

**THE EFFECT OF ENTREPRENEURSHIP TRAINING IN  
TVET PROGRAMS AS A SOURCE OF MOTIVATION FOR  
ENTREPRENEURSHIP**

**BY  
ENDRIS YIMER ADEM**

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
INSTITUTE OF EDUCATIONAL RESEARCH**

**JULY 2008**

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**BY**

**Endris Yimer Adem**

Approved By the Examining Board

\_\_\_\_\_  
Chair Person, Institute's Graduate Committee

\_\_\_\_\_  
Signature

Wegayehu Tebje (PhD)  
Advisor

\_\_\_\_\_  
Signature

\_\_\_\_\_  
External Examiner

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Internal Examiner

\_\_\_\_\_  
Signature

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TVET PROGRAMS AS A SOURCE OF MOTIVATION FOR  
ENTREPRENEURSHIP**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE  
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THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL  
RESEARCH AND DEVELOPMENT**

**BY  
ENDRIS YIMER ADEM**

**JULY 2008**

## **DECLARATION**

I, the undersigned, declare that this thesis work is my own work, that it has not been submitted before for any degree or examination to other university, and that all sources I have used have been acknowledged.

Endris Yimer Adem

Name of Candidate

\_\_\_\_\_

Signature

This thesis has been submitted for examination with my approval as a university advisor.

Name Wegayehu Tebeje (Ph.D)

Signature\_\_\_\_\_

Date\_\_\_\_\_

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## Acronyms

CEFE	Competency Based Economies through Formation of Entrepreneurs
ECBP	Energy Capacity Building Program
ILO	International labor organizations
MOE	Ministry of Education
MOFED	Ministry of Finance and Economic Development
TVET	Technical and vocational education and training
UNESCO	United Nations Educational Scientific and Cultural Organization.

## **Abstract**

*The objective of this thesis was to investigate the effects of entrepreneurship training in TVET programs as a source of motivation for entrepreneurship at Entoto and General Wingate TVET Colleges. To achieve this purpose, descriptive survey method was applied. Representative sample of trainees and graduates of 1999 E.C. and entrepreneurship instructors were involved as subjects of the study. Questionnaires and interview were applied as data collecting tools. Based on the investigation in the study, the training of entrepreneurship had positively contributed in enabling trainees/graduates acquire business skills and competencies useful in identifying business opportunities and run their own businesses. Moreover, the training of entrepreneurship had shown positive impact on trainees in motivating them to think of self-employment as a career option. The intention to engage in self-employment/entrepreneurship among trainees was found significant while they were at colleges than following graduations. This has an implication that graduates failed to keep their motivation to self-employment following graduations due to the limitation in the quality of training and the inadequate provisions of services and follow-ups after graduation. One of the recommendations forwarded to keep trainees motivation to self-employment/entrepreneurship was the provision of continuous support to those graduates who want to engage in their own businesses and enhance the delivery of training. Hence, barriers to self-employment could be overcome or reduced. Moreover, it was recommended that training should be given to entrepreneurship instructors for the effective delivery of the training in TVET programs.*

## Appendix E

**Course Title: ENTREPRENEURSHIP**

**Total hrs 80**

### General Objectives:

Generally, this course is prepared to impart to all medium level technical vocational trainees the desired knowledge skills and competencies that would enable them to become confident entrepreneurs who are capable to create and innovate small business enterprises relevant to the trades and inclination they acquired.

The specific objectives of the course are:

1. Trainees of technical vocational educations have acquired awareness of entrepreneurship and self-employment options as a choice for their future career.
2. Trainees have developed positive attitude towards entrepreneurship and self-employment.
3. Trainees have developed entrepreneurial competencies to venture into the challenges of entrepreneurial world.
4. Trainees have identified viable business ideas of their own.
5. Trainees have developed their own business plans for selected specific projects.

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## **UNIT I – Getting Aware of Entrepreneurial Competencies**

**Total hrs 9:05**

**General Objectives:** Upon completion of this UNIT the trainee will be able to

- Discover themselves as change agents of their lives,
- Reveal themselves in public,
- Identify their personal traits,
- Detect the driving forces (motivators) and restraining forces (barriers) behind one's action as goals in life.

### **1.1. Topic 1: Exchanging Creative Feedback**

**1:5 hrs**

**Specific objective:** At the end of this topic the trainee will be able to demonstrate the process of self-reflection using by the feedback provided by their classmate,

#### **1.1.1 Recommended contents, training methods and training materials**

##### **A. Contents:**

- Definition of feedback
- Role of feedback in the training situation
- Feedback through symbolic representation of co-participants

##### **B. Training method**

Trainer:

- Pairs up the trainees,

- Gives instruction for the students to draw portrays which they believe could represent their friends sitting at their back; names of neither of the trainees should be written on the paper,
- Allow the trainees to pick one picture, which seem to represent them after they finished the activity given.

**Trainees:**

- Be paired-up and sit back to back,
- Draw a portray which they imagine about their co-trainee,
- Display their outputs on the board,
- Trainees try to detect which specific portray was meant to represent them,
- Reflect on the feedback process,
- Participate in the training discussion.

**C. Training Material:**

- CEFE manual for reference (Part IV, Chapter 3, Unit 3.1, Topic: Art Gallery)
- A-4 paper per number of trainees,
- Pencils per the number of trainees,
- Soft/pin boards,
- Marker pens.

**1.1.2. Evaluation:**

Trainer asks trainee,

- How far the perceptions of outsiders affect their personal life and how feedbacks help to control attitudes and maintain understanding

Trainees,

- Respond through reflecting their opinions on the importance of feedback to control the implications of ones attitudes on others.

.....

## 1.2. Topic 2 Promoting One's Life Experiences

2 hrs

**Specific objective:** At the end of this topic the trainee will be able to promote their life' experiences through creative pictorial explanations.

### 1.2.1. Recommended contents, training methods and training materials:

#### A. Contents:

- The meaning of self promotion.
- The description of life's experience in a creative way through pictures.

#### B. Training method:

##### Trainer:

- Gives instruction for the students to cut any pictures from the distributed magazines and news papers and post them on the flipcharts under a title "My Life in Brief"

##### Trainees:

- Collect distributed materials (magazines, newspapers, flipcharts, etc.),
- Cut pictures and glue them on flip charts,
- Display their outputs on the wall,
- Participate in the training discussion.

#### C. Training Material:

- CEFE manual for reference (Part IV, Chapter 3, Unit 3.1, Topic: College "My Life In Brief")
- 3 dozens of old magazines,
- 1 pair of scissors per Trainee,
- 1 sheet of flipchart per Trainee,
- 5 tubes of glue,
- 1 push pin board,

## UNIT I – Getting Aware of Entrepreneurial Competencies

Total hrs 9:05

**General Objectives:** Upon completion of this UNIT the trainee will be able to

- Discover themselves as change agents of their lives,
  - Reveal themselves in public,
  - Identify their personal traits,
  - Detect the driving forces (motivators) and restraining forces (barriers) behind one's action as goals in life.
- 

### 1.3. Topic 1: Exchanging Creative Feedback

1:5 hrs

**Specific objective:** At the end of this topic the trainee will be able to demonstrate the process of self-reflection using by the feedback provided by their classmate,

#### 1.1.1 Recommended contents, training methods and training materials

##### A. Contents:

- Definition of feedback
- Role of feedback in the training situation
- Feedback through symbolic representation of co-participants

##### B. Training method

Trainer:

- Pairs up the trainees,
- Gives instruction for the students to draw portrays which they believe could represent their friends sitting at their back; names of neither of the trainees should be written on the paper,
- Allow the trainees to pick one picture, which seem to represent them after they finished the activity given.

Trainees:

- Be paired-up and sit back to back,

- Draw a portray which they imagine about their co-trainee,
- Display their outputs on the board,
- Trainees try to detect which specific portray was meant to represent them,
- Reflect on the feedback process,
- Participate in the training discussion.

**C. Training Material:**

- CEFE manual for reference (Part IV, Chapter 3, Unit 3.1, Topic: Art Gallery)
- A-4 paper per number of trainees,
- Pencils per the number of trainees,
- Soft/pin boards,
- Marker pens.

**1.1.2. Evaluation:**

Trainer asks trainee,

- How far the perceptions of outsiders affect their personal life and how feedbacks help to control attitudes and maintain understanding

Trainees,

- Respond through reflecting their opinions on the importance of feedback to control the implications of ones attitudes on others.

.....

**1.4. Topic 2 Promoting One's Life Experiences**

**2 hrs**

**Specific objective:** At the end of this topic the trainee will be able to promote their life' experiences through creative pictorial explanations.

**1.2.1. Recommended contents, training methods and training materials:**

**A. Contents:**

- The meaning of self promotion.
- The description of life's experience in a creative way through pictures.

**B. Training method:****Trainer:**

- Gives instruction for the students to cut any pictures from the distributed magazines and news papers and post them on the flipcharts under a title “My Life in Brief”

**Trainees:**

- Collect distributed materials (magazines, newspapers, flipcharts, etc.),
- Cut pictures and glue them on flip charts,
- Display their outputs on the wall,
- Participate in the training discussion.

**C. Training Material:**

- CEFE manual for reference (Part IV, Chapter 3, Unit 3.1, Topic: College “My Life In Brief”)
- 3 dozens of old magazines,
- 1 pair of scissors per Trainee,
- 1 sheet of flipchart per Trainee,
- 5 tubes of glue,
- 1 push pin board,
- 4 rolls of masking tape,
- 

**Course Title: Small Business Management (80 hours)**

**Introduction**

Small Business Management course is designed to enable trainees who take the course to be competent in managing small businesses. Students who have taken this course expected to establish their own enterprise either individually or in-group. Thus, becoming competent in business management would be necessary for the success of

their businesses. This course is designed not only to create theoretical know-how but also to equip trainees with practical applications of small business management.

All TVET trainees are entitled to take this course for 80 hours. Additionally, trainees will do field activities for developing practical marketing plan and running micro business enterprises of their own. In line with this curriculum guide, a trainer guideline is prepared to ease the training program. Trainers are advised to use reference materials that are indicated at the end of this guide to fulfill some of the needs of the course. Trainers should take Entrepreneurship TOT aiming to build their competence in the proper and standardized implementation of the programme all over and always.

The curriculum guide states objectives for each unit. The guide further states specific objectives, recommended contents, training methods and training materials and evaluation for each topic and evaluation of each unit and the course. The curriculum guide also assigns hours for each topic. Comments are always welcome to improve this curriculum.

### **General Objectives:**

Generally, this course is prepared to impart to all medium level technical vocational trainees the desired knowledge skills and competencies that would enable them to become confident entrepreneurs who are capable to create and innovate small business enterprises relevant to the trades and inclination they acquired.

The objectives of the course are:

1. Trainees of technical vocational education have acquired practical experiences in running small businesses through micro enterprise creation unit.
2. Trainees have developed confidence in their capability to manage small businesses.
3. Trainees have clearly understood the four major functional areas of business enterprises (marketing, organisation and management, operations management, financial management).
4. Trainees have understood the techniques choosing the legal form of Business ownership.

5. Trainees have developed their own operational plans for selected specific projects.

Trainees have developed experience to improve their Business

### **1.1. Topic 1 Establishing Micro Business and Small Business      3 hours**

**Specific Objective:** At the end of the topic the trainee will be able to prepare necessary documents for setting up micro/ small enterprise.

#### **A. Contents:**

- The definition of micro and small enterprise (Ethiopian & Other countries)
- The definition of small Business (Ethiopian and other countries)

The importance of micro and small enterprises

#### **B. Training Method:**

##### **Trainer,**

- Discuss each content with help of examples.
- Motivates trainees to list as many as micro/small enterprises they know in their locality,

##### **Trainees,**

- Listen to the explanation of the trainer
- Enumerate micro businesses in their localities,
- Actively participate in the class discussion.

#### **C. Training Material:**

- Trainer's guide manual for reference, Micro Business Creation, topic: My first business,
- Flipchart paper,
- Mini business plan formats,

- Markers,
- Writing board,

## COURSE TITLE: Business Growth Strategies

### **INTRODUCTION:**

The Ethiopian Education and Training Policy (April, 1994) state the following: “Parallel to general education diversified technical and vocational education will be provided for those who leave school from any level of education”. This policy further states that Technical training will be provided for those who complete grade ten for development of middle-level manpower. The technical and vocational training program will help to develop middle level manpower. However, technical and vocational training alone wouldn’t help students to obtain independent life. Therefore, complimenting the technical and vocational skills with entrepreneurship course followed by management of small businesses and business growth strategies becomes mandatory.

Business Growth Strategies course is designed to enable students who take the course to be visionaries in planned business growth. Business growth doesn’t happen by itself, but by consciously nurturing the business to maintain logical stages of growth. Thus, students who have established small businesses after having taken entrepreneurship courses are expected to consider the growth of their business. Hence, becoming proactive in business growth would be necessary for the success of their businesses. This course is designed not only to create theoretical know-how but also to empower students with practical applications of growth strategies.

All 10+3 TVET trainees are entitled to take this course equally for 80 contact hours. Additionally, students will do field activities for developing practical growth strategies and testing their applicability. The training is designed based on Competency based Economies through Formation of Entrepreneurs (CEFE) methodology. The detailed history and background of CEFE is obtained in the CEFE manual, which is an integral part of the training. Topics of the curriculum are inline with topics in the trainers’ guide manual.

## Appendix D: Formula Applied To Calculate Mean Values

**Table 7. Instructors Perception to Appropriate Training Methods**

$$\text{Key= mean value= } \frac{w_1f_1+w_2f_2+\dots+w_6f_6}{F_1 +F_2+\dots+F_6}$$

Where, W=weight given

F=Frequency

Lowest mean value was ranked first as respondents were asked to rank 1 for the most appropriate instructional method.

**Table 14: Motivating Factors for Self-Employment**

$$\text{Key= mean value= } \frac{w_1f_1+w_2f_2+\dots+w_6f_6}{F_1 +F_2+\dots+F_6}$$

Where, W=weight give

F=Frequency

Lower mean value is ranked first as respondents were asked to rank 1 for the most important motivating factor.

**Table 15. Reasons for Not Engaging/Planning in Self-Employment**

$$\text{Key= mean value= } \frac{w_1f_1+w_2f_2+\dots+w_9f_9}{F_1 +F_2+\dots+F_9}$$

Where, W=weight given while F=Frequency

Lowest mean value was ranked first as respondents were asked to rank 1 for the main reason for not to think self-employment as a career option.

**Table 17: Emphasis of Entrepreneurship Training**

$$\text{Key= mean value} = \frac{w_1f_1+w_2f_2+\dots+w_5f_5}{F_1 +F_2+\dots+F_5}$$

Where, W=weight given while F=Frequency

Lowest mean value was ranked first as respondents were asked to rank 1 for highly emphasized and 5 for the least emphasized.

