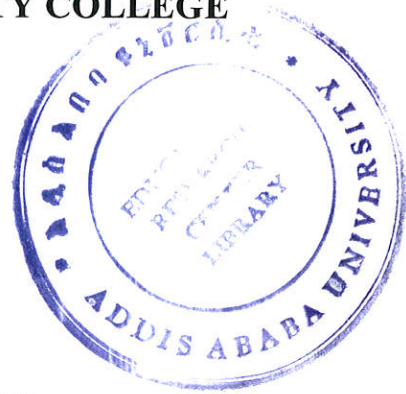


**FACTORS AFFECTING SELF-EMPLOYMENT OF TECHNICAL AND  
VOCATIONAL EDUCATION AND TRAINING GRADUATES: THE CASE  
OF ST. MARY'S UNIVERSITY COLLEGE**



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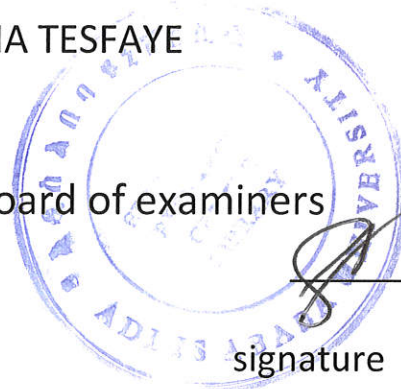
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## Abbreviations and Acronyms

|        |   |
|--------|---|
| ADB    | Asia Development Bank   |
| BIIP   | Bureau of International Information Programs, US Department of State        |
| BOSS   | Bulletin of Student Statistics (of SMUC)                                    |
| CEFE   | Competency-based Economies through Formation of Enterprise                  |
| CEIRQA | Center for Educational Improvement, Research & Quality Assurance (of SMUC)  |
| ETP    | Education and Training Policy   |
| ESU    | European Summer University  |
| GTZ    | German Technical Cooperation  |
| ITC    | International Training Center (of ILO)                                      |
| MIS    | Management Information System   |
| MSE    | Micro and Small Enterprises   |
| NFTE   | National Foundation for Teaching Entrepreneurship                           |
| OJT    | On-the-Job Training   |
| PASDEP | Plan for Accelerated and Sustained Development to End Poverty (of Ethiopia) |
| PYE    | Promoting Youth Employment  |
| SA     | South Australian Young  |
| SAYES  | South Australia Young Entrepreneur Scheme                                   |
| SEED   | Small Enterprise Development  |
| SIYB   | Start and Improve Your Business   |
| SMUC   | St. Mary's University College   |
| TOT    | Training of Trainers  |
| YAA    | Young Achievement Australia   |
| YEN    | Youth Employment Network  |
| YEP    | Youth Employment Programme  |
| YES    | Young Entrepreneurs Scheme  |

## ***Abstract***

*This research aimed at identifying the factors affecting self-employment of TVET graduates considering St. Mary's University College (SMUC) as a case. The approach of the research design was a survey method involving both qualitative and quantitative description. To this end, questionnaire and interview methods of data collection were employed. Stratified and systematic random sampling technique was used to select respondents for questionnaire from the target population of four batch graduates. Interview respondents were four Entrepreneurship course instructors from the institute under study. Thus, it is revealed that 77.7 % of the TVET graduates of SMUC were wage employed and only 7.4% were self-employed. The rest 14.9% were unemployed. Therefore, SMUC is successful in producing demand-driven skilled manpower to the labor market though self-employment rate is very low. As regard to the factors affecting self-employment, it was found that 88.3% of the graduates and most of the instructors responded as 'lack of start-up capital' that led the graduates to wage employment. Hence, the graduates could not access the credit services opportunities provided by the support service system. In addition, lack of market familiarity, lack of viable concept of business operation, and lack of experience in managing and running a business were the other factors mentioned by the graduates whereas the instructors believed that graduates' attitude, lack of self-determination and lack of risk taking behavior were factors for wage employment. Graduates also mentioned hard work (100%), need to achieve life goal (97.3%) and self-determination (96.6%) as the first three important factors of personality traits for self-employment. All the interview respondents agreed that the trainers lack entrepreneurial training skills. Vocational guidance and counseling service was also rated medium and below by 58.7% of the graduates that implies weak service. Based on the findings and conclusion, solutions were recommended to the concerned stakeholders.*

# Chapter I

## Introduction

### 1.1 Background of the Study

The crucial role of education and training in a nation's building is described in different ways by different scholars. Kocsev, et al (2010:6) have stated it as, "Education plays a very important and central role in the country's transformation strategy." Their view shows that education is basic tool for change and development of a country or a nation. Whenever a development strategy is designed on a national level, the role of education should be considered as a key factor to achieve the intended change.

Another scholar, Aronowitz (2004:1) has also stated the role of education for the nation in similar way to the above idea as education was the key to technological transformation which becomes the main engine of economic growth. A country's change or advancement is here seen in terms of technological development. This change obviously results in economic growth. The roles played by education is, therefore, crucial that it is an instrument to technological progress and the educational settings are centers of technological transformation as well sources of skilled human labor contributing to the nation's economic development.

Among the educational settings, Technical and Vocational Education and Training (TVET) institutes are one component in education and training programs that have been widely expanding globally. Considering it as a very important program to economic development in providing the required human capital as well as creating potential entrepreneurs, UNESCO's report (2010:1) has described the role of TVET as follows:

*TVET is concerned with the acquisition of knowledge and skills for the world of work to increase opportunities for productive work, sustainable livelihoods, personal empowerment and socio-economic development for both women and men, in both urban and rural communities. A quality TVET programme plays an essential role in promoting a country's economic growth and contributing to poverty reduction as well as ensuring the social and economical inclusion of marginalized communities. UNESCO views TVET as the master key to poverty alleviation and social cohesion and as central to the promotion of sustainable development.*

UNESCO, thus, views TVET program as key instrument to a nation's economic development and sustainable livelihood of its citizens through promoting creativity and enhancing production.

With regard to the Ethiopian TVET program, as part of the 1994 Education and Training Policy of Ethiopia (ETP), it is intended to play crucial roles in producing human capital contributing to the economic development. The Ethiopian TVET Qualification Framework (MOE, 2010:11) also explained that the reformed TVET system is to be wage and self-employment-oriented, demand-driven and outcome-based, and thus appropriate to the development needs of the Ethiopian economy.

In respect with the above, TVET graduates' career options, having acquired the necessary skills at institutions, are either wage employment or self-employment ventures, in which both are important that the former is to feed the industry with the required skilled manpower and the latter is to create employment opportunities through starting micro and small businesses. In view of this, the Plan for Accelerated and Sustained Development to End Poverty (PASDEP) assumed the TVET program to offer "...relevant and demand-driven training that corresponds to the needs of economic and social sectors for employment and self-employment" (MOE, 2008:8). Self-employment, therefore, is considered as an alternative occupational choice to TVET graduates. This option is obviously achieved through starting micro and small enterprise ventures which is considered to be the basis for economic development and betterment of livelihood of citizens.

As far as economic role of micro and small enterprises is concerned, research findings revealed that there is growing realization about the potential contribution of small enterprises both in developed and developing countries (Saini and Rathore, 2001:16). They further described that a healthy, small business sector is rightly considered to be the backbone of any developed economy. This implies that the micro and small enterprise ventures are indispensable for a developing economy like Ethiopia.

The significance of the roles of micro and small businesses, as basis for a nation's economic development, is to ensure the growth of big firms and industries through

innovation and creativity and, as a result, the decrease in unemployment by creating job opportunities and increase productivity. In many countries, such new venture creation has been the chief source of economic vigor (Lambing and Kuehl, 2000:2). This idea is again strengthened by Saini and Rathore (2001:1) that the development of self-employment is considered as a means of rapid economic development leading to a gainful of employment for the masses. So, it is clear that the big firms and industries are emerged from such small business enterprises which were introduced by potential entrepreneurs. This, therefore, tells us that entrepreneurial participation of the TVET graduates and creating conducive environment for their involvement is paramount importance in the expansion of small business enterprises.

Despite the fact that encouraging and enhancing self-employment is crucial to betterment of life and economic development, there are a number of factors that affect entrepreneurial development.

There are various approaches and theories to the factors affecting self-employment involvement of individuals (Lambing and Kuehl, 2000; Saini and Rathore, 2001 and Khanka, 2004). Although the approaches and theories vary in the emphasis they give to specific factors and lack of inclusion of all factors, they are rather complementary to each other.

In general, according to individual approaches of various scholars, the factors affecting self-employment or entrepreneurship can be summarized as follows:

- Psychological factors (personality traits) such as attitude, self-determination, self-confidence, achievement motivation, innovative behavior (entrepreneurial competencies), etc.;
- Socio-cultural factors such as the values given to self-employment (societal attitude and family influences), religious and cultural influences, etc. In the Ethiopian context, there is negative image in the society on the TVET program considering it as a training program for failures of grade ten or intellectually inferior so that they do not qualify for higher education (Lelissa, 2007:17). This

negative image held by stakeholders hinder the graduates vocational preparation to create their own jobs;

- Government policies such as incentives, opportunities, facilities and support services etc., that motivate self-employment;
- Political factors such as the political system and stability, security, promotion of free market, individual freedom and provision and motivation of private enterprises, etc.;
- Socioeconomic and demographic factors of the graduates;
- Institutional strength and quality of training offered as far as the entrepreneurial skills given during training , lack of experience or exposure to entrepreneurial practices (work-linked training) and services provided in the area of career and vocational counseling, etc.); and
- The sector of the training area affects the graduates' entrepreneurial involvement as regard to the priority given by self-employment facilitators.

Although TVET graduates are expected to contribute to the poverty reduction efforts through creation of jobs and increase productivity, it is observed among the graduates of the institution under study that most of them seek paid jobs rather than self-employment venture, which is the main reason that evoked the researcher to conduct this study.

## **1.2 Statement of the Problem**

TVET programs are envisaged to produce middle-level skilled manpower necessary to the labor market and the economy. The general objective of the TVET system is:

*To create a competent, motivated, adaptable and innovative workforce in Ethiopia contributing to poverty reduction, and social and economic development through facilitating demand-driven, high quality technical and vocational education and training, relevant to all sectors of the economy, at all levels and to all people in need of skills development (MOE, 2008:10).*

The strategy stated that tremendous human resource deficit in Ethiopia responsible for the low state of industrial development is a prevailing condition. The TVET curriculum, thus, is geared towards enhancing productivity in the Micro and Small Enterprises (MSE) sectors, improving the quality of products and services and supporting start-up businesses.

Therefore, with respect to the National TVET Strategy, TVET graduates are expected to play active innovative roles in self-employment ventures which have a broader implication to the economic and social development. However, in respect to self-employment, the researcher, being working in TVET colleges for the last nine years, has been observing graduates seeking for employment on paid jobs rather than exerting efforts to create their own jobs.

A tracer study conducted on graduates of St. Mary's University College (SMUC) showed that only 4% of them were self-employed where as the rest were counted for wage-employment (51%), Unemployment (30%), pursue education (6%), currently quitted job (8%) and working as apprentice (1%) (Hailemeleket, 2009:15). In the same study, it was also found that level of skills attribute to quality as perceived by employers showed that graduates capacity of entrepreneurship was rated as very low (17%), which is among the last three very low ranks (Hailemeleket, 2009:19).

Therefore, all these facts about the TVET graduates' low self-employment status motivated the researcher to know and identify the factors that attribute to such behavior of graduates through conducting research. To this end, the study attempts to answer the following basic research questions that revolve around psychological, social-cultural, government policies and actions, and support system factors.

1. How adequate are the support services to contribute to the TVET graduates' self-employment decisions?
2. Do government policies and action related factors contribute to the graduates' self-employment?
3. Do the socio-cultural environment factors such as values, attitudes, traditions, etc., influence the graduates in starting their own ventures?
4. To what extent do the personality traits (psychological factors) affect the graduates' self-employment efforts?

### **1.3 Objective of the Research**

The general objective of this research was to assess the factors affecting TVET graduates' self-employment ventures while the specific objectives of the study include:

1. Assess the adequacy of the support services contribution to the TVET graduates' self-employment decisions;
2. Reveal the government policies and action related factors that contribute to the graduates' self-employment;
3. Identify the influence of the socio-cultural environment factors such as values, attitudes, traditions, etc., on the graduates in starting their own new ventures;
4. Identify the extent of the personality traits that contribute to TVET graduates' self-employment participation.

#### **1.4 Delimitation of the Study**

This study was conducted at St. Mary's University College (SMUC) in Addis Ababa located in Lideta Sub-City at Mexico area which is a private higher institution with 11 years of provisions of academic, research and community services. The University College has been offering TVET program, beside other programs, under three faculties that are dominated by soft skills trainings. Under these faculties there are five departments: Accounting, Marketing and Administrative Office and Secretarial Technology in the Faculty of Business, Information Technology in the Faculty of Informatics, and Legal Service in the Faculty of Law.

