The overall mean was 3.96 shows that the agreements of the majority of respondents with the issue. From this the one can understand that conducting the studies on the policy was most important to improvement the perception of stakeholders towards TVET program. The significance value at $t=-0.86$ and p-value is 0.70 which is greater than 0.05 which shows there is no significance difference between the opinions of the two group respondents. On the other hand one of the zone TVET experts said that:

“The status of technical and vocational education can also be enhanced by upgrading TVET institutions to polytechnics and to strengthen TVET institutions and their role in industrial and technological development (i.e. applied research) to generally raise their status and attractiveness of TVET as choice for secondary school leavers”.

As Table 8 item 2, the respondent asked ‘providing training to trainers on training materials development’ the respondents’ response with trainees (\bar{X} =3.66, SD=1.95) and trainers (\bar{X} =3.39, SD=1.29) respectively. Both respondents agreed on providing training to trainers on training materials development. The overall mean was 3.52 shows that the majority of respondents agreed with providing training to trainers on training materials developments improve the perception of the stakeholders. The significance value at $t= -0.77$ and P-value is 0.18 which is greater than 0.05 which shows there is no significance difference between the opinions of the two group respondents. Most of TVET graduated participate in group discussion data gained and from qualitative interviewed of the TVET officials argue that:

“This is due to weaknesses in TVET educational equipment to match latest technology and teachers’ skills. It also indicated low level of satisfaction among the TVET institutions leaders towards the rate of enrollment of trainees”.

Table 8 item 3, the respondents asked whether stakeholder’s mobilization support to improve the stakeholders perception or not. With Trainees ($\bar{X} = 3.91$, $SD=0.96$) and trainers ($\bar{X} = 3.60$, $SD=1.14$) respectively. Thus the respondents agreed that mobilizing stakeholders support to improve stakeholders perception towards the TVET program implementation. The overall mean was 3.75 which shows that the agreements of the majority of respondents with the importance of stakeholders mobilizing in improvement of stakeholders perception towards the implementation of TVET program. From this one can understand that mobilizing TVET stakeholders improves the program acceptance. The result of independent T-test at $t= 1.16$ and P-value 0.12 is greater than the significance level of 0.05 of table value. This indicated that there is no statistically significance difference of responses.

Item 4 of the same Table 8, respondents asked to indicate their agreement on the extent whether supporting trainees in the training process improve the stakeholders’ perception towards TVET program implementation or not. With Trainees ($\bar{X} = 3.82$, $SD=0.90$) and trainers ($\bar{X} = 3.54$, $SD=1.09$) respectively. Both respondents agreed that supporting trainees in the training process improve the stakeholders’ perception towards TVET program implementation. The overall mean was 3.68 which show that the majority respondents agreed supporting trainees’ in the training process improve the stakeholders’ perception towards the TVET program implementation. The researcher argued that supporting the trainees during training process improves the perception towards the program. The result of independent T-test the significance value at $t= 1.22$ and P-value 0.13 is greater than the significance level of 0.05 of table value. This indicated that there is no statistically significance difference of between the responses.

Table 8 item 5, the respondent asked whether creating opportunities for involvement of different stakeholders whenever necessary provide incentives improve the stakeholders perception towards to TVET program implementation or not. With trainees and trainers

(\bar{X} =3.83, SD=0.90 and \bar{X} =3.63, SD=1.22) respectively. This indicate that both trainees and trainers agreed on creating opportunities for involvement of different stakeholders whenever necessary provide incentives improve the stakeholders perception towards TVET program implementation. The overall mean was 3.73 shows that the majority respondents agreed on creating opportunities for involvement of different stakeholders whenever necessary provide incentives improve the stakeholders' perception towards TVET program implementation. From this one can concluded that creating opportunity and providing incentive improve the stakeholders' perception towards TVET program. The result of independent T-test the significance value at $t= 0.68$ and P-value 0.31 is greater than the significance level of 0.05 table value. This indicated that there is no statistically significance difference between the responses. In the same way the data gained from focus group discussion support that

Creating linkages between the training institutions and the businesses is a viable option for suitable acquisition of trainee as well as the trainer skills is possible solution to eradicate these challenges.