**Table 18: Main Challenges of Graduate**

$$\text{Key= mean value} = \frac{w_1f_1+w_2f_2+\dots+w_7f_7}{F_1 +F_2+\dots+F_7}$$

Where, W=weight given while F=Frequency

Lowest mean value was ranked first as respondents were asked to rank 1 for biggest challenge and 6 for the least challenge.

**Table 19. Facilitating Factors for the Emergence of Self-Employed Graduates**

$$\text{Key= mean value} = \frac{w_1f_1+w_2f_2+\dots+w_5f_5}{F_1 +F_2+\dots+F_5}$$

Where, W=weight given while F=Frequency

Lower mean value is ranked first as respondents were asked to rank 1 for the most contributing factor and 5 for the least contributing factor.

# **CHAPTER ONE**

## **1. INTRODUCTION**

### **1.1 BACKGROUND OF THE PROBLEM**

Unemployment is one of the burning issues for many countries through out the world especially in developing countries due to high population growth and slow economic growth. These two factors to a large extent become causes of unemployment for new graduates. Ethiopia is one of the developing countries with underdeveloped economy in proportion to the growth of population size. How to absorb the large and rapidly growing rural and urban labor force into productive employment and increase household income is one of the principal challenges of development in Ethiopia (Andualem, 1997).

Therefore, the stimulation, promotion and development of entrepreneurs to accelerate the development of small business enterprises is a decisive step for developing the economy as well as fostering employment opportunities. To this effect, considerable attention need to be given to launch initiatives in the area of entrepreneurship in fostering the talents and potentials that may stimulate, inculcate and initiate entrepreneurial activities through out the country (Andualem, 1997).

Entrepreneurship education is becoming a component of the new economic strategies for fostering job creation and stimulation of entrepreneurship. It is becoming complementary to venture capital for facilitating economic development (McMullan, 1990).

Entrepreneurship education can assist citizens in broadening their knowledge base to identify opportunities and point out ways to overcome barriers imposed on their environment. Training and education launched with these purposes can have definite role in enhancing entrepreneurship in context of a developing country by enlarging the pool of entrepreneurs in the society (Berger, 1992).

Entrepreneurship education is able to address some of the deficiencies in the existing education system of developing countries. Firstly, the development of entrepreneurial skills in the education system increases the supply of future entrepreneurs in the country. A venture support system based on entrepreneurship education designed to stimulate and facilitate entrepreneurial activities, could result in a lower unemployment rate (McMullan, 1990). Moreover, given the unemployment problems in most developing countries, the development of entrepreneurial skills as well as knowledge and skills in venture creation process prepare students for the realities of life when they graduate. The application of entrepreneurial competencies in daily life empowers students to learn business and enhance their social and life skills.

There is also empirical evidence related to entrepreneurial education as an intervention tool for impacting graduates attitude toward entrepreneurship and on youth awareness and attitudes about the social and economic desirability of entrepreneurship as a career option (Berger, 1992).

When we look back to the tradition of education in Ethiopia, our young men and women with degrees and diplomas were looking for jobs available upon graduation. This is because enterprising culture has not been developed and people were disillusioned as to how they can apply their trainings to engage in self-employment by starting their own businesses (Andualem, 1997).

These situations, therefore, result in an urgent need for young people to be educated and trained in the field of entrepreneurship. In order for them to become job creators rather than job seekers, trainees should learn to be knowledgeable about possibilities for entrepreneurship and develop the right attitude towards work. They should acquire skills needed to identify viable business opportunities and eventually start their own business undertakings (Bridge and others, 1998).

The notion of renewal on entrepreneurial thinking with the break-up of old routines and thinking has been critical in order to create new ways of acting. Following this, the concept of entrepreneurship has undoubtedly attracted increased interest in recent years from politicians, and academics in developing countries like Ethiopia.

In line with this view, Technical and Vocational Education Training Colleges in Ethiopia have been offering courses in entrepreneurship. The courses delivered include entrepreneurship, small business management and business growth strategy. Generally speaking, these courses are believed by institutions who deliver such courses as introductory to entrepreneurial field by enabling trainees' develop skills, knowledge and abilities required

to start a venture and consequently, be awakened and become stimulated towards entrepreneurial spirit.

Based on the above frame work, this study attempts to investigate the effects of this entrepreneurship course as an impetus towards encouraging graduates in opening their own business. Finally, the study provides relevant conclusions and recommendations to solve the problems of unemployment by identifying possibilities for entrepreneurship.

## **1. 2. STATEMENT OF THE PROBLEM**

The Ethiopian government has introduced Technical and Vocational Education and Training (TVET) programs to produce young people equipped with skills that enable them to engage in productive lives. Currently, the number of colleges and institutions providing vocational and technical training has increased across the country though the participation of both the government and the private sector. This would increase the supply of skilled labor force and hence, direct employment may be unavailable for all graduates. This situation urges the country to foster the entrepreneurial drive among its citizens.

Understanding this problem, the government has introduced entrepreneurship training to all trainees in TVET Colleges regardless of the trainees' field of Trainings (MOE, 2003). These courses are given with the assumption of assisting graduates develop enterprising sprit, give entrepreneurial skills and making them capable of identifying opportunities and converting them to business ideas.

Despite the action of introducing entrepreneurship training into TVET programs, the effect of training towards the desired direction has remained un assessed. So, this research paper tries to assess the effects of entrepreneurship training in motivating and assisting graduates to engage in self-employment as well as its impact in enabling trainees acquire needed skills for business start-ups.

### **1.3. Basic Research Questions**

In recent years the Ethiopian government through its education policy has introduced entrepreneurship education given at all levels across all fields of trainings in TVET programs. This training was offered to equip trainees with skills, knowledge, capabilities and attitudes required to start a venture, attempt to awaken and stimulate entrepreneurial spirit of trainees. Therefore, to explore the contribution of the training in light of the above ideas, the following basic questions were raised.

- To what extent the training helped graduates identify business opportunities?
- Does the training create enterprising intentions upon graduates to establish their own businesses?
- Does the training help graduates to develop confidence on their own ability to apply acquired business skills from the training?
- What factors challenge graduates in using their training in real work environment?
- Does the training in entrepreneurship motivate senior trainees to think about opening their own businesses in realizing the usefulness of the courses?
- Does entrepreneurship training provided with variety of methods that involve trainees most?

#### **1.4. Objectives of the Study**

The main objective of this study was to gain an understanding of the current intentions of graduates towards entrepreneurship/self-employment and the key factors that influenced this action. In addition to these, the study identified the degree to which the training was relevant in creating intentions to self-employment, enabling graduates establish and run businesses. Researches are often carried out using specific objectives. Bearing this in mind, this study was intended to:

- Assess the effects of entrepreneurship training on graduates/trainees entrepreneurial intention to start a new venture.
- Explore the opinion of graduates to self-employment as well as entrepreneurial life.
- Identify the challenges/obstacles of graduates in self-employment.
- To examine the influence of entrepreneurship education on attitudes towards business start-ups.

#### **1.5. Significance of the Study**

The findings of the study could be applicable in the following aspects.

- The study could provide an insight on how to improve the delivery of entrepreneurship training.
- The finding and conclusions drawn from the study will contribute in creating awareness among the administrators of the colleges under investigation and other concerned bodies to improve the delivery of the training.

- The study has depicted the range of factors that challenge graduates in the process of self-employment and forwarded ways to minimize them.
- The study has revealed the implications of entrepreneurship training in reducing educated unemployment in creating income generating activities.

## **1.6 Delimitations of the Study**

The scope of this study was delimited to investigate impacts of entrepreneurship training in motivating current year trainees and graduates of 2007 in Entoto and General Wingate TVET Colleges. Moreover, the study also delimited to investigate the impacts of entrepreneurship training in these TVET Colleges in assisting graduates/trainees equip with business skills needed for running their own businesses. The data were collected from graduates of 2007 and trainees of current year who had completed the respective level entrepreneurship training.

## **1.7. Limitations of the Study**

Due to shortage of reference materials in the area of entrepreneurship training in Ethiopian case, most of the sources used in the review of literature were more of research findings in other countries.

The study did not check the inclinations of trainees for self-employment before they took entrepreneurship training.

Moreover, the findings of the study become more relevant if longitudinal research method was applied to investigate whether trainees/ graduates has maintained their initiation or lost it with time.

## **1.8. Operational Definition of Terms**

**Entrepreneurship training:** - is the teaching of knowledge and skills that will enable the trainees to plan, start and run a business.

**Motivation:** - is deriving force that pushes or pulls to act in self-employment.

**Self-employment:**-is a way of earning a living by working independently of an employer through running of once business.

## **1.9 RESEARCH METHODOLOGY**

The major purpose of this study was to investigate the effects of entrepreneurship training in TVET programs as a source of motivation for entrepreneurship. To this effect, descriptive survey research method was employed. To achieve the intended goal of this thesis, compilation of quantitative and qualitative data collection approaches have been used. This approach was designed to triangulate the data, which means the combined use of qualitative and quantitative data collection methods enabled the researcher to capture more data from different aspects.

### **1.9.1 Sample Population and Sampling Technique**

In Addis Ababa city administration five government colleges were offering training in TVET programs. Out of these colleges, Entoto TVET College and General Wingate TVET colleges were chosen using purposive sampling techniques to gather adequate and reliable information for the study. The rationale behind using purposive sampling technique in choosing the sample of TVET colleges was, in the first place, the level of qualification and the diversity of training areas in these colleges were assumed to be representative across all programs. The second reason was the two colleges' proximity to the researcher and researcher's convenience to obtain required support from responsible bodies in these colleges.

The total populations under study in this thesis were all graduates of Entoto and General Wingate TVET colleges of year 2007. By this year, 2624 trainees were graduated from six departments. The samples were selected from all fields of specialization with the hope that representation from different training programs would give rich data about the impacts of training in entrepreneurship.

The sampling method applied to determine the final sample of respondents for questionnaires was convenience sampling technique. Based on this 365 samples were selected. The break down of samples in each department and level of programs was determined through quota system based on the size of the total population.

**Table 1. Distribution of Sample Graduates and field of Study**

Field of Study	10+1		10+2		10+3		Total
	Entoto	Wingate	Entoto	Wingate	Entoto	Wingate	
Business	23	--	18	17	36	--	94
Accountancy	20	--	26	12	24	--	82
Construction Technology	16	--	12	23	--	15	66
Industrial Technology	17	12	20	27	--	15	91
Hotel Service	8	8	10	6	--	--	32
Total	84	20	86	85	60	30	365

In addition to the sample of graduates, 215 trainees from total of 2030 trainees were selected by using systematic random sampling technique from both TVET colleges. Trainees who completed the entrepreneurship training were involved in a study to discover the entrepreneurial intentions and identify whether the training enabled them acquire skills needed to run business.

**Table 2. Distribution of Sample Trainees from Each Level and Field of Specialization**

Field of Study	10+1		10+2		10+3		Total
	Entoto	Wingate	Entoto	Wingate	Entoto	Wingate	
Business	----	----	27	15	--	---	42
Accountancy	---	---	---	---	75	---	75
Construction Technology	11	24	14	20	--	--	69
Textile and Garment Technology	---	17	8	4	--	--	29
Total	11	41	49	39	75	--	215

Moreover, all entrepreneurship instructors in these two TVET Colleges were included in the study as the size of total population was small.

### **1.9.2 Data Collecting Tools**

To gather data required for investigating whether trainees/graduates had developed intentions to establish their own businesses or not, different data collection tools were used.

#### **Questionnaires**

One of the data gathering tools applied was by distributing questionnaires to 10+1, 10+2 and 10+3 graduates of 1999 E.C. and graduating class trainees of all levels who had finalized the entrepreneurship training of the current year. These questionnaires had a variety of items to obtain the necessary data related to the basic questions of the thesis. These questionnaires

included questions about the training of entrepreneurship, the impact of training, and their plan/engagement after graduation. These questionnaires also included rating scales of Likert types, selection from alternatives and open ended questions.

Questionnaires were also prepared and distributed to all instructors teaching entrepreneurship courses in these colleges to take into account their views on the contributions of the entrepreneurship training in enhancing graduates/trainees for self-employment. The questionnaires were made up mainly closed ended questions with some open ended questions to allow respondents provide their own opinions on the contributions, and limitations of entrepreneurship training in TVET colleges.

### **Interview**

In-depth interviews were held with graduates taken as role models by engaging in their own self-employment. This interview helped to capture the views of self-employed graduates on how entrepreneurship training had assisted them in operating their business activities along with the shortcomings of training as well as business support needs. These samples were selected based on snow ball sampling method.

### **1.9.3 Procedures of Data Collection**

The data gathering instruments used in the study were designed based on the reviewed literatures and the intended data needed to answer basic questions. Before the actual distribution of data collecting tools, checking was made so as to make corrections and maintain their validity. After relevant corrections were made, distribution was made and

appropriate follow-up was provided in the process of data collection. To maximize the quality of the responses and the rate of return the time convenient for the respondents was arranged. The researcher did make the objectives of the study clear to the entire sample of respondents at the verge of questionnaire administration in order to avoid confusion and facilitate ease of data collection.

#### **1.9.4 Data Analysis**

After all the questionnaires were collected, the data were coded and fed into SPSS Statistical Packages. Then the data were analyzed and interpreted by using SPSS statistical Packages. The Analysis and interpretation of data were supported by using frequencies, percentages ranking, mean values, chi-squares and document analysis.

Once the analysis of the questionnaire had been completed, four self-employed graduates of 1999 were selected and in-depth face-to-face interview were held. The data obtained from the interview were analyzed keeping the sequence of analysis as organizing raw data, analyzing the data by creating different categories and interpreting the qualitative data along with the main themes of quantitative analysis. The analysis was made next to quantitative analysis just to substantiate the quantitative figures with data obtained from the interview. In this process, pseudo names were used for confidentiality of interviewees' name.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This section deals with the review of relevant researches and theoretical concepts which are useful for establishing the framework for the study. It gives a descriptive analysis of available literatures on historical development of entrepreneurship, its economic contribution, and establishes the framework on how entrepreneurship education and training could enhance the development of self-employment and creation of small businesses.

#### **2.1 Historical Development of Entrepreneurship**

The concept of entrepreneurship varies from period to period and the level of economic development thoughts. It is a continuous process growing from time to time. According to Ayalew (1995), earlier views to entrepreneurship go back to the sixteenth century when the concept was applied to explain people engaged in establishing trade routes. According to Desai (2001), in the sixteenth century French men who organized and led military expeditions were referred to as entrepreneurs. Desai also explained that the term entrepreneur applied for architects and contractors engaged in public works.

In the middle of seventeenth century, the term entrepreneurship was applied to describe a person managing large production projects Pavlov (2005). At that period, the entrepreneur was only responsible for running large production project by using available resources regardless of the associated risks to production projects. Dawit Arega and Dawit Ayalew

(2005) strengthening this view in their paper described that in middle of seventeenth century an entrepreneur was considered as an actor engaged in running large production projects.