The target populations of this study were on the last four years (2007 – 2010) graduates of the regular (day) TVET program. Since it is an aspect of tracer study, it specifically focused on the factors affecting their entrepreneurial (self-employment) involvement. Other aspects of the graduates' status such as economic sectors of employment, geographical distribution, job satisfaction, etc., were excluded. Even the factors of self-employment themselves were carefully selected. Although the concept and area of entrepreneurial career are very wide, this research focuses on four basic and general factors: the support system (resources related factors), socio-cultural factors, government policies and actions and psychological factors. In addition, the level of ventures in this study is confined to micro and small level ventures which are ventures expected of relatively recent diploma level graduates. On the other hand, demographical factors and

political issues were given less emphasis because of their less relevance to assume as factors due to the prevailing condition of the country.

As regard to sample size, from the target population (1820 of regular program graduates), only 10% (182) sample was considered due to limitation of resources. Extension students were intentionally excluded because most of them were employed or already had their own business prior to the training. In addition, to substantiate the questionnaire, interview was conducted with five TVET instructors who offered entrepreneurial courses.

As far as geographical area is concerned, although the graduates of the University College are expected to be dispersed all over the country, the geographical coverage of the study was limited to Addis Ababa only. This was because a tracer study conducted on SMUC graduates indicated that 97.1% of them were concentrated in Addis Ababa (Hailemeleket, 2009:12). Thus, the number of graduates who work outside Addis (in the regions) was insignificant besides the resource limitations.

## **1.5 Limitations**

The serious challenge the researcher faced was obtaining the addresses of the randomly selected respondents according to the telephone addresses they left after graduation (at exit time). Some of them had changed their addresses or did not respond. Thus, an attempt was made to get some of them through a snowball method, i.e., search them through asking persons who knew where they could be found. Even among the accessed, some failed to send back the questionnaire due to being busy on their jobs. All these made the collection of the data very difficult, tiresome and time consuming. Time constraint was another challenge because the researcher was conducting the research while working his regular job at the institution under study. The allocated budget was not adequate to cover expenditures on telephone cost, transportation and necessary materials.

## **1.6 Significance of the Study**

Conducting tracer studies and identifying the employment status of graduates has significant importance to training providers who envisage academic excellence, have

long-term visions and working towards ascertaining quality assurance. In view of this, the benefit of the findings will be significant to the institution and other stakeholders. Among which the following potential beneficiaries are considered.

1. The researcher being a vocational counselor in the institution under study, the research result highly contributes to improve the career and vocational services rendered to trainees as well as the placement support given to graduates of the institution. That is, it will help effectively reorganize the services to achieve the intended objectives of the TVET training. In view of this, identifying the available facilities, means and opportunities provided by related agencies such as micro and small enterprises (MSEs) and micro-finance organizations working on enhancement of self-employment activities are crucial career information to the career and vocational guidance and counseling services;
2. The training institution at large will be benefited from the study that the findings and recommendations will contribute in improving the quality of training so that intended to have an element of input in the effort of maintaining sustainable competitiveness as well as academic excellence of the University College;
3. It will also help trainers to know their contribution to the career of the graduates, the quality of training they have been offering, the methods of training they have been employing, etc.;
4. Parents and prospective graduates (even future trainees) may also gain advantage from the findings. Parents may use the findings in providing support to their children after graduation in engaging them on an entrepreneurial venture. Graduates may be beneficiaries of the finding in planning their future career including entrepreneurship. It may also help future trainees in motivating and developing the courage toward self-employment ahead of their graduation;
5. Government and private agencies which are working on entrepreneurial development of TVET graduates may use the findings to improve the provision of resources so that motivate them for innovative business ideas and entrepreneurial growth and as a result increase productivity that meaningfully contribute to the economy;

6. Experts and professionals who are concerned with curriculum development and policy matters may use the findings and recommendations as input to their work on the effectiveness of the TVET training in general and entrepreneurial courses in particular.
7. The researcher believes that the result of this study may contribute ideas to those who want to conduct further research on the issue.

Finally, an attempt will be made to present the research finding on an annual conference and staff research forums of St. Mary's University College as ways and means of disseminating the result to stakeholders.

## 1.7 Definitions of Basic Terms

The followings are basic and most frequently used terms throughout this thesis:

**Entrepreneur** is a person who started a new business venture or self-employed (on micro and small business level), instead of wage employment, which was enhanced by the skills acquired from TVET training and has the entrepreneurial personality.

**Entrepreneurship** is the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence (Hisrich and Peter, 2002:10).

**Self-employment** is defined as an optional occupation (individually or in partnership) to the TVET graduates that enables to earn one's livelihood directly from one's own venture (be it micro, small or medium enterprise) rather than working for somebody else or company so that contribute to the economy by increasing productivity and creating job opportunities.

## **Chapter II**

### **Review of Related Literature**

Under this chapter, basic concepts are explained and thoughts or theories related to the issue are elaborated; factors that influence entrepreneurship or self-employment are given due emphasis; and global entrepreneurship experiences of countries, giving due attention to ILO's role, are overviewed.

#### **2.1 Concepts of Related Terms**

The basic concepts that need further elaboration are entrepreneur, entrepreneurship and/or self-employment because of the fact that the research revolves around these concepts.

The definitions of the terms "entrepreneur" and "entrepreneurship" varies from scholar to scholar and even from period to period. They are not still fully clear concepts. Thus, there is no universally adopted and commonly accepted definition. Again, the two terms are often used interchangeably, even if they are conceptually different. For the sake of clarity, they are defined separately although, basically, 'entrepreneur' refers to the person and 'entrepreneurship' to the function. Hence, first, the definition of entrepreneur is dealt with as follows.

##### **2.1.1 Entrepreneur**

Historically, the term entrepreneur was used in different contexts having different concept in the early times. For example, in the 16<sup>th</sup> century, it was meant organizer of military expedition in France; in the late 17<sup>th</sup> century, it was associated with architects and contractors; in the 18<sup>th</sup> century, it was used for the function of buying of labour and material; and again, later, it was used to refer to a rich farmer; lastly, in the late 18<sup>th</sup> century, it was applied to business for the first time to designate a dealer who buys goods at certain price and sells at uncertain price (Hailay, 2007:1-3). From these ideas we can

say that the term was having different meanings in different periods and connected to achievements of successful figures.

A definition closer to the current business-related meaning was applied by a French (an Irish by birth) economist, Joseph Cantillon, and the concept was expanded by another French man called Say. Thus, the term is French in origin having a literal meaning translated as 'one who takes between' (Deakins, 1999:10).

Cantillon, the first scholar to use the term, considered an entrepreneur as a dealer who purchases the means of production for combining them into marketable products, whereas Say concentrated on the function of coordination, organization and supervision of a business venture (Desai, 2000:16). The central idea of these French scholars' thought was the entrepreneur is a person who plays central and important role in the exchange of goods including bearing of risks.

Currently, the term 'entrepreneur' is defined from different perspectives. Some of these definitions considered an entrepreneur as:

- One who shifts economic resources out of an area of lower and into an area of higher productivity and greater yield (Lambing and Kuehl, 2000:4). This definition considers that an entrepreneur takes the risk in changing resources into better quality. That is, the entrepreneur plays the role of a middleman and performs an intermediary function of exchange by undertaking risk;
- Someone who specialized in taking judgmental decisions about the coordination of scarce resources (Casson in Saini and Rathore, 2001:4). Here, the entrepreneur is considered as a manager with special skills;
- An individual who introduces something new in the economy, according to an Austrian scholar known as Schumpeter (in Deakins, 1999:11). The entrepreneur is, in this definition, taken as innovator who brings about change through the introduction of new technology.
- A person who is alert to profitable opportunities, according to another Austrian called Kirzner (Deakins, 1999:11). In this definition the entrepreneur is considered as opportunity seeker;

- One who starts an industry bears uncertainties and also performs a managerial function of decision-making and coordination (Desai, 2000:17). This definition is somewhat more comprehensive than the rest aforementioned ones.
- A person who has the ability to see and evaluate business opportunities; to gather the necessary resources to take advantage of them; to initiate appropriate action to ensure success (ILO in Saini and Rathore, 2001:4-5). This definition includes many facets of entrepreneurs' qualities such as the ability to forecast the future, to evaluate it, to select and organize resources, to initiate risk and to make decisions that result in success.

In general, the above definitions basically vary in terms of inclusion and emphasis. Some of them considered entrepreneurs primarily as innovators (Schumpeter), some chiefly as skillful managers of enterprise (Casson), some mainly as bearers of risk (Cantillon and Say). Some principally taken as opportunity seekers (Kirzner), and some others defined in a broader sense including various aspects like the ILO definition above.

### **2.1.2 Entrepreneurship**

Entrepreneurship, having a wide meaning and being complex, has no universally accepted definition. Thus, different authors defined entrepreneurship from different perspectives. For example, for a psychologist, it is a venture for achievement motivation; for an economist, it is an innovation that brings resource together and introduce changes; for a businessman, it is a threat (competitor) or an opportunity (an ally and source of supply); and still others viewed it as profit generation. Though they approach the term in different ways, all revolve around the efforts of the individual towards successful achievements. The followings are some of the definitions of entrepreneurship:

1. It is an innovation and creativity response to the economic environment while an entrepreneur is an innovator who introduces something new into the economy (Saini and Rathore, 2001:3). In this definition, the entrepreneur is considered as the factor of change and development through introducing new methods and technology to increase productivity and creating job opportunity.

2. It is a process involving risk-bearing action and innovation in establishing a new enterprise. That is, an act of being an entrepreneur (Khanka, 2004:8). Here, the author emphasizes on the risk bearing and innovation aspect of entrepreneurship which demands self-confidence, determination and decision-making skills.
3. It is also defined by a Harvard psychologist, known as McClelland, in terms of the individual's motivation engaged in it and an entrepreneur is a person who has a need to achievement, takes a risk, and also the need for independence and innovative behavior (Daniel, 2008:13). However, entrepreneurship and entrepreneur are conceptually different despite some used them interchangeably. McClelland in his definition focuses on the individual's drive towards achievement and freedom (the need to be one's own boss) through creativity, innovation and taking risk.
4. Hisrich and Peter (2002:10) also defined entrepreneurship as the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence. These authors' definition consists of innovation (creating something new), the input (devoting time and effort, and of course capital), taking risks (financial, psychic and social) and reward (satisfaction and independence).

The above definitions, as explained before, have no significant difference except one gives more emphasis to one aspect of entrepreneurship than the other. Others define the by including other aspects of the term and still others try to define in a broader sense than the rest. Most of them, almost all, included some of the characteristics of an entrepreneurship such as innovation, creativity and risk bearing. For example, McClelland's definition is similar with definition of Hisrich and Peter given above that both definitions included innovation, risk bearing, independence and satisfaction though they described and explained it from different perspectives. We can conclude therefore that the definitions are complement to each other.

### 2.1.3 Self-Employment

The term self-employment, having similar meaning with entrepreneurship, is described as working for one's self rather than for another person or company. Self-employed can also be referred to as a person who works for himself/herself instead of an employer, but drawing income from a trade or business that he/she operates personally (Wikipedia). Therefore, it is earning one's livelihood directly from one's own trade or business rather than as an employee of another.

Self-employment, for some people, can have different forms and durations; for some people, it can be a life style choice. Thus, according to Blackmore (2009:1), self-employment can be achieved by:

- setting up a business, either on a full-time basis or alongside a part-time job;
- working as a freelancer or contractor;
- buying into a franchise (a business operation under the permission of another company).

Self-employment is therefore an occupational alternative to wage employment which is a form of entrepreneurship (formal or informal). Some times, it becomes the only option if the individual's expectation does not correspond with the requirements and condition of the work available. There are various reasons for self-employment. Reasons why people choose self-employment may include:

- the desire to sell their skills and/or expertise;
- the desire to prove an idea;
- because they relish the challenge;
- the need for independence and/or to be one's own boss;
- wanting to generate a second income stream;
- reaction to an ill-informed first career decision;
- peer or family pressure;
- a feeling that there are no other options.

To sum up, based on these definitions in relation to the ventures of the TVET graduates, entrepreneurship, self-employment, job creation and micro or small business/firm undertaking are taken as similar concepts though they are not exactly the same in other contexts. Therefore, the terms entrepreneur and entrepreneurship/self-employment are used throughout this research paper in connection with any business venture (be it micro, small or medium, individual or joint).

Thus, in this study, it is defined as an optional occupation (individually or in partnership) to the TVET graduates that enables to earn one's livelihood directly from one's own venture (be it micro, small or medium enterprise) rather than working for somebody else or company so that contribute to the economy by increasing productivity and creating job opportunities. Therefore, the person who has created his/her own job and enabled to manage personal business, irrespective of size of the business, is an entrepreneur, and the function of running such a personal and an independent business is entrepreneurship.