Table 8 item 6, respondents were asked whether providing training based on market demand and facilitate opportunities for self employment improve the stakeholders' perception towards TVET program implementation or not. With Trainees and trainers (\bar{X} =3.57, SD=0.90 and \bar{X} =3.72, SD=1.06) respectively. This indicate that both trainees and trainers agreed on providing training based on market demand and facilitate opportunities for self employment improve the stakeholders' perception towards TVET program implementation.

The overall mean was 3.64 shows that the majority respondents agreed with providing training based on market demand and facilitate opportunities for self employment improve the stakeholders' perception towards to TVET program implementation. One can understood that providing training based on market demand and encourages opportunities for self employment improve the stakeholders' perception towards TVET program. The result of independent T-test the significance value at $t= 1.26$ and P-value 0.42 is greater than the significance level of 0.05 table value. This indicated that there is no statistically significance difference of between the responses. The interviewed TVET officials expressed as follows

Government support and recognition for TVET as the way forward for the growth of national economy in terms of providing employable skills for young people in the labor market. Therefore providing training for market demanding improves the perceptions in this area.

In item 7 of the same Table, the respondents asked whether creating relationship with both internal and external stakeholders improve the stakeholders' perception towards TVET program implementation or not. With Trainees and trainers (\bar{X} =3.70, SD=1.02 and \bar{X} =3.33, SD=1.24) respectively. The trainees agreed that creating strong relationship with internal and external stakeholders improve the stakeholders' perception towards TVET program implementation while the trainers undecided whether creating strong relationship with internal and external stakeholders improve the stakeholders' perception towards TVET program implementation. The overall mean was 3.51 shows that the majority respondents agreed with creating strong relationship with internal and external stakeholders improve the stakeholders' perception towards TVET program implementation. The current study argued that good relationship with internal and external stakeholders improve the stakeholders' perception towards TVET program. The significance value at t= 0.62 and p-value) is 0.08 which is greater than 0.05 which shows there is no significance difference between the opinions of the two group respondents. The following researchers consolidate this finding.

According to Afeti (2006), transforming a nation's training systems requires an examination of three aspects: first, issues that deal with the relevancy of the program, both within and without; second, the efficiency and effectiveness of a country's training structures; and third, funding and sustaining the programs. Fluitman (1999) notes that reforms usually take place due to a perceived gap in the system or concerns with the status quo and are judged by the manner in which the training structure responds to internal and external objectives. The external demand side of this equation shows the return on investment that countries can expect to gain from the training program, while the internal supply side is what training institutions do that may or may not meet the labour market demands.

In item 8 of the same Table, the respondents asked whether supplying of raw materials in order to practice the theoretical knowledge improve the stakeholders' perception towards

TVET program implementation or not. With Trainees and trainers (\bar{X} =3.88, SD=1.01 and \bar{X} =3.69, SD=1.10) respectively. It indicates that both trainees and trainers agreed on supplying of raw materials in order to practice the theoretical knowledge improve the stakeholders' perception towards TVET program implementation. The overall mean was 3.78 shows that the majority respondents agreed with supplying of raw materials in order to practice the theoretical knowledge improve the stakeholders' perception towards TVET program implementation. One can understand that supplying raw materials to practice the theoretical knowledge improve the stakeholders' perception towards TVET program. The significance value at $t= 1.62$ and p -value is 0.37 which is greater than 0.05 shows there is no significance difference between the opinions of the two group respondents. The TVET officers explained that

Quality of technical and vocational education and training is an expensive venture that requires suitable equipment and tools; adequate training materials, such as books and training manuals; qualified trainers with experience in the workplace and quality practice by the learners. TVET objectives are expected to address quality training that hinders the development of TVET in the zone. Accordingly, TVET institutions are not adapting the labor market's latest rapid technology updates. This in result created gaps between TVET institutions and labor market needs. It was noted that there was high interest among trainers to enhance the vocational and professional behavior among TVET trainees through providing occupational career education. This confirms the fact that the trainees are willing to join TVET institution if the locations of TVETs are close to their place of residence.

