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Private Colleges and Leadership Efficiency of TVET with Particular Reference to Tigray

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Abstract

Education in Ethiopia has been made to be the concern of public as well as private sector since 1994 to the contrary of Article 54, 1975 confiscation of private schools in Ethiopia. Article 3.9.6 of the new Education and Training Policy (1994:32) States that “the government will create the necessary conditions to encourage and give support to private investors to open schools and establish various educational and training institutions.” To this effect, private colleges started flourishing in the country and practically share the burden of the government in educational expansion, in general, and in producing skilled labour in particular. However, media like ETV, Tigray people broadcasting service were highlighting disputes between the TVET commission and private colleges in Tigray. On top of this, one of the letters written to TVET (Ref No. 157/98, Date 30-05-98) depicts that” ... ክንዳዎ ተወሲኑ ዘሎ ነገራማት ስልጠና ንምሃብ ብወገና ክሉ ነገር አማሊ እና ኢና ... ብቀጥታ ክንዓ ክውሰነልና አይግባእን. “This means the decision made to discontinue programs commenced seems unwise because we have fulfilled what is expected of us. Therefore, documents in private colleges depict that there were inconveniences, misunderstandings and inadequate decisions, leadership as a process, never the less, secures the cooperation of others and influence towards the achievement of goals” (Campbell, & others, 1983:143; Rashid, & Arches, 1983: 210; Kinard 1988:328; and Stoner & other 1998:490.) Besides, research results vouched this must be learned through experience and practice and through the assessment of success and failure. From the disputes and letters written, leadership competence of both institutions seemed questionable. A model of leadership developed at the Ohio state University’s Mershon center summarizes leadership role in terms of eight competences; shaping vision; helping groups make decision; laying the foundation for outside support; group power; motivating members; resolving conflicts; attracting out side support and defending group advocacy; getting support from other groups (Woyach, 1992;4). Thus, this study investigated the efficacy of the leadership of TVET and private colleges in Tigray and ascertain whether they assure the leadership model. This study specifically is expected to address the following questions.

- 1. To what extent is the responsibility of TVET compatible to its institutional capacity?*
- 2. What is the basis for the relationship of TVET and Private Colleges?*
- 3. What is the effect of TVET leadership on the organizational climate of private colleges?*

The major objective of this study, therefore, is to assess and analyse the effect of leadership on private college's functions and contribute in the development of research based knowledge of the available four Private Colleges and TVET will be taken as sample of the study.

Introduction

1.1. Statement of the Problem

Effective leadership is essential to the performance of all organizations regardless of the objectives they strive to attain. More important, good leadership practices can be learned and applied. Thus, success in leadership depends both on a fundamental understanding of the principles of management and on the application of technical, human, and conceptual skills (Kinard, 1988:18).

According to Deverell (1985:16), the completely untrained administrator who is trying to learn the art of management is an expensive luxury which only an affluent society can afford. Even the trained administrator will of course ultimately have to learn some part of his trade "on the job". But, she will learn it more quickly if he/she has a modicum of systematic training at a very early stage. Until recently, many people held that one could only master the art of management by experience, a slow and laborious road, the more so without guides.

At various levels of the education system, to have competent, well-trained, experienced and knowledgeable subordinates who can be trusted to take responsibility and make the necessary decisions at local level are necessary conditions for the success of decentralized management (Chandan, 1991 cited in Seyoum, 1996:29). Nonetheless, Seyoum indicated that unless there is required and relevant expertise working on decentralized management, it would have a severe consequence on the educational system. In a similar vein, Campbell et. al (1983) pointed to such relevance of expertise.

In this regard, in Ethiopia, with the formulation of the new Education and Training Policy (ETP), educational management was decentralized in 1994 (TGE, 1994). As per the policy, the intention of decentralizing educational management was to make it democratic and professional so that problems of relevance, quality, access and equity of education and training would be alleviated. To this effect, education in Ethiopia has become the concern of the public as well as private since 1994 contrary to Article 54, 1975E.C confiscation of private schools in Ethiopia.