## **2.2 Theories of Entrepreneurship**

Various scholars and writers of entrepreneurial ideas express that the concept is a complex phenomenon. It is perceived by different intellectuals in different ways. Though the concept and theories of entrepreneurship evolved more than two centuries and have undergone many changes, it is not still clear (Desai, 2000:54). The approaches to the concept are predominantly influenced by the orientation and field of studies of the scholars. Desai further explained that as the concept of entrepreneurship is complex in its content, it is influenced not only by economic aspects but also by sociological, psychological, political, ethical, religious and cultural values. Thus, field of studies other than economics, which has been influential, have significantly been contributing and conceptualizing in terms of their professional orientation in different perspectives.

Therefore, according to Desai (2000:57), theories of entrepreneurship are broadly classified into economic, psychological, sociological and cultural theories though he identified about thirteen types of theories. However, it is difficult to put distinction among the theories that most of them consider the basic elements of entrepreneurship. Some of the theories are summarized as follows:

### **2.2.1 Economic Theory**

One of the advocates of this theory is Mark C. Casson who held that the demand of entrepreneurship stems from the need to adjust to change and the supply of entrepreneurship is limited by the scarcity of the requisite personal qualities and the difficulty of identifying them when they are available. He developed the modern economic theory of entrepreneurship through a synthesis of the ideas of Joseph Schumpeter, Friedrich Hayek and Frank Knight. His research led him to conclude that culture and institutions influence the performance of individual entrepreneur. According to Casson, there are four main qualities which are crucial for a successful entrepreneur. Among these, imagination is entirely innate where as the rest are enhanced or learned which are deficient (Desai, 2000:61).

### **2.2.2 Dynamic Innovation Theory**

This theory of entrepreneurship was developed by Joseph Schumpeter. He considered entrepreneurship as the catalyst of innovation that disrupts the stationary circular flow (equilibrium) of the economy and thereby initiates and sustains the process of development (Batra, 2003:6). That is, when the stationary equilibrium is disturbed, development takes place and this change or disturbance comes forth in the form of 'Innovation'. For Schumpeter, the entrepreneur is an 'Innovator' who is characterized by potentialities of doing new things or doing things in a new way which involves problem-solving.

According to Schumpeter, the concept of innovation consists of five elements:

- Introduction of a new good or improving the existing one;
- Introduction of a new method of production;
- Opening of a new market;
- Conquest of a new source of supply of raw materials; and
- Creating a new type of organization of any industry or firm.

Innovation thus includes risk taking, superintendence and coordination which are requisite attributes for entrepreneurship.

### **2.2.3 Harvard School Theory**

According to the Harvard school, entrepreneurship comprises any purposeful activity that initiates, maintains or develops a profit-oriented business in interaction with the internal situation of the business or with the external factors such as the economic, political and social circumstances surrounding the business (Desai, 2000:62).

Among the scholars, who is categorized in the tradition of Harvard, Leibenstein stresses on activities such as searching and evaluating economic opportunities, mobilizing resources necessary for the production process, connecting different markets, and creating or expanding the firm. The scholars in this theory highly stress on the role of human factor for entrepreneurship.

Although the Harvard tradition stress on the human factor of production system, it is challenged for lack of consideration that the entrepreneur operates under fairly uncertain circumstances. That is, the uncertainty and risk bearing aspects of entrepreneurship are given less emphasis.

### **2.2.4 Theory of High Achievement Motivation**

This theory is a psychological theory of entrepreneurship. The advocate of the theory was a Harvard psychologist known as D.C. McClelland. McClelland asserts that need for achievement is simply the desire to do well not so much for the sake of social recognition or prestige but for the sake of an inner feeling of personal accomplishment (Saini & Rathore, 2001:36). This means that entrepreneurship is not simply an adventure seeking effort but meeting the inner drive of the individual's psychological need and, as a result, economic satisfaction. He identified two characteristics of entrepreneurship:

- doing things in a new and better way, and
- decision-making under uncertainty.

McClelland focuses on the individual's need for achievement which is, according to him, the most directly relevant factor for entrepreneurship (Desai, 2000:62). Thus, he developed the idea that need for personal accomplishment is the driving force of economic achievement. That is, the drive to excel, to strive for success and to achieve in relation to a set of standards (Sani & Rathore, 2001:37). This shows that the drive for entrepreneurship is an intrinsic motive (achievement motivation) of the individual entrepreneur. Saini and Rathore further explained that people with high achievement motive like to take calculated risks and want to win. These people like to take on personal responsibility for solving problems and want to know how well they are doing.

The individual's inner urge to do something new, something unique in a particular field, according to Batra (2003:27), has been found to be an important factor, i.e., the entrepreneur's innovative and creative behavior results in starting new enterprises and contributes to the economic development. To arrive at such an achievement, the individual needs to have the motivational factors, various skills and knowledge of several relevant aspects.

Thus, entrepreneurship becomes the link between need achievement and economic growth, i.e., the need for achievement is considered as critical factor to a nation's economic development. The basic assumption in this theory regarding entrepreneurial achievement and, as a result, economic development is that a society with high level of achievement motivation will produce more energetic entrepreneurs who, in turn, capable of generating rapid economic progress. In this regard, McClelland places the responsibility of inculcating and developing the individual's sense of entrepreneurial motivation on the society (the government) through various mechanisms of support systems including strong education and training policy.

It is worth mentioning our observation here that there is a tendency of applying of this theory in Ethiopia. Currently, the government is working towards making people achievement-oriented or inculcating achievement motivation (a sense of achievement) in the would-be entrepreneurs through organizing ceremonial occasions of praise, reward and award to selected model small-scale entrepreneurs in various fields of venture at all levels of the administrative chains (in federal, regional and zonal levels).

### **2.2.5 Other Theories of Entrepreneurship**

There are other theories of entrepreneurship that have their own contribution to entrepreneurship though they have less relevance to this research. Some of them, for example, are Young's theory of change, Knight's theory of profit, market process theory of Hayek and Kirzner, X-efficiency theory of Leibenstein, and theory of entrepreneurial firm of Andrews and Penrose.

Frank W. Young's sociological theory of entrepreneurship explains that the entrepreneur group becomes reactive in response to the social problem such as low social recognition, denial of access to important social network, and when the group has better institutional resource in the society (Desai, 2000:63). This theory of change, thus, assumes that change is based on society's lack of incorporation of the reactive subgroup.

Frank Knight's theory of profit (also known as uncertainty theory) holds that the entrepreneur is a recipient of pure profit after bearing the cost of uncertainty (Saini & Rathore, 2001:29).

Friedrich Hayek and Israel Kirzner formulated their theory in terms of the market process. Hayek holds that the absence of entrepreneurs in the neoclassical economics is intimately associated with the assumption of market equilibrium. Kirzner also asserts that the distinguishing characteristic of the entrepreneur is alertness to disequilibrium. Thus, adjustment of the price is the main role of the entrepreneur (Saini & Rathore, 2001:28).

In X-efficiency theory, the role of the entrepreneur is analyzed. In this regard, Harvey Leibenstein identified two roles of the entrepreneur: (1) input completion which improves the efficiency, and (2) gap filling. The major emphasis is that X(in)-efficiency is the degree of inefficiency due to lack of effort in the use of resources within the firm. It measures the extent to which the firm fails to realize its productive potential, i.e., the firm's resources are used in the wrong way, or because they are wasted - they are not used at all (Desai, 2000:61).

Leibenstein regards entrepreneurship as a creative response to the X-efficiency due to the incomplete information and the gaps of inputs and outputs of goods in the economy. It is because entrepreneurial activities pose a competitive threat to an inefficient organization.

The entrepreneurship firm theory of Andrews and Penrose focuses on the competition between firms. Andrews discusses and analyzes the aspects of business strategy which are crucial to the success or failure of a business. Penrose also explains how the creation and use of information governs the growth of the firm through feedback mechanisms (Saini & Rathore, 2001:34-35).

All these theories, be each of them relevant to this research paper or not, show the diversity of the perspectives to the entrepreneurial field. However, one perspective fills the gap in the other perspective so that, we can conclude that one is complement to the other and, thus, each of them has significantly contributed to the field.

Having dealt with related concepts and theories, let's look into the factors of entrepreneurship. Therefore, the question is what are the factors required to become an entrepreneur or conditions that influence the individual in creating one's own business?

### **2.3 Factors Affecting Entrepreneurship (Self-employment)**

There are various approaches and theories to the factors affecting self-employment efforts of individuals. Lambing and Kuehl (2000:15-18), among others, have mentioned four factors that influence starting small business or entrepreneurial activity.

- The individual or self which refers to a set of personality traits that distinguished an entrepreneur from the general population;
- The ethno-cultural environment which includes the values and beliefs the society have on entrepreneurship;
- The circumstances in society that includes downsize of employees due to factors such as crisis of companies, introduction of new technology, phase out of existing product, etc., can result the employees in opening their own businesses;
- A combination of these.

This approach principally concentrates on any of the three factors such as personality traits, cultural influence, the economic condition and/or the interaction of all factors.

Saini and Rathore (2001:5-6) have also described five list of factors that influence entrepreneurship. According to these authors, the factors are social, religious and cultural, psychological, political, and economic policies.

- Social factor refers to the idea that entrepreneurs grow in the tradition of their family and society, and internalize certain values and norms from these sources. Thus, individuals emerged in the society and, for some reasons, initiate, establish, maintain and expand new enterprises;
- Religious and cultural factors entail that in some societies, there is religious and cultural belief that high profit is unethical which inhibit growth of entrepreneurship;
- Psychological factors include personality traits such as high need for achievement, determination of unique accomplishment, self-confidence, creativity, vision, leadership, etc.;
- The political system and stability influences in that a country which promotes free market, individual freedom and private enterprises will promote entrepreneurship; and finally,
- Economic policies also contribute to entrepreneurial initiatives in that the type of the economic policy, its consistency, and trade laws are basic components and guarantees to the entrepreneur.

In this approach, an attempt is made to address the factors responsible to entrepreneurship in some what detail way. Otherwise, the contents are similar with the aforementioned ones.

Another approach to the factors affecting entrepreneurship is that, according to Batra (2003:25-27) four inter-linked sets of factors as major influential ones are identified.

- The individual (psychological factors) who, for some reasons, initiate, establish, maintain and expand new enterprise;

- Socio-cultural traditions which the traditions of the families and the society influence the entrepreneur;
- Socio-political and economic policies of the government and other financial institutions;
- The functioning of the support system which includes financial and commercial institutions, research, training, extension, consultancy services, etc.

Batra, in his list of factors, tried to cover important aspects of the factors of entrepreneurial development by including the roles of supporting bodies that enhance entrepreneurship.

Still another approach to the factors affecting entrepreneurial growth is described in a more summarized way by Khanka (2004:33-37). These factors are economic, non-economic and government actions.

- Economic factors include capital, labor, raw material and market;
- Non-economic factors refer to social and political conditions such as legitimacy of entrepreneurship, social mobility, marginality (segregation), security and psychological factors; and
- Government actions such as economic and industrial policies, those influence both economic and non-economic aspects.

Though Khanka tried to summarize into almost two categories (economic and non-economic), the details include most of the important factors of entrepreneurship.

The above four approaches are samples of the various approaches. The types of classifications of the factors responsible for entrepreneurship are almost as many as the numbers of scholars and researchers. In general, the above approaches' difference is not significant that the factors mentioned in all authors are, in one way or another, related to each other. In addition, the factors mentioned in one approach fills the gap in the other approach. That is, despite the difference in their way of treating the individual factors, they are complementary to each other. Thus it is advisable to take the factors in an eclectic approach. Therefore, we can list them by taking into consideration the different approaches to be inclusive as much as possible.

So much so that the major factors that affect entrepreneurial or self-employment ventures can be classified into four sets of factors: Psychological, social-cultural, government policies and actions, and support system factors.

### **2.3.1 Psychological Factors**

These are a set of factors that are related to the individual's personality traits whether they are innate or learned which determines the individual's career direction. As regard to the personality determinants, the controversy over learned (experience) or unlearned (inherited or inborn) source of traits of personality has been endless that there is no agreement among scholars. According to Lambing and Kuehl (2000:16), it is described that many people believe entrepreneurs have special personality and that these traits cannot be taught. For instance, Schumpeter (in Deakins, 1999:11) holds that only certain extraordinary people have the ability to be entrepreneurs and they bring about extraordinary events. This implies that entrepreneurs are born and nurture has lesser influence than nature in becoming an entrepreneur.

On the contrary, many other people, like Peter Drucker (in Lambing and Kuehl, 2000:15), believe that socio-cultural influences (learned traits) are sources of entrepreneurial personality. Kirzner also promotes that any one has the potential to be entrepreneur and he/she appears and operates within set production constraints (Deakins, 1999:11). Both ideas imply that, everyone having the inherited traits, environmental exposures are determinant factors of entrepreneurial qualities.

However, still many others accept that both sources (nature and nurture) equally contribute to the individual's entrepreneurial personality. Thus, in this study, the researcher prefers to have the stand with the third group believing both factors have their own share of contribution to the entrepreneurial personality.