4.5. Trainees and Trainers Response to the open ended items of the Instrument

For the item stated, "In general, what main problems do you observe in the TVET college you are attending training"? Most of the trainees reported that there were inadequacies of teaching materials. They said that they were using one computer for 4 to 6 trainees at a time. Because of lack of teaching materials (raw materials) like cement, electric wires, sheet metal, lumbars,

papers and other similar materials, the practical training hours were often substituted by theory lessons. Thus, the lack of teaching materials was found as the major problem. In addition, about 85% of trainees complained that they were not getting appropriate information about apprenticeship and job opportunity. This shows that the function of vocational counseling was weak in the sample colleges.

Employability presumes the attainment of skills that correlate with the labour market demands. The primary motivation for students' decision to train instead of joining the workforce is to improve their chances of securing employment and raised income levels (Cox & King, 2006). Thus, potential trainees require guidance in their choice of training programs by taking cognisance of their ability and academic qualifications, current and required skill levels, and by analysing jobs (van Eerde et al., 2008). The critical aim in skills development is to match the acquisition of skills and competencies with the demand for such abilities in the workplace, because if the trained graduates do not find jobs, joblessness is perpetuated leading to a waste of scarce resources (Johanson & Adams, 2004). From worded as TVET official interviewed the majority of them were said that:

Other challenges faced by TVET graduates include the following: the perception that they are half baked competing for jobs and who were willing to take relatively lower salaries and a lack of tools of the trade and the existence of unconventional methods of workplace that further complicate transfer of skills from the institutions to the workplace. TVET graduates complained that there are times when TVET graduates are expected to improvise tools that are not available in some of the work place, which is not the conventional way of doing things; for instance, having to use a hammer instead of a specialized tool.

To this end one can concluded that the only way to change perceptions was to demonstrate the positive outcomes that can be achieved from TVET and to orientate students' attitudes towards the benefits of studying TVET qualifications, as opposed to academic ones. Enhancing the status and attractiveness of TVET will involve changing perceptions and attitudes of the public about technical and vocational education. Also the use of role models in TVET and the involvement of successful entrepreneurs in motivation campaigns, especially in TVET institutions.

Technical and vocational education should be seen as a valid passport to a good job and not as a second best choice or the only educational route for the academically less endowed. Trainers can play a vital role in the strengthening of the vocational career pathway among formal education school students. Thus prior knowledge on TVET between trainers must exist. In some TVET however, knowledge and awareness on TVET is limited between TVET trainers. Additionally, nothing in the academic educational curriculum directly refers to introduce TVET and its importance. There is a negative perception between some trainers towards TVET, which is attributed to the effect of negative public image about TVET and trainers are also affected to some extent by this view.

There are no awareness programs and vocational guidance activities directed to trainees and trainers at institution concerning TVET encouragement, TVET knowledge and awareness. Based on trainers' views, female trainees prefer soft training program professions once they are willing to join TVET, but male trainers prefer hard training program. Based on trainers' perspectives, there are many means to attract formal education student towards TVET such as: Conducting awareness programs for students and their parents and Securing quality jobs after graduation from TVET.

4.6. The roles of stakeholders can play in attracting, shaping, and implementing TVET program.

Participants identified several functions which stakeholders could perform in prioritizing TVET in their local community, which participants described in different forms, The researcher reviewed participants' responses and reduced these functions into the following three major themes representing roles of the stakeholders can played in attracting, shaping, and implementing government policies for TVET in their community: leadership, advocacy and ownership. The researcher developed these themes according to participants' responses.

