St. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

ASSESSMENT OF STUDENTS' PREFERENCE IN THE HEAVY DUTY EQUIPMENT ACADEMY AND COMMERCIAL VEHICLE ACADEMY (HDECOVA DEPARTEMT): THE CASE OF SELAM DAVID ROSCHLI TECHNICAL AND VOCATIONAL COLLEGE

BY

LINE KINFE

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ADDIS ABABA, ETHIOPIA

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DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of my advisor Mosisa Kejela (PhD Cand). All sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

_____   _____

             Name   Signature& Date

ENDORSEMENT

This thesis has been submitted to St. Mary's University, School of Graduate Studies for examination with my approval as a university advisor.

_____

Advisor   Signature& Date

DEDICATION

This thesis is dedicated to my family who supported and encouraged me unconditionally during my study as well as helping me on the data collection also for giving me ideas on how to tackle challenges, I thank you so much.

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ACKNOWLEDGMENTS

Acronyms and Abbreviations

HDECOVA: Heavy Duty Equipment academy and Commercial Vehicle Academy

SDR-TVC: Selam David Röschli Technical and Vocational College

SPSS: Statistical Package for the Social Sciences

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ABSTRACT

Student's preference towards their field of studies is one of the key and most important factor for a student which will allow the student to shape and focus in his future life. The purpose of this study is mainly to assess students' preference towards HDECOVA department which consists of two major departments – Heavy Duty Equipment Academy and Commercial Vehicle Academy in Selam David Roschli Technical and Vocational College Addis Ababa, Ethiopia, which the number of students of the HDECOVA department had been decreasing through the years but still the department didn't know what reasons are that is why this study was needed. This study was done by using a descriptive and simple random sampling method also by applying both qualitative and quantitative approach for attained the objective of the study. According to the study the majority of the students which are (40%) consider taking advice from other people while they selected their departments. Which some of the students went to each department's teacher and second year students just to understand the department's and got an advice; rest of the students just selected their current department by comparing departments of they want to join in. The study also shows that if there is a relationship between students' satisfaction and their parents' involvement through correlation, which shows that there is a negative relation. Further studies need to be done in all the TVET College of public and private ones.

CHAPTER ONE

Introduction

1.1 Background of the Study

Education is the process of facilitating learning or the acquisition of knowledge, skill, values, morals, belief and habits. According to United Nations (2020), there were about 1.52 billion students around the world. If there is no a well-developed educational system which counsels students to guide them toward making intelligent and informed decisions, there will be problems of coping with selection of field of study, lack of interest, lack of motivation and subsequently withdrawal. The enrolled students in 2020 in Africa were 20% of the total of world students before the corona started. According to World Education Review (2018), Ethiopian education is open to external influence in an attempt to compensate the lack of qualified personnel. The country imports teachers from western and Far East countries. It also invites foreigners to open private schools. In Ethiopia, there are a number of private and government owned different kinds of technical schools. There are more than 38,500 schools and 27 million students in the whole country including the tertiary schools (Minister of Ethiopian Education 2019).

According to Addis Ababa City Administration Office (2012 E.C), there are more than 176 (55%) privately owned technical schools in Addis Ababa out of the total number 320 technical schools in the city. The remaining 144 (45%) technical schools are government owned technical schools found in Addis Ababa.

Selam David Roschli Technical and Vocational College is one of the privately owned technical schools. The college gained its name from its founder W/ro Tsehay Roschli in 1986 E.C. The college mainly aims to support orphan children by giving those shelters in the campus and also helping those who cannot afford to learn in universities and colleges. It gives sponsorship to children to learn free of payments. From its beginning, the college integrated on-the-job training to give trainees opportunity to adapt to the world of work. Selam David Roschli Technical and Vocational College is accredited by Addis Ababa TVET agency. The first cohort students were only 19. The college was one of the top 10 TVET colleges in Africa awarded at African Union. The Addis Ababa Administration Education Bureau also certified Selam David Roschli Technical and Vocational College as a well-known college in its quality teaching and best services to its students in 2008 E.C. Currently, the college teaches seven filed of studies which are Heavy Duty Equipment Academy and Commercial Vehicle Academy, Accounting and Finance, Electrical and Electricity, Administrative Office and Secretory, Food Preparation, Manufacturing and Urban Agriculture.

The Education Sector Strategy Development Programme (ESDP) III characterized TVET graduates as they lack skills to meet the expectations and demands of economic sectors; in which there is a need for a coherent system including formal and non-formal, initial and further training, with open access to academic pathways including higher education system (ESDP III, 2005). The expanding of TVET institutions that aims "…to create competent and self-reliant citizens to contribute to the economic and social development of the country,…", it have limited coverage as compared to general education due to its requirement for substantial capital and recurrent expenses incurred through practical training coupled with lower than average student/teacher ratio (National TVET Strategy, 2012, p.7).

Selecting field of study and preparing for career is the most difficult and challenging task a student faces after high school completion. Making sound field of study decision based on the appropriate information and careful consideration of one's strong sides and interests could be the major challenge student's face at the start-up of their college life.

This research mainly focuses on the assessment of students' preference towards HDECOVA department which consists of two major departments – Heavy Duty Equipment Academy and Commercial Vehicle Academy. These departments were independent but because the courses were interrelated, the departments got merged three years ago. Since then, HDECOVA has become a joint department. In the college according to the registrar office, the department consists 74 third year, 69 second year and 57 first year students as a total of 200 students have been found in the department. From this, we can understand that the number of students has been decreasing throughout these three years; the students' interest has been decreasing in the department. Every year the college accepts more than 150 students. The rest of the departments consists 152 students of administrative office and secretory department, 139 students of electrical and electricity department, 108 students of food preparation departments, 100 students of accounting and finance department, 69 students of manufacturing department and 82 students of urban agriculture department

The study aims at investigating students' preference while choosing field of study and to assess the reasons for not joining the HDECOVA department in Selam David Roschli Technical and Vocational College from other department students.

1.2 Statement of the Problem of the Study

According to Biggs (2001), the preference of students has an impact on the quality of education in departments. The factors that play a big role in this part are not well known and need assessment or research like this one. In the context of Selam David Roschli Technical and Vocational College, this kind of research on the department is very rare. A study done by Ethiopian Inclusive Finance and

Research Institute (EIFRI) (2017) done on the college by assessing the main factors which play on selecting field of study in the college on all departments. In the study it explains that more than the half of the respondents, were in the their respective departments because of their parents' influences and the rest of response for their choice of course they were pursuing in the college based on personal interest which were considering future carrier aspects. Another study done by Alemayehu Belete (2015) which was mainly focusing on exploration on teaching and learning styles in the college and building a good education system. The author suggested to hire more adequate and qualified teachers and to adjust classroom according to the standards of the education. This study was mainly only focus in one department which is HDECOVA department.

HDECOVA is a department that consists of two major departments – Heavy Duty Equipment Academy and the Commercial Vehicle Academy. It is a department which has a capacity of consisting more than 250 students. When students choose departments to study, they might not get full awareness of the department they are joining. In Selam David Roschli Technical and Vocational College, in order to minimize this problem, the college prepares an exhibition of all the departments on every New Year to new students.

In Selam David Roschli Technical and Vocational College, there are more than seven departments one of which is HDECOVA. These are Heavy Duty Equipment Academy and Commercial Vehicle Academy, Accounting and Finance, Electrical and Electricity, Administrative Office and Secretory, Food Preparation, Manufacturing and Urban Agriculture. Students' preference is very important in choosing one department from another.

When students join the college every year, there is an exhibition which shows the contexts of each department and every department found in this college is involved in the show to convince students to join them in their respective departments. HDECOVA was also a part of this exhibition. Students had been given three chances before submitting their final registration form, but at the end of the registration, the students which were registered for the HDECOVA department consists 74 third year, 69 second year and 57 first year students. This shows that students' preference for the HDECOVA department has been decreasing from year to year. As a result the researcher inspired to assess the reasons for students not selecting the department to fill the gap created in selection process.

1.3 Objectives of the Study
The study has general objective and specific objectives.

1.3.1. General objective of the study

The general objective of this research was to assess the preference of students at HDECOVA department.

1.3.2 The specific objectives of the study are:

1. To assess how students make decision in their fields of studies selection ;
2. To assess students' satisfaction of their current departments;
3. To assess the parents' involvement in the students' decision while choosing departments.

1.4 Research Questions

This study was concerned on assessing students' preference and attempted to answer the following research questions.

1. How students make decision in their fields of studies selection?
2. What is the extent of students' satisfaction in their current department?
3. What is the extent of parents' involvement in students' decision making in selection of their fields of studies?

1.5 Significance of the study

The preference of students have an impact on the quality of education in departments but, the factors that play a big role in this part are not well known and need an assessment or research like this one. In the context of Selam David Roschli Technical and Vocational College, this kind of research on the department is very rare. Therefore, this research can clarify the factors that affect the preference of the students. The study is significant in contributing additional knowledge in the research and development of studies. It is also relevant to reflect the means of reduction of mismatching between students' interest and departmental selection criteria.

1.6 Scope of the Study

Content wise this study focused on considering the purpose, criteria, process and the problems encountered during selecting field of study by students in the Selam David Roschli Technical and Vocational College. Hence geographically, it is limited to Addis Ababa, particularly in Yeka sub-city selected college. However, the problems regarding the current practice of students seem to be prevalent in many schools of Ethiopia, so it would be good if it were possible to conduct the study in governmental schools of Ethiopia in general; but due to time and financial constraints, it was difficult to study the preference of students while choosing study field.

Regarding the coverage or content of the study, the main focus was on assessing the preference of students while choosing their field of study in Selam David Roschli Technical and Vocational College is one of the privately owned colleges in Addis Ababa.

1.7 Limitations of the Study

While the study was done there were several challenges and problems that the writer face one of the main problem was that since it's a COVID-19 period finding students from each department was hard also the data collection time overlapped with the college exam time and even after waiting more than 3 weeks all students had not been registered quickly and also some students refuse to participate and finding other students was challenging. There was also time and finance constraints were also a major problems that forced the writer to limit its sample size and college selection.

1.8 Operational definition of terms

This section contains the definitions of terms which have been used in the whole paper. Some of the operational definitions of terms are elucidated as follows:

Preference: is defined as the value of some sates of the world is typically defined as the extent to which it is considered preference (Warren, 2010).

Assessment: Evaluating student's preference towards their decision making in the Selam David Roschli Technical and Vocational College which merely focuses on the HDECoVA department.

Learning style: refers to a range of competing and contested theories that aim to account for difference in individuals learning (MOE, 2004).

Performance management: is a continuous process of identifying, measuring and developing performance in organizations by linking each individual's performance and objectives to the organization's overall mission and goals (Aguinis, 2009).

1.9 Organization of the Study

The paper consisted five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions of the study, the significance of the study, scope and limitation of the study , operational definition of terms and organization of the study . The second chapter focuses on reviewing literature that is related to the field of study. The third chapter explains the designed and methodology of the study, description of study area, research design, approach, population, sampling, sampling methods and size, data collection tools and analysis and interpretation of the study. The fourth chapter deals with the analysis of the data and its interpretation. The fifth chapter, which is the final chapter, focuses on the findings and recommendations.

<center>**CHAPTER TWO**</center>

<center>**LITERATURE REVIEW**</center>

2.1 Introduction

This chapter presents the findings of other scholars on the subject under investigation. It presents the theoretical review and the views of other scholars presented in line with the objectives and research questions of the study. The researcher reviews the research papers and different document which are useful for this research. It assesses the relevant literature relating to preference of students. The researcher reviews studies on the subject to spotlight the relationship between that research and this research and a review of some of the literature on the factors of the research also the section provides the conceptual framework.

2.2 General Overview

There are various works that been carried out in this field on the factors considered in choosing a programme of study. For instance, the study that has been conducted by Clutter (2010) explored parents' critical role in their children's career choices and aspirations. The work had, subsumed in it, a brief history of past career counselling techniques, which begins in the formative years through assessing the student's personality to determine proper occupational fit. The researcher also stated that there has been a progression to the post-modernist view that bases vocational interest and aspirations on constantly changing life roles. Also included were previous empirical researches that have examined parental influence on adolescent's career choices, as well as researches that border on the effects of socioeconomic status, gender, and race. The paper however concluded that career counsellors and parents may use the strength of parental influence upon young adults to provide more effective career development techniques and create stronger partnerships with the young adult's primary stakeholders. This paper, although extant in its review of literature failed to empirically undertake the study.

Dunn and Dunn version considers possibilities associated with responsibilities and sports defined in gaining knowledge of via way of means of listening, reading-writing, feel of contact and via way of means of almost doing as an critical dimension. Dunn's Model became in advance criticized via way of means of Carbo (1983) that researches formerly carried out had been susceptible and now no longer up to speed concerning their methodologies and therefore there are handiest researches out of nineteen researches which have proven objectivity and strong interplay among modality power and the techniques of reading. Rest of the research have proven no such courting and hence making the case less complicated for Carbo to criticize this gray area. Although he has asserted after cognizance that there exists positive relation among the . Many researchers do now no longer comply with the

Dunn's version and that they locate no such hyperlink of modality choice with the gaining knowledge of method. For instance, in a have a look at of twenty-two researches, it became posited via way of means of Kampwirth and Bates (1980) that 20 of the researchers observed no courting and interplay among the technique and choice. Tarver and Dawson (1978) additionally studied that handiest 2 from 14 researches confirmed a enormous courting among modality choice and method of coaching. It has additionally been recommended via way of means of Deverensky (1978) concerning the sensitivity and specification of the dimension of choice at the same time as debating on no causal relation among modality and gaining knowledge of overall performance. There had been many researches that target the significance of expertise for college students themselves concerning possibilities for gaining knowledge of and their overall performance. This has been nominated as crucial for educational excellence (Atkinson. 1998; Biggs & Moore, 1993; Mathews, 1991). Can man or woman variations withinside the choice for gaining knowledge of be of significance thinking about the presentation in educational setup? There has been a part of empirical studies concerning stumbling blocks or enhancement casted on educational overall performance with recognize to gaining knowledge of possibilities (Riding & Grimley, 1999; Ross & Schultz, 1999). On the contrary, there's fewer studies paintings carried on the wedding of coaching method and layout towards gaining knowledge of possibilities.