According to Lambing and Kuehl (2000:16), whether entrepreneurial tendencies exist at birth or developed as the person matures, certain traits are usually evident in those who achieve success. Personality traits are many in their type depending on the approaches of

various scholars and, of course, vary from individual to individual. In this regard, the authorities described personality traits in detail as follows:

- A passion (strong interest) for the business;
- Tenacity (persistent and strong courage) despite failure;
- Self-confidence (in one's ability and business concept);
- Self-determination (internal locus of control unlike external locus of control-fate);
- Management of risk (foresees risk, scans the environment and minimizes failure);
- Takes change as opportunity (sees change as normal and necessary unlike fear of it or resistant to change);
- A tolerance for ambiguity (comfortable with uncertainty);
- Initiative and a need for achievement;
- Need for independence (freedom of managing own resources and avoid boss);
- Strives for excellence or perfection (detail orientation and perfectionism);
- Creativity (imagination and vision of alternative scenario); and
- The big picture (sees things in a holistic sense).

Although this list is exhaustive and inclusive that encompasses a wide range of traits, some of the traits seem too specific which can be combined and minimized into smaller number.

In relation to the psychological factors, a study conducted in India by D.V. Avasthi and Q. Murtaza (in Batra & Dangwal, 2003:119) on 'Perception of Polytechnic Students Regarding Factors Responsible for Growth of Entrepreneurship' listed out twenty psychological factors, namely, achievement, innovativeness, motivation, commitment, self confidence, risk taking behavior, capability to cope with adverse situations, modern outlook, leadership, independence, foresight and perceptiveness, hard work, determination, profile orientation, maturity, intelligence, honesty/integrity, imagination, cooperativeness and quality consciousness. Though the list included too detail traits which are redundant, the study was interesting. The findings of the study showed that leadership, motivation, hard work and self confidence (55-67% of the respondents) perceived as the most important factors responsible for entrepreneurial success. According to the study, the next important factors were perceived as honesty and

integrity (47%), independence and commitment (each 35%), and achievement and innovativeness (each 34%). The data of the research and the findings showed that almost about nine factors were more responsible for entrepreneurial achievements.

Dollinger (1999:17) treated the individual factors for creation of new ventures in terms of their sources in as personal resource (psychological), sociological and demographic characteristics contribute to or detract from his/her abilities to be an entrepreneur. They are summarized as follows:

- Personal resources include need for achievement, locus of control, propensity for taking risk, knowledge, training, experience, personal integrity and reputation (business ethics). They are considered as factors emanate from within the self and are the accumulated human resources that the entrepreneur contributes to the venture.
- Sociological factors refer to the individual's perception of the social supports that includes perception of desirability, perception of feasibility, the presence of role models and mentors, the impact of entrepreneurial parents, and establishment of network and contacts, i.e., social capital which refers to the social relationships that people have. The characteristics and the intensity of these relationships can determine people's intention towards creating an enterprise (Linan, et al, 2009:6).

A training module prepared by UNESCO (2006:11) for TVET trainees on entrepreneurship mentioned that some personal qualities of entrepreneurs include:

- curiosity and creativity,
- motivation and self-confidence,
- willingness to take risks,
- eagerness to learn,
- ability to co-operate,
- ability to identify opportunities,
- ability to innovate (do something that nobody has done before) and lead,
- determination to overcome obstacles ('never take no for an answer!'),
- ability to learn from mistakes made by oneself and others, etc.

According to the material, these qualities help some of the entrepreneurs (not all) to think, analyze, solve problems and take action. They can be inherent at birth and/or acquired through the learning process. This implies that many of these qualities are latent within us and we may not even be aware of we possess them that through learning we can cultivate them and help us to succeed as an entrepreneur.

A US Department of State called Bureau of International Information Programs (BIIP) (<http://www.ait.org.tw/infousa/zhtw/DOCS/enterp.pdf>) stated in response to the question ‘Who can become an entrepreneur?’, which provided a list of entrepreneurial personality traits that most successful entrepreneurs share certain personal attributes, including:

- Creativity (the push for innovation and improvement);
- Dedication (what motivates the entrepreneur to work hard);
- Determination (the extremely strong desire to achieve success);
- Flexibility (the ability to move quickly in response to changing market needs);
- Leadership (the ability to create rules and to set goals);
- Passion (strong interest to achieve and what gets entrepreneurs started and keeps them there);
- Self-confidence (reduces uncertainty and the level of risk); and
- “Smarts” (consists of common sense joined with knowledge or experience in a related business or endeavor. The former gives a person good instinct, the latter, expertise).

Having reviewed various approaches to the list of entrepreneurial personality traits, the researcher is convinced to select the following ten lists of traits as comprehensive to include all important qualities.

1. Achievement motivation (need to grow);
2. Creative and innovative behavior;
3. Risk taking behavior;
4. The need for independence;
5. Self-confidence (reduces uncertainty and failure);
6. Leadership (interpersonal and administrative competence);
7. Self-determination (dedication to achieve success);

8. Commitment (keen interest and devotion);
9. Hard work; and
10. Imaginative (foresight and perceptiveness).

The listing of the above traits is suggested because there is controversy over the list of traits and there is no agreed upon complete and universal list of the traits. Even there is some dispute over whether entrepreneurial characteristics can be identified at all.

### **2.3.2 Socio-Cultural Factors**

These set of factors focus on such aspects as values, norms, beliefs, family and community entrepreneurial traditions, societal attitude, etc. It is considered in terms of social behavioral approaches, which stresses the influence of the social environment.

It has been identified that different cultures have varying values and believes (Lambing and Kuehl, 2000:18-19). That is, some culture encourages entrepreneurship whereas others discourage, some promotes achievement whereas others give low value to entrepreneurship. For example, the Japanese have been known to have an achievement-oriented culture which helps entrepreneurs persist until they succeed. That is, they give high value to entrepreneurship and encourage entrepreneurs to succeed. With respect to this, McClelland (Deakins, 1999: 18) has identified that the historical role models' influence of heroes on subsequent generation induced a high motive of achievement on the population. On the contrary, in some cultures, entrepreneurship may be conceived as an occupation for low self-esteemed persons. For example, it is well described in Lelissa (2006:17) and UNESCO (2002:132) the negative social image held on the TVET program which discourages entrepreneurial ideas of TVET graduates (this will be discussed further in this section later).

The entrepreneurial tradition of the family has the most significant impact on the early development of entrepreneurial personality. Young (in Batra, 2003:26) maintains that entrepreneurial activity is generated by a particular family background and experience as a member of certain kinds of group and as a reflection of general cultural values. In respect to this, Saini and Rathore (2001:5-6) described that entrepreneurial traditions of

the family as well as the community are important factors within which the entrepreneur grows and internalizes the values and norms. In addition, Batra and Dangwal (2003:13) have stated that caste and community are the most important socio-cultural determinants of entrepreneurial supply and performance.

With regard to societal attitudes, the TVET program itself is victim of negative image held by the society in Ethiopia. According to a research finding (Lelissa, 2006:17), it has been discovered that trainees of TVET institutions are considered as low achievers or failures of grade ten (national examination) students who are forced to attend TVET which discourages the potentially motivated students. This image of the society at large and the view of the graduates in particular is a barrier to have confidence and envision in their vocational career in general and starting new venture in particular. That is, the graduates feel inferior of their friends who joined the degree program and strive for higher education after a period of wage employment service which is a government requirement as a path way to higher education. This path way may force the TVET graduates to work on a paid employment for the sake of getting a two-year work experience which is levied by the government policy as a requirement.

The negative images has been found to be global that a UNESCO monograph on perceived status of TVET stated as “TVET is often seen as a poor alternative to university or college courses, and the career paths resulting from TVET programs are often seen as less desirable as far as the career success of young people is concerned” (Hiebert and Borgen in UNESCO, 2002:132). Thus, the graduates are highly occupied by the drive to achieve higher education opportunity rather than thinking of job creation (self-employment).

Demographic factors such as gender may also contribute to graduates’ entrepreneurial success as a result of the influence of backward social and cultural environment. Though in the relatively long past times women are confined in the four walls of houses performing household activities, currently they are emerging as successful entrepreneurs (Khanka, 2004:18). This is due to educational equity and technological advancement that

helped women to come out of the four-wall confinement and enabled them currently to run their own enterprises successfully.

Likewise, religion as one component of social factors, the performance of individual entrepreneurs is directly or indirectly inspired by religious ideas (Khanka, 2004: 14). That is, in some religions high profit and interests are considered as a sin deeds.

Thus, the social and cultural environment at which the entrepreneur emerged is important source of entrepreneurship as well as entrepreneurial personality.

### **2.3.3 Government Policies and Ations**

Under this category, factors that influence entrepreneurial success include government's economic and industrial policies, trade laws and legitimacy, promotion of free market, individual freedom, economic stability, introduction of new technology, etc.

The economic and political environment includes various factors that either facilitate or inhibit the would-be entrepreneur the undertaking of a business venture which are necessary conditions for the success of the business. Among the economic factors lack of capital, working place, facilities and market are at the forefront. The week availability of credit services and the very limited accessibility of financial institutions is a barrier to start a new venture. A World Bank report (2005) has identified that some of the graduates are not interested to be self-employed due to lack of capital, lack of training and lack of national policy which favored self-employment. The problem of capital and inadequate provision of micro-credit services are therefore central to the TVET graduates to start new micro and/or small enterprises. Hence, government economic policies which encourage new entrepreneurs in the provision of credits, availability of facilities, presence of technical assistance (consulting personnel), establishment of entrepreneurial incubation centers, facilitation of infrastructures, arrangement of working places and market are some of them just to mention few.

With respect to the policy that favors new entrepreneurs, the training areas (sectors) affect the extent to which graduates are self-employed. That is, in relation to the

government's 70/30 (hard/soft skills) proportion training direction, soft skill trainings such as business fields may not be benefitted from incentives and encouragements. There is a tendency to discourage soft skills (occupations) training areas and, as a result, low access to the opportunities to soft skills graduates, as experiences of entrepreneurial efforts of the soft skills graduates showed. In this regard, for example, an attempt of establishing a small firm on auditing service by accounting graduates was inhibited by a concerned government's Audit Office until related guideline is prepared but not realized and the graduates effort has been discouraged so that the group was banned.

In addition, with respect to government actions and policies favoring new entrepreneurs, economic regulations and taxation benefits are also important factors. Political stability, freedom of entrepreneurs, promotion of free market, absence of corruption, guarantee of security, etc. are also influential factors connected to the political environment (Dollinger, 1999:57).

#### **2.3.4 Support System Services**

Factors related to available support services include a number of services such as the quality of training institutions, on the job training provision of companies, financial and commercial institutions, research findings, entrepreneurial personnel support, consultancy services, etc. These support services have their share to the success of TVET graduates in venture creation efforts. Some scholars generally assume that entrepreneurs are born and support services are less important. However, it is proved that with the right type of training, follow up support and assistance, one can develop oneself as an entrepreneur (Batra, 2003:35).

It is clear that the latent potentials can be cultivated and developed through well-conceived and integrated type of training including entrepreneurial skills. With this respect, Batra has stated that the right type of entrepreneurial training helps to identify and develop the natural, inherent and potential virtues of the human being which are lying dormant. From this we understand that the type and quality of training offered in a TVET institution is vital for the TVET graduates' entrepreneurial venture. Institutions

(schools) with exciting courses in entrepreneurship and innovation tend to develop entrepreneurs and an entrepreneurial environment (Hisrich & Peters, 2002:13). This shows that the institution's ability to equip the trainees with the necessary skills, knowledge and attitude paves the way to the idea of entrepreneurship and realization of a venture.

In relation to the role of training, the quality of trainers in their entrepreneurial skills and awareness about the expected output (entrepreneurial capability of graduates) is also one pivotal input. Encouragement to self-employment is further stimulated by trainers (teachers), who can significantly influence individuals to regard entrepreneurship as a desirable and viable career path (Hisrich & Peters, 2002:13).

In addition to the trainers role for the entrepreneurial development of the trainees in training institutions, career guidance and counseling support is another contributing component of the quality of the TVET graduates. Hiebert and Borgen (in UNESCO, 2002:131) have well stated that guidance and counseling services are essential for the goals of TVET to be fully realized and that they should for that reason be fully integrated with all TVET programming. These services should be provided beginning at the time of enrollment in orienting their occupational choice, inculcating positive attitude through out their training and showing direction of their career path through the provision of career information including entrepreneurship.

Another aspect of education and training background of the entrepreneur is experience of a previous business. This experience may be expressed in terms of any kind of exposure to a business environment be it free service ( practices in the form of apprenticeship or internship) or wage employment for a specific period of time. Some graduates choose wage employment because they acquire experiences without incurring cost such as know how to run a business, identify the way in which things operate in a business environment, learn skills of leadership and coordination, had a network of contacts, etc. In this respect, a research finding (Lambing & Kuehl, 2000:90) in a survey on source of business ideas of 500 successful entrepreneurs revealed that most of them (nearly half) (43%) of the respondents said they got the idea for their business from the experience they gained while working for wage in the same industry or profession. Therefore, it is

clear that work integrated training methods such as apprenticeship, internship, cooperative training and free practice programs are of paramount importance.