Leadership All of the participants in the study alluded to leadership as a critical function of stakeholders in prioritizing their welfare especially in situations where resources are scarce and there are competing needs for government's support among stakeholders. Participants

perceived leadership from the contexts of organization, unity, assertiveness, and pro-activeness, participants believed that stakeholders should be in the forefront of organizing and implementing matters that concerned their livelihood. In demonstrating leadership, participants said that they did wide consultations with relevant stakeholders.

Participants perceived that persistence, commitment, and tenacity of purpose were critical in pursuing leadership roles. In their engagement with waredas participants stated that their goal was clear and therefore they were persistent in their demands. TVET official remembered that every time there was a meeting with the waredas government official's stakeholders was ignored by government in the early 1994.

Advocacy Participants believed that another role of the stakeholders in attracting social services is through advocacy. They said that even though it was government's responsibility to provide services and self-advocacy strengthened and pointed to government. The participants felt that if the stakeholders had to achieve their objective of having a stakeholder, then their advocacy had to take a different dimension.

Ownership in pursuing fulfillment of community skill training, Participants perceived that stakeholders demonstrated ownership in taking initial steps in identifying and contributing resources and efforts. Participants stated that the stakeholders identified funding sources for the initiation of the TVE College. A member of the interviewed "said that the TVET College was not left solely with the central government to support. The community considered ownership of the college as a public partnership. Mr. Haile one of the TVET college leaders said that: "the college is not 100% government-owned it is public". So through our social development fund we contribute annually to the up-keep of the college; and through the government budgetary allotment and other grants.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATION

The overall objective of the study was to investigate stakeholders' perception towards the implementation of TVET program in the case of East Hararghe Zone, Oromia regional state. With this regards, this part deals with the summary of findings, the conclusions reached at and the recommendations forwarded on the basis of findings.

5.1. Summary

The study tried to answer the following basic research questions.

1. What is Perception of Stakeholders towards the Implementation of TVET Program in East Hararghe Zone?
2. What are the factors that affect stakeholders' perception on implementation of TVET program in East Hararghe Zone?
3. What are the Strategies devised to improve stakeholders' perception on implementation of TVET program in East Hararghe Zone?
4. What roles stakeholders can play in attracting, shaping, and implementing TVET program in East Hararghe Zone?

To this effect, the study was conducted in East Hararghe zone TVET institutions. Accordingly, from 4 TVET colleges, the researcher was used stratified random sampling technique from all soft training and hard training of the level I-III of trainees, trainers were taken by simple sampling, TVET officers which include college managers and experts were taken by available sampling and also the researcher was used TVET graduated by using Purposive sampling. Questionnaire was the main data gathering tools and interview and group discussion were also conducted to substantiate the quantitative data.

The quantitative data collected by using questionnaire was analyzed and interpreted by using mean scores and standard deviation. The homogeneity of the response was checked by comparing the mean scores of the two groups of the respondents. For this, "P" value was computed by using independent T- test. The qualitative data collected through interview and group discussion were analyzed qualitatively by narration in line with quantitative data.

According to the result of data analysis, the following major findings were identified. Therefore, based on the analysis of data, the findings of the study summarized as follows;

- The majority of the respondents have negative perception towards the TVET program and vocational education less important than academic subjects with overall mean 3.25. The current study result shows that both trainees and trainers concluded that the stakeholders were not considered TVET as academic subjects. The overall mean 2.91 shows that the majority respondents had negative perception towards technical and vocational education and training program and the stakeholders also reveals that TVET program designed for lower achievers.
- With overall mean 3.34 shows that the majority of the respondents not like to advice others to study the TVET program. The Vocational guidance is the assistance given by TVET institutions less and unable to encourage abilities or skills, knowledge and interest to the demand of the labor market. In the overall means scored by the respondents 2.37, which indicated majorities of respondents, believe that attending TVET was not waste of time.
- The overall mean 1.67 shows that the majority respondents agreed the issue related to students with high achievers do not join TVET program. From this one can understand that very rarely high achiever students attend TVET program rather they attend the academic program. Technical and Vocational educational program considered as the 'second class option' for those who are considered unable to perform in the regular academic program.
- The majority of the respondents did not plan to study TVET program as their first choice when they were in grade 10. For both sexes, TVET program was the second preference or plan. The majority of trainees' respondents preferred academic subjects to TVET that would show their poor interest in TVET program when they were in grade 10 or attending academic subjects.
- With overall mean 3.05 which show that the majority respondents reveal that; stakeholders have not good social acceptability. It can be concluded that the societies had negative perception towards vocational education. Unemployment has bad psychological effect on people especially on those trained but could not find