2.3 Concept of preference

Different authors, leaders, and managers have defined preference according to their knowledge. But, there are differences in the definition of the word due to the level of it has caused to the people thinking. Preference can be defined into two as Merriam suggested in 2019 one is a choosing or special liking for one person or thing rather than another. Second is that the power or chance of choose. Also, it means the act or opportunity of choosing or the thing chosen. It implies the need to choose one alternative from another. As Asaye Zerihun suggest in 2018 indicated that the sources of students preference in higher education conceders the followings,

Experience: some preferences are formed from our experience. Experience with an object or person provides the most straight forwarded cognitions we can acquire about the object or person as well as the reinforcing or pun shining consequences of behaviours with respect to that object or person so we would have attendance for that person or object.

Mere exposure: in general, people tend to be more favourably despised toward this objects and persons with which they are most familiar. In fact, repeated exposure to a specific stimulus may breed positive sentiments toward that stimulus even in the absence of conscious awareness of such exposure.

Socialization: only small portion of our preferences are based on direct experience or exposure to the objects or ideas in question, or our beliefs, feelings, and general action tendencies evolve in a more round about, derivate fashion. First, the family then increasingly other agents of socialization (the school, the church, and the peer group) shape attitude through a variety of methods. As indicated above, there are different reasons or sources for the formation of preferences attitude. On the basis of the formation of attitude, one can develop either positive or negative views for a particular object or idea. If the students become aware of the objective of the education, they may form and develop a positive attitude towards it.

Jafar Mohammed (2016), defined "preference as: learned predisposition to responded in favourable or unfavourable on particular object" Asaye Zerihun (2018) explained as: "it is our every conception of sparkles with notions like belief, desires, intention, hope, fear, expectation. We attribute in order to predict and explain actions that make sense of our own and others' lives. The preferences of attitude are woven in to the fabric of all social, legal, political, and other institutions. Nothing would be a contract or an invitation to dinner or an election or a death sentence in the absence of beliefs, desires, and intentions."

Assessment is an umbrella term. Understanding of it varies, depending on how one sees the role of the assessment itself in the educational process, as well as the role of the participants (the assessors and the assessees) in the education and assessment processes. The main difference is described in terms of an 'assessment culture' and a 'testing culture' (Birenbaum 1994, 1996, 2000). The traditional testing culture is heavily influenced by old paradigms, such as the behaviourist learning theory, the belief in objective and standardized testing (Shepard 2000), and testing being separated from instruction. Multiple choice and open ended assessments are typical test formats of a testing culture. In the last few decades, developments in society (National Research Council 2001) and a shift towards a constructive learning paradigm, combined with the implementation of new learning environments (NLEs), have changed the role of assessment in education. NLEs claim to have the potential to improve the educational outcomes for students in higher education which are necessary to function successfully in today's society (Simons, van der Linden and Duffy 2000). New learning environments are rooted in constructive theory and intend to develop an educational setting to meet the challenge for today's higher education, making the students' learning the core issue and defining instruction as enhancing the learning process.

The most fundamental change in the view of assessment is represented by the notion of 'assessment as a tool for learning' (Dochy and McDowell 2002). In the past, assessment was primarily seen as a means to determine grades; to find out to what extent students had reached the intended objectives. Today, there is a realization that the potential benefits of assessing are much wider and impinge on

all stages of the learning process. Therefore, the new assessment culture strongly emphasis the integration of instruction and assessment, in order to align learning and instruction more with assessment (Segers et al. 2003). The integration of assessment, learning and instruction, however, remains a challenge for most teachers (Struyf et al. 2001). In the UK, Glasner (2001) concludes that a number of factors, like the classification of higher education, the declining levels of resources, and concerns about the ability to inhibit plagiarism, are responsible for the persistence of traditional methods of assessment and the absence of widespread innovation. A recent report on final exams in secondary education in the Netherlands indicated that most of the exams consisted primarily of multiple choice questions and open ended or essay questions, in spite of the effort that had been put into the implementation of new teaching and assessment methods (Kuhlemeier et al. 2004). The situation in which NLEs are accompanied by traditional assessment methods are still very common. However theoretical underpinned, empirical research on this combination is rather scarce.

It is generally acknowledged that assessment plays a crucial role in the learning process and, accordingly, on the impact of new teaching methods (Brown et al. 2003). The way students prepare themselves for an assessment depends on how they perceive the assessment (before, during and after the assessment), and these effects can have either positive or negative influences on learning (Gielen et al. 2003). There also can be a discrepancy between what is actually asked, what students prefer and what students expect to be asked (Broekkamp et al. 2004). NLEs have been developed in which schools have a balance between a test culture and an assessment culture. The effects of such environments, however, do not always demonstrate the expected outcomes (Segers 1996). Research results show that educational change only becomes effective if the students' perceptions are also changed accordingly (Lawness and Richardson 2002).

A study that examined why people choose different of study showed that more often people want more for advanced career opportunities and development for the future, so, that their preference on their study have a huge impact. Career Development in the future is important for both the departments and individuals (Johnson, 2004).

According to Biggs (2001) student's preference is related to on how the way their learning style is and recognising it will be the first step in raising students' awareness of their own learning styles and the existence of other learning styles. When students are aware of their learning styles, they learn more quickly and easily because they are learning according to their preferences.

According to Broekkamp et al (2004) study which he determined what people want from their schools and departments. The respondents described a context in which they felt good (satisfied) or bad (dissatisfied) in their courses. The feedback gained was then classified into satisfaction and

dissatisfaction. The characteristics related to preference included advancement, recognition, the departments themselves, and achievement. Hertzberg referred to these characteristics as "motivators". The characteristics related to dissatisfaction, interpersonal relationships, department policy, and administration was referred to as "hygiene" factors which students were reluctant or dissatisfied.

According to the As Kuvaas (2008) explained that the impact of the fair preference appraisal process is positive one which further explained that preference appraisals are designed to relate future payments or incomes to the preference of students irrespective of the intensity of performance and goals achievement. Harbor Peters (2000) study on students' preference of towards the method of solving simultaneous equations stated that a preference is reflecting greater interest in or wanting for something than something else by comparing each other. This shows that on student's preference interest is an important factor in learning because when one becomes interested in an activity, one is likely to be more deeply involved in that activity.

Somaya and Williamson (2008) suggested, "In school where students receive the proper preference choices to assume better learning, turnover rates are generally lower"). Besides this, Mkonto (2010) found that matching teaching styles and students' learning styles does not mean that the lecturer adjusts the teaching style to the individual students' learning style, nor that the lecturer should use an all-encompassing teaching style for all students .

Gould and Caswell (2006) said that the lack of a single definition of learning styles has been criticised extensively, as this causes confusion as to what learning styles really are. This inter disciplinarily of learning styles has allowed diverse ways of understanding and examining learning styles to proliferate.

One primary Human Resource tool that is used to affect motivation and preference is the advice of a friend (Robinson & Pillemer, 2007). Students' dissatisfaction with the department results in high turnover and it provokes students' intention to leave a specific department out of the choices or organization permanently. But, Kim (2008) recommends that knowing the department alone is not worth the need to promote it. Students are more focused on better education because it is more attractive therefore, retention strategies should focus on more than just financial compensation.

A study allotted by Olaosebikan and Olusakin (2014) examined the consequences of parental influence on adolescents' career choice on secondary schools students in Badagry government Area of Lagos State. The study tested five hypotheses all stated within the null so as to realize the aim of the work which was to produce clues to the extent of parental influence positively or negatively. The sample was made from 300 respondents who were randomly selected from ten purposefully selected secondary schools (3 Model Colleges, 4 Non-Model Colleges, and three Private Colleges). Findings

from the study showed that about 50 per cent of the respondents agreed to oldsters influencing their career choice. On the typical, 21.5 per cent of the respondents agreed that their parents' line of business had influenced their career choice, while 75 per cent disagreed. About 30 per cent of the respondents agreed that they chose the family career due to the requirement to sustain the private corporation. Three of the five formulated hypotheses tested were accepted because there have been no significant differences within the variables compared while the opposite two were rejected as there have been significant differences within the variables compared. The results therefore indicated that adolescents in secondary schools in Badagry government Area of Lagos State have some kind of independence in making career choices. This work is in line with the works of Keller (2004) wherein it had been stated that support, love, communication and honesty between young adolescents and their parents are important for career development; Hairston (2000) and Otto (1989) also established the actual fact that of all the factors that influence career choice, parents are the foremost influential determinants of career plans.

Sanchez (2012) has analysed the factors that influence students' choice of higher education options on secondary school students in Spain. His study was mainly focusing on the implications and benefits of establishing provider-client relationships between universities and students. The methodology used for the study was a quantitative approach with the use of questionnaires as survey instrument to achieve objectives of the study. The total participant in this study was 344 students of communication sciences in public and private universities. From the sample size 52.6 % and 47.4 % in public and private universities respectively. Results revealed that the student's preferences criteria are in pursuing studies in communication sciences were ranking, reputations, excellence and quality of the University's educational programmes.

A study by Brownsom (2014) on parental influence on career choice of lyceum children in Ondo West government of Ondo State investigated parents' influence on the career choice of their children in some selected schools within the study area. The population comprised all the senior school II students within the study area. Findings revealed that the influence of oldsters on their children's career choice was minimal as parents didn't aid their children to review another course from that which they'd chosen. They only advise their children on subjects to supply. supported the findings, it had been recommended that oldsters must educate their children and always meet the essential needs of the youngsters, school counsellors and teachers are encouraged to grant equal attention to any or all children no matter gender on knowledge acquisition about career choice. The above findings contrast the study of Navin (2009) who found that parental attachment is positively correlated with career exploration and Jungen (2008) who found that oldsters greatly impact the career selection process of their children while they seemingly are unaware of all the ways they are doing this.

A study done by Ahmad (2013) in Pakistan was primarily focused on to assess the factors that students related their choice of university and desired courses. By using stratified random sampling technique and a sample size of totally 226 students of undergraduate Engineering and business students from five universities in three cities of central Punjab participated in the study. The analysis of the data was done by using simple descriptive statistics, the study has expose that higher education commission ranking, institutional reputation, employment, and career prospects were the most important variables with respect to students' desired university and course of study. According to the researcher's study that the students consider prominence, price and programme factors most important for students choices of universities and field of studies.

2.4. Theoretical Review

A theoretical framework can be a shape which describes the idea for the studies take a look at, and additionally explains why the studies hassle below take a look at exists (Swanson 2013:350). For this take a look at, self- idea and stimulus-reaction studying theories offer the foundation framework for the studies. These theories have been decided on supported their relevance to the take a look at.

Theoretical and conceptual frameworks fluctuate in that even as a conceptual framework is a shape used to give an explanation for the herbal development of phenomena, a theoretical framework is primarily based totally upon one or greater theories which have already been tested (Camp, 2001). In addition, even as a theoretical framework affords an evidence approximately the phenomena, conceptual frameworks are a kind of intermediate or tentative concept that tries to attach numerous elements of inquiry (Maxwell, 2012).

According to the American Educational Research Association requirements for reporting studies, one criterion for judging the deserves of instructional studies is grounding in a theoretical or a conceptual framework (AERA, 2006). This, as a part of the hassle formation, suggests how the studies is attached to preceding paintings. Consistent with this angle, the National Research Council (2002) advised that one of the six guiding concepts of scientifically primarily based totally studies in schooling is "to hyperlink studies to applicable concept" (Eisenhart & DeHaan, 2005, p. 3).

The theoretical framework is constituted via way of means of the "unique angle which a given researcher makes use of to explore, interpret or give an explanation for activities or conduct of the topics or activities s/he's studying" (Imenda 2014: 188). Considered broadly, the theoretical framework could make connections among the problem of the take a look at, unique studies questions, information series and evaluation techniques, additionally as, how one will interpret her/ his findings (Merriam 2009: 67; Du Plessis and Van der Westhuizen 2018). These connections are made glaring inside the narrative that accompanies the mapping and illustrations of studies frameworks. Within such narratives is facts approximately the principles, constructs and/or propositions highlighted through illustration, additionally as, in-intensity facts approximately the best

route of the investigation. Theoretical frameworks have a tendency to contain at the least the following 4 steps:

A) State the concept or theories that tell the system of the problem to be studied;

b) Map the numerous principles, constructs, and propositions of the concept;

c) Illustrate at the map whether or not the constructs are wonderful or overlap (that is, displaying hyperlinks or the lack thereof with lines, arrows, geometric shapes, open areas among shapes, etc.);

d) Construct a story that accompanies the illustration: (I) to identify literature reassets from pioneers, proponents, and combatants of each concept (including, applicable number one and secondary reassets); and (ii) to speak in-intensity approximately additives of the theoretical framework which can be below investigation.