The next progressive views on the issue of entrepreneurship could be broadly put into two: the first view equates entrepreneurship with management and/or administrative function of a given business undertaking, while the second looks entrepreneurship as something more than just managing an enterprise Ayalew (1995). The connection of risk with entrepreneurship had developed in the seventeenth century which lies in the second progressive view.

In the middle of the twentieth century, the notion of an entrepreneur as an innovator was established: the function of the entrepreneurs is to re-create or revolutionize the patterns of production by introducing an invention or, more generally, by using new technological possibilities for producing a new commodity or producing an old one in a new way, or by reorganizing an old industry and creating a new one Pavlov (2005).

In the above perspectives, the concept of innovation and newness is an integral part of entrepreneurship. Indeed, innovation, the act of introducing some new ideas, is one of the most difficult tasks for the entrepreneur. It needs not only the ability to create, but also the ability to understand all the forces at work in the environment Haftendorn and Salzano (2003).

As the above literature supports the conceptual development of entrepreneurship has been changing from period to period based on the level of economic development of the world in general. The conceptual understanding of entrepreneurship still remains variable across countries based on their level of economic development.

## **2.2. Contributions of Entrepreneurship**

Entrepreneurship has been regarded by many as one, perhaps the most significant factors in the process of economic growth and development. Hence, differences in entrepreneurship among societies are believed to account for the differential rates of economic growth and development. As Nelson and Ngwiru (1998) explained, business enterprises have a big role in employment creation, resource utilization, and income generation which has economic, social and political significances to the economy.

### **2.2.1. Job Creation**

According to Gubta and Srinivasani (2003), entrepreneurs generate employment directly and indirectly. Directly, self-employment as an entrepreneur offers the best way for independent and honorable life. Indirectly, by setting up large scale business units they offer jobs to many. Thus, entrepreneurship helps to reduce unemployment problems of the country. Strengthening the above view Nelson (1987) explained that in developing countries where there is shortage of capital, managerial resource, and skilled labor force, the promotion of small scale enterprises could be an important approach to economic approach by absorbing labor force.

The world of work for university graduates is rapidly changing; large companies are aiming more at reducing the number of its employees than increasing it Turku and Paula (2004). As a result, recruiters will not absorb the huge number of graduates. Therefore, it is suggested

that graduates should create jobs by opening small and medium-sized enterprises; hence, they could generate income for their own followed by employment opportunity for others.

### **2.2.2. Economic Consideration**

Entrepreneurship contributes to the economy of a country in many ways. Since the late sixties there has been a growing awareness of the important social and economic roles of the small enterprise sector and of the importance of entrepreneurship to the growth of the economy. This has been true both in developed and developing economies of the world (Nelson, 1987).

In line with these views Kumar, Poornima, Abraham and Jayashree (2004) explained that entrepreneurs mobilize the idle savings of the public through the issues of industrial securities. Investment of savings in an industry results in productive utilization of national resources. Thus, rate of capital formation increases which is essential for rapid economic growth. Thus, an entrepreneur is considered as the creator of wealth.

The above issues lead to conclude as entrepreneurship is a key driver for economic growth. According to Nelson (1987) wealth and high majority of jobs are created by small businesses started by entrepreneurially minded individuals, many of whom go on to create big businesses. People exposed to entrepreneurship frequently express that they have more opportunity to exercise creative freedoms, higher self-esteem, and an overall greater sense of control over their own lives.

### **2.2.3. Entrepreneurial Motivation**

Motivation may be defined as a process of stimulating someone to adopt the desired course of action (Kumar and et al 2004). According to these authors positive motivation for entrepreneurship occurs when a person is inspired to act for earning some rewards and benefits. According to Gubta and Srinivasani (2003), a person's behavior is shaped by several socio- psychological factors such as his/her goals, education level, cultural background, work experience, etc. As the above authors explained several factors motivate people to start business enterprises. To mention some: education, occupational experience, desire to innovate, and assistance from financial institutions, desire to be free and independent and family background.

Diana (2005) in her paper identified that human motivation could greatly influence the entrepreneurial process. In her arguments, she explicitly assumed that all human action is the result of motivational factors. She also assumes that entrepreneurship is not solely the result of human action; external factors also play a role (e.g., the status of the economy, the availability of venture capital, the actions of competitors, and government actions on the economy).

### **2.3. Challenges of Job Creation for Young Graduates**

The issue of graduate unemployment has become a center of discussion and concern for different countries around the world, a subsequent focus of attention by governments, planning bodies and institutions and academics. Unemployment of youth graduates has far-

reaching implications on the labor market and the society at large. According to Blaug (1987) view if unemployment problem is seen as essentially as a problem of graduates, educational authorities need to devise policies that may alleviate the problem. This is because unemployment of graduates might have far-reaching negative implications on the labor market and the society at large.

Self-employment may be a career option for graduates when employment situations are not easy to find. On the contrary, graduates might have a lot of problems in this regard. Ames and Miller (2003), in their paper explained challenges of graduates for self-employment as; lack of startup capital; technical skills and experience; lack of entrepreneurial motivations; lack of youth involvement and lack of institutional capacity for promoting graduate employment. Zimmer (2005) in his part stressed that lack of effective and accessible knowledge; inadequate social infrastructure; and poor stakeholder knowledge, commitment, and participation have made it difficult to mitigate the high unemployment rate and extreme poverty among graduate youths in developing countries.

On the other hand as explained in Gubta and Srinivasani (2003), cultural factors, social factors and economic factors are main hindrances of job creation. According to these authors, entrepreneurship does not emerge and grow spontaneously. The actions as well as entrepreneurs decisions are thus likely to be influenced by their cultural background. It is obvious that cultural background influences an individual's approach to life.

Batra (2003), on his part explained that factors like family back ground, education, technical know-how, financial position, government help, personality trait determine the creativity and

development of entrepreneurship. In addition to this, Dawit and Dawit (2005) strengthening the above view explained that cultural beliefs and societal practices which have an adverse effect and are challenges of entrepreneurial job creation. Andualem (1997) also on his part indicated that for entrepreneurship to flourish, the environmental conditions should be favorable. Hence, no doubt those cultural factors enhance or inhibit the desire and ability to express enterprise in a society. The existence of unsupportive culture is therefore, could retard promotion of entrepreneurship.

## **2.4 Entrepreneurial Skills Required for Business Start-ups**

The Earnest & Young Entrepreneurship Survey as explained in Diana (2005) summed-up the necessary characteristics of an entrepreneur. These include the entrepreneur's ability to recognize and take advantages of opportunities, his/her resourcefulness, creativity, independent thinking, risk taking and hardworking abilities, optimistic nature, innovativeness, visionary capabilities and leadership qualities. Moreover, Gibb (2007) explained that entrepreneurial attributes such as creativity, opportunity seeking, initiative taking, motivation, achievement orientation, autonomous behavior, need for challenge and willingness to learn from failures are required for successful business start-ups.

Therefore, in order to equip graduates with these entrepreneurial skills, the trainees should be encouraged to make an in-depth study of the reality of the business atmosphere, looking for symptoms (changes, improper situations, chaos, etc.), which could mean opportunities. They need to discuss the main sources of opportunity in the area of the future entrepreneurs. With the help of films and texts, they do exercises where the students are encouraged to identify

breaks in paradigms of the past, and to project breaks in paradigms in the future, in their own field. The testimonies and interviews are also sources of learning in the process of the analysis of opportunity (Zimmer, 2005).

## **2.5. Fostering Entrepreneurship through Education**

Building an entrepreneurial nation is not a quick process. A culture of entrepreneurship needs to be inculcated at trainees, throughout the education system, whilst at the same time building awareness amongst parents and communities at large that entrepreneurship is an honorable and rewarding career option. To this end, developing an entrepreneurial culture and supporting innovative culture to the emergence of new and small firms should be high on government agendas. Therefore, colleges and other organizations in the education sector need to play key role, through training of potential entrepreneurs and knowledge transfer to industry.

### **2.5.1. Methods of Teaching Entrepreneurship**

As Batra (2003) described in his book entrepreneurship training programs should develop a series of abilities, attitudes, values and traits that are essential for entrepreneurial development among trainees. According to this author to be effective, entrepreneurship education needs to involve the individual, be workable, relevant and usable. Moreover, according to Desai (2001) edition, the educational process needs to ensure deep understanding which enables the individual to be open to opportunities, be able to assess risks, be willing to learn from errors, and be motivated to start again

Supporting the above views Gubta and Srinivasan (2003) confirmed that it should be the aim of every institution or training centre to develop the full potential of learners by providing learning opportunities and tasks which are vital for better understanding of the subject.

It is strongly advised that the teacher need to use a variety of instructional strategies and should not focus on one type of teaching methodology in order to meet the objectives of each topic or unit in the training of entrepreneurship. It is also important that the method chosen works toward the achievement of the learning objective. For example, if the purpose of the unit is to develop students' critical and creative thinking abilities, then the instructional approaches should involve students in developing knowledge, values, skills, abilities, and processes needed to be creative thinkers Redford (2003).

In addition to the above views Gibb (2007) reported that entrepreneurship trainers/teachers need to master the art of training for entrepreneurship; encourage trainees networking; develop motivation and commitment of trainees to see things through; encourage calculated risk taking; seek and take up opportunities in an innovative fashion; and involve trainees in taking personal responsibility for the development of their learning.

According to Gibb (2007) and Blaug (1987), the challenge in bringing entrepreneurship into the classroom is to organize the classroom around the structural characteristics identified above. The challenge is to allow young trainees to experience and feel the concept rather than just learn about it in the conventional sense. This leads to emphasis upon a pedagogy that encourages learning: by doing; by exchange; by copying (learning from the experience of others ); by experimentation; by risk taking ; by creative problem solving; by feedback

through social interaction; by dramatization and role playing; by close exposure to role models; and in particular, interaction with the outside real world.

From the above views what can be drawn is the teachings of entrepreneurship need to focus on inspiring learners through entrepreneurial real life interactions and simulations. In simple words, it should put trainees' in situations similar to those that they will meet in practice.

According to the international level based training manual CEFE (1998), there are five important factors in the operation of the training: the linking of learning with activity, providing adequate space and time for processing; creating a supporting environment for change; being sensitive to the culture of the target group; and developing technical competence in the field of business management.

As indicated in the above manual, the training is given on the premise that motivation, competence and behavior can all be learned. The best way to learn these, outside of the running a business, is through **simulating** the business situations that are designed to elicit enterprising behavior. Through participation in the activity, enterprising behavior is encouraged and exercised. This is reinforced with new knowledge so that ample justification exists for sustaining the change.

The focal point of action-oriented teaching is integration; this means teaching/learning arrangements which are reality-based and therefore, relevant to real life, didactically-structured and supportive of personality. This includes for example the promotion of multi-dimensional learning, addressing all behavioral dimensions, the promotion of thinking and learning in carrying out complex action (setting objectives, implementation, monitoring,

evaluation etc.), i.e., a close relationship between theory and practice as well as dealing with subject matter on an inter-disciplinary basis Redford (2003).

As explained in CEFE (1998), the sustainability of the results achieved during the training is a function of: how well the training was conducted; the preparations of the course related to the involvement of the complementary resource institutions; and the follow up provided by the host executing agency. As indicated in Kaulgud (2003), follow-up is made to check whether the trainees did receive a loan; assisted to start their business and identify what problems trainees encountered. These organizations need to have counseling services to assist their former trainees with serious obstacles encountered in the start up or growth process.

### **2.5.2. Enhancing Entrepreneurial Capability through Education and Training**

According to Sriram and Mersha report of (2006) African governments need to develop the internal capacity to help potential entrepreneurs acquire the skills necessary to identify, plan, launch and operate a business. This is for the assumption that education helps in broadening knowledge base, by identifying opportunities, and by pointing out ways to overcome barriers imposed by ones environment. Hence, education and training can have definite role in enhancing entrepreneurship in the context of developing a country by enlarging the pool of entrepreneurs in society.

In addition to the above view Gibb (2007), argued that education can serve as a preparatory function in relation to new venture initiation or start-up, whereby the transfer of knowledge

and the acquisition and development of relevant skills would be expected to increase the self-efficacy and effectiveness of the potential entrepreneur. The above author also described that training on entrepreneurship includes preparation for small business management of existing owners/managers, as well as potential entrepreneurs.

Martinez (1989) on his part explained three legitimate roles of entrepreneurship education for the development of an entrepreneurial society. First, it can present trainees' with entrepreneurship as a possible career choice in addition to acting as a general advocate for the mindset and type of creativity employed in entrepreneurial endeavors. Second, it can assist students in developing the technical and business skill set necessary to have a successful entrepreneurial career. Third, professional educators can assume the responsibility of advancing the body of knowledge associated with the entrepreneurial phenomenon.

According to Daniel (2004) best practices in entrepreneurship training are those which stimulate trainees to potential entrepreneurs through equipping with the right kind of knowledge, skills and attitudes. Moreover, Fayole (1989) explained that even if acting entrepreneurially is often difficult, the venture creation attempt in itself implies a learning process which is useful for the individual's personal development.

Thus, entrepreneurship education provides opportunities for trainees to master competencies related to core entrepreneurial knowledge, skills and attitudes including: opportunity recognition; idea generation and marshalling resources in the face of risk to pursue opportunities; venture creation and operation; and, creativity and critical thinking.

Moreover, according to Vyakarnam (1995) teaching programs in entrepreneurial learning can be framed to fit into three-part model. In the first part, inspiring trainees possess entrepreneurial capabilities. In the second part, when they have thought about their own ambitions they are provided with information how to take their ideas to reality and finally they are assisted with implementation of their ideas through mentoring, granting resources and other forms of practical support.

To foster entrepreneurial motivation through entrepreneurship training, it is proposed that programs should build confidence of trainees so that they persist in the pursuit of entrepreneurship.

### **2.5.3 Impacts Findings on Entrepreneurship Training in Different Countries**

In the context of Singapore, Wang & Wong in Fancier and Jens (2006) found that in 1998, before the introduction of entrepreneurship education for undergraduates, they had generally low perception and knowledge of entrepreneurship. After entrepreneurship education was introduced, trainees had shown positive attitudes towards entrepreneurship and the training had influenced new venture creation. Moreover, Henderson and Robertson (1999) also reported entrepreneurship education as having a positive influence on entrepreneurial tendency or self-employment as a career option.

The above study supported the assumption that entrepreneurship education positively affects the graduate's perception of job security and attitudes towards self-employment, opportunity

for financial gain, job satisfaction, and view of economic outlook. It was also found that after sitting on entrepreneurship course, trainees' attitude to entrepreneurship was found to be positive. Batra (2003) also found that mentoring schemes are effective in changing perceptions and increasing knowledge.

In view of the above ideas Vesper (1996) also conducted a survey of six hundred business major Babson College graduates who had participated in entrepreneurship courses tended to correlate with later owning a business.