employment. Hence, it becomes normal for students tend to enroll in types of education and training that expected to bear them immediate employment after training and reject others that thought to have no employment opportunities.

- There was a gap in equipping the graduates with awareness of how to assess the existing support service opportunities. Such awareness about the services could help to minimize the constraint lack of technical assistance (advise) from MSE body personnel who are working on development of business ideas and their implementation.
- With overall mean 3.25 shows that the majority respondents replayed, the communities had positive perception towards the TVET stakeholders and the majority of the respondents said that the society had negative perception towards the service provided by the TVET institutions. Some cultures encourage self-employment, while others discourage it. In some cultures, self-employment is conceived as an occupation for low self-esteemed persons. Generally stakeholders have no cultural influence in the society.
- ✓ Both respondents agreed that conducting the studies on the policy, providing training to trainers on training materials, mobilizing TVET stakeholders, supporting trainees' in the training process, providing training based on market demand and encourages opportunities were most important to improve the perception of stakeholders towards TVET program. Due to weaknesses in TVET equipments to match latest technology and trainers' skills. It also indicated low level of satisfaction among the TVET institutions leaders towards the rate of enrollment of trainees.
- ✓ Most of the trainees reported that there were inadequacies of teaching materials. Because of lack of teaching materials (raw materials) like cement, electric wires, sheet metal, lumbers, papers and other similar materials and lack of teaching materials was found as the major problem in the TVET institutions.

5.2 Conclusions

The overall objective of the National TVET Strategy is to create a competent, motivated, adaptable and innovative workforce in Ethiopia in general and particularly in the east Hararghe zone that can contribute poverty reduction and social and economic development through facilitating demand-driven, high quality technical and vocational education and training, thus Based on the findings of the study, the following conclusions have been made:-

The findings of this study revealed that stakeholders have negative perception towards technical and vocational education and training program on the importance of vocational education, advising others to train, planning to study TVET program as their first choice when they were in grade ten. From this the researcher concluded that TVET program perceived as negative by the stakeholders. Therefore the program was lacks community awareness to achieve the designed objectives of the program.

As indicated in the findings TVET program was designed for lower achievers who cannot pass to preparatory schools. Both the respondents argued that very rarely high achiever students attend TVET program rather they attend the academic program. Respondents believed that attending TVET program was not waste of time. The majority respondents' had no good relationship within the communities and also the communities had positive perception towards the TVET stakeholders. It indicated that both trainees and trainers were agreed that stakeholders have no cultural influences in the society. generally the current study concluded that stakeholders believe that the societies had negative perception towards vocational education.

The finding also shows that, the skill and knowledge gaps of trainers on their subject matter affect the program quality; the graduates lose confidence on their occupation and become unemployed. The current study reveal that conducting the studies on the policy, providing training to trainers on training materials, mobilizing TVET stakeholders, supporting trainees' in the training process, providing training based on market demand and encourages

opportunities were most important to improve the perception of stakeholders towards TVET program.

Most of the trainees reported that there were inadequacies of teaching materials. They said that they were using one computer for 4 to 6 trainees at a time. Because of lack of raw materials like cement, electric wires, sheet metal, lumbers and papers were found as the major problem in the TVET institutions. Participants perceived that stakeholders demonstrated ownership in taking initial steps in identifying and contributing resources and efforts to TVET institutions in the zone.