Theoretical frameworks (each noticeable and formal) can offer maps of the existing country of information some difficult phenomenon being studied and provide evidence-primarily based totally motives for why the real hassle(s) connect with specific phenomena. Therefore, theoretical frameworks are regularly vital in getting ready a seek notion no matter one's preference of quantitative strategies as opposed to qualitative strategies. One ought to argue that each formal concept and noticeable concept as defined via way of means of Glaser and Strauss (1967) are greater like theories labeled as center variety theories (Smith 2008). Middle variety theories are made out of principles and propositions which can be empirically measurable (Imenda 2014).Such theories are visible as center variety, due to the fact they may be larger than person principles, however narrower in scope than grand theories and are composed of a constrained quantity of principles that relate to a specific factor of the planet (Smith and Leihr 1999; Imenda 2014: 188). In practice, it is in the end the mind-set of the researcher and consequently the disciplinary traditions to which s/he adheres or evaluations that decide how "concept" is to be framed in the course of a given project.

Guiding this take a look at became the socialization theoretical framework. Socialization became described via way of means of Merton, Reader, & Kendall as ''the approaches thru which an person advanced a manner of expert self, with function values, attitudes, knowledge, and skills. . .which ruled his/her behaviour in the course of an vast type of expert and extraprofessional situations.'' using the socialization theoretical framework assemble in growing the UIC-COP -PWP software shape mainly supplied a automobile for information the have an effect on of the contextual forces that impacted at the fitness profession choice-making approaches of URM college students. We reviewed the expectancies and developmental theories of socialization7-20 and Astin's need-primarily based totally socio mental version of profession preference observed in f schooling literature. The literature overview served to deepen our information of the complexities worried inside the profession choice approaches of underrepresented minority excessive faculty college students and supplied a framework for our take a look at (e.g., paintings motivation and expectancies)

and cultural-environmental factors (e.g., socialization and shape of opportunity) might be translated into expectancies approximately work, profession preference, and work conduct.

2.5 Conceptual Frameworks

Predicators which correspond to area of observe alternatives inside the schooling surroundings have usually attracted researchers' attention. This pursuit of records but couldn't culminate itself into the discovery of a complete principle. Consistent with & Kotter (2004), maximum profession researches of the current age which might be believed to persuade profession effects have focused on man or woman and environmental elements. Yet, those studies endeavors are not immune from main criticisms. Of course, a few researchers have criticized this fashion of specializing in man or woman and environmental elements to be missing comprehensiveness, William et al (2006) Although researchers have did now no longer prepare theories to deliver a complete exam of faculty main desire, they want advanced an intensive frame of literature on its predicators, Peter and Umbach (2006) .One of the most crucial determine inside the location of profession desire studies who've contributed heaps with this regard is Holland.

A conceptual framework is a gadget of concepts, assumptions, expectations, beliefs, and theories that helps and informs studies (Miles & Huberman, 1994; Robson, 2011). Conceptual frameworks offer a version for relationships among variables that can or might not mean a selected theoretical perspective, with the cause of describing phenomenon (Berman, 2013; Knight, Halkett, & Cross, 2010). Miles and Huberman (1994) said that a conceptual framework "explains, both graphically and in narrative form, the principle matters to be studied—the important thing elements, concepts, or variables—and the presumed relationships amongst them" (p. 18). Like a map, a conceptual framework publications and gives coherence to empirical inquiry.

Holland, (1990) has advanced a well-known principle named Theory of Vocational Choice, which endorse that congruent individual surroundings family members do normally sell stability, process delight additionally as achievement. Holland and et al (1990) alludes to evidences from numerous studies findings to fear at the argument that people have a tendency to come to a decision environments consistent with their private orientations. with a purpose to mapped out records reflecting the relationship that lies among individual and surroundings fit in profession choice path ,Holland (1990) has give you a document named The Vocational Preference Inventory (VPI) which he prescribed it as a manner of sorting out the ones elements which expect college students area of desire.

Holland's (1990) argument is going as college students who're enrolled in academic packages which might be incongruent with their VPI ratings or who're in an indecisive kingdom on what their profession ought to be inside the destiny may also fluctuate on self-idea and vocational adulthood

variables as compared to college students whose area of observe satisfies thereupon in their VPI ratings. Here we can witness a obvious high-quality courting among college students' real hobby of area of observe and their instructional fulfillment inside the area of observe they belong to. that suggests , pretty what common-experience has were given to signify concerning the need to pursue area of observe congruent to one's hobby, power and character type, researchers have additionally located those elements to be determinant for educational and profession fulfillment normally.

Holland's principle which gives widespread description of six character sorts along their corresponding profession desire environments basically has 3 main additives: individual, their surroundings, and interplay among individual and surroundings. When it entails the best context of higher schooling, the 3 additives could be college students, their instructional majors and consequently the healthy or interplay among college students and their main. (Smart, Feldman, and Ethington 2000).

Artistic, as Pike (2006) places it, the six essential premise of Holland's principle are-realistic, investigative, artistic, social, enterprising and traditional. Realistic sorts prefer sports that contain manipulating machines and tools, at the same time as they dislike academic and social sports. They understand themselves extra practical, conservative and protracted. Investigative sorts like sports that contain exploration, know-how and predication. They dislike sports that contain exploration, know-how and prediction. They additionally keep away from sports that contain persuasion and sales. They cost the purchase of records and scholarly achievements in technology and generation and spot themselves as crucial, intelligent, and skeptical, however missing interpersonal skills. Artistic sorts pick artistic, literary, and musical actions. They have a propensity to keep away from sports that set up difficult and rapid guidelines and prefer sports that have aesthetic and creative qualities. Artistic sorts see themselves as missing clerical and workplace skills. Social sorts like higher to train and assist others via private interplay and they normally keep away from mechanical tasks. They offer extra cost to academic and social offerings and spot themselves as empathetic, helpful, and know-how. Enterprising sorts like higher to steer and direct others to reap organizational and personal dreams. They keep away from medical and highbrow topics. Enterprising sorts cost political and financial achievements, and spot themselves as self-confident, sociable and owning management ability. Conventional sorts like higher to obtain organizational and personal dreams via way of means of setting up and preserving orderly routines. They keep away from ambiguous or unstructured sports. They cost fabric or finical accomplishment and they see themselves as conforming, orderly, and methodical.

Environment and possibility elements figuring out profession desire other than the character sorts influencing profession desire in schooling, we additionally discover surroundings and possibility

elements to be really well worth emphasizing, (Borchert 2002). Once we see elements of surroundings in connection with profession desire, we normally discover people choosing area of observe for you to accommodate an surroundings healthy their aim at the same time as at an equal nonce included into the surroundings (Kroll, Dinklage, Lee, Morley, & Wilson, 1970). They expand their argument via way of means of emphasizing that a whole lot of the Knowledge we have got is furnished via our society and surroundings which know-how contributes heaps in acquisition, retention, and usage of records regarding the planet.

According to Borchert (2002), possibility is probably expressed in phrases of college students' expectation of what the profession would possibly maintain for them inside the destiny. The seek college students have as regards to the monetary promise the profession ought to maintain inside the destiny might be a outstanding reflect onconsideration on dictating their profession desire, which represents one element of possibility. In truth we ought to actually have different possibility variables like instructional settings, technical schools, access level, process openings, process shadowing, vocational guidance, process placement and an enterprise contact (Super 1957). remarking those elements, Super underscores that the crucial reflect onconsideration on area of observe desire has now no longer been private hobby or environmental stress however whether or not that area of observe possesses a promising process possibility or now no longer constant together along with his investigation.

2.6. Measurements of preference

Preference of students which has also will be affected by attitude of students also has its own components. Attitude has three components: cognitive, emotional and behavioral components. Brekler cited in Sodor Breow, 1990, Child, 1993: Wortman). Loftus 1985, Huffman, Williams, Venoy. M, and Venoy (1991): Dworetzky, 1985, Organ and Bateman (1991). Cognitive attitude is what we actually realize an object or event (Child, 1993), cognitions or beliefs a few particular person or idea, situation, or thing. (Wortman and Luftus, 1995): The cognitive component represents thoughts or beliefs. (Huffman, Willians, 1991). In synthesizing all of those definitions one can say that the cognitive component of an attitude refers to the understanding ,perception, or belief of an individual on a given object, idea ,situation, institution or program. As an example, what female students and their family realize the importance of learning education may indicate the cognitive aspect of their attitude. Affective attitude is another component of attitude which is what we feel about an object or event which is what we feel about an object or event (Child, 1993: The affective attitude reflects feeling or emotional reaction (Huffman, Williams, 1991). Affective attitude is an emotional reactions towards stimulus (Wortman and Loftus, 1985). From theses definitions, we will understand that the emotions or feelings people will wear attitude object is that the affective

component of attitude. The third component of attitude is that the behavioral component. It describes tendencies or Predispositions toward certain actions supported a specific attitude (Huffman, Williams, Vernoy M. and Vernoy J.1991). Additionally to the present, Child, 1993) defined behavioral attitude as "it is indicating how we behave towards an object or event". From these definitions, one can infer that the behavioral component of attitude shows the ways people behave toward on attitude object.

Most theorists agree that the three components are organized during a consistent fashin (Chaiken and Stangor, 1997; Tesser and Shafter, 1990) cited in Tibebu (1995) positive feelings about the attitude object go along side assigning positively evaluated traits and positive action tendencies thereto attitude object.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In this part of the study, description of study area, research design, population of the study, sampling, sampling methods, sample size, tools of data collection, methods of data acquisition and ethical considerations and techniques of data analysis are discussed.

3.2 Description of Study Area/ Institution

This study was conducted in Addis Ababa, Ethiopia in Selam David Roschli Technical and Vocational College. The college is an NGO organisation which is a non-profit that helps students which are orphans and also families which could not afford for school by taking the Childers and give them education. Selam David Roschli Technical and Vocational College is one of the privately owned technical schools. The college gained its name from its founder W/ro Tsehay Roschli in 1986 E.C. The college mainly aims to support orphan children by giving those shelters in the campus and also helping those who cannot afford to learn in universities and colleges. It gives sponsorship to children to learn free of payments. From its beginning, the college integrated on-the-job training to give trainees opportunity to adapt to the world of work. Selam David Roschli Technical and Vocational College is accredited by Addis Ababa TVET agency. The location of the origination in Ethiopia is in Kotebe area Woreda 10. In the college there were more than 175 students which the college gave them full scholarship which means they don't pay tutation fee this is the TVET village. In Selam David Roschli Technical and Vocational College there are two villages one is the village that holds children which the college rise them, elementary school and also high school. On the second village which was our main focus that holds college students in to different faculties. Selam David Roschli village has three office in the world one is in Ethiopia and the others are in Switzerland and Holland. The office which is found abroad main purpose is to rise a fund for the village's here in Ethiopia.

Fig 1- Satellite image of Selam David Roschli Technical and Vocational College

Source- Google map

3.3 Research Approach

Quantitative, qualitative, and mixed research were considered as research approach of study. The researcher of this study has employed mixed research approach that comprised of qualitative and quantitative. To attain the objectives and answer the research questions of the study, qualitative approach of data were employed in which the qualitative data and qualitative data were supported each other (Cresswell, 2012). This approach was preferred over others because it maximizes the potential benefit that each approach offers and minimizes the risks of separate use of each approach has (Brannen, and Moss, 2012). It also has a powerful role to play in fostering better dialogue between quantitative and qualitative approach (Morgan 2007). The Quantitative data generally was in numerical form and derived from questionnaires while the qualitative data was descriptively present from unstructured interview.

3.4 Research Design

Preference of students depends up on multitude of factors; information, future anticipation including career wise, material resources, money…etc. Nevertheless, the want and desire are directly associated with motivation to the need of the student depends (Biggs 2016).

A research design was the overall strategy that the researcher used to integrate the different components of the study in coherent and logical way. This research was about assessing the preference of students the research used a questionnaire for data collection of the students from the college. Descriptive research design was implemented for describing how students choose their field of study. The reason for adopting this research design was to allow data collection from a large number of students within the time frame and allow to describing the reasons. Data was collected using a questionnaire from the students. Qualitative data was analysed according to the themes in the research objectives. Quantitative data was analysed using the SPSS software. Finally, the results are presented in tables, bar charts and pie charts and the unit of analysis will be the individual.

3.5 Data Type and Sources

Since the study is assessing the preferences of students, the primary source of this research were students that had been taken as sample students from different departments and from three consecutive year which are first year, second year and third year students. In addition, different documents article were reviewed research papers were also used as secondary sources. Both qualitative and quantitative data had been collected.

3.6 Population of the study

 Selam David Roschli Technical and Vocational College students were the total population of the study According to the Registrar's Office of the College (2013), the College had 850 students allocated at different departments'. The population of the study was summarised as table follows:

Table 3.1 Student statistics per department

Departments	1st year	2nd year	3rd year	Total
Administrative Office and Secretarial	69	47	36	152
Electrical and Electronics	70	36	33	139
Food Preparation	53	35	20	108
Heavy Duty Equipment and Commercial Vehicles Academy	57	69	74	200
Accounting and finance	40	36	24	100
Manufacturing	21	28	20	69
Urban Agriculture	30	25	27	82
Total	**340**	**276**	**234**	**850**

Source: - Selam David Roschli Technical and Vocational College Registrar office (2021)

3.7 Sample Size Determination

A sample is a proportion or subset of a larger group called a population. A sample is a miniature version of the population of which it is a part - just like it, only smaller' (Fink, 2003). It can be viewed as a finite part of a statistical population whose properties are studied to gain information about the whole. In relation to this, a strategy used to select elements from a population is called sampling (Dattalo, 2008).

Defining the wider population from which a sample was taken therefore requires us to be explicit about what the qualities or traits are that characterize that particular population. Therefore, for this study the researcher used simple random sampling method while searching the sample size. According to Gay and Airasians (2000) which states that the best sampling size will be 25% of the total population but for this research it was taken 24% of the total population in order to give equal chance to all the departments so, this means that from the 850 students in the college our sample were 204 students in total, since HDECOVA department was the main focus of the research, this

department was one group which took 50% of the total sample size and the rest of the six departments had a portion of 50% collectively of the total sample size.

