

Major Challenges of TVET Sector in Case of Tilili TVET College Amhara Region ,Ethiopia

Melaku Agmasu*

Department of Psychology Injibara University, College of Education and Behavioral Sciences ,Injibara, Ethiopia

*Corresponding author: Melaku Agmasu, Department of Psychology Injibara University, College of Education and Behavioral Sciences ,Injibara, Ethiopia, Tel No. +251-967624049; Email: melakuagmasu@yahoo.com

Received date: August 22, 2021, 2020; Accepted date: November 15, 2021; Published date: November 25, 2021

Citation: Agmasu M (2021) Major Challenges of TVET Sector in Case of Tilili TVET College Amhara Region ,Ethiopia. Qual Prim Care. Vol: 29 No: 10.

Abstract

Background: Technical and vocational training institutes were an important aspect of the total learning package of the child as well as the adult learner, that perceives education as providing the all-round development of a child's personality..

Methods & materials: In this study a descriptive research design were used . A total of 32 participants (male=23 and female=9) academic staff were taken by using purposive sampling from the college and the researcher also used semi-structured . After cleaning the data, analysis were conducted using descriptive statistical techniques.

Results: the identified problems were lack of organized teaching rooms and workshop, lack of well skilled human power, attitude problems from communities, lack of practical teaching materials like machines and lack of reference books /libraries/ and teachers skill gap and budget problems such like are the most severe problems that everybody observes easily on those newly constructed TVET institute. It is recommended to Ministry of science and higher education to allocate sufficient budget to solve TVET sector budgetary problem.

Keywords: Challenges and TVET sector

package of the child as well as the adult learner. This view is consistent with Delors' Report (UNESCO, 1996) that perceives education as providing the all-round development of a child's personality [1-2].

The problem of TVET institutes and colleges are lack of materials teaching guide, lack of well trained professionals, attitude problems/lack of awareness/ and the like are crucial problems when you observe critically each problems by it self needs immediate solutions TVET challenges are various in number specially for those Newly constructed TVET institutes. The Researcher wants to aware those problems and plans to give appropriate solutions for the problems, in this action research the main rationality of conducting this research is in order to give right solutions for the problems which has been observed at Tilili TVET. The institute is the newly constructed in 2002 E.C, So that there are various challenges that needs immediate solutions, despite that after conducting these research will answer the following basic research questions.

- What are major problems observed in TVET colleges?
- Which problem is sever that needs immediate solution?
- What system to be used to solve TVET problems?

The General objectives

The main objectives of this study was to identify major challenges of Tilli TVET College .

Specific objectives

This study has the following specific objectives.

- To explore the major problems observed in TVET colleges?
- To identify the sever problem is that needs immediate solution?
- To dig out system to be used to solve TVET problems?

Statement of the problem

Previously the community has misconception towards Tvet program. When we observe the institute placement were small in number and also lead by one minister i.e ministry of education. In 1983 in Amhara region there were only 3 tvet institute and also this institute has potential only to train 400 students. Generally Previously the educational system has full of problems. Due to this the policy were revised. The revised policy focused on tvet program to enhance further their development. So that in 1990e.c in Amhara region there were only 7 TVET

Introduction

Ethiopia has embarked on a process of reforming the National TVET system. The envisaged Ethiopian TVET-system can be characterized as on out come based system. To Meet this goal in our country there are about 200 technical vocational Educational Training institute/ colleges. In Amhara Region there are various governmental and non governmental TVET institutes. This all institutes has major goal to fabricate high caliber Middle level professional's .On those TVET institutes there are various problems which has been manifested to all TVET communities, so that the TVET leaders in general the TVET communities in particular should ask themselves, what are TVET challenges and giving as well as searching solutions to those problems is the task of all concerned. Technical and vocational training institutes were an important aspect of the total learning

institutions this institute were accountable to Amhara national regional state agency of labour & social affairs. In 1995 the federal government has observed the program critically & give huge budget to the program & 19 Tvet institute were constructed & lead by the Amhara region Tvet commission [3-4].