In addition to the above factors, support services such as financial and commercial institutions, micro and small enterprise development personnel support, consultancy services, research findings, etc., have their own role for the entrepreneurial involvement of TVET graduates.

## **2.4 Global Experiences of Entrepreneurship**

Globally, entrepreneurship development initiatives have been attracted the attention of governments due to the unemployment rate in general and the youth employment problems in particular. In this regard, ILO is playing a leading international role in the employment of young people through promotion of improvement in employability, equal opportunities, entrepreneurship education, and employment creation, which are commonly recognized as the “4Es” (Haftendorn and Salzano, 2004:iii).

In view of the above, the primary goal of ILO is to achieve full and productive employment and decent work for all, including women and young people, a goal which has now been widely adopted by the international community (Freedom, 2008:3).

ILO is working under the mandate and the framework of the United Nations Secretary-General’s Youth Employment Network (YEN) in which UN Secretariat, the World Bank, UNDP and the ILO are partners, Youth Employment Programme (YEP) working through more than 60 ILO offices world wide and the 2000 United Nations General Assembly resolution on “Promoting Youth Employment (PYE)” (ILO, 2008:6). It is also committed to the United Nations Millennium Development Goals (MDG), in particular Goal 8, which sets as a target the development and implementation of strategies for decent and productive work for youth, in collaboration with developing countries (ILO, 2005:1).

Youth entrepreneurship is, therefore, basically a strategic component of the ILO’s YEP and YEN, and other related programs such as MDG and PYE. On this basis, ILO member

States also promote Youth Entrepreneurship within their National Action Plans, which is a tool promoted by the ILO for planning and implementing national youth policies.

The ILO's programs are targeted on the developing countries because unemployment is not a youth-specific problem but a universal social problem to all segments of the society. However, giving focus to the youth specifically has a multiple of advantages. According to an ILO conference report, the benefits of investing in youth were described as follow:

*Pro-youth employment strategies benefit everyone. Investment in youth is an investment in society. Decent work (quality job) for young people has multiplier effects throughout the economy, boosting consumer demand and adding to tax revenue. The demand for social services decreases significantly when youth have decent work, because their time is spent in productive, self-esteem building and healthy ways. Successful early career development is correlated with long-term career prospects. It shifts young people from social dependence to self-sufficiency and helps them escape poverty and actively contribute to society. (ILO, 2005:7).*

This description shows that investing on youth is central in the efforts to improve social problem and betterment of living standard. The youth career has a long-lasting effect to social and economic development. To this effect, ILO has been given the mandate to mobilize global resources in collaboration with governments and international organizations. ILO strongly believes that:

*The education system must recognize the need for developing the skills and attitudes that make up an entrepreneurial mindset such as lateral thinking, questioning, independence and self-reliance. This education should continue through vocational training, business incubation and the start-up phase for young entrepreneurs (Haftendorn & Salzano, 2004: iii).*

It is within this framework that ILO is exerting efforts towards implementing such a huge task, i.e., expanding education of youth entrepreneurship and ensuring decent works (creating quality jobs).

In implementing such huge task, ILO employed various strategies and methods. The major strategy is introducing youth entrepreneurship trainings both in the formal education (TVET institutes) and informal education. In doing so, ILO has been prepared various entrepreneurial training tools. Currently, the widely used tools are KAB (Know About Business) and CEFE (Competency-based Economies through Formation of

Enterprise). As regard to KAB, which is also known as ‘Global KAB Program’, an ILO material (Haftendorn and Salzano, 2004:iii) has described it as follow:

*The ILO’s Know About Business (KAB) training package is offered at vocational and technical training institutions. It is a comprehensive set of materials on entrepreneurship education. KAB encourages young people to consider self-employment as a career. By using the package, schools can help trainees who aspire to entrepreneurship to learn to face some of the challenges of managing a small business.*

From this description, it can be said that this training package is useful to TVET program trainees in inculcating entrepreneurial attitude. The KAB programme was initially, in 1996, designed for use in vocational education and training institutions. In 2005, it was updated for secondary schools, colleges and universities (Manu, et al, b.2008:6). This material has currently nine modules and replaced the previous three courses offered in TVET institutes which were initiated by the ILO ‘Entrepreneurship Education’ program.

As far as CEFE is concerned, the concept and definition of the term is stated on the website’s front page (cefe.net) as:

*CEFE is a comprehensive set of training instruments using an action-oriented approach and experiential learning methods to develop and enhance the business management and personal competencies of a wide range of target groups, mostly in the context of income and employment generation and sustainable economic development.*

The role of CEFE is therefore not only providing training but also goes far to income generation, job creation and business growth. Many countries are striving to create more jobs for youth through support for entrepreneurship training and the encouragement of youth lending strategies, incubators and cooperatives (ILO, 2005:50).

ILO has been influencing many countries towards reforming their (TVET) systems as part of efforts to reorient national training systems. TVET is becoming more targeted towards the needs of the youth in particular and the business community in general with a less rigid emphasis on training for waged employment. As a result, many Governments promote entrepreneurship education and enterprise development as a solution to the unemployment problem.

### **2.4.1 Entrepreneurship Practices of some Countries**

Regardless of the difference in development level (developed countries, transition countries and developing countries), youth entrepreneurship and enterprise development efforts have been carried out in almost all countries. The programs have some common features. Haftendorn & Salzano (2004: xi) stated this condition as:

*In spite of the broad differences in economic, social and cultural contexts for entrepreneurship and enterprise education across regions and countries, there are nevertheless some similarities in the way that these programmes at different levels of education have been conceived and are delivered. All the projects and programmes suggest, to varying degrees, that the key to promoting entrepreneurial initiative is in engaging the imagination of students, that is, in assisting them to think of developing their own business ideas, by showing them, at least in part, what it could be like to establish and run their own businesses.*

The central idea of youth entrepreneurship and enterprising is therefore developing entrepreneurial attitude and business ideas, and creating job, establishing enterprise and run it effectively targeting at reducing youth unemployment and minimizing social problems.

However, the way of approaching to the program varies depending on the level of development of countries. Thus, developed and developing including transition countries are treated hereunder separately.

### **2.4.2 Developed Countries**

In developed countries, programmes are implemented at centre facilities, public schools, after-school programmes at community-based organizations and intensive summer business camps (Haftendorn & Salzano, 2004:xii). The Golden Vale Young Entrepreneurs Scheme Awards (YES) in Ireland, for example, is carried out in association with City and County Enterprise Boards throughout the country. Haftendorn and Salzano again mentioned that, in North America, not-for-profits specializing in enterprise and entrepreneurship education are now servicing programmes in both the formal and non-formal sectors.

In the United States, there are entrepreneurial education and enhancement programs run by US Department of Education, Universities, private organization, foundations, etc., either in partnership or separately. In addition, National Foundation for Teaching Entrepreneurship (NFTE), making its office in New York, is a good example of the initiatives of entrepreneurial education by not-for-profit organizations. NFTE's functions and roles are described as: "Through entrepreneurship education, NFTE helps young people from low-income communities build skills and unlock their entrepreneurial creativity.

Another rich experience goes to Australian Enterprise Education which was commenced in 1996 by the Curriculum Corporation (a responsible body for curriculum design in Australia). The Corporation listed a variety of strategies in developing enterprising attributes in students. Moreover, another initiative project that covers part of Australia was the South Australia Young Entrepreneur Scheme (SAYES). SAYES project is an initiative of "Business SA". It aims to provide young South Australians aged between 18 and 30 with the skills and confidence to develop and implement their business idea and make self-employment a viable and worthwhile option. There are also a number of programs that contribute to the youth entrepreneurship and enterprise development. For example, Young Achievement Australia (YAA) and New Horizon are active contributors.

Still another rich experience of vocational education and entrepreneurship is the Dual System vocational education and Junior Germany entrepreneurial initiative. Junior Germany is a non-profit organization which offers practical economics and business education programmes for young people (Haftendorn and Salzano, 2004:5). The organization currently reaches over 3000 high school students annually with its Company Programme. It is described that Junior projects introduce pupils in the ninth grade and above to the concept of self-employment by encouraging them to set up "mini-enterprises" and learn how the economy works in practice. Personal Economics is, according to Haftendon and Salzano (2004:5), a programme designed to help students assess their personal skills and interests, explore career options, learn job-hunting skills and discover the value of an education. Students also learn about budgets, personal and family financial management and the use and abuse of credit.

There are also good experiences in other different developed countries. For instance:

- Austria's 'Schumpeter Classes' and 'Junior' of entrepreneurship education;
- The Danish Government's education of Business Economics the upper secondary students and the annual national campaign on awareness of entrepreneurship;
- Finland's education system-integrated entrepreneurial education throughout primary to university;
- FRANCE's "Entreprendre au Lycée" initiated by the Ministry of Education and students made to practice in a self-established real "mini-enterprise" for a year as a project;
- Italy's "Marco Polo Project" of Padova initiated by the Chamber of Commerce in conjunction with the national, regional and local authorities and the business community;
- Norway's 'Dynamic Local School Project', Sweden's 'Nutek', Scotland's 'Scottish Enterprise', Wales's 'Education Business Link', etc. are some of the programs.

These examples are just to mention a few of them but in most of the developed countries, entrepreneurship has been effectively introduced and implemented either integrating in the curriculum or in a separate project approach in association.

## **Developing and Transition Countries**

The international community including ILO have supported developing member states' efforts to promote youth entrepreneurship in various ways and forms since the youth unemployment attributes to multiple of factors - complex social problems of which poverty is at the forefront. Haftendon and Salzano (2004:xi) have stated, in the executive summary part of their work, the ways and means of running the entrepreneurial programs in the developing as well as transition countries as follows:

*In developing and transition countries, the design and implementation of interventions take place within a community development or poverty reduction framework and as a collaborative effort between United Nations agencies, bilateral technical assistance, partners with external funding (whether from NGOs, bilateral or multilateral agencies), working directly or indirectly (either through funding local NGOs or through direct funding) to encourage the development of small-scale industries.*

Thus, the programs take place to address the multifaceted social and economic problems prevailed in the countries. The MDG adopted in 2000 address the problem of high youth unemployment and the challenge to create employment for youth, in particular in developing countries, with a high percentage (up to 50%) of young citizens under 25 (Manu, b.2008:1). To this end, countries are working towards meeting this goal particularly in decent work employment of the youth through entrepreneurship and enterprising education and training.

In doing so, many countries have established or assigned responsible agency to lead the implementation of the program (project). Beside, in many countries, there are independent supporting local organizations targeting at enhancement of youth employment. Some of these bodies or organizations are, as samples, listed below in Table 1 ((Haftendorn and Salzano, 2004:9-16).

**Figure 1** Entrepreneurship facilitating bodies in some African countries.

| <b>Country</b> | <b>Name of the program</b>   | <b>Accountable to</b>   |
|----------------|--|---|
| Botswana       | Out of School Youth Grant  |   |
| Mali           | National Youth Employment Agency   | Ministry of Youth & Transition of Young People to the Job Market          |
| Kenya          | Youth Enterprise Development Fund, The Skills Development for Self-Reliance, and Kenya Youth Training and Employment Creation Project. | Ministry of Research, Technical Training and Technology                   |
| Namibia        | Commonwealth Youth Credit Initiative   |   |
| South Africa   | . Umsobomvu Youth Fund<br>. Centre for Education and Enterprise Development<br>. Technopreneur Project                                 |   |
| Ghana          | • Ghana Youth Job Corps Programme<br>• Youth Development Fund  | Ministry of Manpower, Youth and Employment                                |
| Senegal        | • National Youth Employment Agency &<br>• National Fund for the Promotion of Youth   | Ministry of Youth & Sport   |
| Burkina Faso   | National Vocational Training Support Fund  | Ministry of Labor, Employment & Youth                                     |
| Botswana       | Self-employment Clubs  |   |
| Nigeria        | National Open Apprenticeship Scheme (NOAS)   | National Directorate of Employment<br>Ministry of Labour and Productivity |

**Figure 2** Entrepreneurship facilitating bodies in some Asia and Latin America countries.

|           |   |  |
|-----------|---|--|
| Thailand  | <ul style="list-style-type: none"> <li>• Think Smart, Act Smart Campaign</li> <li>• Curriculum for Career Education</li> <li>• Business Management Programme</li> </ul> | <ul style="list-style-type: none"> <li>• National Youth Bureau</li> <li>• Ministry of Education</li> </ul> |
| Slovakia  | Junior Achievement Slovakia   |  |
| Chile     | Centre for Educational Research and Development   |  |
| Singapore | Institute of Technical Education  | Ministry of Education  |
| Colombia  | Small Business Development (DESAP)  | Crvajal Foundation   |
| India     | Training of Rural Youth for Self Employment   |  |
| China     |   |  |

The programs, in many of the countries, are sponsored and supported by either local organizations (and foundations) or, in the cases of developing countries, by international organizations, foundations, governments, etc. Most activities in all countries include the development of entrepreneurial attitudes, through the system and programmes of education, entrepreneurship and training linked to job needs and the attainment of economic growth and development, with particular emphasis being given to the importance of good labor relations and multiple vocational and managerial skills needed by small and medium-sized enterprises (Haftendron & Salvanzo, 2003:4).