Finally the main conclusion from this study result is the overall perception of stakeholders towards technical and vocational education was negative due to mainly excessive need to university achievement of the trainees and even their family, large number of unemployment, poor image of the society which cannot be over looked overnight that manual work is already associated with vocational education and white-collar jobs are reserved for academics or any of the professions.

5.3 Recommendations

On the above findings the following suggestions should be taken in to consideration to improve stakeholders' perception towards the implementation of TVET program.

- Trainees should deserve to decide on issue matters concerning their future study and even career choices based on their skill and interest without any restrictions. Instead of having regulations and limitations in terms of students' achievement on their academics as low achievers to TVET, it should be addressed only on the trainees' free choice in regard with skill, interest and attitudes in order to improve the current status of negative perception of trainees'.
- The society should also be aware and understand the concept and importance of vocational education by get-rid of the traditional belief of low status for vocational skills and instead they have to support trainees to choose their field of study only on their own

attitude as well as give a due respect for vocational sector as a main and back bone to the individual, family and at large to the country economy development.

- TVET institutions should create strong link between the technical institutes and industry. Technical institute graduates lacked the requisite skills for the job market, so had few chances of gaining employment. This situation left many of the technical graduates unemployed. Therefore the zone and districts officials should create strong awareness to the TVET stakeholders in order to eradicate this situation and decrease the number of the unemployment's in the country as whole.
- To address the short supply of training materials and basic hand tools for skill training in the four technical institutes, all stakeholders should contribute in providing adequate training materials. These events bring together in one place the TVET graduates and their prospective employers.
- Considering the expensive nature of TVET as a form of education, it is logic that TVET system will be effective resources are adequately supplied to march the expanding intake trainers should be highly motivated to teach practical skills when there is a regular supply of instructional materials thus ensuring active participation of trainees. The TVET institutions should expand field of study based on the needs of trainees and labor market demand
- TVET institutions should build a strong tie with secondary schools; this could help them to assess interests of trainees. Solving this problem might result in the motivation of trainees to join these institutions with hope and will help them to develop positive perception.
- Zone, district officials and concerned bodies should arrange the guidance and counseling services that help to build the confidence of those assigned to join TVET institutions. The districts Offices and the institutions themselves should allocate adequate budget for the successful implementation of TVET program based on their financial capabilities. They should create budget sources by organizing the community, the NGOs and private investors,

- Encouraging researches and new findings concerning TVET could help the TVET Agencies to see their way forward.
- Like the academics, vocational university should be expanded for those who wish to continue with vocational fields or programs without limitations in order to encourage and inspire them especially those who perform best avoiding the wrong belief that TVET is designed for low achievers. This could be a good practice and an effective to correct the negative perception and image of the students in particular and the society in general
- The last recommendation is forwarded to the researchers' is that as vocational education is long time ago to our country but stakeholders' perception towards TVET still remains behind the track. Therefore, researchers' are encouraged to include some other observable and latent variables so as to obtain a better research on TVET stakeholders perception and as well as stakeholders motivation towards vocational education so as to make forward some steps ahead of the existing position to contribute its own share in the development of our country.

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7. APPENDICES

7.1. APPEDIX A

HARAMAYA UNIVERSITY POSTGRADUATE PROGRAM DIRECTORATE

College: Education and Behavioral Sciences
Department: Educational Planning and Management
Program: M.A.in School Leadership

Dear Respondent

Thank you for the willingness to respond to my questions. The following questions are not intended for testing your knowledge. They are presented to understanding what trainees perceive about the implementation of Technical and vocational Education and Training program (TVET). Please, complete all items according to the instruction given in each part. Since your frank and honest responses for each item has practical and valuable significance for the success of this study, you are kindly requested to respond accordingly.

- **No need of writing your name**
- **Questionnaires to be filled by the trainees**

General Information

This questionnaire has two parts and each part has its own instruction that helps the respondent on how to provide the responses. Please, read carefully each item and answer all questions. Honesty and frankness is highly appreciated.