3.8 Sampling Technique

At Selam David Roschli Technical and Vocational College, there are teachers, administration office workers and different employees. Since this study was about the preference of students, the study was focused only on the 850 students and the data was collected from the students. From the registrar office the names of all 850 students was taken and a total of 204 students was sample for this study. For the purpose of the survey the departments were divided into two, one since the main focus of this survey is on HDECOVA department it was used as one group and the rest six departments were used as second group. So, by giving equal chance for both groups which was group one the HDECOVA department and the second group which was the rest of the six departments had 102 students' samples from their departments. Table 3.2 shows the total samples that was taken from group one or HDECOVA department:-

Table 3.2: Sample size from HDECOVA department

Departments	Total number of students	Number of students of sample size
Heavy Duty Equipment and Commercial Vehicles academe	200	102
Total	**200**	**102**

For the six departments which collectively represent 50% had equal shares to all the six departments which mean the entire six departments shared the 102 sample students, those 17 sample students from each department. Table 3.3 shows the total sample size that was taken from the second group or the six departments: -

Table 3.3: Sample size from the six departments

Departments	Total number of students	Number of students of sample size
Administrative Office and Secretarial	152	17
Electrical and Electronics	139	17
Food Preparation	108	17
Accounting and finance	100	17
Manufacturing	69	17
Urban Agriculture	82	17
Total	**650**	**102**

Sample on yearly based

Since this study is taking the three years of the departments we also needed to select our sample from each departments based on year. So, the total sample of the departments were divided by three because only three of the departments get considered. The following tables will show the number of sample distribution in departments based on years: -

Frist year means students that are new to the college which were this year entry's and second year students were students which had been in the college for two years and the third year students were students which stayed in the college for three years.

Table 3.4: Sample size from HDECOVA departments based on year

Departments	1st year	2nd year	3rd year	Total number of students
Heavy Duty Equipment and Commercial Vehicles academe	34	34	34	102
Total	**34**	**34**	**34**	**102**

As it shown on the table that the number of students were chosen from Heavy Duty Equipment and Commercial Vehicles academe as per year, here in order to make fair selection of student's number to fulfil the 102 number of the sample size it was taken equal shares to each year by doing so, 34 student's were selected from each year.

Table 3.5: Sample size from the six departments based on year

Departments	1st year	2nd year	3rd year	Total number of students
Administrative Office and Secretarial	6	6	5	17
Electrical and Electronics	6	6	5	17
Food Preparation	6	6	5	17
Accounting and finance	6	6	5	17
Manufacturing	6	6	5	17
Urban Agriculture	6	6	5	17
Total	**36**	**36**	**30**	**102**

As it shown on the table that the number of students were chosen from the six different departments as per year, here in order to make fair selection of student's number to fulfil the 102 number of the sample size it was taken equal shares to each year as per their total sample size of each departments taken which shown on the table 3 by doing the only difference that have on all department we took only 5 students because in order to have the 17 sample size, it had to be distributes 6 student samples from the first and second year departments and 5 from the third years departments so, every year of the departments had equal distribution.

After the selection of the total sample size which was the 204 students in total then the data collection process will be done by distributing the questionnaire in all the departments based on year and by simple randomly.

3.9 Tools for Data Collection

It is obvious that research instruments or tools for data collection are the most important aspects of research because findings or conclusions are drawn based upon the information collected through these tools. Therefore, data was collected using a questionnaire. The questionnaire had been distributed to the sample group. On the other hand, in order to understand the views, trends and challenges of management of the college, a semi-structured key informant questionnaire used to

inputs teachers view. Also the observation from different staff members and secretaries ideas including the researchers view was include.

Questionnaire

This was a self-report questionnaire, which is particularly designed for students in the college and teachers, to assesses preferred of the students based on how students learn best using their perceptions: Visual, Auditory, Kinesthetic, and Tactile preferences, and two social aspects of learning: Group and Individual preferences. In addition to this, Questionnaire was a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents (Syed Muhammad SajjadKabir, 2016:208). Questionnaire used as the most important instrument for gathering useful information in this investigation because of its appropriateness to secure data from a large number of people within a short period of time. The other reason is that it is convenient for the respondents to express their ideas and attitudes freely and confidently. Thus, Majority of the data was collected via questionnaire developed after rigorous synthesis of the existing literature. In this study the questionnaire developed for students and teachers. After the questionnaire was completed, it was filed in SPSS 22 software for analysis.

Document Analysis

In this part of the study, the researcher assessed all the materials that were found in the college and even from other catalogue's which were outside of the college. The overall assessing of preference was merely related to the students' information careers choice, future aspects and also role models so if there are records of other scholar's evaluation records, and portfolio documents of the documents that show the relationship between student's preference and choice were assessed. Document analysis constitutes the second use of survey to collect facts for the study.

Pilot test

According to Jafar Mohammed (2018) pilot test should be done in order to became familiarize with the questionnaire and to minimize the risk that will happen in the whole data collection period so, it's the most essential part of the survey. Due to this in this study also the researcher had done a piloting test before the total data collection. The very important of pilot survey was that it allowed me to analyze my questioner and modify it before making the main survey.

A Cronbach's coefficient alpha test was conducted with SPSS to assess the reliability of the data, which was therefore used to calculate reliability, since this is the most common measure of reliability for questionnaires Welman et al. (2005). A rule of thumb for interpreting alpha for dichotomous questions (i.e. questions with two possible answers) or Liker scale questions is:

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

This indicates an acceptable degree of consistent scoring for these sections of the research instrument. In the data that has been collected the score of 5 items the Cronbach's alpha is 0.716 has it shown the table.

Reliability Statistics

Cronbach's Alpha	N of Items
.716	5

3.10 Data Analysis

A descriptive data analysis was used. Since the main purpose of this research was to describe the preference of students' in department selection, descriptive analysis was employed to summarize the basic features of the data. The descriptive data analysis approach which was explained every relation, population and the participants in the research which helps to understand the problem was employed. Both qualitative and quantitative data analysis techniques were used to analyse the data. Quantitative data on demographic features of students, family ties, role models and departments' choices and the reasons was analysed using descriptive statistics and summarized and presented using frequency, percentage, graphs, and tables by using SPSS 22. The qualitative data was collected from students by questionnaire. Also the reliability and validity of the research questionnaire were tested.

After the data collection all the data that has been collected by questionnaire were compiled and feed in to SPSS 22 software. SPSS software is an easy, simple and clear to use for the statistical data analysis. After the data changed into an excel file were presented and discussed on SPSS 22 software.

3.11 Ethical Considerations

The current study was subject to certain ethical issues which was respect the willingness of the respondents. I planned to get the consent of students and parents questionnaire through interviews. They had also been informed about the objectives and outcomes of the research quite adequately and also that their personal information were kept confidentially that was not be publicized nor given to any third party without their full willingness in case the need arises. This was clearly expressed in the forward part of the questionnaire booklet. Both researcher and the enumerators were informed the respondents that their responses was kept utmost confidential level. If a respondent didn't want to participate, s/he hadn't be forced to participate. A substitute were used and also after respondent agree and start the interview he/she weren't be forced to answer a question they have the power to stop the interview at any time. All the information were used for the research purpose only this was clearly explained to the respondent. According to Saunders, Lewis and Thornhill, (2001:130). Ethics refers to the appropriateness of your behavior in relation to the rights of those who became the subject of your work, or are affected by it. The following ethics were remarked in the research field informed consent participants were given the choice to participate or not to participate, and further more were informed in advance about the nature of the study. Right to privacy the nature and quality of participants' performance were kept strictly confidential. Honesty with professional colleague's findings will be reported with a complete and honest fashion, without misrepresenting what has been done or intentionally misleading others as to the nature of it. Data were not fabricated to support a particular conclusion. Confidentiality/Anonymity as it was a good research practice to offer confidentiality or anonymity, the respondents' response was kept confidential. After approval of the topic from the university and given an ethical clearance letter secured from St, Mary's university the college was willing for the data collection and helped more on the process.

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CHAPTER FOUR

DATA PROCESSING, ANALYSIS AND INTERPRETATIONS

</div>

4.1 Introduction

This section of the research contains an intensively discussed data, which descriptive statistics also applied to have a better results for the study. In general, this chapter have the information which the respondents given that is systematically analysed by applying frequencies, percentages and relation of variables (correlation and factor analysis) out puts also graphs, tables and figures by using SPSS 22 software.

4.2 Socio demographic characteristics of respondents

The table 4.1 shows the demographic characteristics of the respondents. The total respondents which were taken the questionnaire and answer were 204 students from total of all departments in the college. All students were voluntarily participated in the study. Which we have 100% response. The demographic characteristics include respondent gender, age, marital status and the respondents where they live. According to the data, 68.6% of the sample size which are 140 students are male and the rest 31.4% which are 64 of the students are female that have been participated in the survey. The age distribution of the students rages from 17 to 23 years of age who learn in the college from this age distribution the 29.4% of the students are 19 years of the age who manes that most of the students are 19 years old. According to the marital status, all the 204 students which mean 100% of the sample size are not married or never been married. Most of the students that have been participated in this survey are living with their family according to data the 52.9% of the total sample size that are 108 of the student are living under the house of their families and about 29.4% of the sample are living with other relatives that help them or feel comfort them in their homes the rest of the students which are 11.8% and 5.9% of the students which are living alone and with non-relatives family member.

Gender		Frequency	Percent (%)
	MALE	140	68.6
	FEMALE	64	31.4
	Total	204	100.0
Age		Frequency	Percent (%)
	17.00	24	11.8
	18.00	36	17.6
	19.00	60	29.4
	20.00	48	23.5
	21.00	24	11.8
	23.00	12	5.9
	Total	204	100.0
Marital status		Frequency	Percent
	Never married	204	100.0
	Total	204	100.0
Living		Frequency	Percent
	With parents	108	52.9
	With other relatives	60	29.4
	With non-relatives	12	5.9
	Alone	24	11.8
	Total	204	100.0

Source: Own survey (2021)

4.3 Student's perception towards their filed of studies

In this section of the study, it contains the assessed perception of student or their preference towards their current department by key variables. The next two figures below (fig.4.1 and fig.4.2) which explain about the student's level of satisfaction of their current department and their reason of dissatisfaction which the students are learning. Those questions were asked for all the sample students from each year. According to the data, 23.5% of the total sample sizes which are 48 students are not satisfied by their field of study which shows on the fig 4.1 and the rest of the 76.5% of the sample size which are 156 students are satisfied by their choice of field of
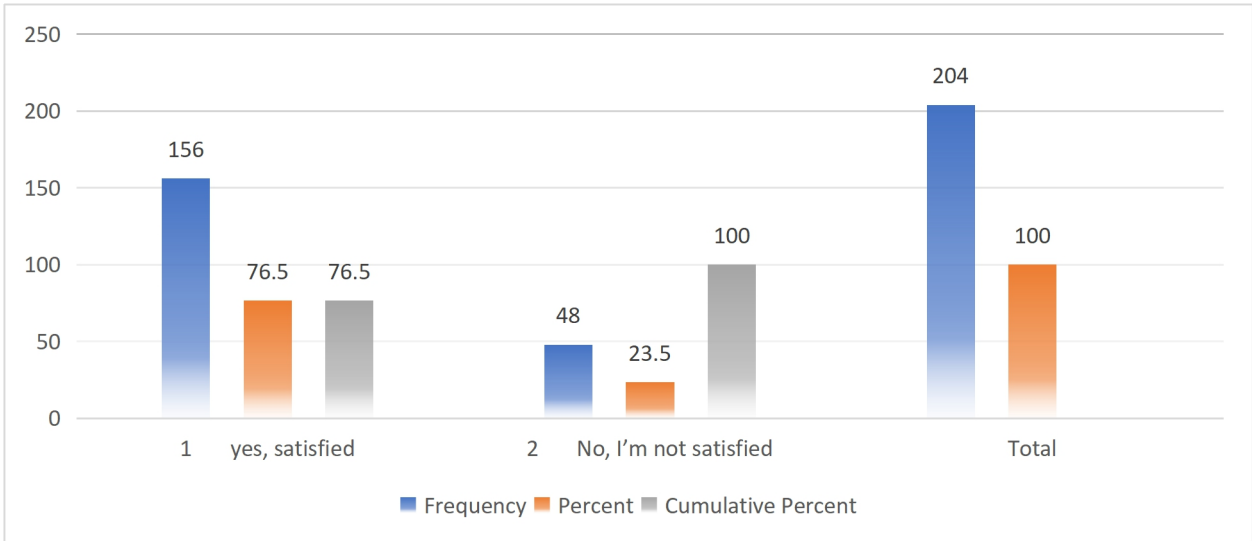
study.