According to CEFE report (1998), entrepreneurship training has been proved to be a very successful approach to the promotion of small and medium enterprises, employment, income and economic growth. The major findings of an official evaluation of the German Ministry for Economic Cooperation carried out in different countries in Asia, Latin America and Africa reflected that entrepreneurship training was useful or very useful for:

- development of entrepreneurial competency .....98%
- Personal development ..... 93%
- development of businesses ..... 86%

In this study, the training was also found to be especially successful and fruitful when used for people with a lower educational background and/or low income.

Moreover, in 2002 more than 250 schools and 3,500 students participated in youth enterprise training in Dutch, which offer further opportunities for the acquisition and development of entrepreneurial competencies in the fields of market analysis, building of social networks of

suppliers and customers and abilities to deal with risk. According to the findings of this research, many respondents liked entrepreneurship because they saw it as very varied and challenging. It was also attractive because independence is encouraged and it is possible to see clear results of endeavor (Jeroen, 2003).

Although not everybody can be entrepreneur, certainly students can be trained to display the characteristics of successful entrepreneurs, that is, to make them enterprising, so that the ultimate result is an enterprising society. People think, act and behave in an entrepreneurial or enterprising manner (CEFE, 1998).

Entrepreneurial intention can be seen as an interest in creating a new venture or as the target behavior of starting a new business venture Krueger (1996). Intention can be seen as the cause of an action and the higher the stated intentions to execute the action, the higher the probability of engaging in the act.

According to Fayole (2004), a number of studies indicate the benefits of participating in entrepreneurship training which include increased self-esteem, confidence, connection and empowerment.

In a nutshell, development of an enterprising spirit is often seen as important and as the main criterion for deciding who chooses entrepreneurship and becomes successful in that field as concluded from the above paragraphs. Hence, developing intention gives potential entrepreneurs energy and derives to become involved in its implementation.

## **2.6. TVET Objectives and Employment Conditions**

TVET programs are crucial in the development of well-trained human resource needed to the economy for direct employment as well as expansion of self-employment. Hence, it becomes imperative to develop TVET institutions/colleges that supply adequate skilled labor force to the varied needs of society as well as to the economy.

### **2.6.1. TVET Objectives in Ethiopia**

One of the most important features of TVET is its orientation towards the world of work and the emphasis of the curriculum on the acquisition of employable skills. TVET delivery systems are well placed to train the skilled and entrepreneurial workforce that needs to create wealth and emerge out of poverty. . According to Africa Union (2007), another important aspect of TVET is that it can be delivered at different levels of sophistication. This means TVET institutions can respond to the different training needs of learners from different socio-economic and academic backgrounds, and prepare them for gainful employment and sustainable livelihoods.

In Ethiopia, TVET was the most neglected area in the history of the education system. However, following 2000/01 a massive expansion of this sub-sector has been operational. The strategic thinking behind the expansion of the TVET sub-sector is to meet the middle-level human power needs of the economy which have become very essential to the overall development of the country (MOE, 2002).

The goal of the TVET system is to create a competent, capable and adaptable workforce to economic and social developments in Ethiopia, and to enable an increasing number of Ethiopians to find gainful employment and self-employment in the different economic sectors of the country (Engineering Capacity Building Program, 2006). To this end, TVET will be re-organized into an outcome-based system. This means that identified competencies needed in the labor market become the final benchmarks of training and learning, and that all institutions, rules and regulations of the TVET system will be re-defined so that they support Ethiopians to become competent.

According to MOFED report of (2000) edition, the economic policy and strategy of Ethiopia requires technical and professional skills in broad and specific occupational fields. It is with this intention that the Government of Ethiopia has put in place a comprehensive capacity building development program aimed at strengthening its human resource potential through TVET programs. To meet this demand, public and private TVET institutions have increased in number. Moreover, the training areas have been diversified, and enrolment has also increased.

Graduates of TVET institutes/colleges will not only be government or private sector employees, but they are also expected to be self-employed citizens. To this end, courses in entrepreneurship development would be offered to trainees so that they don't only have the professional skills, but also the ability to create their own self-employment opportunities MOE (2002). According to this document, this action was considered as one of the major actions intended to achieve the skilled man power requirements of the economy.

## **2.6.2. TVET and Employment Conditions**

According to UNESCO (2005), TVET is increasingly recognized as an effective means of empowering young people to engage in productive and sustainable livelihoods. In some countries, governments are faced with the challenge of providing further learning opportunities for young people or preparing them for the world of work.

Hence, TVET programs that respond to the demands of the labor market are viewed as central to equip graduates with work skills that will enable them to escape from the cycle of poverty and contribute to their community economic wellbeing.

The quantity and quality of human resources produced depend on both the delivery capacity of the formal and informal education and skills system, and on the demand for these resources in a given country. Williamson (2007:123) illustrated this fact as ‘simply increasing the supply of educated and skilled workers through investing heavily in expanding the provision of education and training is nothing unless matched with labor market’. This could make rapid rise in the number of degree and certificate holders, coupled with a lack of jobs in the areas for which these people were/have been trained.

Guarcello (2006:45) explained the above issue further as ‘graduate unemployment is one of the most labor market difficulties of young graduates coming from middle level training centers’. This is because, early unemployment in a person’s working life is severe as it may permanently impair his or her productive potential and therefore, unemployment problems can lead to serious social adjustment difficulties.

In line with the above ideas, a high level of unemployment is one of the critical socio-economic problems facing in Ethiopia. While the labor force grows, with an increasing proportion of youth, employment growth is inadequate to absorb labor market entrants. As a result, youth are especially affected by unemployment (UNESCO, 2005).

Thus, enterprises of the formal sector are by no means in a position to absorb the increasing demand for employment. According to (Freire, 2001), the majority of people will have to make a living in the informal sector. The TVET system must react to this situation and although a number of projects offer a larger range of different training programs, more initiatives are required for the existing training institutions to address a greater variety of target groups, particularly the more disadvantaged.

In the provision of vocational skills, micro-enterprise development training, and other income generation programs, a knowledge of the demands of the formal and informal sectors, the underlying employment markets, skills market, industrial characteristics, and labor must be directly linked to curriculum and training (ILO, 2003 ; in Williamson, 2007). In a nutshell TVET institutions/colleges should align the supply of skills to the requirements of local labor markets to provide graduates for gainful employment.

### **2.6.3. Entrepreneurship Education in TVET Programs**

The focus of TVET programs have been on the preparation and development of job seekers. That is, vocational training has not been involved in exploring new concepts beyond the traditional role of preparing students for available jobs. Rising levels of youth

unemployment is having disastrous results in countries where this problem has reached serious proportions.

The rising level of graduates from time to time would make the supply of labor exceed the demand. This urges TVET institutions/colleges develop intentions and motivations for self-employment. One policy recommendation according to Nelson and Nguiru (1987) is modifying the education curricula to prepare people for entrepreneurially- defined work.

An increasing attention has been given to technical and vocational training in Ethiopia as a policy instrument to improve employment and employability of youth graduates. Trainees learn job-specific and employability skills and are given opportunities to use these skills through work experience programs that connect them with the business community through apprenticeships (MOE, 2001).

This need for entrepreneurial skills, among technical and vocational graduates, includes the associated knowledge and skills demanded in entrepreneurial scenarios such as teamwork, critical thinking, problem solving, and communication skills. In short, the total entrepreneur must be developed—a person having technical, business, and personal skills plus the associated drive and experience that make an entrepreneur successful.

UNESCO's Section for Technical and Vocational Education is addressing this issue by proposing that entrepreneurial skills should augment the technical knowledge and skills young people gain in formal vocational training. Entrepreneurial skills will help them to

acquire the mindset and know-how necessary to make self-employment a viable career option (UNESCO, 2005).

From the above views what can be drawn regarding preparing trainees for a changing society and workplace, TVET is extending the training beyond the delivery of occupational knowledge. It must offer trainees an incentive for thinking creatively about creating a venture and broaden their understanding of the career opportunities.

Moreover, Nelson and Nguiru (1987) recommended that for Vocational and technical training institutions adequately prepare graduates for employment and self-employment, they need to orient graduates with entrepreneurial business trainings. That is to say programs need to be designed in vocational and technical training institutions to develop entrepreneurial skills and management skills which are essential for success in owning and operating a small enterprise.

#### **2.6.4. Entrepreneurship Education and Self- Employment**

Self-employment represents an important route into the labor market both in urban and rural areas. However, self-employment requires more than being technically competent in a certain occupational field. In order to become successful entrepreneur people need to develop self-confidence, creativity, a realistic assessment of the market, basic business management skills and openness to take risks.

According to Kaulgud (2003), entrepreneurship is extended from the concept of self-employment. As a self-employed person generates self-employment for him/her self, the entrepreneur also generates employment for others. Entrepreneurship education is becoming a component of new economic strategies for fostering job creation (Martinez, 1989). According to these authors, entrepreneurship education focuses on preparing trainees for self-employment.

To promote job creation and the reduction of unemployment, the training of prospective entrepreneurs is vital for economic development. To encourage entrepreneurial endeavors, many educational institutions nationwide have introduced courses designed to promote the skills and knowledge necessary to begin a new business or create a new product (Gibb, 1987).

In an era of knowledge-based economies, an increased concern for improving creativity and innovation is basic to sustained growth. It is reported that the difference between being a developed or a developing country is a function of human capabilities in creativity and innovation. Hence, cognizant of all these facts, countries to bring sustainable development, eradicate poverty and reduce problems of unemployment need to concentrate on self-employment situations through fostering it by entrepreneurial training.

What can be deduce from the above views is the concept of employability must focus on the need to equip trainees with the skills and competences they require to be employable or to create their own jobs, and to provide enterprises with the qualified, motivated and committed

workforce required to remain competitive and grow. And hence, the inclusion of entrepreneurship training becomes vital.

## **2.7. Entrepreneurship in Ethiopia: Brief Historical Account**

Although Ethiopia has long been an independent country for long years; enterprise culture has not been developed. For this, there are many factors as explained by different scholars. According to Ayalew (1995), the feudal culture has affected the development of entrepreneurial drive. It despises enterprising people and activities. Those who engage on enterprising activity were the landless. This implies that enterprising peoples were not encouraged unless they were from low class society. Andualem (1998), on his paper strengthening this idea explained the feudal system existed over a centuries and hence, it inhibited private enterprises.

In Socialist decades enterprise and drive for private property were also punishable as an anti-society. The economic policy was discouraging private enterprises and people were allowed to participate only in one line of activity. This has also contributed for low entrepreneurial spirit (Ayalew, 1995).

In addition to these, the formal education system that the country has pursued did not prepare students for enterprise. It in fact inspired them to become administrators, military personnel or other civil service servants and it instills in them fear and robs them of entrepreneurial vision and the zeal to business opportunities (Andualem, 1997).

These factors along with others have contributed for the unsatisfactory level of private and small scale enterprise development. Small scale industries have not been able to contribute substantially as needed to the economic development of the country particularly because of poor financial capacity of these enterprises (Hailay, 2003).

Moreover, according to Johannes (1995), traditional Ethiopian education was initially more of literacy and spiritual knowledge. As such, education for business entrepreneurship would not have been part of traditional education system. With the start of modern education it became more evident that education was for employment. In this regard, education for self-employment was not part of the objective.

After post Derg period, the transitional government of Ethiopia declared its economic policy to be market economy. Such policy when supported by appropriate institutional and legal arrangement is expected to encourage development of private sector which breeds entrepreneurs and business owners. According to Ayele (2003), Ethiopia is now on the line of market driven economic system. This implies that entrepreneurial derive in Ethiopia is in its infancy.

Today entrepreneurship and development of private sector in Ethiopia are given high prominence. The private sector has become a prime focus of attention, particularly since the change of the Derg government in 1991. It is considered to have a pivotal role for the growth of the economy. This new economic orientation geared towards free market economy has rekindled the chance for the birth and growth of private sector (Taye, 1995).

## **2.8. Enabling Environment for an Enterprise Creation and Expansion**

Self-employment and small-scale enterprise promotion are presently high on the national agenda, expecting them to create alternative channels for employment. Creating an enabling environment for the private sector to grow and create jobs is an important government responsibility Habtesilasie (1995). According to Andualem (1997), the simulation and development of small-scale enterprises has got much interest among donor agencies, governments, non-governmental organizations and development analyst as well as policy makers.

### **2.8.1 Impact of Enabling Environment on Enterprise Development**

Today, as indicated in Andualem (1997) the issue of small-scale enterprise and entrepreneurship has received attention as priority areas that are crucial for stimulating economic growth both in developed and developing countries. This is because there is a widely held assumption that small-scale industries create job opportunities.

According to Mulat and Wolday (1997), entrepreneurship training has its own limitation. It does not create jobs by itself. However, intervention packages that address access to credit, technology, markets, training, etc are more crucial than programs that focus on training alone. Most literatures in this area, analyze the enabling environments for enterprise development at three levels. These are: micro-level (individual, household and enterprise), meso-level (support providing institutions and networks) and macro-level (national level). According to CEFE (1998), the quality and frequency of the interactions and their results is

a function of the capability, motivation and personal resources of the individual on the one hand combined with prevailing conditions of their macro, meso and micro environment on the other. These factors when combined with stimulate situations which may have positive, negative or neutral outcomes for the individual or society.

## **2.8.2 Policy and Regulatory Environment**

A legal and regulatory framework that creates a conducive environment is crucial for the promotion and growth of micro and small-scale enterprises in general. Taking such issues into account the government is trying to intervene to do away such problems in partnership with international donors and NGOs. The interference of these bodies includes delivering training to graduates who creates their own employment. In addition to this (ILO, in Getachew, 1995), the government intervention has various aspects to develop policies and programs to create job for growing population.

According to Zewde (2002) after the change of government in Ethiopia in 1991, several policies have been formulated and regulations were promulgated relating to diverse social, economical and political issues. These frameworks relate to the:

- adoption of market economic policy;
- decentralization of power and the formation of regional states;
- privatization programs;
- revision of the investment code;
- issuance of the National Micro and Small Enterprises Development Strategy
- formulation of a new labor law;

The National Micro and Small-Scale Enterprises Development Strategy for Ethiopia is one of the specific measures which the government has taken to guide and support the growth and development of micro and small-scale enterprises in the country. The strategy sets the overall framework for the promotion of the micro and small-scale enterprise sector in Ethiopia.

On the other hand, according to Adualem (1997), in spite of the commendable institutional developments, there has been a very little progress in terms of bringing about real changes in the sector; to which some of the reasons are duplication of responsibilities, lack of training and capital.

### **2.8.3 Socio-Economic Environment**

The existence of physical and institutional infrastructures (roads, telephones, skilled labor or human capital) is an important variable, which affects entrepreneurship in developing countries like Ethiopia (Andualem, 1997). Conversely, the non-existence of these infrastructures affects the incidence of poverty. Poverty and low levels of education are probably the most powerful determinants of the level of unemployment and the type of enterprises that Ethiopian engages in. As has been stated earlier, some positive measures are generally being undertaken by the government to stimulate economic growth and reduce poverty in the country.