Part I:

Background information about studying TVET

Direction: *Give your answers by making tick (x) in the given boxes or write short answer on the space*

1. The name of the college you study in is _____

2. Sex A/ male B/ female

3. Age A/ less than 17 years B/ 17-20 years C/ 21-25 years
4. Level of training a/ level one b/ level two c/ level three
5. Father's education level A/ Illiterate B/ Grade 1-4 C/ Grade 5-8
D/ grade 9 -12 E/ TVET graduates F/ University graduates
6. Mother's education level is A/ Illiterate B/ Grade 1-4 C/ Grade 5-8
D/ grade 9 -12 E/TVET graduates F/ University graduates
7. Field of study-----

PART II

Read each statement carefully and respond by ticking (X) one alternative for one question that most represent your thinking and feeling or by writing a short answer

N ^o	Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
	Questions related to perceptions					
1	I prefer TVET to academic subjects					
2	I believe that TVET is as useful as academic subjects					
3	Technical and vocational jobs are difficult: it is why I dislike to study it					
4	In my understanding, Technical and vocational education and training is designed for low education					
5	I like to advice others to study technical and vocational education and training					
6	Studying Technical and vocational education is waste of time for me					
7	I expect to make good income when the trainees finish training					
8	I believe that Technical and vocational education and training program well prepares me to competitively appear for workforce					
9	Do you believe that grade 10 high achievers join TVET					
10	For me, TVET education is attractive					
	Questions related to improvement of TVET program					

11	Conducting studies on policy implementation of TVET					
12	Providing training to trainers on training materials development					
13	Mobilize the support of stakeholders					
14	Support trainees' effort in the training process					
15	Create more and more opportunities for involvement of different stakeholders whenever necessary provide incentives					
16	Provide training based on market demand facilitate opportunities for self employment.					
17	Create strong relationship with both internal and external stakeholders					
18	supply of raw materials in order to practice the theoretical knowledge					
	Questions related the factors that affect the TVET program					
19	I have a better of social acceptability					
20	I have a better contacts(networks) within the communities					
21	I have no discrimination or social biases					
22	The societies attitude towards TVET services is positive					
23	I am not affected by gender inequalities					
24	I have no cultural influences					

Key: 5-strongly agree, 4-agree, 3- undecided, 2- disagree, 1-strongly disagree

Part two open ended questionnaires

1. Immediate plan up on completing grade 10

A/ get a job right away B/ Attend preparatory program

C/ Attend TVET

2. In general, what are the main problems that you observe on the training?

a)..... b).....

c) d)

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE

College: Education and Behavioral Sciences
Department: Educational Planning and Management
Program: M.A.in School Leadership

Questionnaires to be filled by trainers of TVET institutions

Dear participant trainer: The main purpose of this questionnaire is to gather the basic information for the study on “*Stakeholder’s Perception on Implementation of TVET Program in East Hararghe Zone.*” Thus, your authentic co-operation 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 academic purpose only and responses will be kept confidential.

PART I

Please read the following and fill in the box by using ‘X’ mark or by writing a short answer when required.

1. Name of training College _____.
2. Sex a) Male b) Female
3. Age a) 20-24years b) 25-29years c) 30-34years d) above
35years
4. Qualification: a) TVET graduate b) diploma c) B.A/B.Sc. d)
M.A/M.Sc.
5. Subject you teach_____.

6. Years of service a) 0-4 b) 5-9 c) 10-14 d) 15-19
 e) Above 20 years

PART I

Read each statement carefully and respond by ticking (X) one alternative for one question that most represent your thinking and feeling.