Article 3.9.6 of the new Education and Training Policy (1994:32) states that “The government will create the necessary conditions to encourage and give support to private investors to open schools and establish various educational and training institutions.” To this effect, private colleges started flourishing in the country and practically share the burden of the government in educational expansion, in general, and in producing skilled labour in particular.

However, media like ETV and Tigray People Broadcasting Service were highlighting disputes between the TVET commission and the private colleges in Tigray. Documents revealed that problems such as inadequate and inconsistent supervisory support, loose professional interaction between the private colleges and TVET, and lack of attention and focus on the colleges’ problems, were prevalent. These problems were identified to have led to greater misunderstanding.

Though the overall intention of decentralization of educational management is to create efficient educational management, it will not be materialized unless a capacitated TVET as well as private colleges are established. The capacity of educational leadership at TVET influences the performance of private colleges.

Thus, this study intends to investigate the efficacy of TVET leadership in managing private colleges in Tigray. It is expected to address the following questions.

1. To what extent is the responsibility of TVET compatible to its institutional capacity?
2. How skilled are TVET officials (conceptual, human and technical)?
3. What is the effect of TVET leadership on the organizational climate of private colleges?

1.2. Specific Objectives

The study will specifically try:

- To explore the existing managerial skills and functions at TVET level in assisting private colleges;
- To assess how TVET considers responsibility and accountability in managing private colleges;
- To forward relevant recommendations with regard to prevailing problems.

1.3. Significance of the Study

The study is basically designed to assess TVET capacity in managing private colleges and its effect in the Tigray Region. Therefore, it is hoped that, by and large, this study may:

- Serve as a basis to assist planners and policy makers to assess the appropriate management arrangement and its efficiency.
- Assist higher educational officials to determine the functions and responsibilities of TVET and allocate appropriate resources.
- Provide new ideas to overcome the shortcomings of TVET in insuring the healthy development of interaction with private colleges, and
- Furthermore, the findings of the study may also serve as a reference material and initiate future researcher for in-depth investigation.

1.4. Delimitation of the Study

This study is delimited to an assessment of TVET capacity in managing private colleges. It concentrates on the managerial skills of TVET officials (i.e. conceptual, human and technical). It also focuses on factors such as educational background; experience, structure of TVET and the organizational climate of the private colleges.

1.5. Research Design and Methodology

To carry out this study, a descriptive survey method was used. This method was preferred on the grounds that leadership performance is effectively perceived from the opinion survey of subordinates, superiors and the leaders (TVET officials).

1.5.1. Sampling Procedure

There are 27 in campus private colleges in the Tigray Administrative Region. Of these, four (14.8%) were selected as study areas. This is intended to comply with the conventional argument that, “as sample size increases, the magnitude of the error decreases” (Best and Kahn, 1993:326).

The data for this study were collected from sampled private colleges’ personnel and TVET officials. These are chosen as data sources because: (1) they are the immediate referent groups of the TVET; and (2) they are frequently at college as well as TVET offices and are well versed on the performance of the TVET office. The samples were 10 TVET officials and 40, 10 each from Sheba Info Technical Collage, New Millennium College, Hashenge College and Greenwich College. Simple random sampling was applied to select sample for the study.

1.5.2. Data Gathering Tools

Multiple methods have a merit of supplementing one with others to counteract bias and generate more adequate data (Best and Kahn, 1993:207). Thus, survey questionnaire, and document analysis were used to gather data. While collecting the relevant data from respondents, ethical considerations and legal constraints that could hamper the research process were given due attention.

1.5.3. Statistical Tools

In this study, percentages mean, SD (Standard Deviation), and T-test were employed to analyze the data collected through questionnaires.

2. Discussion of the Results

2.1. Characteristics of the Sample Population

Based on the sampling procedure described 10 TVET officials and 40 private colleges' personnel were included in the study. A total of 50 respondents filled out the questionnaire and all respondents returned them. Also, document analysis was made. The analysis was based on the information drawn from respondents as well as the document.