## **Chapter III**

### **Research Design and Methodology**

This chapter consists of the approach of the research design, population and sample size, the sampling techniques, data source and tools of data collection, and method of data organization.

#### **3.1 Research Design**

The approach of the research in terms of design was both quantitative and qualitative descriptive methods. Quantitative method was used to apply frequency and percentage of respondents' data collected through questionnaire. Quantitative analysis involves data ranging from simple counts such as frequency of occurrences to more complex data (Saunders, Lewis and Thornhill, 1997:287). Thus, according to these authors, whenever quantitative method is applied, analysis and interpretation makes use of the data. To this end, the data collected was coded into SPSS software and the frequency and percentage of the data was generated for analysis and interpretation.

Although the research was conducted on an institution as a case, since the target population was large and the address of the sample respondents were dispersed in all sectors all over the capital city, the research was also a survey type of tracer study. Because survey research allows the collection of a large amount of data from a sizeable population in a highly economical way which most often uses, but not limited to, questionnaire in data collection (Saunders, Lewis and Thornhill, 1997:76). That is why questionnaire as a major data collection tool was employed in this research

Qualitative method was also employed to describe and analyze the information obtained through interview from instructors. Due to these facts, therefore, a mixed approach of research methods was employed.

#### **3.2 Population and Sample Size**

The target populations of the study were graduates of the last four years from five TVET departments in three faculties. The sample size was planned to be 10% (182) of the total

target population (Table 1). The subjects of the sample were used for questionnaire administration. This 10% was determined for the researcher's convenience based on resource limitation.

**Table 1** Target population and sample

| S/<br>N | Department             | Graduation Years |      |      |      |       |     |
|---------|------------------------|------------------|------|------|------|-------|-----|
|         |                        | 2007             | 2008 | 2009 | 2010 | Total | 10% |
| 1       | Accounting             | 119              | 149  | 85   | 149  | 502   | 50  |
| 2       | Marketing Management   | 46               | 46   | 79   | 46   | 217   | 22  |
| 3       | Law                    | 76               | 67   | 46   | 67   | 256   | 25  |
| 4       | Information Technology | 120              | 119  | 110  | 119  | 468   | 47  |
| 5       | Secretarial Science    | 110              | 98   | 71   | 98   | 377   | 38  |
|         | <b>Total</b>           | 471              | 479  | 391  | 479  | 1820  | 182 |
|         | <b>10% sample</b>      | 47               | 48   | 39   | 48   | 182   |     |

**Source:-** Bulletin of Student Statistics (BOSS 2009), Center for Educational Improvement, Research & Quality Assurance (CEIRQA) – MIS Unit, SMUC, January 2010.

- 2002 E.C data was taken from Registrar Office of SMUC.

### 3.3 Sampling Techniques

Some of the probability (stratified and systematic) and non-probability (purposive or judgement) sampling techniques were used.

Stratified sampling method was applied for heterogeneous groups (the TVET graduates) in order to obtain representative sample from each group of a given population (Kothari, 2004:62). Thus, in this research, it was used considering department (occupations) and graduation years as strata. With respect to department, five occupational fields were used as strata to draw proportional samples from each stratum. Similarly, four graduation batches were considered as strata to ensure representativeness of the sample drawn from each batch.

In addition, systematic sampling method was used to select every  $n^{\text{th}}$  item at a fixed interval on a list so that randomness could be involved by using a randomly considered starting number to pick up the unit with which to start (Kothari, 2004:62). Since the desired sample size was 10% of the population, to pick up the first sample randomly, the first ten numbers were used where to start with. To proceed with, the first ten numbers (1

to 10) were written on ten small pieces of papers and rolled (curled round) and then randomly picked up one to identify the first sample on the list so that every 10<sup>th</sup> number was to be included in the sample.

Trainers who offered entrepreneurial course were also used as subjects for interview. There were two groups: permanently employed senior trainers and part time trainers. In the first group, there were three and all were taken as subjects using judgment-sampling method. In the second group, there were four instructors and two of them were randomly considered. Thus, five instructors, who had been teaching the courses, were considered as subjects in the interview though finally one part timer was not participated after repeated appointments. Trainers of other courses were purposely excluded just to focus on the entrepreneurial aspect of the TVET training.

### **3.4 Tools of Data Collection**

In this research both questionnaire and interview methods were employed to collect pertinent data from both graduates and entrepreneurial course instructors (trainers). Therefore, the major primary data sources were TVET graduate respondents through questionnaire. The data collected by this questionnaire were substantiated by the data obtained through interview conducted with entrepreneurial course instructors.

#### **3.4.1 Questionnaire**

A structured questionnaire was considered as a major data collection tool it was administered to the sample subjects (graduates). It is structured because it was prepared to rate sets of given variables using a five point Likert-type rating scale which was a closed-end type. It also invited free response at the end of each set of variables just to add if missed points were felt by the respondents.

This tool was assumed to be important since the target population was relatively large and diversified in fields of studies, in their addresses and the sectors where they had been working. In this regard, questionnaire was believed to be advantageous that it is possible to access a relatively large sample widely spread geographically; it gives freedom for the

respondent in filling it and avoids bias of the interviewer; and it is less costly (Kothari, 2004:101).

As far as the content of the questionnaire is concerned, two sets of questionnaires were prepared: one for wage employed respondents (Appendix A-1 & A-2) and the other for self-employed respondents (Appendix B-1 & B-2), to consider the variation in the nature of their employment types. Both sets of questionnaires consist of two parts: items on background information of respondents and items on factors affecting self-employment of TVET graduates depending on the literature (in chapter two) and the basic research questions designed at the beginning (in chapter one).. They were translated into Amharic to avoid inconveniency due to language barrier. The responses were encoded using SPSS software and frequency and percentage data were generated and used for analysis and interpretation.

### **3.4.2 Interview**

A semi-structured type predetermined questions were prepared and conducted with trainers who had offered entrepreneurial courses to get pertinent and in-depth information about the quality of training related to the courses. There have been three sequential courses: Entrepreneurship, Small Business Management and Business Growth Strategy. Thus, four key respondents (trainers of the courses) who have different years of experience were participated in the interview. This tool was preferred that it has relatively better advantage than other tools. According to Kothari (2004:98-99), some of the benefits of interview are:

- It allows to get more information and in greater depth can be obtained;
- Since it is conducted in face-to-face, it has greater flexibility that gives opportunity to avoid misinterpretation and additional information can be obtained; and, thus,
- Suitable to a small group of respondents.

With respect to interview tool, semi-structured interview guide questions (Appendix C) were prepared for entrepreneurial course trainers. The data collected from these key respondents (instructors) through interview were also described qualitatively and the

descriptions of the responses were incorporated into the questionnaire analysis. During the interview, a tape recorder was employed (based on their permission to minimize inconvenience) to avoid missing of points and distortion of ideas of the respondents.

### **3.5 Method of Data Organization and Analysis**

The data collected through questionnaire were encoded using the SPSS software and the result generated was tabulated. Thus, frequencies and percentages of the counted responses of the variables were used for descriptive analysis of the data. Interview responses were also described and combined with the questionnaire response descriptions. Thus, qualitative and quantitative analysis and, as a result, interpretation of the implication of the data were described. Based on these analysis and interpretation, conclusions and recommendations were drawn.

## Chapter IV

### Data Presentation, Analysis, and Interpretation

As it was mentioned in the previous chapter, the tools employed in collecting data on the factors affecting self-employment of TVET graduates were questionnaire and interview. The respondents were also TVET graduates and few trainers from the institution under study.

Out of the planned sample size, 148 (81.3%) questionnaires were completed, and used for analysis (Table 2).

**Table 2** Questionnaire respondents' data in department (occupation) and graduation year

| S/N | Department                       | Graduation Years |           |           |           |            |
|-----|----------------------------------|------------------|-----------|-----------|-----------|------------|
|     |                                  | 2007             | 2008      | 2009      | 2010      | Total      |
| 1   | Accounting                       | 7                | 8         | 9         | 10        | <b>34</b>  |
| 2   | Marketing Management             | 4                | 3         | 10        | 4         | <b>21</b>  |
| 3   | Law                              | 2                | 7         | 10        | 0         | <b>19</b>  |
| 4   | Information Technology           | 8                | 13        | 6         | 12        | <b>39</b>  |
| 5   | Secretarial Science & Office Mgt | 10               | 8         | 4         | 13        | <b>35</b>  |
|     | <b>Total</b>                     | <b>31</b>        | <b>39</b> | <b>39</b> | <b>39</b> | <b>148</b> |

In addition, four instructors out of the previously planned five subjects, who offer entrepreneurial courses, were used as respondents for interview.

Thus, the data obtained through the two tools (questionnaire and interview) were combined and analysis and interpretations were made and presented in the following consecutive sections, classified into two parts: characteristics of the respondents and factors affecting self-employment.

#### 4.1 Characteristics of the respondents

The numbers of items related to background information of the sample respondents of TVET graduates were eight for both self-employed and wage employed groups. There were also items specific to each group of respondents, one item for self-employed, two items for non-self-employed (one for wage employed and one for currently unemployed)

respondents of which seven items were common to all types of respondents. In these items, the respondents were asked to choose one answer among the given alternatives. Table 3 below shows the data on some of the items regarding characteristics of the respondents.

**Table 3.** Respondents' characteristics obtained from questionnaire

| Characteristics            | Alternatives                            | Count (n=148) | Percent (%) |
|----------------------------|---|---------------|-------------|
| Sex                        | Male                                    | 62            | 41.9        |
|                            | Female                                  | 86            | 58.1        |
| Age                        | Below 26                                | 94            | 63.5        |
|                            | 26-30                                   | 47            | 31.8        |
|                            | 31-35                                   | 7             | 4.7         |
| Occupation<br>(Department) | Accounting                              | 34            | 22.9        |
|                            | Marketing Management (Salesmanship)     | 21            | 14.2        |
|                            | Law                                     | 19            | 12.8        |
|                            | Information Technology                  | 39            | 26.4        |
|                            | Secretarial Science & Office Management | 35            | 23.7        |
| Graduation year            | 1999                                    | 31            | 20.9        |
|                            | 2000                                    | 39            | 26.4        |
|                            | 2001                                    | 39            | 26.4        |
|                            | 2002                                    | 39            | 26.4        |
| Educational level          | Diploma                                 | 131           | 88.5        |
|                            | Degree                                  | -             | -           |
|                            | Pursued first degree                    | 17            | 11.5        |

According to the data in Table 3, the female respondents' number (58.1%) was greater than their male counterpart. This means the number of female graduates was greater than the males in the institution and were successful in employment. As regard to their age distribution, a significant number of them (94 or 63.5%) were in their young age (below 26 years old) while 47 (31.8%) of them were between 26 and 30 years of age. Thus, 141 (95.3%) respondents were almost under 30 years old. This implies that age maturity can be considered as a factor affecting self-employment since only 7 (4.7%) of them were above 30 years old.

As regard to the respondents' type in terms of graduation year and occupation (department), the representation in terms of department ranges from 21 (14.2%) in Marketing Management to 39 (26.4%) in Information Technology, and in terms of graduation year, it ranges from 31 (20.9%) respondents in 1999 to 39 (26.4%)

respondents in 2002 EC. These account for 29.6 respondents per department and 37 respondents per batch in average. This also shows good representation of the samples. The next table (Table 4) is also the continuation of the background information of the respondents.

**Table 4** Employment characteristics of respondents

| Characteristic   | Alternatives                            | Count<br>(n=148) | Percent<br>(%) |
|--|---|------------------|----------------|
| Current Employment status                                      | Employed for wage                       | 104              | 70.3           |
|  | employed and have a business            | 10               | 6.7            |
|  | Self-employed                           | 11               | 7.4            |
|  | working in a family business            | 1                | .7             |
|  | Practicing for free                     | 6                | 4.1            |
|  | Unemployed                              | 16               | 10.8           |
| Previous employment condition<br>(n=126)                       | Unemployed                              | 48               | 32.4           |
|  | Practicing for free                     | 15               | 10.1           |
|  | working in a family business            | 3                | 2.0            |
|  | Directly engaged after graduation       | 60               | 40.5           |
| Unemployment duration<br>(including those on practice) (n=22). | For 2 years                             | 7                | 5.1            |
|  | For 1 year                              | 5                | 2.4            |
|  | Less than 1 year                        | 10               | 7.5            |
| Relevance of Current occupation with field of study (n=132).   | Directly related (includes on practice) | 105              | 70.9           |
|  | Somewhat related “ “ “                  | 13               | 8.8            |
|  | Unrelated                               | 14               | 9.4            |

Table 4 above displayed four characteristics of the respondents. As far as the current employment of respondents is concerned, the respondents were asked to indicate their current employment status from the given five alternatives. Accordingly, they indicated that those employed for wage were 104 (70.3%); wage employed together with personal business were 10 (6.7%); purely self-employed were 11 (7.4%); purely unemployed were 16 (10.8); practicing freely were 6 (4.1); and working in a family business was only 1 (0.7%). These data showed that 126 (85.1%) of the respondents (in the first four options) were having job (wage or self-employment). This implies the graduates were competent in the labor market. This therefore attributes to the quality of the training.