Fig. 4.1 satisfaction data of survey (2021)

On figure 4.2 which shows the reason for the students' dissatisfaction of their field of study. From the 23.5% of the dissatisfied students of the college, 43.8% of the students or 21 of the students suggest that the reason for the lack of interest on the field of study is that due to the lack of good teacher in the department. The rest are 27.1% of the students say that they dislike the field of study because it's hard for them, and the last 14.6% of the sample size didn't have any friends on the department.
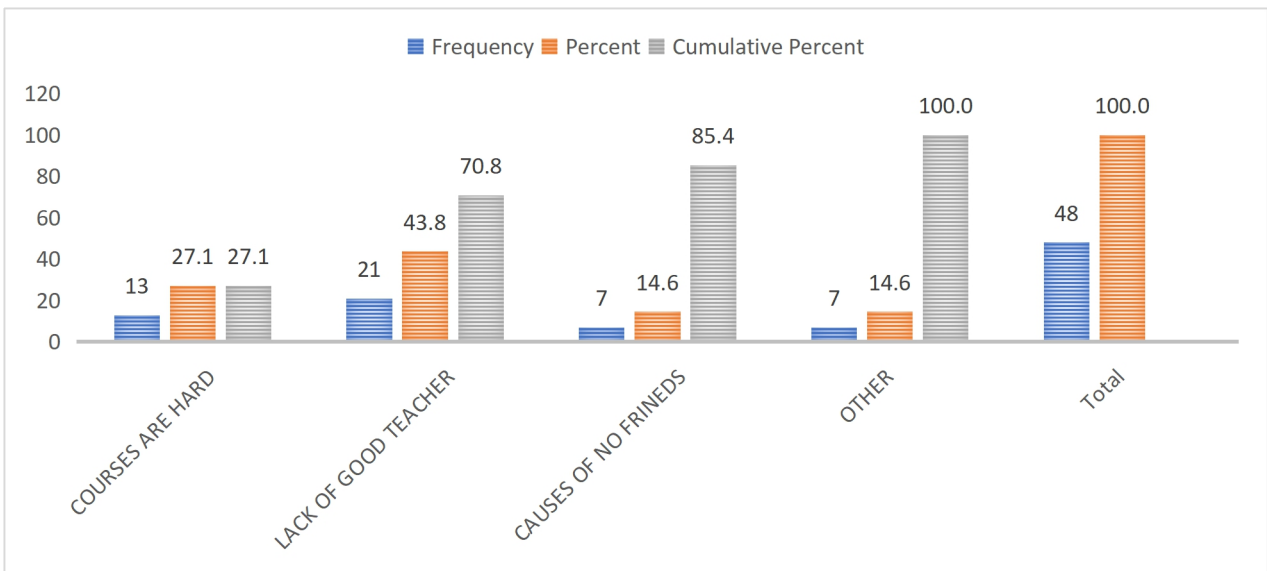
Fig .4.2 reason of lack of satisfaction survey (2021)

4.4. TVET Course preferences

This part contains students experiences of the courses they are preferred in, the students thinking about the department before they decide to join to the school, and after they have been given orientation and exhibition about each course which the college gives also the level of difficulties that happened when the students choose the courses and other issues has been states on this part.

On this study, 68.7% of the students that are 134 in number are old cohort which means they are second year and third year students as stated in the table below (table 4.2). On this table it shows the students that have been participated in the survey so, the rest of the 34.3% of the students which are 70 in number are new students or first year students.

Table 4.2 Students participated in the survey (2021)

Is this respondent a new applicant/student at SDRQTVC or is He/she a student from an older cohort?			
	New applicant / student	70	34.3
	Student in an older cohort	134	65.7
	Total	**204**	**100.0**

Source: Own survey (2021)

On the table 4.3 in the annex 3, it explains the student's decision in making while they were choosing their department for each year of students. In this study as stated in the above there are 70 students from the first year which is 34.3% of the total sample size, 70 students from the second year which is 34.3% of the total sample size and 64 students from the third year which is 31.4% of the total sample size this also showed on table 4.3. All the student who have been participated in this survey have taken the orientation which allow them to understand better their department while they joined the college. According to the data which is showed in the table 4.3 before orientation except only in administrative office and secretarial technology department all the students have decided which department they are joining in. In administrative office and secretarial technology department only one student was thinking joining HDECOVA department before orientation but after orientation he has changed his decision and join back to administrative office and secretarial technology department. In the table 4.3 shows that after orientation also the students didn't change their decision which they consider before orientation and also the same decision was made when the students submit the register form to the registrar office. The students were also asked that did they change their decision at any point even after registering, but all have answered no. So, we can understand that from table 4.3 that almost all students had decided their field of study before orientation day.

Table 4.5 that is in annex 4, stated below about the students level of difficulty while they were selecting departments when they joined the college and if the students get any advice of help from anyone also if the students were needed some information or if it occurs lack of time while they were selecting their respective departments. On the table it shows that for 14.2% of the total sample they had very difficult while they were selecting their department and for 38.7% of the sample it was somehow difficult but not the very, for the rest of 47.1% of the sample it was not difficult at all. So, when choosing a department creates difficulty on the student we asked them if they discuss with anyone who helped them while choosing the department and only 46.3% of the students said yes, this means that students that found difficult choosing their department had advice from other people and also a question was asked that with whom they discuss and according to the data 76.6% of the sample had a help from their family which are father and mother, 51.3% from father and 25.3% from mother also the rest 23.4% of the students got a help from their friends. The table 4.5 also shows that students if they got enough information about all the departments before making decisions and 81.6% of the students suggest that they don't got enough information; this means that student didn't have enough description about each department. At last the table shows if students had enough time while they made their decision and all the agreed that the time was enough.

The figure 4.3 below expressed the level of satisfaction of students of old cohort which are the second year and the third year students, for the first year students this question which is about their satisfaction not asked because they have been in the college only few months. The figure shows that 29.9% of the students are very satisfied, 53.7% of the students are satisfied and 4.5% of the students are somehow satisfied but from all 11.9% of the students are not satisfied this means that the students are learning a field of study which they don't like.
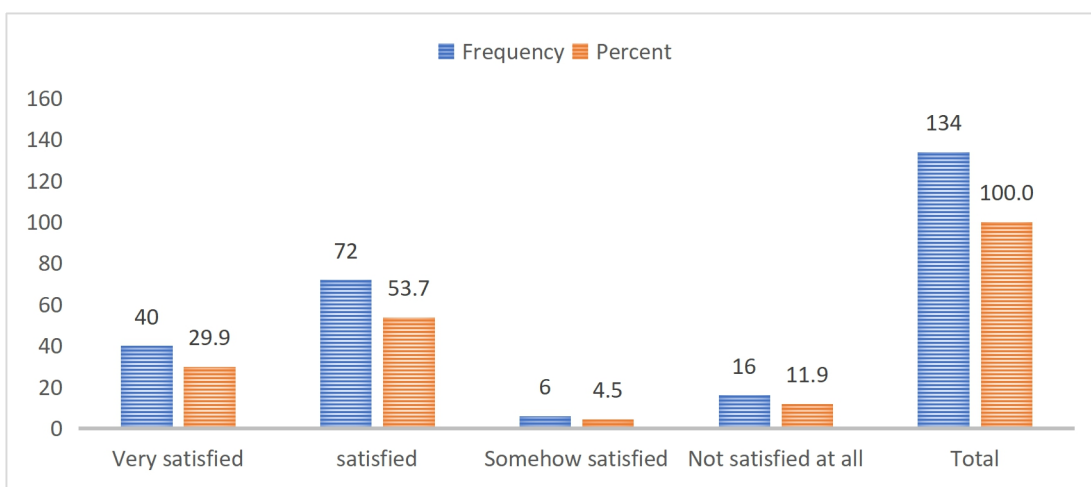
Fig. 4.3 Students level of satisfaction (2021)

4.4.1 HDECoVA department student

The main focus of this study is that to assess the preference of students in case of HDECoVA so, we need to analyze variables that are in related to the department and also we need to assess the respondents answer and views on the department by the key variables or questions. On table 4.4 explains the students view on HDECoVA department by asking a question if they joined the HDECoVA department, this question was asked to all students from all departments that has been participated in the survey. According to the table all 50% of or the 102 students of the participants didn't want to join the HDECoVA department, this means that all the students that said no to the question are students that are learning in other departments than HDECoVA. The table 4.4 also shows the reason for not joining the department more than 52% of the participants give the reason for not joining is that they are not interested in the field and 28.4% of the give their reason is that their families didn't want them to join the department and also some students said that due to their national entrance exam score don't allow them to join the department.

Are you currently registered in HDECOVA department at SDR-TVC?		Frequency	Percent
	YES	102	50.0
	NO	102	50.0
	Total	**204**	**100.0**
What was the primary reason why you decided not to register for HDECOVA department at SDR-TVC?		**Frequency**	**Percent**
	I was not interested in the HDECOVA department	54	52.9
	My national exam score was too low to register for my preferred course	19	18.6
	My family did not want me to register	29	28.4
	Total	**102**	**100.0**

Table 4.4 Students view on HDECoVA department

On the table 4.6 on annex 5, explains about the HDECoVA department students decision making behaviour while the students were choosing departments, it also includes the students view of the future if they would get work jobs by their field of study. According to the data all of the students which join the HDECoVA department were thinking joining the department even before the orientation day 55.9% of the students were very strongly and 44.1% of the students were strongly confident joining the department. So, after the orientation day no student changed their interest on the department. About the orientation day all of the students have positive attitude the level of their

positivity is the only difference like more than 11% of the students give the orientation highly positive, 67.8% of the students think it was positive and 20.6% of the rest of the students think it was somehow positive. About the future job get by their field of study 56.8% of the students think they will get job related their field of study, 12.8% of the students as well thinks very likely they will get jobs related their field of study but more than 30% of the students said that they won't get a job related their field of study. On the table 4.6 also stated that the students were asked from whom they heard first about the HDECoVA department and 43.4% of the students said they got all the information from their friends, 40.1% of the students said they got the information from their family members and some 16.5% of them said they got the information from flyers on the school.

On the next table 4.12 shows that on how the students decided their field of study and for other department students why they didn't join HDECoVA department. According to the data more than 29% of the students said that they consider their emotions while they choose their departments and find someone who is right academic for advice, 20.6% of the students said that they ask advice and 19.6% of the rest of the students said other methods used while they choose. About not registering on HDECoVA department more than half of the student's said they are not interest in the department 52.9%, 28.4% of the students that participate said that their family member didn't want them to join the department and the rest 18.6% of the students said that their national exam didn't allow them to join the department.

How did you decided your field of study selection		Frequency	Percent
	ask for advice	42	20.6
	consider my emotions	61	29.9
	find the right academic adviser	61	29.9
	other	40	19.6
	Total	**204**	**100.0**
What was the primary reason why you decided not to register for HDECOVA department at SDR-TVC?		**Frequency**	**Percent**
	I was not interested in the HDECOVA department	54	52.9
	My national exam score was too low to register for my preferred course	19	18.6
	My family did not want me to register	29	28.4
	Total	**102**	**100.0**

Table 4.12 Students deciding choosing department survey data (2021)

4.4.2 Families and role models involvement in students decisions making

In this part it explains briefly on how families and role model perceptions of the students on choosing departments and thinking of field of study. The section contains analysis of the jobs of parents of the students to know if the field of study is related and if parents influence the students decision making and selected the departments on their choice also this part contains the analysis of the role model of the students if it has related with their study of field.

On figure 4.4 shows below that the involvement of families on the student's decision making while the students were choosing their field of study. It describes that from the 204 students who participated in the survey that more than 52% of the students have said that their parents had influence while they were selecting their field of study.
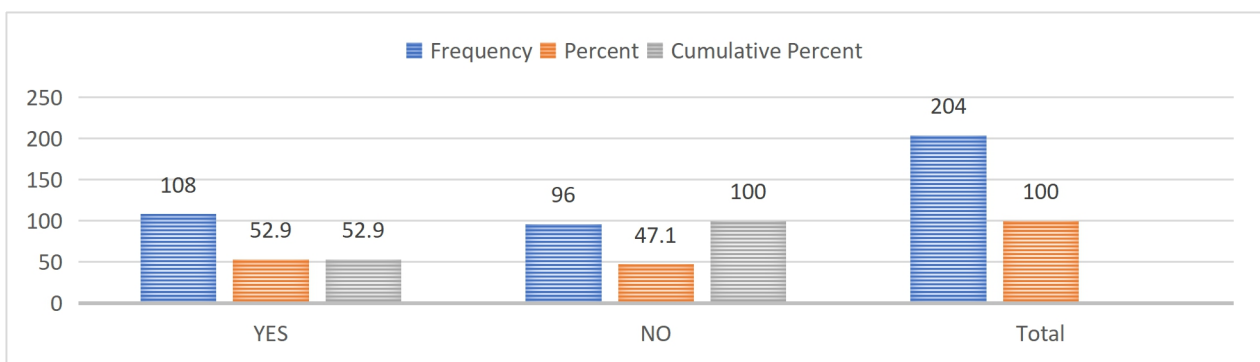
Fig. 4.4 Family influence on the student's choice (2021)

On the above figure it show the influence of parents on the students choice of field and in the next table 4.7 it explains that how the family of the students have been influenced. The table explains that more than 32% of the of families of the students gave them advices and selecting departments for the students in somehow by agreeing with students, 22.9% of the students said that they don't even agree with their parents on the selecting departments the parents aggressively selects departments for them, the rest 11.5% of the students the involvement of their parents is only they explained the department's before selecting them.

Please tell us how she has influenced your decision.		Frequency	Percent
	by advice	36	32.8
	by aggressiveness	24	22.9
	by choosing my department	36	32.8
	by explain all the departments	12	11.5
	Total	**108**	**100.0**

Table 4.7. How parent's involvement are (2021)

On the next table shows that weather there is a relationship between two variables in our study the relation between the age of the students and the involvement of the parents in decision making on the selection of departments. The correlation of the variables has been stated on Table 4.8 also explains that the relation between the influence of mothers with the respected fathers. According to the data, the Pearson correlation coefficient of both the influence of mother and father is negative (-0.345) to the respective of age. This means that when age is increasing the influence of both mothers and father declines. Also for the relation of influence of father and mother have a positive (1) correlation this mean both increases together and have impact on the decision of the students. On the table 4.8 it shows if a variable is correlated with itself the Pearson correlation will be 1. Also in below there are two figures which shows in graphically the correlation.