As indicated in MOFED (2000), the government has recently taken some monetary, fiscal and other measures. These include:

- reducing both the lending interest rates and interest on savings deposits;

- ensuring that the supply of foreign exchange is made in a competitive way among the existing commercial banks;
- developing a legal framework for the establishment of micro-finance institutions
- Simplifying the licensing procedures for enterprises.

#### **2.8.4 Cultural Environment**

Many scholars have underlined the fact that entrepreneurship flourishes where environmental conditions are conducive/favorable and withers where they are not. Hence, no doubt that cultural factor may enhance or inhibit the desire to engage in enterprise formations.

The Ethiopian socio-cultural environment is rather complex as the population is composed of many different ethnic groups with varied attitudes and traditional beliefs towards establishing ones own business Ayalew (1995). Accordingly, the major constraints on youth graduates participation in any developmental activity lie in the socio-cultural belief of that society. These factors entail a lower level or, in some cases, complete absence of youth involvement in the areas of politics and decision-making both at family and public levels.

Moreover, as Andualem (1997) explained, in Ethiopia the child upbringing has been constraining them not to try things and hence, child rearing practices have not been conducive for the development of entrepreneurial attributes.

From above views what can be inferred is that the Ethiopian culture is not encouraging to enterprising attitudes. Hence, much is expected to develop or enhance enterprising culture among which is the provision of entrepreneurship training.

### **2.8.5 Support Environment**

The support environment for the micro and small-scale enterprise sector includes both financial and non-financial services. As it stands, institutions that provide integrated support services are almost entirely unexplored. According to Mekonen (1995), the existing micro-finance institutions are minimalist in their approach; that is, they avail only credit and saving services in a limited level. Limited non-financial support services are therefore, provided mainly by NGOs, government, private agencies and religious organizations.

In line with this view, Hailay (2003) has emphasized the promotion of microfinance institutions is an essential part of efforts to prepare the financial sector to provide wider and sustainable services to financially impaired graduates. Fostering microfinance institutions requires dynamic and adaptive regulation and supervision, reform of the collateral law, the creation of credit reporting agencies and closer links between microfinance institutions and banks.

On the other hand, in Ethiopia, the financial sector do not allow credit to small business owners as they demand heavy collateral and prohibitive requirement of financial institutions. The financial sector have negative outlook towards small business owners (Mekonen, 1995).

It has been repeatedly stressed that entrepreneurs need the support of the government to realize their potentials and stimulate the interest of young graduates from TVET program in Ethiopia. Graduates who have the plan to engage in self-employment need to get support in setting up business, provision of loans and land (Getachew and Getachew, 1997).

To conclude, in Ethiopia support services are limited and are not sufficiently provided by the government and other stakeholders. This implies that support services are not in a position to stimulate the foundation of small-scale enterprises.

## **CHAPTER THREE**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

This section deals with the presentation, analysis and interpretation of data gathered from sample of respondents at Entoto and General Wingate TVET Colleges through questionnaires and interviews.

Out of the total 365 questionnaires distributed to graduate respondents, 327 (89%) of the questionnaires were properly filled and returned by graduates of Entoto and General Wingate TVET Colleges in 2007. Moreover, 215 questionnaires were distributed to all trainees, who have completed the entrepreneurship training of the respective level and 203 (94.4%) of questionnaires were properly responded and returned. On top of these, 18 questionnaires were distributed to entrepreneurship instructors and out of these 16 (89%) were properly responded and returned for analysis. In addition to the above respondents, 4 self-employed graduates of Entoto and General Wingate TVET College were interviewed to substantiate the data obtained from questionnaires.

Therefore, the presentation, analysis and interpretation of data is done based on the data obtained from the above mentioned responses to investigate the effects of entrepreneurship training in two government colleges rendering TVET programs.

### 3.1 CHARACTERISTICS OF RESPONDENTS

Table 3 below presents the characteristics of sample respondents involved in the research.

**Table 3. Characteristics of Trainee and Graduate Respondents**

Items		Trainees		Graduates	
		No	%	No	%
Sex	male	114	56.2	169	51.7
	female	89	43.8	158	48.3
age	15-20	157	77.3	245	75.0
	21-25	46	22.7	80	24.4
	26 and above	0	0	2	.6
Educational programs	10+1	49	24.1	122	37.3
	10+2	82	40.4	133	40.7
	10+3	72	35.5	72	22.0
Departments	business	39	19.2	86	26.3
	accountancy	72	35.5	107	32.7
	construction technology	65	32.0	38	11.6
	industrial technology	-	-	58	17.7
	hotel service	-	-	30	9.2

Concerning sex of respondents as shown in Table 3, 114 (56.2%) of trainees were male and the rest 89 (43.8%) of them were females. Moreover, 169 (51.7%) of the graduates were male and the rest 158 (48.3%) of them were female respondents. As these figures have shown, in terms of sex, both trainees and graduates were somewhat proportional.

With regard to age of trainees, the majority 157 (77.3%) of them were between the age of 15-20 years. The case is also true with graduates where 245 (75%) of them were in age range of 15-20 years. The majority of both trainees and graduate respondents seemed to characterize a sample of youths below the age of 20. This might result in low involvement of graduates in self-employment as they may not obtain money for the start-ups and due to limited experiences in life.

Based on the level of educational program, trainee respondents in 10+1, 10+2, and 10+3 were 49 (24%), 82 (40.5%) and 72 (35.5%) respectively. On the other hand, the percentage of graduate respondents in relation to educational programs was 122 (37.3%), 133 (40.7%) and 72 (22%) respectively from 10+1, 10+2, and 10+3. As the above figures show, the sample sizes of graduates were larger than the trainees. This is because those trainees who did not take the course entrepreneurship were not included in the study.

As shown in Table 3, 39 (19.2%) of trainees were from business department, 72 (35.5%) of them were from accounting department, 65 (32%) them were from construction technology department and the rest 27 (13.3%) were from textile and garment technology department. Moreover, 86 (23.3%) of the graduates were from business, 107 (32.7%) of them were from accounting, 38 (11.6%) of them were from construction technology, 58 (17.7%) of them were from industrial technology, 30 (9.2%) of them were from hotel service and the rest 8 (2.4%) of the graduates were from department of textile and garment.

**Table 4. Characteristics of Instructor Respondents**

Items		Instructors	
		No	%
Sex	male	16	100.0
Educational Qualification	Diploma	2	12.5
	First degree	14	87.5
	MA degree	0	0.0
Teaching Experience	1-5	12	75.0
	6-10	2	12.5
	16 and above	2	12.5

In relation to sex of instructors as shown in Table 4, all instructors of entrepreneurship were male. From this one can infer that, the participation of females in entrepreneurship teaching was null.

Regarding the qualification of instructors, 14 (87.5%) of them were first degree holders and the remaining 2 (12.5%) of them were diploma holders. Furthermore, no Masters Degree holder was found in teaching entrepreneurship. Moreover, as the figures have shown, 12 (75%) of the instructors had 1-5 service years, 2 (12.5%) of them served for 6-10 years and the rest 2 (12.5%) of them served for more than 16 years in teaching profession. This can show that the majority of instructors did not have accumulated experience in teaching profession.

### **3.2 Delivery of Entrepreneurship Training**

This sub-section is concerned with the presentation of data obtained from trainees and graduate respondents. The attempt here is to investigate whether the training of entrepreneurship was conducted by using projects and assignments which had relevance to real world situations. Moreover, this sub-section also presents data gathered to investigate whether the training was delivered by flexible methods and simulations.

According to CEFE (1998), the training manual for entrepreneurship, the training is given on the premise that motivation, competence and behavior can all be learned. The best way to learn these, outside of running a business, is through **simulating** the business situations that are designed to elicit enterprising behavior. So Table 5 below shows the methods applied by instructors in entrepreneurship classes.

**Table 5. Delivery of training**

Indicate your agreement or disagreement with the following statements		Respondents			
		Trainees		Graduates	
		No	%	No	%
Assignments and projects were relevant to real world situations	strongly disagree	3	1.5	1	0.3
	disagree	4	2.0	21	6.4
	undecided	20	9.9	42	12.8
	agree	81	39.9	131	40.1
	strongly agree	95	46.8	132	40.4
Various types of training methods were applied	strongly disagree	8	4.0	8	2.4
	disagree	6	3.0	4	1.2
	undecided	24	11.8	63	19.3
	agree	98	48.3	150	45.9
	strongly agree	64	31.5	102	31.2
Simulations were used	strongly disagree	24	11.8	28	8.6
	disagree	32	15.8	63	19.3
	undecided	50	24.6	58	17.7
	agree	39	19.2	102	31.2
	strongly agree	58	28.6	76	23.2

To look through the relevance of projects and assignments to real world situations, both graduates and trainees were asked to indicate their level of agreement or disagreement regarding the issue. With this regard as shown in Table 5, 3 (1.5%) of the trainees were strongly disagreed, 4 (2%) of the trainees disagreed and 20 (9.9%) of the trainees failed to

decide whether assignments and projects were relevant or not. On the other hand, the majority of trainees i.e., 176 (86.7%) of them confirmed that assignments and projects were relevant to real world situations. Moreover, 263 (80.5%) of the graduates confirmed that assignments and projects were relevant to real world situation. From these set of responses, it would be safe to infer that assignments and projects were the reflections of realities and hence, could facilitate applications of the training for business engagements.

With regard to the application of training methods, 98 (48.3%) of the trainees and 150 (45.9%) of the graduates agreed that the training methods were of various types while 64 (31.5%) of the trainees and 102 (31.2%) of the graduates strongly agreed that the training was given by using various types of training methods. On the other hand, 24 (11.8%) of the trainees and 63 (19.3%) of the graduates could not decide whether the training was delivered by various types of methods or not. Moreover, 14 (7%) of the trainees and 12 (3.6%) of the graduates confirmed that various types of training methods were not applied in the training of entrepreneurship.

This gives us a clue that the training of entrepreneurship was delivered by application of various instructional methods. Hence, usage of these various methods presupposes that knowledge, skills and attitudes development of trainees may have been addressed.

Respondents were also asked to explain their level of agreements or disagreements regarding the use of simulated training method in entrepreneurship classes. As shown in Table 5, 39 (19.2%) of the trainees strongly disagreed the use of simulations, 58 (28.6%) of the trainees disagreed the use of simulations, 50 (24.6%) of the trainees were unable to decide regarding

the use of simulations. On the other hand, 32 (15.8%) of the trainees agreed the use of simulations and the rest 24 (11.8%) of the graduate respondents strongly agreed that simulations were used. The above analysis discloses that simulation was not well practiced so far in the training method of entrepreneurship.

In addition to the trainees response, 102 (31.2%) of the graduates strongly disagreed the use of simulations, 76 (23.2%) of the graduates disagreed the use of simulations, while 58 (17.7%) of them unable to decide regarding the use of simulations. On the other hand, 28 (8.6%) of the graduates agreed the use of simulations and 63 (19.3%) of the graduates strongly agreed that simulations were practiced. Critical analysis of these responses indicates that more than half of the trainees and graduates response fall between disagree and strongly disagree. Hence, the use of simulation which is thought as one of the most valid types of entrepreneurship training methods was not given emphasis as the figures support from the above analysis. So, one can deduce that entrepreneurship training seems deviating from its vital method as this type of training approach lets trainees to be more active in the learning process.

### **3.3 Frequency of Methods Used in Entrepreneurship Training**

This part presents the frequency of methods applied by instructors in entrepreneurship classes. According to CEFE (1998), the methods to be used in entrepreneurship class should be those which involve trainees in the learning and teaching process.

**Table 6. Frequencies of Training Methods Applied**

Frequency of the instructional methods used		Instructors	
		No	%
Lecture method	often	16	100.0
simulation	rarely	16	100.0
projects and presentations	often	6	37.5
	sometimes	10	62.5
group discussions in class	often	12	75.0
	sometimes	4	25.0
Trainees field visit to enterprises	often	2	12.5
	sometimes	4	25.0
	rarely	10	62.5

Instructors were asked to respond to the frequency of methods applied in teachings of entrepreneurship. Based on this question as shown in Table 6, 16 (100%) of the respondents used lecture method often, where as 16 (100%) of them used simulation rarely and 6 (37.5%) of them used projects and presentations often but the remaining 10 (62.5%) of them used project and presentation often, 12 (75%) of them used group discussion and 10 (62.5%) of the respondents uses field visits rarely. As these responses have shown, the majority of instructors applied lecture method often and simulations were practiced applied rarely. As clearly indicated in all responses of trainees, graduates and instructors, simulations were not sufficiently applied in the teachings of entrepreneurship. This might negatively intervene on the quality of training.

The frequent use of group discussion in entrepreneurship classes is encouraging but for better results of learning, the group discussion needs to be presented to class to share ideas among groups. This means, the use of presentation by 37.5% of instructors was observed minimal as to the nature and goal of entrepreneurship training. Therefore, class-room discussion must be encouraged and the teacher has to change his or her teaching role and style from the authoritative knowledge-transfer role to the facilitator of student-learning-processes role.

In addition to the above views, interview participants also did agree with the limitations of entrepreneurship training in its delivery. As agreed by participants in the interview, despite the contributions of entrepreneurship training, the delivery had problems due to its theoretical dominance as the training had been dominated by the instructor. As a result, self-employed graduates faced challenges to some extent while converting their knowledge into practice in the world of work. Accordingly, they recommended that entrepreneurship trainings need to be practical through arrangement of shops and simulation rooms. Hence, applying the training to practice becomes simple. With this regard, Alemu one of the interviewee said ‘as you know in our education system teachers role is larger, this was true in entrepreneurship classes. This limits us in our involvement in the learning process.’ This implies that the role of instructors was higher and hence, this limits trainees involvement in the learning process. Moreover, this approach may hamper skill the acquisition as the training may tend to theory building.

**Table 7. Instructors Perception to Appropriate Training Methods**

Which of the following methods do you believe are more appropriate in entrepreneurship training? Put in order	Mean Value	Rank
lecture	5.50	6
practical training	2.55	2
business simulations	2.50	1
student field visit	3.50	4
simulation programs	3.25	3
games and competitions	5.25	5

$$\text{Key= mean value} = \frac{w_1f_1+w_2f_2+\dots+w_6f_6}{F_1 +F_2+\dots+F_6}$$

This formula is adopted from Spiegel (1991:54).

Where, W=weight given

F=Frequency

Lowest mean value was ranked first as respondents were asked to rank 1 for the most appropriate instructional method.

In order to compare what instructors thought appropriate training method of entrepreneurship with what they are applying currently, instructors were asked to rank the appropriateness of

different methods to entrepreneurship training. As indicated in Table 7, business simulation was top ranked for its appropriateness followed by practical training and simulation programs. According to the perceived importance of methods by the respondents, lecture method was ranked the least in its appropriateness. As compared to the application of lecture method currently and its perceived importance by them were found to be different.