Table 1: Characteristics of the Respondents

N.o	Characteristics	TVET Officials		Private College Personnel	
		No	%	No	%
		10	100	40	100
			-	-	-
		10	100	40	100
2.	Level of education				
	a. Diploma	-	-	-	-
	b. BA/B.S.C	10	100	25	62.5
	c. M.A/ M.S.C	-		15	37.5
	d. Ph.D				
	e. Others				
	Total	10	100	40	100
3.	Field of specialization				
	a. Generalist	1	10	-	
	b. Subject specialist.	8	80	37	92.5
	c. Educational Adm.	1	10	3	7.5
	Total	10	100	40	100

All respondents in table 1 item 1, i.e. 50 (100%), are males. Female participation in private colleges and TVET leadership in the study was found to be insignificant.

Concerning field of specialization, only a negligible size of the total respondents of both TVET officials and private colleges' personnel i.e., 10% and 7.5% respectively, were trained in educational planning and management. Documents revealed that the number of personnel assigned under the unit for private colleges was only three. Besides, in the process of delegation from the MoE (Ministry of Education) the delegated personnel were not even trained for short period of time concerning the responsibility delegated. However, the primary purpose of administrators development program, i.e. field based preparation, is to increase professional and personal effectiveness while simultaneously increasing organizational effectiveness (Olivero, 1982:341; Kinard, 1988: 18; and Evers and

Gallagher, 1994:77). Therefore, there is a need to staff organizations with people who have the appropriate type and level of education as well as training.

In order to examine the performance of the TVET in carrying out activities related to policy issues, T-test was computed between the respondents' scores. The data in Table 2 indicates that TVET officials and private colleges' personnel significantly differed in perception in all the three items. This exists because private colleges' personnel seem not to accept TVETs' overall knowledge on the policy. The data also shows,

Table 2. TVET Conceptual Skill Application as Perceived by TVET Officials and Private Colleges Personnel

No	Item	Respondents	Mean	SD	T. value
1	Knows the policy	T (N=10) P (N= 40)	4.3 2.92	.82 .94	4.58
2	Introduces the private colleges to the education policy	T P	4.3 2.3	.82 .93	6.45
3	Uses the policy to maintain the private colleges work discipline	T P	4.3 2.22	.82 .94	7.20
4	Make the private colleges develop their strategic plan.	T P	4.0 2.37	.66 1.10	4.44
5	Shares its vision with private colleges.	T P	3.7 2.02	1.15 .99	4.59
6	Consults on issues regarding the private colleges before giving decisions.	T P	4.1 1.77	1.19 .80	7.40
7	Applies group decision-making	T P	4.3 2.15	.48 .92	7.10

* Indicates significant difference at $P < 0.05$ level-

TVET officials perceived TVET above average in implementing the education policy. However, the grand mean value for both respondents seems to reveal that TVET was average in introducing the education policy to the private college personnel, contrary to

the argument that, “the policy informing capability is the intelligence system that serves to inform the processes of governance” (Downey, 1988: 69). This reveals that private colleges are not effectively acquainted with the new education and training policy albeit that it is already 14 years old.

T-tests were computed between respondents’ scores in order to evaluate the performance level of TVET on educational planning. Based on these computations, significant difference was observed between the TVET officials and private colleges personnel in one of the two items with mean score (4.0, 2.37 and $t=4.44$). As their mean scores disclose, TVET officials perceived TVET was performing above average in initiating private colleges to develop their strategic plan. Nevertheless, the grand mean values for both respondents’ show that TVET was average (3.18) in initiating private colleges to develop their strategic plans and below average (2.86) in sharing its vision. However, college improvement, particularly in a situation where resource is scarce, is the result of and hinges on careful planning. It initiates leaders to constantly watch the progress of the institutions, plans and monitors conditions with certain flexibilities. This is indicative of TVET officials lacking skill and insight in educational planning as a result of which one cannot expect substantive contributions by TVET.