However, when this finding is compared to a previous similar tracer study conducted in SMUC by Hailemeleket (2009:15), there are significant differences between them. For example, the wage employment rate were 70.3% in the current and 51% in the previous

finding; the self-employed rate was 7.4% in the current data and 4% in the previous data; unemployment rate was found 10.8% in the current finding and 30% in the former finding. The comparison of the two studies and their differences imply the need for a further study to identify the reason, for instance, due to sampling error or the composition of the target population. Anyhow, it can be said regarding the current finding that the high employment rate of its TVET graduates is resulted from high achievement in the quality of institutional performance. However, it should not be forgotten that still the self-employment rate (7.4%) is not negligible.

Another aspect of the respondents' background information is their employment status before they engaged in the current job. This item was prepared for only those who have had an earning source of job (for 132 respondents only). As a result, Table 3 indicates 60 (40.5%) respondents were employed immediately after graduation. On the contrary, 48 (32.4%) of them were unemployed for certain period. This implies that immediate chance for employment after graduation is a good trend in the employability skills of graduates. The rest 22 (14.9%) did not start any kind of earning though 6 (4.1%) were on practice without any payment.

The other aspect of respondents' characteristics was regarding relevance of their current occupation to their field of training. Accordingly, it was found that 105 (70.9%) of them were on a job related to their field of training whereas 14 (9.4%) of them were purely on unrelated job and the rest 13(8.8%) on partially related job. This figure also shows the graduates were successful in securing a job according to their field of study or the skills acquired.

As far as background information of interview respondents is concerned, out of the five intended respondents, only four of them participated in the interview due to failure to attend the interview in the side of the interviewee. They were entrepreneurial course trainers (instructors) and, unfortunately, all were males. The letters A, B, C and D were used as codes instead of names of the interviewees for convenience as regard to ethical issues. Table 5 below depicted the background information of the respondents.

**Table 5** Interview respondents' background

| Interviewee | Age | Employment status | Educ. Level | Entrepreneurial training  | Service years | Years in teaching Entrepreneurship |
|-------------|-----|-------------------|-------------|---------------------------|---------------|------------------------------------|
| A           | 35  | Permanent         | MA          | SEFE, TOT, Master Trainer | 6             | 6                                  |
| B           | 25  | Part timer        | BA          | No                        | 3             | 3                                  |
| C           | 38  | Permanent         | MA          | No                        | 19            | 8                                  |
| D           | 35  | Permanent         | MA          | No                        | 10            | 5                                  |

As indicated in Table 5, one of the respondents was very young and he was a part time trainer with a BA degree qualification and very low experience. The rest were second degree holders and have relatively long years of experience in teaching in general while in teaching entrepreneurship courses only, the experience difference (ranging from 3 years to 8 years) is relatively low. Among the whole respondents, only one has taken the training packages on entrepreneurship prepared by ILO and GTZ and currently introduced to the TVET trainers in collaboration with the MoE. These packages are Know About Business (KAB), Competency-based Economies through the Formation of Enterprise (CEFE), Training of Trainers (TOT) and Master Trainer's Training. Thus, most of them did not take the necessary training to offer the course though their fields of studies are all in Management area (entrepreneurial courses belong to the Department of Management).

#### **4.2 Factors affecting TVET graduates' self-employment**

In this section, the second sets of items of the questionnaire regarding the factors affecting TVET graduates' self-employment (entrepreneurship) were classified into seven categories based on the research question raised in chapter one and the literature reviewed. The number of items for wage employed and self-employed were 45 and 43 respectively. Among the items, 37 of them (which were under six categories of the questionnaire) were common to both groups of respondents. The respondents were asked to rate each item using the given five-point rating scale (a Likert Scale-type). This rating scale ranges from "very high=5" to "very low=1". On this basis, result tables were generated using the SPSS software after the responses had been encoded.

An attempt was also made to substantiate the responses of the questionnaire by integrating the interview responses obtained from trainers. Thus, analysis and interpretations of the responses were made as follow.

#### 4.2.1 Support system related factors

Factors affecting TVET graduates' self-employment related to support system consist of the TVET institute quality services provision, on the job training provision of companies, micro finance institutions, micro and small enterprises (MSE) personnel support and consultancy services, etc., that provide support services for new and potential entrepreneur. The following items (Table 6) attempted to look into some of the aforementioned factors. These items were designed to wage employed respondents only to know what factors had led them to wage employment rather than self-employment. This shows, in most of the items, the extent of the support service provision at different levels.

**Table 6** Graduates response to factors that led them to wage employment (n=137)

| Factors  | Labels of rating scale |      |       |      |        |      |       |      |          |      |
|--|------------------------|------|-------|------|--------|------|-------|------|----------|------|
|  | Very high              |      | High  |      | Medium |      | Low   |      | Very low |      |
|  | Count                  | %    | Count | %    | Count  | %    | Count | %    | Count    | %    |
| Lack of start-up capital                                     | 86                     | 62.8 | 35    | 25.5 | 9      | 6.6  | 5     | 3.6  | 2        | 1.5  |
| Lack of experience   | 22                     | 16.1 | 35    | 25.5 | 37     | 27   | 16    | 11.7 | 27       | 19.7 |
| Lack of viable concept of business operation                 | 17                     | 12.4 | 41    | 29.9 | 46     | 33.6 | 21    | 15.3 | 12       | 8.8  |
| Lack of technical skills to run a business (trade)           | 24                     | 17.5 | 21    | 15.3 | 50     | 36.5 | 10    | 7.3  | 32       | 23.4 |
| Lack of market familiarity                                   | 28                     | 20.4 | 32    | 23.4 | 38     | 27.7 | 20    | 14.6 | 19       | 13.9 |
| Lack of motivation for self-employment                       | 12                     | 8.8  | 8     | 5.8  | 21     | 15.3 | 23    | 16.8 | 73       | 53.3 |
| The challenge of licensing process                           | 15                     | 10.9 | 15    | 10.9 | 34     | 24.8 | 37    | 27   | 36       | 26.3 |
| Negative social attitude and low value given to TVET program | 21                     | 15.3 | 19    | 13.9 | 37     | 27   | 25    | 18.2 | 35       | 25.6 |

As it is displayed Table 6, 121 (88.3%) respondents rated lack of start-up capital as 'very high' and 'high' together being the main reason that led most of the graduates to wage

employment. The entrepreneurial course instructors also supported this response. Accordingly, most of them believed that the major cause for wage employment was lack of start-up capital. Respondent B stated it as:

*Graduates were empowered with adequate theoretical background and equipped with practical skills through project works, development of business ideas, preparation of business plan and internship attachment to actual work environment but they lack the money. They also lack the courage to face risk, what will happen tomorrow - the uncertainty of the future. They also encounter lack of conducive business environment (Respondent B, May 13, 2011).*

According to this respondent, the major hindrances to self-employment and reasons that pushed graduates to wage employment are, therefore, lack of initial capital, fear of risk and lack of conducive business environment. This means that the entrepreneurial support services rendered by either the training institute or external bodies to the graduates were very weak.

Another respondent (interviewee C) also explained the feeling that the trainees have on the support services in relation to the financial problem. He explained as:

*...Entrepreneurship, which is the first course, consists of preparing business plan. However, there was nothing that initiated the graduates to convert the plan into practical venture. Trainees have no motivation to create new business ideas (Respondent C, May 13, 2011).*

This means that trainees have no vision of feasibility of their business idea if they develop any, due to lack of accessible support opportunities. He attributed this weakness to some causes. According to him, these causes were related to the quality of in school training and social attitude. These causes were summarized as follow:

*...The causes for the problem are:*

- *The trainers lack entrepreneurial training that could have enabled them to offer practical training instead of the prevailing theoretical approach;*
- *Shortage of training facilities that could have helped to offer practical training has been one factor that inhibit to equip the trainees with practical skills;*
- *Large class-size has been also another factor to conduct active learning and then to ensure practical training;*
- *Wage employment has no risk and does not require investment so that it was a factor that deters graduates from self-employment ideas;*

- *Social attitude (the tradition) including the trainers and trainees, the family and the community towards securing immediate wage employment as a success has been one major factor (Respondent C, May 13, 2011).*

According to the above respondent, the institutional factors were considered at the input level whereas the social factors were viewed in terms of social perception of the graduates' economic independence. With regard to this social attitude, the same respondent attributed the reasons in terms of traditional influence and lack of self-determination. He well described it further as follows:

*...Traditionally, the family's and relatives' even the community's expectation of a graduate is to be wage employed and give relief to the family from the financial support. Self-employment, if the family and relatives have to provide the resources, is considered as additional cost. Therefore, graduates should fulfill the social expectation by securing wage employment, if possible, in the highest paying reputable organization which is considered as a pride to the family. In addition to this, the graduates lack self-determination in taking the risk of loss and uncertainty because, in most cases, the initial capital is limited and obtained either through credit or from family support (Respondent C, May 13, 2011).*

This implies that the social expectation forced the graduates to prefer wage employment occupation immediately after graduation. In addition, the graduates have no confidence in bearing risks which is one of the important personality traits of entrepreneurs (Khanka, 2004:8)

In contrast to the idea connected to lack of initial capital, respondent D strongly opposed lack of finance as a major reason. Rather, he attributed the reasons that led graduates to wage employment to lack of behavioral change (attitude) and lack of self-determination. He began by recalling a student's saying in a classroom presentation of a project work on a study of entrepreneurial profiles of successful entrepreneurs. He explained as follows:

*...I was very impressed by her saying, "starting a business is just like a dot. The end is as anything." So it is my believe, too. The finance is not a big deal. If you have the determination, the commitment, you can start a business from one birr. This is the past experiences of the currently successful entrepreneurs' profile collected by my students during their practical project work (Respondent D, May 15, 2011).*

This means that if graduates have self-determination and curiosity, they can start a business with a small amount of money (initial capital) unless such personality traits as lack of self-determination are exaggeratedly considered as barriers.

Next to lack of capital, according to the graduate respondents, the higher rated items were lack of market familiarity (43.8%), lack of viable concept of business operation (41.6%) and lack of experience in managing and running a business (43.1%) in sequence of the higher rate given. These three high rated factors are associated partly with lack of collective and integrated effort of the services provided in the University College by different offices and units. In view of this, the interview respondents asserted that the training, being one of the support services, was dominated by theory and lacked the practical aspects. Respondent A stated it as:

*...Entrepreneurial skills come when the trainees do. But, the training missed this aspect. Trainers used to follow the traditional approach. Lecture method was dominated and trainees were empowered of knowledge only. It is because they did not take additional training on entrepreneurship. Surprisingly, the trainees themselves liked the approach. Thus, there is gap in the practical aspect of the training (Respondent A, May 11, 2011).*

This refers to the omission of the principle of learning by doing which is the skill aspect of training. With this respect, the respondent also mentioned the quality of trainers as a factor since most of the trainers did not take an entrepreneurial training though the access to such training by itself had been a challenge. It was because the government organizes this training and the opportunity has been given, in most cases, to government institute trainers.

In addition to trainers' quality, other institutional support services (the institution's offices and units) efforts toward supplying career information and connecting the graduates with external self-employment support service providers was weak in relation to the graduates' problems of market familiarity, lack of awareness of concept of business operation, and lack of experience.

The above four factors (lack of start-up capital, problem of market familiarity, lack of viable concept of business operation, and lack of business management experience) implied that there was gap in equipping the graduates with awareness of how to access

the existing support service opportunities. Such awareness about the services could help to minimize the constraint of start-up capital, lack of technical assistance (advise) from MSE body personnel who are working on development of business ideas and their implementation. In view of this, respondents of interview reflected that the relationship between the TVET institution and available support services. Respondent A put the idea in the following manner:

*...There must be strong relationship with entrepreneurs, micro and small enterprise development agencies and other entrepreneurial support bodies. Our trainees are not familiar with these services. We have to provide them with sufficient information to strengthen their vocational career. Otherwise, the trainees do not know where to go and what to do. Even, they do not know whether the services at various levels exist or not. They have to be told the available entrepreneurial support opportunities and be encouraged in their venture endeavors (Respondent A, May 11, 2011).*

The above idea implies that connection of graduates to the support system was very low so that due to lack of awareness they did not benefit from the existing support opportunities. Even the graduates, according to the respondent, were ignorant of the existence of the system.