In line with the above analysis, instructors were asked to list out if they had problems in applying appropriate methods of training for entrepreneurship. Based on this, the majority of instructors described that large class size and shortage of training facilities became problems to deliver the training with appropriate methods like simulations. In addition to these, some of the instructors explained that the skill gap to apply appropriate methods and preoccupations with the authoritative method of training were also challenges to apply appropriate training methods.

Moreover, documents on entrepreneurship training curriculum were analyzed to look through what training approaches and facilities recommended. Based on the analysis, it was found that a broad range of training methods have been implied to address the objectives of each learning by emphasizing on learning through doing. Moreover, a look at on training facilities were made and found that each topic in the course demands different types of training materials based on the need of the content. For example, if we look the first unit and the first topic under it, the unit was on ‘getting aware of entrepreneurial competencies’ and the topic under it was ‘exchanging creative feed back’. In this topic, three contents are listed as

definition of feed back, role of feed back on the training situation and feedback through symbolic representation of co-participants.

In this topic the training method as suggested to the trainer are; first, the trainer pairs-up trainees ;second, gives instruction for the trainees to draw portrays which they believe could represent their friends sitting at their back and allow the trainees to pick one picture, which seemed represent them after they finished the activity given.

Following the above instruction trainees be paired up, draw a portray which they imagine about their co-trainee and display their out puts on the board and hence, trainees reflect on the feedback process and participate in the learning discussion.

From the above document analysis, one can infer that the training of entrepreneurship is expected to occur through trainees own involvement and the trainers role remains only facilitating. Moreover, from the training guide it was found that A-4 sized paper per number of trainees, pencils per the number of trainees, soft/pin boards and markers were listed as required as training materials. As this implies, the training needs a lot of facilities to deliver it as suggested in the curriculum guide. This applies to all contents in the training. So, delivering the training in conditions where there is large class size and shortage of training facilities could interfere with the goals of the training.

**Table 8. Instructors Own Evaluation of Their Capacity**

No	Questions raised to instructors	Instructors		
		No	%	
1	Did you have proper training in entrepreneurship before you are assigned to teach entrepreneurship courses?	yes	3	18.6
		no	13	81.3
2	Have you through your own effort acquired enough skill to teach entrepreneurship?	yes	14	87.5
		no	2	12.5
3	Do you believe that you are capable of teaching entrepreneurship?	yes	12	75.0
		no	4	25.0
4	Do you believe that you need training in entrepreneurship courses to help you capable instructor?	yes	14	87.5
		no	2	12.5

To investigate whether the entrepreneurship instructors took relevant training needed to teach entrepreneurship or not, they were asked to describe the appropriateness of their training. As shown in Table 8, 3 (18.6%) of instructors responded that they had relevant training before they were assigned to teach entrepreneurship. But the remaining 13 (81.3%) of them responded that they did not have relevant training on entrepreneurship before assignment to the course.

Moreover, they were asked if they had attempted to acquire enough skills through self efforts. As shown in Table 8, 14 (87.5%) of the respondents responded that they tried to

acquire enough skills by their own. The rest 2 (12.5%) did not agree the acquisition of enough skills by their own efforts.

As the above figures show, the majority of instructors did not obtain adequate training before assigned to teach entrepreneurship courses. What was surprising from the study was the acquisition of enough skills by instructors own efforts.

Instructors were also asked to respond whether they were capable or not to teach entrepreneurship in TVET programs. Concerning this issue, Table 8 shows that 12 (75%) of the respondents confirmed that they were capable to teach entrepreneurship courses. On the other hand, 4 (25%) of them doubt their capacity to teach entrepreneurship. As these figures exhibit, despite the instructors irrelevant training for teaching of entrepreneurship, it appeared that they had minimized the skill gap needed to teach entrepreneurship. Moreover, as shown in Table 8, 14 (87.5%) of entrepreneurship instructors believed that they need further training in the area to make them capable in carrying out their assignment effectively. This analysis shows that, despite the instructors own effort to fill gaps, their remains still training need to enhance their capacity for effective teaching of entrepreneurship.

### **3.4 Impacts of Entrepreneurship Training**

In this sub-section the impacts/effects of entrepreneurship training would be discussed based on responses given by trainees, graduates of TVET and entrepreneurship instructors. The analysis focuses on the impact of entrepreneurship training in enabling trainees to identify business opportunities, equipping them with skills needed for business and its contribution in

motivating both trainees and graduates for self-employment. Moreover, in this part challenges or obstacles in the process of self-employment were also explored.

### 3.4.1 Impacts of Entrepreneurship Training in Assisting Beneficiaries Identify Business Opportunities.

**Table 9. Relevance of Entrepreneurship Training**

No	Items		Respondents			
			Trainees		Graduates	
			No	%	No	%
1	Do you believe that entrepreneurship training enables trainees to acquire knowledge and skills needed to run businesses	Yes	167	82.2	276	84.5
		No	14	6.9	23	7.1
		undecided	22	10.8	28	8.3
	Computed value of Chi-Square		0.65			
	Chi-Square( $X^2$ ) at 0.05 significance level and 2 df = 5.99					
2	The training assisted me how to identify and utilize opportunities for business	strongly disagree	8	3.9	10	3.1
		disagree	11	5.4	15	4.6
		undecided	24	11.8	30	9.2
		agree	78	38.4	153	46.8
		strongly agree	82	40.4	119	36.4
3	The training enabled me acquire skills needed prepare business plan	strongly disagree	15	7.4	8	2.4
		disagree	13	6.4	16	4.9
		undecided	22	10.8	50	15.3
		agree	91	44.8	147	45.0
		strongly agree	62	30.5	106	32.4

As shown in Table 9, 162 (82.2%) of the trainees and 276 (84.5%) of the graduates believed that entrepreneurship training enables trainees to acquire knowledge and skills needed to run businesses. On the other hand, 14 (6.9%) of the trainees and 23 (7.1%) of the graduates believed that entrepreneurship training did not enable trainees to acquire knowledge and skills needed to run businesses. The rest 22 (10.8%) of the trainees and 27 (8.3%) of the graduates could not decide whether training on entrepreneurship enables trainees acquire knowledge and skills need to run businesses. Moreover, a chi-square test of significance was computed in order to confirm whether the two groups have different or similar opinion on issue raised. The test result revealed that the calculated value of chi-square was less than the tabular or critical value of chi-square at 0.05 significance levels and 2 degree of freedom. This implies that there was no significance difference on the opinion of the two groups for the issue raised. Therefore, it is fair to infer that entrepreneurship training enables trainees/graduates acquire needed skills for operating businesses.

Both trainees and graduates were asked to describe their level of agreement or disagreements concerning the relevance of entrepreneurship training in assisting them identify business opportunities. As shown in Table 9, 78 (38.4%) of the trainees and 153 (46.8%) of the graduates agreed that the training assisted them acquire skills and knowledge useful to identify business opportunities. Moreover, 82 (40.4%) of the trainees and 119 (36.4%) of the graduates strongly agreed with the contribution of entrepreneurship training in assisting them identify business opportunities. On the other hand, 24 (11.8%) of the trainees and 30 (9.2%) of the graduates failed to decide whether the training in entrepreneurship enabled them acquire needed skills for identifying business opportunities or not. Few respondents 19

(9.3%) of the trainees and 25 (7.7%) of the graduates disagreed or strongly disagreed with the impacts of entrepreneurship training in enabling them acquire skills needed for identifying business opportunities. The analysis on the same issue shows that the majority of respondents indicated their response between agree and strongly agree. From these responses one can infer that the training had positively contributed both for trainees and graduates of TVET in enabling them how to identify and utilize business opportunities.

Moreover, the result of the interview confirmed that entrepreneurship training had assisted self-employed graduates in areas such as developing positive attitude to self-employment; handling financial transactions of their business; identifying and utilizing business opportunities; and effectively using their time. In connection to this, Kebede one of the self-employed graduates of Entoto TVET College described the contribution of entrepreneurship training as it has assisted him in developing positive outlook for self-employment, in handling business transactions as well as to be conscious to events happening in the environment be it locally or nationally.

Kebede explaining why he became conscious to events happening locally or nationally, he said that opportunities are results of events be it locally or nationally and the success of an entrepreneur depends much on this capacity to use opportunities. This shows that the training on entrepreneurship had provided beneficiaries capability as to how to identify and utilize opportunities from the business environment.

Moreover, Bekele the other self-employed graduates of General Wingate TVET College also described the contributions of entrepreneurship training in opportunity identification,

knowledge development as well as building the morale of him to engage in self-employment. From these responses, one can understand that self-employed graduates had obtained skills and capabilities how to identify opportunities. Moreover, the responses show that their conceptual understanding to the issues raised was also encouraging.

In addition to the issue of opportunity identification and utilization, interviewees were asked to explain how the training of entrepreneurship has assisted them in their engagement to look through its impact on self-employed graduates. With this regard, interviewees believed that entrepreneurship training program was relevant. As they explained the first year training was seen as important in building team working skills and self-confidence, motivating to self-employment and building knowledge for entrepreneurship. The second and third year training on entrepreneurship has focused more on knowledge required to set- up, market products and run and expand the established business. The participants response have shown a shared a view that the training was not only helpful to open their eyes to opportunities, combine ideas, and just put them into business but also in other areas too. As they explained, from the training, they had also developed skills in speaking and persuading, communication and team working as the training of entrepreneurship was inter-wined with life skills.

The overall assessment from the interview participants found that entrepreneurship training had noticeable impact for the development of business and personal skills. These include:

- Improved self-esteem and self-confidence, on this regard Alemu said: ‘I couldn’t talk to people but now I have no problem standing up in front of people to talk about my ideas.’
- Improved communication skills including working with others.

- Improved ability to set goals, make plans and take action to implement the plans. Participants believed that the training boost trainees moral to self-employment and become boss of their own that later bring independence. On this part Daniel stated: ‘It’s been inspirational...it helped me to set clear goals.’

From both the interview and quantitative data, it was found that training had provided beneficiaries with required skills for running businesses, self-esteem, motivation as well as life skills development. It had fostered skills acquisition and interested them for business start-ups, and provided them opportunities to learn about the business activities.

### **3.4.2 The Impacts of Entrepreneurship Training in Equipping Beneficiaries with Business Skills needed to prepare Business Plan**

In order to explore the effects of entrepreneurship training on trainees and graduates perceived ability to initiate and develop business plans, respondents were asked to indicate their level of agreements or disagreements if they had acquired the necessary skills to prepare business plan. The results in Table 9 show that an overwhelming number, 153 (75.3%) of the trainees affirmed that they had possessed the necessary skills to prepare business plans. On the other hand, 28 (13.8%) of the trainees were of the opinions that they did not acquire the necessary skills to develop their own business plans.

Just like trainees, considerable number of graduates responded that the training on entrepreneurship had contributed positively in enabling them to acquire business skills needed to prepare business plans. As the figures in Table 9 indicate, 24 (7.3%) of the

graduates disagree on the assumption that entrepreneurship training enables trainees acquire business skills needed to prepare business plans and 50 (15.3%) of the graduates responded that they could not decide on the contribution of training in enabling them acquire business skills needed to prepare business plans. Moreover, 253 (77.4%) of the graduates found that entrepreneurship training was useful in equipping with business skills needed to prepare business plan. Evidently, the majority of both trainees and graduates appeared confident in their skills needed to prepare business plan following exposure to entrepreneurship training. From this, it appeared that the training was successful in equipping trainees with skills needed for preparing business plan.

Moreover, self-employed graduates of 1999 were asked if they had prepared business plan for their businesses. With this regard, they reported that all have started their business along with the plan. As they explained, they took the initiative to prepare business plan by their own and recommended it to professionals in the area and their former entrepreneurship instructors for comments. Since they had taken the training, as they described comments were encouraging that they did not make severe mistakes in the plan. Daniel in this regard described that *'I prepared the draft by my own and asked for comment to my previous instructors. They gave me encouraging feed backs on my business plan.'*

What was surprising from the interviewee response is the valuing of their business plan just as a critical instrument for success. They explained that no one should run a business without preparing plan for actions in the business. Daniel one of the self-employed graduates of General Wingate TVET College explaining the uses of business plan as *'for me it is like a road map for every action I do.'* In addition to these, preparing the business plan had

benefited them to set their objectives, operation; determine clear strategy; analyze competitions and assess the aspects of their service or product. This further confirms that training was helpful for graduates engaged in self-employment in various aspects of running their businesses. It had been relevant for business plan preparations as well as building of their confidence.

**Table 10. Impact of Training in Building Confidence**

Item		Respondents			
		Trainees		Graduates	
		No	%	No	%
Are you confident to apply business skills acquired from the training?	yes	161	79.3	248	75.8
	no	42	20.7	79	24.2
Chi-Square computed		70.1		77.5	
Chi-Square( $X^2$ ) at 0.05 level of significance and 1df= 3.84					

Concerning the effect of entrepreneurial training on assisting beneficiaries develop confidence on their own skill, both trainees and graduates were asked to respond to this question. With regard to this question, as shown in Table 10, 161 (79.3%) of trainees and 248 (75.8%) of the graduates confirmed that they were confident in applying business skill in life situations. As opposed to this, the remaining 42 (20.7%) of the trainees and 79 (24.2%) of the graduate respondents were in a position that they were not confident to apply the business skills in a real life. The chi-square test result revealed that at 1 degree of freedom and 0.05 levels of significance, the computed value was greater than the critical value

implying that there was significance difference on the perception trainees hold to the issue raised. The chi-square test result on graduates implies similar meaning to trainees, too. It shows that the frequencies of each response on the issue raised were not attributed to sampling fluctuation or error. The difference in response transcends pure chance or sampling error. These responses show that majority of beneficiaries were confident in applying the skills acquired from the training of entrepreneurship. Thus, from this finding, one can conclude that both trainees and graduates were confident to apply learned skills from entrepreneurship training in the world of work. .

In addition to the above analysis, the qualitative analysis of data reveals that the training had contributed in building confidence of self-employed graduates. According to Daniel's description, of course his own desire for freedom was the major source of motivation for his engagement in self-employment; he also acknowledged that entrepreneurship training had provided him the skill to develop confidence in the belief that self-employment liberates people from mistreatment of employers. Moreover, interview participants commented that the training in entrepreneurship assisted them to grow and develop personal skills that they found it useful in their self-employment. Both qualitative and quantitative analysis imply that no doubt for the development of confidence among beneficiaries following training of entrepreneurship.

In addition to the above view, as referred from the curriculum guide, the general objective of entrepreneurship training is to impart to all medium-level technical and vocational trainees the desired knowledge skills and competencies that would enable them to be confident entrepreneurs through creating innovative small business enterprises. On this regard, trainees

are being provided worthwhile exchanging experiences in creative and different ways which has an implication on building self-image. Hence, trainees would identify their personal weakness and strengths. According to the document analysis, trainees would be made to build on their strengths through minimization of their weaknesses. This action during the training enhances trainees self-image and hence, build trainees self-confidence. This shows that the above analysis obtained from both quantitative and qualitative data could attribute as the effects of this training.