Correlations		What is your age?	Do you think your mother has influenced your decision on what to do in life?	Do you think your father has influenced your decision on what to do in life?
What is your age?	Pearson Correlation	1	-.345**	-.345**
	Sig. (2-tailed)		.000	.000
	N	204	204	204
Do you think your mother has influenced your decision on what to do in life?	Pearson Correlation	-.345**	1	1.000**
	Sig. (2-tailed)	.000		0.000
	N	204	204	204
Do you think your father has influenced your decision on what to do in life?	Pearson Correlation	-.345**	1.000**	1
	Sig. (2-tailed)	.000	0.000	
	N	204	204	204
**. Correlation is significant at the 0.01 level (2-tailed).				

Table 4.8. A relation between age and parents influence (2021)
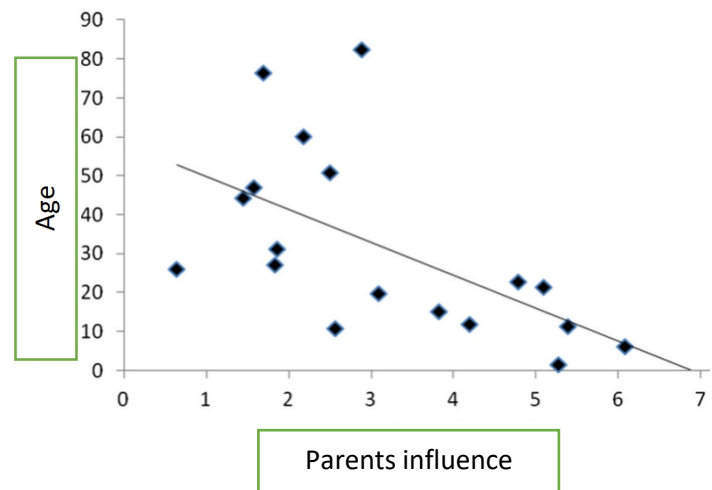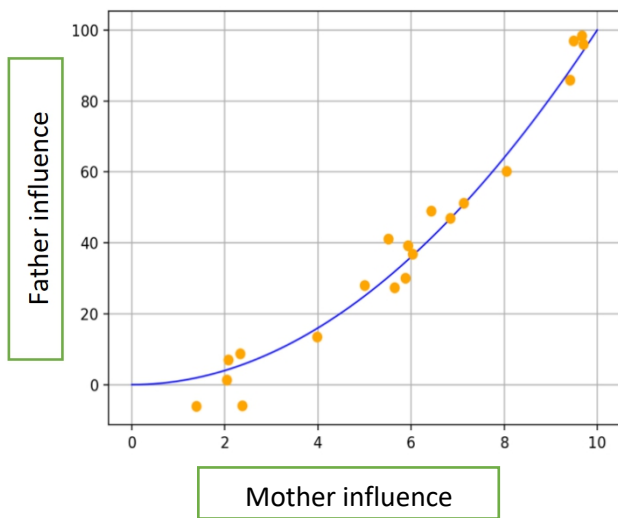
Fig. 4.5 Relation between influence of father and mother   Fig. 4.6 Relation between age and

parents influence

Similarly, on the next table 4.9 the relation between satisfaction of the students by their departments and the influences of their families. It shows that they have a negative (-0.245) so, like the age correlation with the families they have an inverse relationship between satisfaction and the influences of the student's families.

Correlations				
		Are you satisfied by your current department?	Do you think your father has influenced your decision on what to do in life?	Do you think your mother has influenced your decision on what to do in life?
Are you satisfied by your current department?	Pearson Correlation	1	-.245**	-.245**
	Sig. (2-tailed)		0	0
	N	204	204	204
Do you think your father has influenced your decision on what to do in life?	Pearson Correlation	-.245**	1	1.000**
	Sig. (2-tailed)	0		0
	N	204	204	204
Do you think your mother has influenced your decision on what to do in life?	Pearson Correlation	-.245**	1.000**	1
	Sig. (2-tailed)	0	0	
	N	204	204	204
** Correlation is significant at the 0.01 level (2-tailed).				

Table 4.9 a relation between satisfaction of students and parents influence (2021)
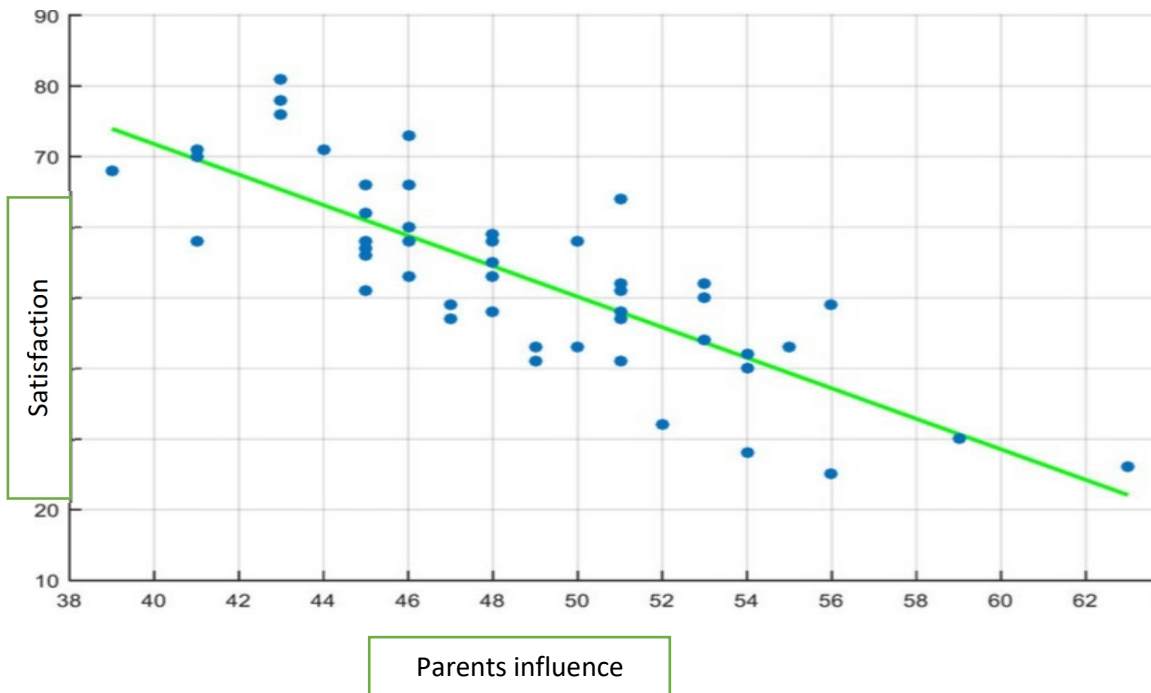
Fig. 4.7 Relation between satisfaction and parents influence (2021)

4.4.3 Teachers view on the students preferences

This section covers on the thought of teachers toward the preference of students while they select their departments. The total of the teacher's number is 21 which have been selected from each department. Also from each department 3 teachers were selected and was given the questionnaire. From all the teachers 15 of them were male and 6 of them are females as shown in the table 4.10 on annex 6 also it explains other demographic characteristics of the teachers which contains the age, year of service in the teaching field, education level and years of work in the department of the teachers. According to the data 45% of the teachers are aged from 21-25 years, 20% of the teachers are aged between 15-20 years and 31-35 years, 10% of the teachers are between 26-30 years and only 5% of the teachers are aged between 36-40. More than 55.6% of the teachers have the experience of between 5-9 years in all education institutes including this college also and the rest of the teachers which are 44.4% of them have less than 5 years' experience. The table also shows the education level of the teachers and half of the teachers have a BA degree which are 50%, 35% of the teachers are diploma holders and the rest 15% are masters holders which participated. About the year the teachers work in the current department, more than 51% of the teachers have been in their current department between 5-9 years, 43.5% of the teachers said they have been in their current department less than 5 years and about only 5.2% are have been in their current department between 10-14 years.

Accordingly the teachers were asked that their view on the student's participation in the class rooms while they were teaching and the next table 4.11 shows that almost all students don't like to participate in the class room and the reason they gave is that most of the students that don't

participate in the class room have lack of interest in the education they are given which are 88.9% and the rest 11.1% of the student that don't participate in the class room don't have the experiences to participate and talk in the class according to the teachers. The teachers also gave information about how they know students behaviour towards their field of a study and said that the students show low performance which are about 60% of the teachers agreed on and the rest 40% of the teachers said that the students will be absent on their class schedule.

Do students participate in the class room?		Frequency	Percent
	YES	3	10.0
	NO	18	90.0
	Total	21	100.0
On item '7' if your answer is 'No' why?		Frequency	Percent
	lack of interest	18	88.9
	lack of experience	3	11.1
	Total	21	100.0
How do you know students who have low attitude towards the department?		Frequency	Percent
	The absent from school frequently	9	40.0
	Low performance	12	60.0
	Total	21	100.0

Table 4.11 Teachers view on students (2021)

Similarly all department teachers were asked on the most critical question that have a big impact on the survey which is the reason why students reduce their number through the years. So, the next graph and table shows the what their repose was that 28.6% of the teachers suggested that there is a pressure from friend of the students to don't like to educated and also fear of failure of the students will reduce the numbers, 19% of the teachers agree that students don't like the department they are in, 14.3% of the teachers said that they don't know the reason and 4.8% of the teachers suggested that the students are careless and some of the students think that the department they are in couldn't get them better jobs in the future.

	careless	DONT LIKE THE DEPARTMRNT	FAIR OF FAILUER	FRINDS PRESURE	I DONT KNOW	Its jobless education	Total
Frequency	1	4	6	6	3	1	21
Percent	4.8	19.0	28.6	28.6	14.3	4.8	100.0
Cumulative Percent	19.0	38.1	52.4	81.0	95.2	100.0	
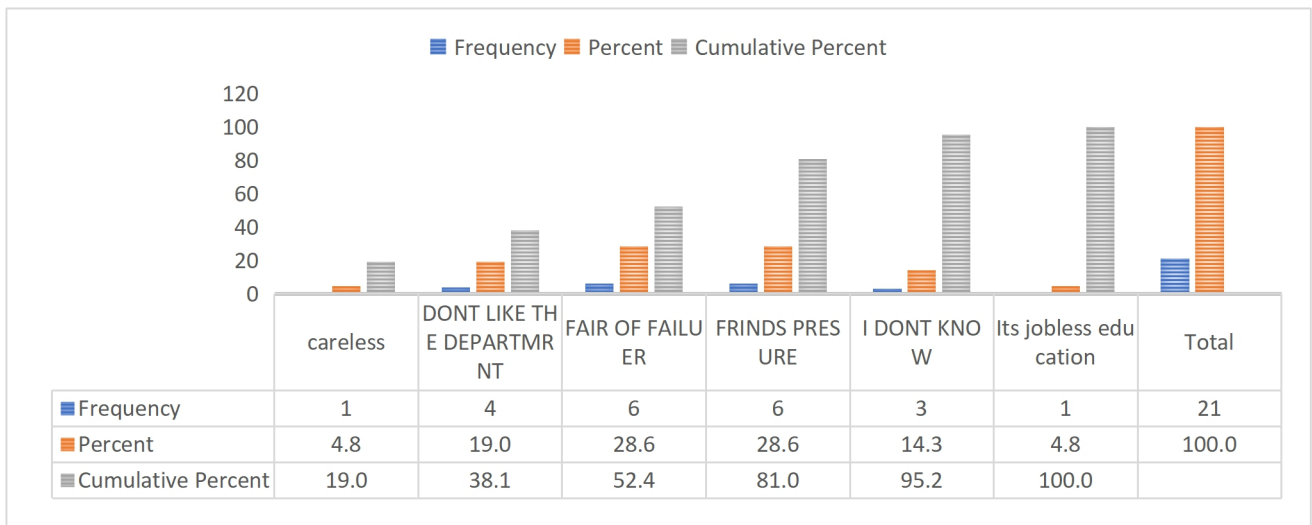
Fig. 4.8 Teacher's view on student's reduction (2021)

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter summarizes the major findings of the study and present the conclusions drown on the basis of the findings.

5.1 Summary of major findings

➢ The majority of the students which are (40%) consider taking advice from other people while they selected their departments. Which some of the students went to each department's teacher and second year students just to understand the department's and got an advice; rest of the students just selected their current department by comparing departments.

➢ Students which are learning in their current department are satisfied by their choice of field of study but more than 20% of the rest of the students are dissatisfied by their department's choice.

➢ According to the findings 108 students from 204 students said that their parents involvement is very high in decision making by a different ways, 32.8% of the students agreed that parents advise them on the department selection and also there are families which select departments without discussion with students.

➢ According the finding students more than 75% of the college are satisfied by their current in departments but there are also more than 15% that are not satisfied.

➢ At registration time most of the students have already select which field of study is good for them and expect one student almost all of the students choose their department before orientation and they haven't changed it except one student changed from HDECoVA department to administrative and secretarial department on the final day of registering.

➢ All the students have participated on the orientation day and exhibition day.

➢ Students that have been participated in the survey most of them agreed that they have enough time and information about the departments but more than 18 % of them said needed more time and information.

➢ More than 38% of the students find it difficult to select departments.

5.2 Conclusions

The study was very necessary and important because it will allow the departments to assess the main problems that are facing now. The main objective of this research was to assess the preference of students at HDECOVA department and the reasons that affect students' decision on their fields of studies. By implementing simple random sampling and using a questionnaires method of data collection, the research question were addressed also the objectives were assed and viewed.

The first objective of the study was to assess how students make decision while they choose their department and 29% of the students said that they consider their emotions while they choose their departments and find someone who is right academic for advice, 20.6% of the students said that they ask advice and 19.6% of the rest of the students said other methods used while they choose. This shows that more than half of the students ask advice while they choose.