Key: 5-strongly agree, 4-agree, 3- undecided, 2- disagree, 1-strongly disagree

N ^o	Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
	Questions related to perceptions					
1	I prefer TVET to academic subjects					
2	I believe that TVET is as useful as academic subjects					
3	Technical and vocational jobs are difficult: it is why I dislike to study it					
4	In my understanding, Technical and vocational education and training is designed for low education					
5	I like to advice others to study technical and vocational education and training					
6	Studying Technical and vocational education is waste of time for me					
7	I expect to make good income when the trainees finish training					
8	I believe that Technical and vocational education and training program well prepares me to competitively appear for workforce					
9	Do you believe that grade 10 high achievers join TVET					
10	For me, TVET education is attractive					
	Questions related to improvement of TVET program					
11	Conducting studies on policy implementation of TVET					
12	Providing training to trainers on training materials development					
13	Mobilize the support of stakeholders					
14	Support trainees' effort in the training process					

15	Create more and more opportunities for involvement of different stakeholders whenever necessary provide incentives					
16	Provide training based on market demand facilitate opportunities for self employment.					
17	Create strong relationship with both internal and external stakeholders					
18	supply of raw materials in order to practice the theoretical knowledge					
	Questions related the factors that affect the TVET program					
19	I have a better of social acceptability					
20	I have a better contacts(networks) within the communities					
21	I have no discrimination or social biases					
22	The societies attitude towards TVET services is positive					
23	I am not affected by gender inequalities					
24	I have no cultural influences					

Part II Open ended Questionnaires

1. Are there guidance and awareness programs designed to enroll students in TVET program?.....
2. What are the mechanisms that should be followed to guide students in the Primary stages towardsTVET?.....
3. What are the factors that hinder directing students towards TVET?
4. According to your opinion, what is the image of students in primary stages towards TVET?.....
5. Suggestions you see appropriate to encourage students to.....
6. Please write some ideas that you think help to develop positive attitudes of trainees towards TVETprogram? a).....b).....
c).....d).....

Thank you very much for responding to this questionnaire

7.2. APPEDIX B

HARAMAYA UNIVERSITY POSTGRADUATE PROGRAM DIRECTORATE

College: Education and Behavioral Sciences
Department: Educational Planning and Management
Program: M.A.in School Leadership

Interview Guide for TVET Experts and Selected Deans of the TVET Institutions

The purpose of this interview guide is to gather additional information for the study.

Background information

1. Sex A. male B. female 2. Age A. 21-25 B. 26-30 C. 31-35
 D. Above 36 3. Qualifications A. B.A/B.Sc B. M.A/M.Sc
 4. Service years A. 0-4 B. 5-9 C. 10-14 D. 15-19 E. above 20
1. What roles can stakeholders play in attracting, shaping, and implementing government policies for Technical and Vocational Education and Training program in their community?
 2. Do you think that the training programs of the college/institutions are relevant to make graduates become self-employed?
 3. Would you comment on the academic performance, competence, experience and interest of trainers to enable graduates to be self-employed?
 4. How do you evaluate the facilities of your TVET institution in providing adequate services for the trainees to expose them into the real world of work?
 5. How do you explain the perception of TVET stakeholders?
 6. Is there a vocational guidance & counseling worker in the TVET institution?
 7. From your experience and knowledge what are the prominent factors that influence TVET stakeholders?
 9. What possible solutions do you suggest to encourage TVET stakeholders perception?

7.3. APPEDIX C

HARAMAYA UNIVERSITY POSTGRADUATE PROGRAM DIRECTORATE

College: Education and Behavioral Sciences
Department: Educational Planning and Management
Program: M.A.in School Leadership

**Focus Group Discussion guide line which held with current (2011-2014) TVET
graduated of selected TVET institutions**

Background of the respondents

1. Sex A. male B. female 2. Age A. 17-20 B. 21-25 C. 26-30
D. above 31

3. Field of training A. soft training B. hard training

a. Do TVET graduates face any unique challenges at work?

b. Suggest any possible interventions that could be employed to overcome the challenges faced by TVET graduates

c. What do you think is the best aspect of a TVET education for your current job?

d. Overall, can you offer any suggestions that can improve the effectiveness of TVET training?