According to the data in Table 2, statistically significant differences were observed between the TVET officials and private colleges’ personnel on TVET decision-making skills. TVET officials based on this result perceived TVET as above average in applying group decision makings and in consulting the private colleges. The grand mean of both respondents on the other hand discloses the TVET are below average in consulting on issues regarding private colleges and group decision making. This finding conforms with that of Govinda’s (1997:45) whereby most of offices in developing countries operate solely as a ‘mailbox’, transmitting guidelines, decisions and rules from the central office down to the lower layer of the administration machinery. It is, thus, possible to conclude that TVET

seemed not to have the initiative in taking action, which results from fear of intervention. That is, TVET made decisions which were apparent to lose acceptance and commitment of private colleges due to lack of sharing. Kinard and Ronald (1988:140) have substantially pronounced the core value of decision making in all leadership functions. This is so because all other leadership functions can be interpreted best in terms of decisions made. In this sense, all the efforts of leadership whether to increase performance or efficiency or to raise productivity are to be achieved through employment of sound decisions.

Conceptual skills are skills that require a capacity to learn and a level of experience in observing and practicing acceptable behavior (Szilagyi, 1981:32). Contrary to this, most of the TVET officials were not trained in educational planning and management. Besides, they were perceived as being less capable in performing tasks, which demand conceptual skills.

In order to examine whether there were significant differences between mean scores of the two respondents on communication skill of TVET, T-tests were carried out. Significant differences were observed between the TVET officials and private colleges' personnel in all of the four items. This shows, that, TVET officials have perceived TVET's communicating capability as above average with mean scores ranging from 3.2 to 3.8 except one with mean score 2.5. On the other hand, the mean scores on Table 3 show that, private colleges personnel perceived the TVET's communicating capability below average with mean scores ranging from 1.72 to 2.12.

Table 3. TVET’s Human Relation Skill as Perceived by Private Colleges Personnel and TVET Officials

No	Item	Respondents	Mean	SD	T. value
1	Shows effectiveness in communication	T(n=10) P(n=40)	2.5 1.72	.52 .84	2.75
2	Uses clear directions	T P	3.6 2.12	.96 .79	5.04
3	Overburdens the private college with message	T P	3.2 3.85	.91 1.23	-1.55
4	Shows strong mutual influence	T P	3.8 2.1	.91 .84	5.61
5	Considers private colleges leader’s thought	T P	3.3 2.3	.82 1.04	2.81
6	Encourages private colleges to assume certain responsibilities	T P	4.3 1.9	.82 .63	10.08
7	Contributes for positive atmosphere in the private colleges	T P	4.5 2.22	.52 .86	7.94
8	Acknowledges good performances	T P	4.33 2.65	.86 .92	5.00

*indicates significant difference at $P < 0.05$ level

Ultimately, based on the grand mean value of both respondents, TVET as in Table 3, were below expectation in communicating the mission of private colleges, in providing clear directions, and in showing strong mutual influence. This indicates, TVET failed to employ two-way communication on the mission and other specific innovations attempted. This ineffectiveness was also an obstacle for private college to clearly understand as to what, when, how to do, and where to go. However, Terry and Franklin (1991:345); Davis and Linda (1994); and Bush and John (1994:245) assert the effectiveness of the transmission of what the leader knows, thinks, and feels highly affects and conditions leadership accomplishment. Therefore, leaders, planners and other experts at all levels of the education system are expected to be good communicators in order to introduce the innovations in education.

T-tests were also computed to examine the perception of TVET officials and private colleges' personnel on motivating activities of TVET. As the data in Table 3 indicates, the tests computed between both groups showed significant difference on all four items. As this mean score portray, TVET officials perceived that TVET as performing above average in motivating activities whereas, private colleges personnel, perceived that TVET was performing below average.