The students which are not happy in their departments which means they are not satisfied in their current department because of the lack of skilled teachers in the college and also thinking that the department courses are very hard to study and to pass exams.

The HDECoVA department is in a has been given for the last three years, the other departments students as it sated in the finding suggested that the majority students said that they don't like the HDECoVA department and also the student's family didn't want them to join the department. The students think that the department will not get them jobs in the future according to the teachers. Even they are absent if they didn't like the department and their performance is also very low.

5.3 Recommendations

Based on the findings of this study for here are the following recommendations:

➢ When the college calls for orientation and exhibition it better to call parents of the students so, that to minimize the involvements of parents on the students want and desirers on the course matter or in any decision they want to make. Also which will increase the satisfaction of the students.

➢ HDECoVA department has to promote more about the department merits and the department best features to the students on the orientation and exhibition day to the students. Making the department more familiarize by it second and third year students.

➢ The college has to hire new active and more knowledgeable teachers which can give the courses easily to the students that can be understandable quickly by the students as well. And also changing the way of teaching method which are more focusing on students.

➢ The HDECoVA department by communicating with different organization which are in the field with the departments so, that students can have a moral boost and allowing them there are company that hire them after finishing school.

5.4 Suggestion for further study

The following are suggestions for further studies to be conducted, based on the findings: -

➢ The study was mainly focusing on the assess the preference of students at HDECOVA department and the reasons that affect students' decision on their fields of studies but it can also be done in other departments as well.

➢ The current study was done only in Selam David Roschli Technical and Vocational College; it can be done in another college of private and public.

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ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

Student's questionnaire

The questionnaire of the research to be filled with students: -

Consent

My name is Line Kinfe and I am a student of St. marry university. I am carrying out a study by notifying the school which is Selam David Röschli Technical and Vocational College (SDR-TVC). This research is being conducted to better understand the preferences of technical and vocational education students when choosing a course of study. The results will help me to determine how students like you make decisions about your education. The questions only take 30 minute of your time. The information you give me during the research will be kept confidential. The information you give me will only be used for research purposes and will not be shared with anyone in a way that can directly affect you. Participation in this study is completely voluntary. There may be questions you feel uncomfortable answering. You may refuse to answer any individual question, end participation at any time for any reason, or decline to participate in the entire research. Doing so will not affect your relationship with SDR-TVC. In particular, it will not have any influence on your ability to enrol in SDR-TVC courses, nor have any effect on your potential coursework at SDR-TVC.

Before we continue, do you have any questions for me at this time?

QA   Do you agree to participate in this study?   Yes |_____| No |_____|

Date: _____ / _____ / _____

Selam David Röschli Technical and Vocational College (SDRFTVC) students Preferences Evaluation

Section 1: Demographics

Respondent demographic characteristics				
S1Q1	Respondent gender	1 Male	2	Female
S1Q2	What is your age?	|_____|_____|		
S1Q3	What is your current marital status?	1 Never married 2 Married 3 Separated	4 5	Divorced Widowed
S1Q4	Do you live with your parents, other relatives, with a spouse, with non- relatives, or alone? *Select all that apply.*	1 With parents 2 With other relatives 3 With a spouse	4 5	With non-relatives Alone

Section 2: Family Ties, Role Models

Parents			
The next set of questions are about your relationship with your parents.			
S2Q01	When you were a child, what did your mother mainly do for a living?	1 Stayed at home, household work	
		2 Managed her own enterprise (entrepreneur)	Which sector?
		3 Managed her family enterprise	Which sector?
		4 Worked unpaid for a family business	Which sector?
		5 Worked on the family farm	
		6 Wage employment	Which sector? Which profession?
		7 Casual labor	
		8 Worked for the government	
		9 Other, specify	
S2Q02	Currently, what does your mother mainly do for a living?	1 Stayed at home, household work	
		2 Managed her own enterprise (entrepreneur)	Which sector?
		3 Managed her family enterprise	Which sector?

		4	Worked unpaid for a family business	Which sector?
		5	Worked on the family farm	
		6	Wage employment	Which sector? Which profession?
		7	Casual labor	
		8	Worked for the government	
		9	Other, specify	
		10	Mother is deceased	

Parents (continued)				
S2Q03	When you were a child, what did your father mainly do for a living?	1	Stayed at home, household work	
		2	Managed his own enterprise (entrepreneur)	Which sector?
		3	Managed his family enterprise	Which sector?
		4	Worked unpaid for a family business	Which sector?
		5	Worked on the family farm	
		6	Wage employment	Which sector? Which profession?
		7	Casual labor	
		8	Worked for the government	
		9	Other, specify	
S2Q04	Currently, what does your father mainly do for a living?	1	Stayed at home, household work	
		2	Managed his own enterprise (entrepreneur)	Which sector?
		3	Managed his family enterprise	Which sector?
		4	Worked unpaid for a family business	Which sector?
		5	Worked on the family farm	
		6	Wage employment	Which sector? Which

				profession?
		7 Casual labor	
		8 Worked for the government	
		9 Other, specify	
		10 Father is deceased	
S2Q05	Do you think your mother has influenced your decision on what to do in life?	1 Yes	2 No 66> **Skip to S2Q18**
S2Q06	Please tell us how she has influenced your decision.	|_____|	
S2Q07	Do you think your father has influenced your decision on what to do in life?	1 Yes	2 No **FF> Skip to S2Q20**
S2Q08	Please tell us how he has influenced your decision.	|_____|	

Spouse and Siblings

Finally, I would like to ask about your spouse and siblings.

S2Q09	What does your spouse mainly do for a living? ***If respondent has a spouse (if S1Q5 = 2)***	1	Stayed at home, household work	
		2	Managed **his or her** own enterprise (entrepreneur)	Which sector?
		3	Managed **his or her** family enterprise	Which sector?
		4	Worked unpaid for a family business	Which sector?
		5	Worked on the family farm	
		6	Wage employment	Which sector? Which profession?
		7	Casual labor	
		8	Worked for the government	
		9	Other, specify	
S2Q10	Do you have any brothers?	1	Yes	2 No **FF> Skip to S2Q25**
S2Q11	How many of your brothers are older than you?	|_____|_____|		
S2Q12	Do you have any sisters?	1	Yes	2 No **FF> Skip to S2Q27**
S2Q13	How many of your sisters are older than you?	|_____|_____|		

	Role Models				
S2Q14	A *role model* is a person who serves as an example. Did you have any role Model growing up?	1	Yes	2	No **FF> Skip to S2Q32**
S2Q15	What was the gender of this person?	1	Male	2	Female
S2Q16	Who was this person?	1 2 3 4 5 6	Brother Sister Mother Father Other relative (male) Other relative (female)	7 8 9 10 11	Teacher Politician Business person Prominent person Other, specify
S2Q17	What did this role model mainly do for a living when you were growing up?	1 2 3 4 5 6 7 8 9	Stayed at home, household work Managed **his or her** own enterprise (entrepreneur) Managed **his or her** family enterprise Worked unpaid for a family business Worked on the family farm Wage employment Casual labor Worked for the government Other, specify		Which sector? Which sector? Which sector? Which profession?
S2Q18	Why was this person your	|_____|		

	role model growing up?			
S2Q19	What do most of your current female friends mainly do for a living today?	1	Stayed at home, household work	
		2	Managed her own enterprise (entrepreneur)	Which sector?
		3	Managed her family enterprise?	Which sector?
		4	Worked unpaid for a family business	Which sector?
		5	Worked on the family farm	
		6	Wage employment	Which profession?
		7	Casual labor	
		8	Worked for the government	
		9	Other, specify	

Section 3: Department Choice

Department registration first choice			
S3Q01	First, or most preferred, department.	Administrative Office & Secretarial Technology Electrical and Electronics Food Preparation 4 Heavy Duty Equipment and Commercial Vehicle Academy (HDECoVA)	Accounting and finance Manufacturing Urban Agriculture
S3Q02	Are you satisfied by your current department?	yes, satisfied No, I'm not satisfied	
S3Q02A	WHY ARE YOU NOT SATISFIED?	COURSES ARE HARD LACK OF GOOD TEACHER CAUSES OF NO FRINDS OTHER	
Gender essentialist beliefs *Please tell me if you strongly agree, agree, disagree, or strongly disagree with the following statements.*			
S3Q3	Women and men are naturally talented at different things.	Strongly agree Agree	Disagree Strongly disagree

S3Q4	Men are more tolerant of difficult work conditions.	Strongly agree Agree	Disagree Strongly disagree
S3Q5	Men are better adapted than women to do physically demanding work.	Strongly agree Agree	Disagree Strongly disagree
S3Q6	You can get dirty doing some types of work. Men are more suited for his work than women.	Strongly agree Agree	Disagree Strongly disagree
S3Q7	A woman's most important role is to take care of her home and to cook for her family.	Strongly agree Agree	Disagree Strongly disagree
S3Q8	Household expenses are the husband's responsibility, even if his wife can help him.	Strongly agree Agree	Disagree Strongly disagree

Anticipated discrimination Please tell tell me whether you strongly agree, agree, disagree, or strongly disagree with each statement.					
S3Q09	A female mechanic would make the same amount of money as a male mechanic.	1 2	Strongly agree Agree	3 4	Disagree Strongly disagree
S3Q10	Why do you think that women would not make as much money as men if they became a mechanics?	1 2	Women would not be as competent as men in that trade Women would be subject to discrimination from clients, suppliers, etc.	3 4	Women would work fewer hours than men Other, specify
S3Q11	A female IT specialist would make the same amount of money as a male IT specialist.	1 2	Strongly agree Agree	3 4	Disagree Strongly disagree
S3Q12	Why do you think that women would not make as much money as men if they became a IT specialists?	1 2	Women would not be as competent as men in that trade Women would be subject to discrimination from clients, suppliers, etc.	3 4	Women would work fewer hours than men Other, specify
S3Q13	A female cook would make the same amount of money as a male cook.	1 2	Strongly agree Agree	3 4	Disagree Strongly disagree

S3Q14	Why do you think that women would not make as much money as men if they became a cooks?	1	Women would not be as competent as men in that trade	3	Women would work fewer hours than men
		2	Women would be subject to discrimination from clients, suppliers, etc.	4	Other, specify

Section 4: TVET Course Preferences

Previous TVET experience				
S4Q1	Have you ever attended a school or course for technical or vocational Training, including short courses and training?	1 Yes		2 No
S4Q2	In what subject?	|_____|		
S4Q3	Have you ever attended any other school or course for technical or Vocational training, including short courses and training?	1 Yes		2 No
S4Q4	In what subject?	|_____|		
S4Q05	What is the primary reason why you wanted to take courses at SDR-TVC?	1 SDR-TVC has a good reputation	5	My friends were also interested in SDR-TVC
		2 SDR-TVC offers courses I am interested in taking	6	I have a family member who attended SDR-TVC
		3 Close proximity to home	7	I have a friend who attended SDR-TVC
		4 My family wanted me to attend	8	Other specify
Registration decision				

S4Q06	*Is this respondent a new applicant/student at SDRQTVC or is He/she a student from an older cohort?*	1	New applicant / student	2	Student in an older cohort **FF> Skip to S4Q43**
	For old cohort, which year are you?	__ __			

New applicant / student					
S4Q07	Did you register for SDR-TVC orientation prior to orientation day?	1	Yes	2	No
S4Q08	Before orientation, which department was your first, or most preferred, choice?	1 2 3 4	Administrative Office & Secretarial Technology Electrical and Electronics Food Preparation Heavy Duty Equipment and Commercial Vehicle Academy (HDECoVA)	5 6 7	Accounting and finance Manufacturing Urban Agriculture
S4Q09	After orientation, which department was your first, or most preferred, choice?	1 2 3 4	Administrative Office & Secretarial Technology Electrical and Electronics Food Preparation Heavy Duty Equipment and Commercial Vehicle Academy (HDECoVA)	5 6 7	Accounting and finance Manufacturing Urban Agriculture
S4Q10	When you completed your registration form, which department did you list as your first, or most	1 2	Administrative Office & Secretarial Technology Electrical and	5 6	Accounting and finance Manufacturing

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	preferred, choice?		Electronics		
		3	Food Preparation	7	Urban Agriculture
		4	Heavy Duty Equipment and Commercial Vehicle Academy (HDECoVA)		
S4Q11	At any point did you return to the college to change your department Registration?	1	Yes	2	No **FF> Skip to S4Q23**
S4Q12	What was the primary reason why you decided to change your department registration?	1 2 3 4	I will make more money if I have a degree from this department I will have a greater chance of finding work if I have a degree from this department I am interested in the coursework for this department My national exam score was too low to register for my preferred department's courses	5 6 7	My family wanted me to register for this department My friends wanted me to register for this department Other, specify
S4Q13	Are you currently registered in HDECOVA department at SDR-TVC?	1	Yes **FF> Skip to S4Q26**	2	No
S4Q14	What was the primary reason why you decided not to register for HDECOVA department at SDR-	1	I was not interested in the HDECOVA		

	TVC?	department	
1		2 My national exam score was too low to register for my preferred course	
		3 My family did not want me to register	

S4Q15	What was the primary reason why you decided to register for coursework in your current department?	1	I will make more money if I have a degree from this department	5	My family wanted me to register for this department
		2	I will have a greater chance of finding work if I have a degree from this department	6	My friends wanted me to register for this department
		3	I am interested in the coursework for this department	7	Other, specify
		4	My national exam score was too low to register for my preferred department's courses		
S4Q16	How difficult was it to make the decision to register for this department? .	1 Very difficult 2 Difficult 3 Somehow difficult 4 Not difficult at all			
S4Q17	Did you discuss your department registration choice with anyone before making your decision?	1	Yes	2	No
S4Q18	With whom did you discuss your choice? *Select all that apply.*	1	Mother	5	Friend
		2	Father	6	Staff at SDR-TVC
		3	Sibling	7	Other specify
S4Q1	Do you feel you had enough	1	Yes	2	No **FF> Skip to**