### 3.5 Graduates Employment Condition and Future Plan of Trainees

**Table 11. Graduates Engagement and Trainees Future Plan for Self-Employment**

Items		Respondents			
		Trainees		Graduates	
		No	%	No	%
What is your engagement after graduation?	employed	--	--	126	38.5
	working in family business	--	--	16	4.9
	unemployed	--	--	74	22.6
	self-employed	--	--	34	10.4
	other	--	--	77	23.5
	If you are not currently self-employed, do you have future plan	yes	--	--	76
no		--	--	114	38.9
undecided		--	--	103	35.2
Do you have a plan to engage in self-employment in the future	yes	162	79.8	--	--
	no	18	8.9	--	--
	undecided	23	11.3	--	--

Questions were raised to graduate respondents to assess their engagements after leaving colleges. As shown in Table 11, 126 (38.5%) of the graduate respondents were employed in different organizations, 16 (4.9%) of the graduate respondents were working in family businesses, 74 (22.6%) of them were unemployed, 34 (10.4%) of them were self-employed and the rest 77 (23.5%) of them were engaged in other activities like going for further education in other fields.

From these figures, it seems that few graduates had taken self-employment as a career option. To strengthen this fact, those who were not currently engaged in their own-employment were asked to respond if they had planned to engage in self-employment in the future. Based on this question as shown in Table 11, 76 (25.9%) of the graduates confirmed that they had a plan to engage in self-employment in the future. In addition to this, 114 (38.9%) of the graduates responded that they did not have the plan to engage in self-employment while, the rest 103 (35.2%) of the graduates could not decide to the issue raised.

In addition to the above graduate respondents, questions were raised to trainees to investigate if trainees had planned to engage in self-employment in the future after graduation. Concerning this question as the figures in Table 11 shown, 162 (79.8%) of the trainees explained that they had plan to engage in self-employment, 23 (11.3%) of the trainees responded undecided to talk of about self-employment in the future and the rest 18 (8.9%) of them did not have plan for self-employment. This implies that the majority of trainees had plan in mind to engage in self-employment in the futures.

As the above figures show, the total number of the graduate self-employed and those who had plan to engage in self-employment summed together became 110 (33.6%) of the total graduates. This figure as compared to the self-employment intentions of trainees was found to be lower. If trainees persist in their plan after graduation, the probability of being self-employed graduates would be significant.

### 3.6. The Impact of Entrepreneurship in Motivating to Self-Employment

As we have seen in the review of literature, entrepreneurship training had been proved vital in many other countries in helping trainees to self-employment and initiating them for self-employment. So, this sub-section tries to see whether the training in entrepreneurship has brought desired outcomes in this regard or not.

**Table 12. Impact of Entrepreneurship Training in Initiating for Self-Employment**

Indicate your agreement or disagreement to the following statement		Trainees		Graduates	
		No	%	No	%
The entrepreneurship training had initiated me to consider self-employment as a career plan	strongly disagree	14	6.9	16	4.9
	disagree	16	7.9	18	5.5
	undecided	20	9.8	50	15.3
	agree	82	40.4	127	39.2
	strongly agree	71	35.0	116	35.5

In addition to investigating graduates engagements and trainees plan to self-employment, both groups of respondents were asked to put their response by using likert scales to explore the impacts of entrepreneurship training in initiating them for self-employment. Concerning

this question, as shown in the above Table 12, 153 (75.4%) of trainees confirmed that the entrepreneurship training had initiated them to think of self-employment, while 30 (14.8%) of trainees disagreed or strongly disagreed with the assumption that entrepreneurship training would create initiation for self-employment on trainees.

An overwhelming number, 243 (74.7% ) of the graduates felt motivated to either a large or a very large extent to start their own business as the responses fall between agree and strongly agree. This figure as compared with the number of graduates who had the plan to engage in self- employment and those engaged in self-employment, the size of graduates who maintained the initiation and engaged in self-employment found lesser. This shows that considerable number of graduates failed to pursue the initiation to self-employment/entrepreneurship.

In addition to the quantitative analysis, qualitative data have been incorporated to attest whether entrepreneurship training had played the role in initiating graduates for self-employment as well as assisted them acquire business skills. All self-employed interviewees reported that the training had been supportive in their engagement. In this regard, Alemu, one of the self-employed graduates of Entoto TVET College reported the roles of entrepreneurship training as *'the training enabled me how to identify business ideas, prepare business plans and wise use of time'*.

In addition to Alemu, Bekele, the other participant in the interview said that he found out that with hard work and determination, success follows one day or another. One just needs to be patient and ambitious.

Therefore, both qualitative and quantitative data revealed that the training of entrepreneurship had its own contribution in motivating for self-employment as a career option.

The participants in the interview were asked whether they thought successful in their engagement. All agree that after sufferings and hardships for few months they succeeded in their engagement. All as explained have created employment opportunities for others let alone for themselves. And upon interview they described that they were working with profit. This implies that self-employed graduates contribute positively in creating job opportunities and income for others.

**Table 13. Reflections to Self-Employment**

No	Indicate your agreement/disagreement to the following statement	Trainees		Graduates		
		no	%	no	%	
1	I appreciate peoples to engage in self-employment.	strongly disagree	3	1.5	5	1.5
		disagree	4	2.0	11	3.4
		undecided	31	15.3	48	14.7
		agree	49	24.1	60	18.3
		strongly agree	116	57.1	203	62.1
2	I prefer being self-employed than being employed in other organizations.	strongly disagree	12	5.9	139	42.5
		disagree	10	4.9	55	16.8
		undecided	16	7.9	31	9.5
		agree	47	23.2	42	12.8
		strongly agree	118	58.1	60	18.3
Compute Chi-Square		239.9				
Critical value of Chi-Square( $X^2$ ) at 0.05 level of significance and 4df= 9.49						

As shown in Table 13, both the trainees and graduates were asked if they appreciate people who are engaging in self-employment. Based on this 3 (1.5%) of the trainees and 5 (1.5%) of the graduates strongly disagreed appreciating those who engage in self-employment, 4 (2%) of the trainees and 11 (3.4%) of the graduates disagreed appreciating people engaging in self-employment. On the other hand, 165 (81.2%) of the trainees and 263 (80.4%) of the graduates confirmed that they did appreciate peoples engaging in self-employment. This can show that trainees and graduates have appreciation for self-employment.

Moreover, they were also asked to indicate their level of agreement or disagreement if they prefer working for their own rather than being employed in other organizations. As shown in Table 13, 22 (10.8%) of the trainees and 194 (59.3%) of the graduates responded as if they did not prefer self-employment than being employed in other organizations while 16 (7.9%) of the trainees and 31 (9.5%) of the graduates failed to decide on the issue raised. On the other hand, 165 (81.3%) of the trainees and 102 (31.1%) of the graduates responded that they prefer being self-employed than being employed in other organizations. In addition to this analysis, chi-square test of significance was computed in order to confirm whether the two groups have different or similar opinion on the issue. The test result revealed that the calculated value was greater than the critical value of chi-square. From this one can conclude that, the two groups had different preferences on self-employment and working as employee on other organizations. This implies that there is apparent difference between trainees and graduates preference to self-employment. From this, it would be safe to deduce that trainees preference to self-employment was better than those of graduates. The reason for this difference might be the failure graduates to keep their intention to self-employment.

To substantiate the above finding, interviewees were also invited to reflect their own views regarding the intention of graduates to self-employment while being in colleges and after leaving colleges. On this regard, Alemu explained 'I thought graduates have lost their motivation after leaving colleges. There are various factors for this'. He further explained that lack of support and follow-up by colleges after graduation together with problems of start-up capital could be reasons for declined intention for self-employment. Moreover,

Kebede the other interviewee attributed the decline for graduates intention to self-employment as limitations in the quality of training and the unsupportive environments to think about the issue. In addition to kebede, explaining his view, ‘for me the motivation that some graduates developed during the training seems declined as engagements in self-employment have been limited. These responses in the interview support that graduates have failed to keep their intention to self-employment although they have shown positive attitude to self-employed peoples.

**Table 14: Motivating Factors for Self-Employment**

If you are currently employed in your own business and/or have the intention to engage in self-employment in the future, what is the main motivating factor for this?	Mean Value	Rank
Need for independence	2.61	1
Need to make money	3.74	4
Desire to realize hobby	2.73	2
Fear of getting employment	4.28	5
Government initiatives in mass media	4.53	6
Entrepreneurial training in college	3.46	3

As Table 14 shows, graduate respondents engaged in self-employment or those who had the plan to engage in self-employment were asked to rank the main motivating factors for engaging/planning in self-employment. As the mean value of the responses indicate, need for independence, desire to realize hobby, and entrepreneurial training were the main three motivating factors. This means the urge to be independent rather than working for somebody

was the important motive for starting their own businesses followed by realizing their hobby and impact of entrepreneurship training in colleges.

In addition to the findings from quantitative data, the analysis of qualitative data also implied that need to be ones own boss, unavailability of jobs, and influence of entrepreneurship training in determining career plans were found to be the main reasons for their engagement. Some claimed that, they disliked being told what to do, or felt that they were not good at taking orders from others. Participants perceived that owning ones own business provides independence, freedom and flexibility giving them the freedom to make decisions.

In line with these views, Kebede one of the self-employed graduates of Entoto explained that unavailability of jobs was the major pushing force for his engagement in his own employment. As quoted from his words *'following graduation, I found that employment opportunities were not good. I was alone. Life was disgusting to me. Finally, I decided to create my own job with the skill that I have acquired from college training.'*

The other participant Bekele also explained the main reason for his engagement was difficulty of getting salaried employment. To this effect, he took starting capital from his families and started men's beauty salon with 4700 birr. These responses show that family did not oppose rather seemed contributing in positive aspects. The other participant, Daniel, was explaining the pushing/pulling factors for his own self-employment as *'I had got the chance to be employed in one private firm with 450 birr for three months. Salary was too limited; it could not cover even my daily bills. Hence, I decided to quit that job and waited for two months. The idea to start a business emerged within these two months.'*

In addition to this, Daniel reported ‘I want to be the one that decides. I don’t want to lose my humanity, I want to do things as I want and not controlled under someone else.’ As this participant explained having once own business provided him pride, independence freedom to perform what makes him happy. Alemu had been also one of the respondents in the interviewing process. As he reported, ‘what urged me for self-employment was just to get income. I believe that venturing business is the only way to make money rather than waiting for a non available jobs for graduates of TVET like me’. This young man made a case that small business is the last way out of unemployment and the last possibility to be considered if one cannot obtain work.

In line with this, Alemu described that entrepreneurship training provided him the skill how to identify business ideas. As he explained ‘*I think I have acquired skill for business as I took training in entrepreneurship like opportunity utilization and identification*’.

From the above analysis, one can understand that need for freedom, unavailability of jobs and unsatisfactory payment were the deriving forces for the self-employment of graduates according to the qualitative analysis. The analysis also implies that entrepreneurship training had also its own contribution in this regard.

**Table 15: Reasons for Not Engaging/Planning in Self-Employment**

If you are not currently self-employed or have intention to engage in your own employment, what are the main reasons for this? Put your response in descending order.	Mean value	Mean
Problem of start up capital	1.35	1
Lack of business skills leading for self-employment	6.94	9
Lack of initiation	4.51	5
Owning a business is not a good career	5.83	6
Secured employment	4.42	4
Fear of credit	6.06	7
Poor family support	6.72	8
Fear of risks	3.98	3
Lack of identifying profitable business idea.	3.68	2

In order to investigate reasons why graduated trainees did not consider self-employment, they were asked to rank in order the possible reasons for this. Based on this question as revealed in Table 15, it was found that problems of start-up capital, lack of identifying profitable business idea and fear of risks were the main top ranking three reasons for them not to think of self-employment as a career option. What can be inferred from this is that problem of capital, lack of identifying profitable business idea and fear of recovering the invested capital were retarding graduates from self-employment options. This necessitates that to make graduates pursue with their intention to self-employment, a great deal of support might be needed especially in credit service and mentoring to imply graduates with plausible business ideas.

**Table 16: Perception of Instructors to Relevance of Entrepreneurship Training**

How would you rate the relevance of entrepreneurship training in motivating and enabling graduates for self-employment through creating their own venture?	No	%
very poor	2	12.5
poor	4	25.0
good	0	0
very good	2	12.5
excellent	8	50.0

In addition to trainees and graduate respondents, entrepreneurship instructors were also asked to respond the relevance of entrepreneurship training in motivating and enabling graduates for self-employment. The results of these responses were indicated in Table 16. Based on this question, 2 (12.5%) of the instructors rated the training very poor, 4 (25%) of the instructors rated the training poor, 2 (12.5%) of the instructors rated it as very good and the rest 8 (50%) them rated it as excellent. These responses confirmed that the training was relevant in motivating and enabling graduates for self-employment as confirmed by more than 60% of the respondents.

**Table 17: Emphasis of Entrepreneurship Training**

According to your view, which aspect of the content is highly emphasized in the teachings of entrepreneurship?	Mean Value	Rank
Contents which develop self-confidence on their ability to run new businesses	3.38	4
enable trainees develop their on business plans for selected projects	3.38	4
developed entrepreneurial competencies	2.88	3
positive attitude towards entrepreneurship and self-employment	2.13	1
awareness on entrepreneurship as a career option	3.25	2

Entrepreneurship instructors were asked to rate what contents were highly emphasized in entrepreneurship training. Based on this as shown in Table 17, contents that can build positive attitude towards entrepreneurship and self-employment were highly emphasized. Moreover, contents that focus on awareness creation and entrepreneurial competency development were also given emphasis in entrepreneurship training. This emphasis on attitude development correlates with large number of trainees' initiation to engage in self-employment after leaving college as shown in Table 12.

### 3.7. Challenges of Graduates in the Process of Self-Employment.

**Table 18: Main Challenges of Graduate**

What challenges or obstacles you faced in the process of self-employment? Put our responses in order of importance.	Mean	Rank
Problem of starting capital	2.00	1
Accessibility of credit	3.50	4
Lack of working place	3.09	2
Lack of plausible business idea	3.29	3
Licensing problems	4.21	5
Poor family support	4.91	6

To investigate the main challenges of graduates in the process of self-employment, self-employed graduates were asked to rank the main obstacles or challenges of self-employment by using numbers 1 for the biggest challenge and 7 for the least challenge. Based on this, as shown in Table 18, the main challenges faced were problem of starting capital, lack of working place and lack of plausible business idea as ranked from 1-3.

In simple words the major challenges or obstacles were lack of funding as ranked at the top ; this implies that it is the most significant perceived obstacle to start a business followed by lack of working place and problem of identifying plausible business idea. The rating of lack of plausible business idea the third obstacle in self-employment process implies that

entrepreneurship training had limitations in its effectiveness in achieving its target. The training should have supported them to minimize the problem of identifying business idea.