However, motivation for Hunt (1992:5); and Tripathic and Reddy (1992;208) is a process whereby goals are recognized, and choices are made to channel inner drives of people towards the accomplishment of organizational goals. It is because people are more personally interested in their work with an organization when they have a say in what happens to them, as a result of which their work becomes meaningful and significant in contributing to higher purpose. Yet, TVET tended to strongly disagree with this noble idea and seemed to completely misunderstand that leadership is all about working with and through people or institutions.

T-tests were computed on TVET's evaluation system. As to the results of the T-tests, significant differences were observed between TVET officials and private colleges' personnel in all six items. The data in Table 4 indicates, TVET officials perceived TVET as above average in applying evaluation. Yet, TVET was perceived as below average in labeling private colleges precisely. For all of the stated evaluation activities, private colleges' personnel perceived TVET to be below average.

Table 4. TVET’s Technical Skill Application as Perceived by private colleges Personnel and TVET Officials.

No	Item	Respondents	Mean	SD	T- value
1	Evaluates the private colleges based on their objectives	T (N= 10)	4.6	.51	6.72
		P (N= 40)	2.47	.96	
2	Applies formative evaluation	T	4.3	.48	6.18
		P	2.57	.84	
3	Applies summative evaluation	T	3.6	1.07	4.64
		P	2.15	.83	
4	Evaluates the private colleges continuously	T	3.1	.73	2.56
		P	2.47	.67	
5	Uses evaluation for corrective measures	T	4.2	.91	0.76
		P	2.6	2.32	
6	Labels the private colleges precisely	T	2.9	.87	2.38
		P	2.05	1.03	
7	Arranges the number of supervisors in relation to the size of the private colleges	T	3.3	.82	3.16
		P	2.2	1.01	
8	Uses subject specialists in supervising the private colleges	T	3.7	1.15	5.24
		P	2.1	.77	
9	Carries out classroom observation with the collaboration of the private colleges.	T	3.6	1.07	5.56
		P	1.7	.93	
10	Provides feed back timely	T	3.3	.82	3.99
		P	2.1	.87	

*indicates significant difference at P<0.05 level.

The argument on the essence of evaluation for Randell et.al (1984:11) evaluation is to make an organization more effective through making its members participative and the process must be cumulative rather than merely one or two observations. It should be continuous because things change rapidly in time.

As soon as one level of improvement is reached another emerges and the strategies for that particular level may not be the same as for the earlier one. Unlike this argument, the grand mean scores of both the TVET officials and private colleges’ personnel showed the evaluation system of TVET being perceived as fairly average. This means private colleges as organizations were not regularly evaluated in order to identify their actual strengths and

weaknesses. The implication is that TVET made organizational decisions based merely on incidents. In such a case, it would be unwise to think about anticipating improvement.

To determine the differences in examining supervisory roles of TVET T-tests were also computed, as in Table 4. Based on these computations for the TVET officials and private colleges' personnel, significant difference was observed in all the four items. Besides, the private colleges' personnel perceptions of TVET supervisory roles were found below average. In providing feedback TVET officials perceived TVET as average, this finding highly contradicts a letter written from one of the sample colleges. The latter was a replay of the feedback of supervision made having 37 pages of claims of mistakes and misunderstandings of TVET.

The grand mean values for both respondents for all items indicated below average, ranging from 2.47 to 2.9. Hence, it could be said that there was no adequate supervisory support for private colleges in the region. For Gold and Szemernyi (1999:147), supervisory teams ought to collectively contain sufficient all-round expertise to be able to discharge their functions effectively. Furthermore, the composition and the number of the supervision team need to synchronize with the size of the institution and the number of pupils on roll. By and large, it could safely be concluded that the aforementioned functions are indicative of the poor performance of TVET in these activities, which demand technical skill.