9	information about each of the departments Before making your decision?		**S4Q34**
S4Q2 0	What additional information would you have liked to have?	|_____|	
S4Q2 1	Do you feel you had enough time to consider the information given to you About each department before making your decision?	1 Yes	2 No
S4Q2 2	If you had more time to make a decision, do you think you would make the Same decision?	1 Yes	2 No
HDECoVA opinions			
S4Q2 3	Before orientation day did you consider registering for HDECoVA?	1 Yes 2 No	
S4Q2 4	After orientation day did you consider registering for HDECoVA?	1 Yes	2 No
S4Q2 5	How strongly did you consider registering for HDECoVA before making your final registration decision?	1 Very strong 2 Strong 3 Somehow strong 4 Easy	

S4Q2 6	After the presentation by HDECoVA on orientation day, how positively did you view HDECoVA?	1 Highly positive 2 positive 3 Somehow positive 4 Low positivity	
S4Q2 7	Do you think it is very likely, likely, unlikely, or very unlikely that HDECoVA graduate would be employed *immediately* after finishing their coursework?	1 Very likely 2 Likely	3 Unlikely 4 Very unlikely
S4Q2 8	What was your main source of information about HDECoVA?	1 Family member 2 Friend 3 Pamphlet / flyer 4 HDECoVA staff	5 Orientation day presentation 6 Other HDECoVA presentation 7 Orientation day visit to HDECoVA workshop 8 Other, specify

Registration decision (older cohorts)			
S4Q2 9	Please think back to when you first considered taking courses at SDR-TVC. Did you attend SDR-TVC orientation day at that time?	1 Yes **FF> Skip to S4Q45**	2 No
S4Q3 0	Before or after orientation did you choose your department?	1 Before 2 After	

S4Q31	Before orientation, which department was your first, or most preferred, choice?	1 2	Administrative Office & Secretarial Technology Electrical and Electronics	5 6	Accounting and finance Manufacturing
		3	Food Preparation		
				7	Urban Agriculture
		4	Heavy Duty Equipment and Commercial Vehicle Academy (HDECoVA)		
S4Q32	After orientation, which department was your first, or most preferred, choice?	1 2	Administrative Office & Secretarial Technology Electrical and Electronics	5 6	Accounting and finance Manufacturing
		3	Food Preparation		
				7	Urban Agriculture
		4	Heavy Duty Equipment and Commercial Vehicle Academy (HDECoVA)		

S4Q33	In which department are / were you registered?	1	Administrative Office & Secretarial Technology	5	Accounting and finance
				6	Manufacturing
		2	Electrical and Electronics		
		3	Food Preparation		
				7	Urban Agriculture
		4	Heavy Duty Equipment and Commercial Vehicle Academy (HDECoVA)		
S4Q34	What was the primary reason why you decided to register for coursework in this department?	1	I will make more money if I have a degree from this department	5	My family wanted me to register for this department
		2	I will have a greater chance of finding work if I have a degree from this department	6	My friends wanted me to register for this department
		3	I am interested in the coursework for this department	7	Other, specify
		4	My national exam score was too low to register for my preferred department's courses		
S4Q35	How difficult was it to make the decision to register for this department?	1	Very difficult		
		2	Difficult		
		3	Somehow difficult		
		4	Not difficult at all		
S4Q36	Did you discuss your department registration choice with anyone before	1	Yes	2	No

	making your decision, even if you ultimately decided not register for any Coursework at SDR-TVC?				
S4Q37	With whom did you discuss your choice? *Select all that apply.*	Mother Father Sibling		Friend Staff at SDR6TVC Other, specify	
S4Q38	Do you feel you had enough information about each of the departments Before making your decision?	1	Yes	2	No **FF> Skip to S4Q58**
S4Q39	What additional information would you have liked to have?	|_____|			
S4Q40	Do you feel you had enough time to consider the information given to you About each department before making your decision?	1	Yes	2	No
S4Q41	If you had more time to make a decision, do you think you would make the Same decision?	1	Yes	2	No
S4Q42	How satisfied are you with the department you chose to take courses in?	1 Very satisfied 2 satisfied 3 Somehow satisfied			

		4 Not satisfied at all	
S4Q4 3	If you were / had been given the opportunity to switch to a different Department, would you choose to do so?	1 Yes	2 No **FF> Skip to S4Q63**
S4Q4 4	Which department would you switch to?	Administrative Office & Secretarial Technology Electrical and Electronics Food Preparation 4 Heavy Duty Equipment and Commercial Vehicle Academy (HDECoVA)	Accounting and finance Manufacturing Urban Agriculture
HDECoVA opinions			
S4Q4 5	Again, please think back to when you first considered taking courses at SDR6 TVC. Before orientation day that year did you consider registering for HDECoVA?	Yes No	
S4Q4 6	After orientation day did you consider registering for HDECoVA?	1 Yes	2 No
S4Q4	How strongly did you consider registering for HDECoVA before making your final registration	1 Very strong 2 Strong	

7	decision?	3	Somehow strong		
		4	Easy		
S4Q4 8	Do you think it is very likely, likely, unlikely, or very unlikely that an HDECoVA graduate would be employed *immediately* after finishing their coursework?	1	Very likely	3	Unlikely
		2	Likely	4	Very unlikely
S4Q4 9	What was your main source of information about HDECoVA?	1	Family member	4	Orientation day presentation
		2	Friend	5	Other HDECoVA presentation
		3	Pamphlet / flyer	6	Orientation day visit to HDECoVA workshop
		4	HDECoVA staff	8	Other, specify

ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

Teacher's questionnaire

The questionnaire of the research to be filled with teachers: -

Consent

My name is Line Kinfe and I am a student of St. marry university. I am carrying out a study by notifying the school which is Selam David Röschli Technical and Vocational College (SDR-TVC). This research is being conducted to better understand the preferences of technical and vocational education students when choosing a course of study. The results will help me to determine how students like you make decisions about your education. The question only take 30 minute of your time. The information you give me during the research will be kept confidential. The information you give me will only be used for research purposes and will not be shared with anyone in a way that can directly affect you. Participation in this study is completely voluntary. There may be questions you feel uncomfortable answering. You may refuse to answer any individual question, end participation at any time for any reason, or decline to participate in the entire research. Doing so will not affect your relationship with SDR-TVC. In particular, it will not have any influence on your ability to enroll in SDR-TVC courses, nor have any effect on your potential coursework at SDR-TVC.

Before we continue, do you have any questions for me at this time?

QA   Do you agree to participate in this study?   Yes |_____| No |_____|

Date: _____ / _____ / _____

1. Sex

A/ Male

B/ Female

2. Age in year

A/ 15-20

B/ 21-25

C/ 26-30

D/ 31-35

E/ 36-40

F/ Above 40

3. Years of services

A/ less than 5 years

B/ 5-9 years

C/ 10-14 years

D/15-20

E/above20

4. Educational level

A/ Diploma

B/ Degree

C/ MA

5. For how many years have you working in the department?

A/ less than 5 years

B/ 5-9 years

C/ 10-14 years

D/15-20

E/above20

6. What are the behavioral characterizes of students in the department?

A/ they are shy

B/ they disturb others

C/ disagree with teachers

D/ not focus on the education

7. Do students participate in the class room?

A/ Yes

B/ No

8. On item '7' if your answer is 'No' why?

A/ lack of interest

B/ lack of experience

C/ don't want

D/ don't know

9. How do you know students who have low attitude towards the department?

A/ the absent from school frequently

B/ Low performance

C/ They do not give attention while the teacher is teaching

10. What is the reason for students reduce their interest in the department?

_____

_____

_____

_____

_____

_____

_____

ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

Table 4.3

		For First year students		For second year students		For third year students	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
Which year are you?		70	34.3	70	34.3	64	31.4
Did you register for SDR-TVC orientation prior to orientation day?	YES	**70**	**100.0**	**70**	**100**	**64**	**100**
Before orientation, which department was your first, or most preferred, choice?	1 Administrative Office & Secretarial Technology	5	7.1	6	8.2	5	7.1
	2 Electrical and Electronics	6	8.6	6	8.2	5	7.1
	3 Food Preparation	6	8.6	6	8.2	5	7.1
	4 Heavy Duty Equipment and Commercial Vehicle Academy (HDECoVA)	35	50.0	34	50.7	34	57.4
	5 Accounting and finance	6	8.6	6	8.2	5	7.1
	6 Manufacturing	6	8.6	6	8.2	5	7.1
	7 Urban	6	8.6	6	8.2	5	7.1

	Agriculture						
	Total	**70**	**100.0**	**70**	**100.0**	**64**	**100.0**
After orientation, which department was your first, or most preferred, choice?	1 Administrative Office & Secretarial Technology	6	8.6	6	8.2	5	7.1
	2 Electrical and Electronics	6	8.6	6	8.2	5	7.1
	3 Food Preparation	6	8.6	6	8.2	5	7.1
	4 Heavy Duty Equipment and Commercial Vehicle Academy (HDECoVA)	34	48.6	34	50.7	34	57.4
	5 Accounting and finance	6	8.6	6	8.2	5	7.1
	6 Manufacturing	6	8.6	6	8.2	5	7.1
	7 Urban Agriculture	6	8.6	6	8.2	5	7.1
	Total	**70**	**100.0**	**70**	**100.0**	**64**	**100.0**
When you completed your registration form, which department did you list as your first, or most preferred, choice?	1 Administrative Office & Secretarial Technology	6	8.6	6	8.2	5	7.1
	2 Electrical and Electronics	6	8.6	6	8.2	5	7.1
	3 Food Preparation	6	8.6	6	8.2	5	7.1
	4 Heavy Duty	34	48.6	34	50.7	34	57.4

	Equipment and Commercial Vehicle Academy (HDECoVA)						
	5 Accounting and finance	6	8.6	6	8.2	5	7.1
	6 Manufacturing	6	8.6	6	8.2	5	7.1
	7 Urban Agriculture	6	8.6	6	8.2	5	7.1
	Total	**70**	**100.0**	**70**	**100.0**	**64**	**100.0**
At any point did you return to the college to change your department Registration?	NO	**70**	**100.0**	**70**	**100**	**64**	**100**

Source: Own survey   (2021)

ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

Table 4.5

How difficult was it to make the decision to register for this department?		Frequency	Percent
	Very difficult	24	14.2
	Difficult	85	38.7
	Not difficult at all	95	47.1
	Total	**204**	**100.0**
Did you discuss your department registration choice with anyone before making your decision?		**Frequency**	**Percent**
	YES	94	46.3
	NO	110	53.7
	Total	**204**	**100**
With whom did you discuss your choice? Select all that apply.		**Frequency**	**Percent**
	MOTHER	24	25.3
	FATHER	47	51.3
	FRIEND	23	23.4
	Total	**94**	**100.0**
Do you feel you had enough information about each of the departments Before making your decision?		**Frequency**	**Percent**
	YES	169	81.6
	NO	35	18.4
	Total	**204**	**100.0**
Do you feel you had enough time to consider the information given to you About each department before making your decision?		**Frequency**	**Percent**
	YES	204	100.0
	Total	**204**	**100.0**

ST. MARY'S UNIVERSITY

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Table 4.6

Before orientation day did you consider registering for HDECoVA?		Frequency	Percent
	YES	102	100.0
	Total	**102**	**100.0**
After orientation day did you consider registering for HDECoVA?		**Frequency**	**Percent**
	YES	102	100.0
	NO	0	0.0
	Total	**102**	**100.0**
How strongly did you consider registering for HDECoVA before making your final registration decision?		**Frequency**	**Percent**
	Very strong	58	55.9
	Strong	44	44.1
	Total	**102**	**100.0**
After the presentation by HDECoVA on orientation day, how positively did you view HDECoVA?		**Frequency**	**Percent**
	Highly positive	24	11.8
	positive	51	67.6
	Somehow positive	27	20.6
	Total	**102**	**100.0**
Do you think it is very likely, likely, unlikely, or very unlikely that HDECoVA graduate would be employed immediately after finishing their coursework?		**Frequency**	**Percent**
	Very likely	19	12.8
	Likely	58	56.8
	Unlikely	25	30.4
	Total	**34**	**100.0**
What was your main source of information about HDECoVA?		**Frequency**	**Percent**
	Family member	39	40.1
	Friend	41	43.4
	Pamphlet / flyer	22	16.5
	Total	**102**	**100.0**

Table 4.6 HDECoVA student's decision on department (2021)

ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

Table 4.10

Respondent gender		Frequency	Percent
	MALE	15	68.6
	FEMALE	6	31.4
	Total	**21**	**100.0**
AGE		**Frequency**	**Percent**
	15-20	4	20.0
	21-25	10	45.0
	26-30	2	10.0
	31-35	4	20.0
	36-40	1	5.0
	Total	**21**	**100.0**
YEAR OF SERVICE		**Frequency**	**Percent**
	LESS THAN 5 YEARS	9	44.4
	5-9 YEARS	12	55.6
	Total	**21**	**100.0**
EDUCATION LEVEL		**Frequency**	**Percent**
	DEPLOMA	7	35.0
	DEGREE	10	50.0
	MASTERS	4	15.0
	Total	**21**	**100.0**
HOW MANY YEARS HAVE YOU BEEN WORKING IN THE DEPARTMENT		**Frequency**	**Percent**
	LESS THAN 5 YEARS	9	43.5
	5-9 YEARS	10	51.3
	10-14 YEARS	2	5.2
	Total	**21**	**100.0**

Table 4.10 Teachers demographic characteristics (2021)