To triangulate the above finding with interview results, the issue of barriers to self-employment was raised. From the interview it was found that problem of finance and working place were the main felt challenges/obstacles that faced by self-employed graduates. From the interview it also found that stress, lack of capital, working place and marketing problems were the main challenges encountered in the process of self-employment. Concerning this Kebede reported that he had a lot of fear at the beginning fearing that returning the invested capital would be risky. He also had problems financing the business due to limited working capital and problem of working place. Moreover, Daniel in his part explaining the challenges *'the main problem I encountered in self-employment situation was lack of market for my products. I took few months running the business with negative profits. This was my felt challenge that I never forget in the rest of my life.'*

From the above analysis, one can infer that the business environment is not inviting graduates to self-employment as there are complex problems in financing, marketing of products and problems of working place.

**Table 19. Facilitating Factors for the Emergence of Self-Employed Graduates**

Which one of the following options would most likely assist graduates to engage in self-employment?	Mean	Rank
Arranging credit services	1.88	1
Entrepreneurship information centers	2.88	4
Creating network with other entrepreneurs	2.13	3
Assisting in identifying plausible business ideas.	2.00	2
Mentoring service after graduation	3.00	5

To know what should be done to facilitate the rising of self-employed graduates, graduates were asked to rank the most significant contributing factors for self-employment. Based on this question, as shown in Table 19, the most determinant facilitating factors mentioned were: arranging credit services followed by assisting in identifying plausible business ideas and creating network with other entrepreneurs from 1-3.

These suggestions from the responses matched with issues investigated as challenges for self-employed graduates in their effort to work for self-employment. This implies that the government and other concerned bodies assistance on the provision of aforementioned facilities is required to do away problems at hand.

To know whether self-employed graduates had obtained adequate support from government and other stakeholders, they were asked to explain what kind of support service they had

obtained from the government during interviewing. According to this question, from the words of respondents it was found out that they did not obtain any support from government and other stakeholders like credit and working places. To support this with participants own words, look what Kebede said, *“I did not get any benefit from the government and other partners. Since I am working in producing house hold furniture, had I got place from government, every thing would have been smooth. The complicating factor for this is the fact that working places are provided for those who work together in teams”*.

Explaining the complicating factors Kebede described *‘I am not willing to involve with this actually, because I believe that creating a common vision/goal and taking shared risk would be difficult’*. The other respondent Daniel explaining his view *‘I know the government is providing assistance to some extent in the form of credit and the like. Due to the bureaucratic nature of activities, I am not benefited from this support programs for the reason that I had to join with others.’*

The situation of business development services as the participants described was found unsatisfactory. In addition to this it had an also complex problem like bureaucratic nature of service provision.

### **3.8 Limitations of Entrepreneurship Training**

Respondents were asked to list out the limitations of entrepreneurship training in the open-ended section of the questionnaires. Based on this the majority of the respondents listed out the following ones as limitations of entrepreneurship training.

- Emphasis on theory
- Less emphasis on creativity
- Shortage of training materials
- Limited time allocation to the training
- Unsatisfactory support following graduation

### **3.9 What Needs to Be Done on Entrepreneurship Training?**

To know what needs to be done with entrepreneurship curriculum and related instructional supports open ended questions were included in the questionnaires to incorporate the views of respondents. Concerning this, the majority of respondents forwarded the following options:

- Giving emphasis to practical aspects of training
- Enhancing capacity of entrepreneurship instructors if possible employing qualified instructors in entrepreneurship
- Providing sufficient material for the training
- Preparing simulating rooms
- Inviting role model entrepreneurs
- Inclusion of entrepreneurship education starting from lower levels

## **CHAPTER FOUR**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter deals with the major findings, conclusions and recommendations forwarded based on the findings of the study.

#### **4.1. SUMMARY**

The purpose of this study was to explore the effects of entrepreneurship training in TVET programs in motivating trainees/graduates for entrepreneurship. To achieve its intended purpose, questionnaires were distributed to sample respondents of trainees, graduates and entrepreneurship instructors in Entoto and General Wingate TVET Colleges. Questionnaires which had been properly filled and returned were presented, analyzed and interpreted by using frequencies, percentages, mean values, ranking and chi-square tests.

The study found that assignments and projects used in entrepreneurship training were found useful for real life situations. The majority of respondents confirmed that various types of training methods were applied in entrepreneurship classes. Despite the application of these various types of training methods, simulated training approaches were not used in entrepreneurship training.

According to the finding of the study, lecture method, projects, presentations and field visits were often applied in entrepreneurship classes. But the study found that simulation, though many instructors prioritize it as top of the relevant methods in entrepreneurship training, was

rarely practiced in entrepreneurship classes. In line with these issues, much deviation was observed with what instructors were practically applying in entrepreneurship class with what they thought most appropriate for training of entrepreneurship. Lecture method, despite listed as least appropriate, it was found frequently applied. The frequent use of lecture method in entrepreneurship class reduces the level of trainees involvement in the learning process. With this regard, the qualitative study explored that due to the theoretical dominance of entrepreneurship training, converting their learning to practice was a challenge to certain extent in the world of work.

The study revealed that large class size and insufficient training facilities were inhibiting instructors not to deliver the training with the appropriate training methods for entrepreneurship. Moreover, the study found that skill gaps to apply appropriate methods and preoccupations with an authoritative method of training were inhibiting to some of the entrepreneurship instructors.

The study found that the majority of entrepreneurship instructors did not have appropriate training on entrepreneurship before assigned to teach entrepreneurship courses. Regardless of this, it was found that the majority of them acquired the necessary skills needed to teach entrepreneurship by their own efforts. Moreover, the study also revealed that majority of instructors need training to be capable in their assignment.

The study highlighted that entrepreneurship training had positively contributed to the majority of trainees/graduates in developing business skills useful for identifying and utilizing business opportunities. The majority of the trainees and graduates confirmed that

they had developed confidence on themselves in applying business skills acquired from the training of entrepreneurship in the world of work or self-employment.

Moreover, the majority of the respondents agreed that the training in entrepreneurship had initiated them to think of self-employment as their career. In addition to these, from the qualitative analysis it was found that the training of entrepreneurship had assisted self-employed graduates in analyzing transactions, keeping the business entity concept, developing business plan, and enhancing their communication and persuading skills.

As the qualitative finding depicted, entrepreneurship training was found useful for self-employed graduates in assisting them in goal-setting, confidence building, and team working and enhancing personal skills for life. Besides these, the qualitative data revealed that entrepreneurship training had enhanced self-employed graduates confidence to succeed in their engagement.

In line with this, as the study investigated greater self-employment career plans/preferences were found in college trainees than graduates. In addition to this, despite entrepreneurship training had initiation graduates to self-employment during the training; they failed to keep the initiation or convert it in to action after leaving colleges.

The study found that need for freedom; desire to realize hobby and entrepreneurial training were the main motivating factors as described by self-employed graduates. In addition to these, the qualitative findings identified that need to be once own boss, unavailability of jobs and need for freedom were the main reasons for graduates engagement in self-employment.

In this regard, entrepreneurship training had also served as an impetus to self-employment of graduates.

The study identified that lack of funding, lack of working place and problem of identifying plausible business idea were the major challenges or obstacles of self-employment. In addition to these, fears, lack of marketing opportunities were also identified as self-employed graduates challenge as substantiated from the qualitative analysis.

The other important finding of the study was identification of facilitating factors for the coming of more graduates to self-employment. These facilitating factors as indicated in their order of importance were supplying youth graduates with credit facilities, assisting graduates with identification of plausible business ideas and creating network with other entrepreneurs. Of course, these factors found useful, their provision was observed unsatisfactory. In this study, the qualitative finding had supported the quantitative findings. Despite the provision of these facilities found important to stimulate the development of self-employment, none of the self-employed graduates involved in the study obtained these facilities due to administrative bureaucracies.

From the study, it was suggested that much emphasis to theory, less attention to creativity, shortage of training material and unsatisfactory support after graduation were limitations of entrepreneurship training. To this effect, enhancing the delivery and effectiveness of training; improving instructional supports, enhancing the capacity of instructors, allocating sufficient material for the training, preparing simulated rooms and introducing entrepreneurship training starting from lower grades were found significant.

## 4.2 CONCLUSIONS

Based on the findings of the study, the researcher had drawn the following conclusions.

Evidence from the study indicates that entrepreneurship instructors applied various types of instructional approaches. Despite the application of various types of instructional approaches, the frequent use of lecturing and least emphasis to simulated training approaches contradicts with the aims of entrepreneurship training as instructional approaches in entrepreneurship training should involve trainees most. This reveals that the delivery of entrepreneurship training had limitations regarding the application of recommended methodologies in entrepreneurship training.

The study revealed that large class size and insufficient logistics were found as major factors for inappropriate utilization of training methods in entrepreneurship class. Large class size may affect negatively the quality of training as it may challenge the instructor to involve every trainee in the learning process. Unless the training in entrepreneurship class is addressed at each trainee level, training becomes fatal exercise leaving the goal of training aside.

Moreover, instructors' preoccupations with authoritative instructional approaches and skill gaps to apply appropriate methods presupposes that skills and attitudes development of trainees may not have been well addressed. Offering the training with instructors who did not have relevant training in entrepreneurship might negatively affect the quality of training regardless of the instructor's own effort to fill gaps. This situation further depicts that training in

entrepreneurship did not yet received due attention at college level as a strategy of human resource development.

Surprisingly, despite the limitations on training approaches, large class size and capacities of instructors, the training of entrepreneurship had shown to be useful in opportunity identification, develop confidence on the acquired skills and served as an impetus in initiating for self-employment while they were in the training.

But what needs to be clear in line with the above conclusion is that the positive outcome of entrepreneurship training in certain aspects did not mean that the training had served its purpose fully. In this regard, despite the positive impact of entrepreneurship training in initiating trainees for self-employment while they were in colleges, the tendency of graduates to maintain the initiation and engage in self-employment tend to go down. The reason for this might be a function of problems in the quality of training as well as the unsatisfactory/unavailable follow-up services provided by colleges and micro-enterprise development agencies in areas such as credit and mentoring services. Had these facilities have been adequately provided, the possibility of maintaining graduates initiation to engage in self-employment would have been improved. Not only this, challenges of graduates engaged in self-employment would also be minimized to some extents.

### **4.3 RECOMMENDATIONS**

Based on the aforementioned findings and conclusions, the researcher proposes the following recommendations.

Since entrepreneurship training is not theory building, the application of authoritative training methods like lecture method should be reduced instead of giving more emphasis to methods which involve trainees most in the learning process. Emphasis may be given to case analysis, simulations, group discussions and presentations as these instructional approaches involve trainees most in the learning process. Therefore, class-room discussion must be encouraged and the instructors have to change their teaching role from an authoritative knowledge-transfer role to the facilitator of student-learning-processes role.

Entrepreneurship instructors need to be given training in entrepreneurship to enhance their capacity in utilization of appropriate instructional methodologies as well as enhancing their knowledge in the subject area. This could contribute to improve the standard and quality of the training. To this effect, it is important that TVET colleges in collaboration with Addis Ababa Education Bureau have to do their best towards making the training more meaningful, effective and functional to enhance the capacity of entrepreneurship instructors.

For effective implementation of appropriate instructional approaches in entrepreneurship training, colleges in collaboration with other concerned bodies like Addis Ababa Education Bureau should work in arranging the necessary training facilities or logistics and also attention should be given in limiting the class size at optimum level.

As the study revealed graduates intention to engage in self-employment tend to go lower following graduation. Therefore, in order to maintain motivation/intention to self-employment or encourage them for direct self-employment, adequate facilities like credit facilities, mentoring and networking services need to be provided. This is because, the more support services provided, the more intentions/ motivation to be maintained or converted in to actions. Moreover, further supports like places and market links needs to be provided to encourage or maintain the development of graduate self-employment. These actions in addition to maintaining intentions to self-employment can serve to minimize the challenges of self-employed graduates.

As revealed in the finding of the study, government and stakeholders are working to minimize problems related to working place, finance and marketing to some extents. Despite these actions, beneficiaries could not obtain the support due to limited provisions and administrative bureaucracies. Hence, it should be understood that the above mentioned problems need continuous and enormous intervention by government, stakeholders and the community as a whole to do away bottle necks for self-employment.

The government bodies, concerned bodies and colleges need to work together to encourage/ stimulate the tendency of graduates to self-employment through the provision of supports like mentoring, networking for new business start ups. This is because first, self-employment reduces the growing figure of unemployment. Second, engagement of educated graduates in self-employment bridges the college and the economy in transferring new techniques/ technologies discovered in the colleges. Third, self-employment facilitates the development

of the economy as business enterprises are sources of income for the society as well as to the government.

Finally, entrepreneurship training should not only be seen from the perspectives of business start-ups but also to people involved in any other endeavors. Not only having the economic significance but also provides skills required for all facet of life. It is therefore, important to introduce entrepreneurship training into institutions working at higher education level as a means of building life skills, so that they can play a more positive role in developing their own well being.

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**Appendix A**  
**በአዲስ አበባ ዩኒቨርሲቲ**  
**የድህረ ምረቃ ትምህርት ኘርግራም**  
**ትምህርትና ምርምር ተቋም**

**በቴክኒክና ሙያ ትምህርትና ስልጠና ኮሌጅ ምሩቃን የሚሞላ**

**ዉዲ የመጠይቁ መላሽ:-**

ኔ የአዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ትምህርት ጩ ተመራቂ ነኝ። የዚህ መጠይቅ ዋና ዓላማ ለሁለተኛ ዲግሪ ማሙያ የሚሆን ፅሁፍ ለማዘጋጀት መረጃ ማሰባሰብ ነው። ስለሆነም በዚህ መጠይቅ የሚሰበሰብ መረጃ በቴክኒክና ሙያ ስልጠና ኮሌጅ ሠልጣኞች የስራ ፈጠራ ስልጠና በመማራቸው በተመራቂዎች ላይ ምን ያህል ወደ ግል ስራ የመሠማራት ዝንባሌ እንደተፈጠረ እና በስልጠናው ያገኙት ዉቀትና ክህሎት ከተመረቁ በኋላ የራሳቸውን ስራ በመፍጠር ሂደት ላይ ምን ያክል አስተዋፅኦ ሊያበረክት ንደቻለ ለመረዳት ነው። ስለሆነም ሀሳብዎትን በቅንነት ያስቀምጡ ዘንድ በትህትና ጠይቃለሁ።

**በቅደሚያ ስለትብብርዎ አመሠግናለሁ።**

**የአመላለስ መመሪያ**

- ለቀረቡት ጥያቄዎች ከቀረበላቸው አማራጮች ውስጥ መልሱን /✓/ በማድረግ ያስቀምጡ።
- አማራጭ ለሌላቸው ጥያቄዎች ሀሳብዎን በግለፅ በተሠጡት ክፍት ቦታ ያስቀምጡ

**በተጨማሪም**

- በጣም እስማማለሁ