Table 5. Factors Affecting TVET's leadership

No	Item	Respondents	Response			
			Yes		No	
			No	%	No	%
1	Does the authority delegated to TVET enable to handle the responsibility vested?	T	8	80	2	20
		P	8	20	32	80
2	Do you think that the current organizational structure of TVET enable it to manage private colleges?	T	8	80	2	20
		P	3	7.5	37	92.5
3	Has TVET clearly defined intentions with private colleges?	T	8	80	2	20
		P	3	7.5	37	92.5

An overwhelming majority i.e. 80% of the TVET officials agree with the ideas of the three items in Table 5. The positions of TVET officials seemed to influence their response and they responded “yes”. However, 20% of TVET officials and 80 90% of the private colleges’ personnel disagree with the ideas that the authority devolved to TVET commensurate with its responsibility; the current TVET organizational structure enables them to manage private colleges; and TVET has clearly defined intentions for private colleges. The reasons for ineffectiveness of the TVET organizational structure are stated in response to subsequent open-ended items. The major reasons were it is not organized with qualified personnel of different disciplines and no timely response.

Table 6. The Effect of TVET on Private Colleges’ Organizational Climate

No	Item	TVET		Private college personal		Total	
		No	%	No	%	No	%
1	Who do you think is accountable for the existing organizational climate of the private college?						
	a. TVET	3	21.4	30	52.6	33	46.5
	b. DEAN	2	14.3	8	14	10	14
	c. Instructors						
	d. College Community’s	7	50	13	22.8	20	28.2
	e. Others	2	14.3	6	10.6	8	11.3
	Total	14	100	57	100	71	100

According to Charlton and David (1993:47), climate influences what goes on, what the outcomes are and the level of satisfaction. In general, they have described the organizational climate as being the key independent variable for private colleges’ effectiveness. The existing organizational climate of the private colleges in the region was relatively closed. This seemed to negatively affect effectiveness of private colleges in accomplishing their functions properly and realizing their objectives.

As indicated in Table 6, a majority of total respondents revealed TVET as being accountable to the existing situation in the private colleges. An open-ended question was also included to establish the reason for their choice. Those who choose TVET justified as unfair decisions made 1998 Ethiopian Calander (E.C.) inadequate supervision and untimely feedback that put stakeholders in state of confusion and disturbed the internal climate of colleges. On the other hand, those whose choices were college community stated their reason as colleges were simply running for profit with out fulfilling necessary conditions. They didn't care about the training given. Colleges were closed for, external help.

3. Summary, Conclusions and Recommendations

This part is devoted mainly to the findings, conclusions and measures that should be taken based on the findings obtained by this study. This follows the brief summarized presentation of the central theme upheld all through the course of undertaking the research project.

3.1. Summary

- 3.1.1. All 50 (100%) of the respondents were males. Female participation as officials was found nonexistent.
- 3.1.2. It is reported that there was not even short term training which would enable delegated officials to lead private colleges in the region except a handbook guideline published in 1996 after most of the colleges emerged.
- 3.1.3. TVET had no skill and insight in educational strategic planning as a result of which one can't expect substantive contribution from it.
- 3.1.4. Consequently, TVET seemed to be less capable in performing tasks which demand conceptual skill.

- 3.1.5. The study found that TVET its below expectation in communicating mission in providing clear directions, and showing strong mutual influence. This indicated TVET failed to employ two-way communications about its mission and other specific innovations attempted. This ineffectiveness was also an obstacle for private colleges to clearly understand what, when, how to do something, and where colleges themselves.
- 3.1.6. TVET didn't encourage private colleges to assume responsibility. Thus, TVET seemed to misunderstand that management is all about working with and through people or institutions.
- 3.1.7. TVET looked down on their human relation skill and seemed to lack the executive ability to work effectively as members and to build cooperative effort with in the private colleges.
- 3.1.8. The study found that TVET failed to evaluate private colleges continuously, and to label private colleges precisely. Therefore, private colleges as organizations and their personnel were not regularly evaluated in order to identify their actual strengths and weaknesses. This implied TVET's organizational decisions were based merely on incidents.
- 3.1.9. There was inadequate supervisory support to private colleges.
- 3.1.10. TVET unsuccessfully performed activities demanding technical skills.
- 3.1.11. The current TVET organizational structure perceived to be defective in managing private colleges. Besides, TVET and private colleges had no clearly defined intentions.
- 3.1.12. The study found that, TVET had a negative impact in the existing organizational climate of private colleges