In 1998 the Tvet structure through time to time and reach to Tvet Agency. Through all, the above problems to day in 2003 the official structure were called to Tvet office. Recently, In Amhara Region there are about more than 88 Technical vocational Educational Training institutes. From these TVET Institute nine of them are the most newly constructed institutes in 2002 E.C. Among newly constructed TVET, Tililie TVET, is the one which is found at a distance of 129 km from BDR Which is in Awi zone. In these institute there are various problems like skill gaps from teachers side were commonly observed. Advanced countries attribute their success to the availability and qualities of skilled manpower for their economic development and better living standards (Venn). Abdelkerim contend that among the students surveyed, the majority (94%) was able to enroll in TVET based on their personal interest to attend the program. Maxwell, Cooper, and Biggs argued that employment opportunity was a substantial influencing factor for more students/people than any other things in their choice of TVET program. there are several social, educational and occupational factors for preferring TVET as a study field (Esters and Bowen, Maxwell, Cooper, and Biggs).

King showed that non-vocational participant students exhibited more interest in white-collar jobs as opposed to blue-collar jobs. On the other hand, vocational program participating students became in different for the white and blue-collars jobs. students misunderstanding and mis-conceptualizing TVET as for second-class, low socio-economic status; and as for failures (Teklehaimanot). So that the researcher initiates to conduct these research to identify major problems and in order to recommend solutions to concerned body.

Methods and Materials

Study design

The study were used the Descriptive research design. This design is a mixed method in which one data set provides a supportive secondary role in a study based on primarily on the other data type (Creswell, Plano Clark).

Samples and sampling techniques

purposive sampling techniques were used in order to make the research creditable so that on the study male accounts 23, female were 9 total 32 participants involved in the study those of academic staff and students in the college[5].

Data collection procedures

The researcher use questionnaires. The instrument help the researcher to gather all the necessary data from the respondents pertinent to the objectives of the research. Therefore after the instrument are adapting and constructing, the English version of the questionnaire were used to obtain relevant data from the respondents.

Data analysis methods

The data which has been collected & were tallied to be analyzed & presented in the form of percentage, table.

Results and Discussion Study

The interview result shows that the commonly observed problems were

- Lack of budget and information access, no access to internet, fax machines, enough telephone, mini media, lounges.
- Lack of awareness about the TVET program from student side.
- Low Attitudinal/ lack of awareness / on TVET program from leaders communities and stock holders side
- Lack of well organized Teaching training/practical/ materials
- lack of personal commitment for employment creation and technology Transformation from trainers side and lack of well skilled human power

No organized information access on TVET institute like internet

The Expected system to be used in order to solve the problem, the government needs to allocate sufficient budget, designing system of attitude change mobilization programs by giving life skill and attitude change trainings. On the other hand better to invite those donors to give funds to have to share skill and technology transfer systems[6].

Conclusion

The Ethiopian TVET system is the way that leads the countries for future industrialization period with this program middle level high caliber professionals has been fabricated in the previous years. So that to have right way for the TVET program and to have solution for the challenges it expected from TVET professional to conduct research. In this study the identified problems are lack of organized teaching rooms and workshop, lack of well skilled human power, attitude problems from communities, lack of practical teaching materials like machines and lack of reference books /libraries/ and such like are the most severe problems that everybody observes easily on those newly constructed TVET institutes.

References

1. Abdelkarim, A. Technical and vocational education and training in the Philippines: Experience and view of trainees International journal of man power, 18(8), 675-701. (1997)
2. Ester, L.T. & Bowen, B.E, Factors influencing enrollm in urban agricultural education program. (2004).
3. King, jr. The perception of Black High School student toward vocational and technical education programs (1977).
4. MOE Report, data collection, analysis and findings of governmental TVET institutes, Addis Ababa, TVET, (2005).
5. Venn, G. Man, education and work: postsecondary vocational technical education. Washington Massachusetts. Australia: Australia Government publishing service. (1964).
6. Teklehaimanot Haileselsie. Misconceptions of technical and vocational education and training in Ethiopia. Institution of educational research: Flambeau, 10(1), 1-15. (2002).