3.2. Conclusions

Based on the findings, the following conclusions are drawn:

- 3.2.1. The success of educational organizations highly depends on the adequacy of personnel they have. Therefore, there is a need to staff organizations with people who have the appropriate type and level of education and training. However, the findings of this study indicated that a large majority of TVET officials were not trained in educational planning and management, and the number of the responsible personnel was few.
- 3.2.2. TVET officials are expected to provide all kinds of support to private colleges need and to manage the education system efficiently. This could be accomplished as desired when they possess managerial skill. Besides, human capital is embodied in individuals' skills and knowledge and can be created through educational opportunities. However, based on our study, TVET officials are less capable in performing tasks which demand conceptual skill; TVET officials seem to have problems in applying activities that needs human relation skill; and TVET officials poorly perform activities which demand technical skills. This shows that no attention is given to the importance of educational management as a discipline while every manager at TVET should have been equipped with the necessary managerial skills i.e., conceptual, human and technical skills in order to manage the education system efficiently and effectively. Therefore, it tends to be clear from the previous discussions/findings that TVET officials do not have the required skills to provide the necessary support to the private colleges.
- 3.2.3. Effective organizational structure gives life and health to organizations. Members are enabled to give their best and make the organization reach its objectives with efficiency. But the structure of TVET in our case seems to be narrow and didn't accommodate a position for different necessary disciplines. Also, there is no

clearly defined intention with private colleges, proving that the structure doesn't enable management of private colleges.

- 3.2.4. To wind up the overall assessment of the research has compiled results that answer its initial questions: though authority was devolved to TVET, they are not staffed with professionally trained personnel. Some of the private college themselves were not supportive to TVET; their organizational climate was relatively closed. That is, their leaders were not visibly involved in performing what was expected of them and teachers were not fully committed to the success of their students. Therefore, TVET officials and private colleges are unlikely to meet the expected outcomes of the policies unless they have a clearer idea of what it is that they can do that will make a difference.

3.3. Recommendations

In view of the findings and conclusion drawn, the following recommendations are forwarded:

1. The findings of this study vouched for the existence of a mismatch between the specialization of TVET officials and their number with the positions they occupy. TVET officials didn't possess the managerial skills to perform efficiently their day-to-day activities. What's more, it had a negative impact in private colleges' climate. Taking these findings in to consideration the researcher envisages the following areas of interest as a starting point in the move to deal with the problems thereof.
 - a) To maintain and improve managerial skills of TVET, TREB should establish procedures to assess effectiveness and provide appropriate experiences, such as periodic evaluation, and in-service training programs, in order to strengthe weaknesses.

- b) Collaborative decision-making seems to create a healthy school climate, which tends to foster a sense of community. Thus, TVET should consult private colleges while deciding on issues concerning them.
- c) Regional Educational Bureau should give due attention to the contribution of private colleges and organize well staffed departments which is only responsible for private colleges.
- d) In assigning personnel, focus should be made on those whose study related to educational leadership.
- e) Rules, regulations and guidelines are the basis for the relationship of TVET and private colleges. To effectively accomplish what is expected of them, there is a need for revising the existing and to develop new ones. In doing so, private colleges and other stakeholder should be involved to the maximum possible.
- f) There is a good start in developing educational standards in the region. This good practice should be multiplied to private colleges and collaboratively develop standards for private colleges' outcomes.
- g) Communication is basic for leadership functions, sound decision, influence people and others. Therefore, periodic evaluation of TVET officials and private colleges should be designed and could be quarterly.
- h) TVET's supervision should target supportive measures and bit-by-bit change to inbuilt supervision system.
- i) Adequacy of internal environment is decisive for any organization. Therefore, private colleges' leadership should work hard for an open climate and attract out side support.
- j) Private colleges should balance income and quality service provision. collaborative work with other and strengthen their collaboration through festivals sport or forums.

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