To this end, the interviewees suggested that TVET institutions should work hard toward awareness creation and connecting the graduates with the available opportunities of support services. This suggestion implied that the institutional support services (except the training itself) were either very weak or non-existing at all.

On the other hand, according to the graduate respondents, factors such as lack of motivation for self-employment (14.6%) and the challenge of licensing process (21.9%) have very low influence on self-employment. That is, if other conditions would have fulfilled, they were ready for self-employment and the licensing process was not an obstacle.

In connection to the factors that led graduates to wage-employment, a set of items were also prepared to know their perceived importance of wage employment. In this regard, Table 7 showed the response of the graduates.

**Table 7** Respondents' perceived importance of wage employment (n=148)

| Factors  | Labels of rating scale |      |       |      |        |      |       |      |          |      |
|--|------------------------|------|-------|------|--------|------|-------|------|----------|------|
|  | Very high              |      | High  |      | Medium |      | Low   |      | Very low |      |
|  | Count                  | %    | Count | %    | Count  | %    | Count | %    | Count    | %    |
| To know well how business is run and managed           | 93                     | 62.8 | 28    | 18.9 | 18     | 12.2 | 2     | 1.4  | 7        | 4.7  |
| To get new innovative idea from experience of seniors  | 73                     | 49.3 | 31    | 21   | 27     | 18.2 | 8     | 5.4  | 9        | 6.1  |
| To have or expand network of contacts                  | 86                     | 58.1 | 36    | 24.3 | 16     | 10.8 | 4     | 2.7  | 6        | 4.1  |
| To fulfill the requirement to pursue higher education. | 55                     | 37.2 | 27    | 18.2 | 37     | 25   | 21    | 14.2 | 8        | 5.4  |
| To prepare necessary inputs                            | 42                     | 28.4 | 41    | 27.7 | 25     | 16.9 | 23    | 15.5 | 17       | 11.5 |

The data in table 7 shows that 122 (82.4%) and 121 (81.7%) of the respondents believed wage employment helps to have or expand contacts of networks and gain management experiences of how business is run respectively. This indirectly implies that the graduates had the interest and vision of self-employment but lack of confidence could be a factor that hindered self-employment. This implication was confirmed by the relatively low rate given to preparation of necessary inputs (initial capital) to start one's own business. Hence, the respondents gave less importance to the advantage of wage employment for financial preparation than other factors.

Another important factor to self-employment in connection to support services is institutional quality services. With this regard, Table 8 shows the respondents' rating of the set of items.

**Table 8** The contribution of the University College related support services (n=148)

| Factors  | Labels of rating scale |      |       |      |        |      |       |      |          |      |
|--|------------------------|------|-------|------|--------|------|-------|------|----------|------|
|  | Very high              |      | High  |      | Medium |      | Low   |      | Very low |      |
|  | Count                  | %    | Count | %    | Count  | %    | Count | %    | Count    | %    |
| Adequacy of the training offered                               | 49                     | 33.1 | 43    | 29.1 | 34     | 23.0 | 11    | 7.4  | 11       | 7.4  |
| Quality of trainers  | 48                     | 32.4 | 53    | 35.8 | 35     | 23.7 | 9     | 6.1  | 3        | 2.0  |
| Contribution of the entrepreneurial courses to self-employment | 32                     | 21.6 | 42    | 28.4 | 46     | 31.1 | 13    | 8.8  | 15       | 10.1 |
| The role of Career Guidance and Counseling services            | 19                     | 12.8 | 42    | 28.4 | 45     | 30.4 | 23    | 15.5 | 19       | 12.8 |
| Skills obtained at companies during practical attachment       | 64                     | 43.2 | 38    | 25.7 | 31     | 21.0 | 8     | 5.4  | 7        | 4.7  |

According to the data in table 8, practical attachment to companies was rated by 102 (68.9%) respondents, quality of trainers by 101 (68.2%) and adequacy of the training by 92 (62.2%). This implies that:

- The skills acquired from on-the-job training during their practical attachment for apprenticeship (internship) was important experience for self-employment;
- Trainers who had been offering the training were competent;
- The quality of the training was satisfactory in equipping them with necessary skills.

These ideas seems contradictory with the interview respondents' ideas and the qualification profile of the trainers. The interview respondents admitted that the entrepreneurial courses had been given in theoretical approach (the knowledge aspect). The qualification of interview respondents in Table 6 also showed that most of the trainers did not take entrepreneurial training.

Another aspect of the data in Table 8 is vocational and career guidance and counseling service has not been satisfactory. This is because, as it was mentioned earlier (in chapter two) in a UNESCO publication, vocational guidance and counseling services are essential for the goals of TVET to be fully realized and that they should for that reason be fully integrated with all TVET programming (Hiebert and Borgen in UNESCO, 2002:131). Thus, since 87 (58.8%) of the respondents rated as medium and below medium, the service has been weak that it is not satisfactorily integrated with the training in order to enhance the vocational career of the trainees.

With respect to the institutional support, the individual's capabilities and skills related items were designed for graduate respondents. The following items (Table 9) were asked to know the respondents' perceived sources of skills necessary to entrepreneurship.

**Table 9** Contribution of perceived sources of capabilities (skills) (n=148).

| Factors                | Labels of rating scale |      |       |      |        |      |       |      |          |      |
|------------------------|------------------------|------|-------|------|--------|------|-------|------|----------|------|
|                        | Very high              |      | High  |      | Medium |      | Low   |      | Very low |      |
|                        | Count                  | %    | Count | %    | Count  | %    | Count | %    | Count    | %    |
| Education and training | 111                    | 75   | 27    | 18.2 | 9      | 6.1  | 1     | 0.7  | -        | -    |
| Work experience        | 88                     | 59.5 | 36    | 24.3 | 20     | 13.5 | 4     | 2.7  | -        | -    |
| A network of contacts  | 81                     | 54.7 | 36    | 24.3 | 27     | 18.2 | 4     | 2.7  | -        | -    |
| Resourcefulness        | 77                     | 52.0 | 35    | 23.6 | 22     | 14.9 | 14    | 9.5  | -        | -    |
| Age maturity           | 38                     | 25.7 | 30    | 20.3 | 41     | 27.7 | 21    | 14.2 | 18       | 12.1 |

According to the data in Table 9, 138 (93.2%) respondents (very high=111 and high=27) strongly believed in the value of education and training in equipping them with necessary capabilities or skills for self-employment or entrepreneurship.

However, the interview respondents held that the trainees lack devotion and dedication to the training, mainly, to the entrepreneurship courses. In view of this, respondent C explained it as follows:

*... the entrepreneurial training (courses) should be given at exit time or after graduation when they (the trainees) are ready to start a business undertaking. This is because of immaturity or other reasons, they did not give due attention to the training. Most of the TVET trainees, during the training course of time, considered the courses as common courses and less important to their field of studies. Nevertheless, after graduation, they were regretful of unable to benefit from the courses when they face the actual situation and understood how important the courses were (Respondent C, May 15, 2011).*

This idea implies that the trainees did not have entrepreneurial vision or achievement motivation before graduation. It can be inferred that the training could not help the trainees in developing entrepreneurial ideas.

Next to education and training, work experience, network of contacts and the individuals' resourcefulness, which were counted as 124 (83.8%), 117 (79%) and 112 (75.6%) respectively, were given higher emphasis (in both the ratings of 'very high' and 'high') by most of them as perceived contributing factors of personal capabilities for self-employment. The importance of work experience and network of contacts can be directly associated with the respondents' exposure to actual work environment during their apprenticeship placement.

On the other hand, age maturity as a factor for personal capability and consequently for self-employment was perceived relatively as less important. Therefore, all the factors, except age maturity, were found to be very important in contributing to self-employment.

#### 4.2.2 Government policies and actions related factors

These factors were related to the government policies and actions that favored self-employment including facilities and available opportunities, if any, accessible to the graduates. The respondents were asked their perception to rate to what extent the support services and facilities provided by government bodies contribute to entrepreneurial success. Table 10 shows the responses given to the items.

**Table 10** The importance of government policies and actions related factors (n=148)

| Factors                            | Labels of rating scale |      |       |      |        |      |       |      |          |      |
|------------------------------------|------------------------|------|-------|------|--------|------|-------|------|----------|------|
|                                    | Very high              |      | High  |      | Medium |      | Low   |      | Very low |      |
|                                    | Count                  | %    | Count | %    | Count  | %    | Count | %    | Count    | %    |
| Government incentives              | 46                     | 31.1 | 41    | 27.7 | 23     | 15.5 | 20    | 13.5 | 18       | 12.2 |
| Credit services                    | 46                     | 31.1 | 33    | 22.3 | 32     | 21.6 | 19    | 12.8 | 18       | 12.2 |
| Presence of capable local advisors | 35                     | 23.6 | 29    | 19.6 | 33     | 22.3 | 25    | 16.9 | 26       | 17.6 |
| Easy licensing process             | 38                     | 25.7 | 31    | 21.0 | 40     | 27.0 | 28    | 18.9 | 11       | 7.4  |

According to the data in Table 10, the importance of government incentives were rated as both 'very high' and 'high' by 87 (58.8%) and credit services by 79 (53.4%) respondents. This shows that the respondents believed in the importance of the government incentives and encouragement (what so ever form it is) as well as availability of credit services as important factors for self-employment whereas business advisors and the licensing process were given less importance. This seems that the graduates problem was not lack of consultancy and complexity of the licensing process but the finance and the incentives (be it financial such as tax relief or material such as land or working place).

In connection to the role of the government support, among the interview respondents (respondent C) mentioned it as:

*...there is currently an encouraging tendency in inculcating entrepreneurial ideas towards creating attitude change on the public media. The government is also exerting efforts to motivate potential entrepreneurs by giving prizes and awards (a form of incentives) to new and successful small entrepreneurs. This is promising to the graduates' entrepreneurial efforts (Respondent C, May 13, 2011).*

In general, the data as well as the interview response shows that government support and the provision of credit services have been inadequate or unable to reach all graduates though motivational measures and awareness creation towards development of entrepreneurship were carried out on the public media.

### 4.2.3 Personality trait related factors

These factors emanate from within the self that attributes to the type of personality. Thus, they are psychological traits both inherited at birth and acquired from experience (through learning). A set of items (Table 11) were included in the questionnaire to identify as to what personality trait factors are more responsible for entrepreneurial success.

**Table 11** Graduates response to personality (psychological) trait related factors (n=148)

| Factors                          | Labels of rating scale |      |       |      |        |      |       |     |          |     |
|----------------------------------|------------------------|------|-------|------|--------|------|-------|-----|----------|-----|
|                                  | Very high              |      | High  |      | Medium |      | Low   |     | Very low |     |
|                                  | Count                  | %    | Count | %    | Count  | %    | Count | %   | Count    | %   |
| Need to achieve life goals       | 101                    | 68.2 | 43    | 29.1 | 4      | 2.7  | -     | -   | -        | -   |
| Creative and innovative behavior | 96                     | 64.9 | 39    | 26.3 | 10     | 6.8  | -     | -   | 3        | 2.0 |
| Risk taking behavior             | 87                     | 58.8 | 44    | 29.7 | 17     | 11.5 | -     | -   | -        | -   |
| The need for independence        | 88                     | 59.5 | 41    | 27.7 | 16     | 10.8 | 3     | 2.0 | -        | -   |
| Self-confidence                  | 127                    | 85.8 | 13    | 8.8  | 8      | 5.4  | -     | -   | -        | -   |
| Communication skill              | 102                    | 68.9 | 29    | 19.6 | 16     | 10.8 | 1     | 0.7 |          |     |
| Managerial competence            | 92                     | 62.1 | 33    | 22.3 | 21     | 14.2 | 1     | 0.7 | 1        | 0.7 |
| Imaginative                      | 81                     | 54.7 | 38    | 25.7 | 24     | 16.2 | 2     | 1.4 | 3        | 2.0 |
| Self-determination               | 99                     | 66.9 | 44    | 29.7 | 5      | 3.4  | -     | -   | -        | -   |
| Commitment                       | 79                     | 53.4 | 55    | 37.2 | 14     | 9.4  | -     | -   | -        | -   |
| Hard work                        | 126                    | 85.1 | 22    | 14.9 | -      | -    | -     | -   | -        | -   |
| Foresight and perceptiveness     | 89                     | 60.1 | 34    | 23.0 | 24     | 16.2 | 1     | 0.7 | -        | -   |

As the data in Table 11 indicate, most of the respondents considered almost the entire list of the personality traits as very important although they gave priorities to some of the traits. Accordingly, 127 (85.8%) and 126 (85.1%) respondents believed self-confidence and hard work respectively were the most important traits for entrepreneurial success. The next very important traits were communication skill, need to achieve life goal and self-determination as rated by 102 (68.9%), 101 (68.2%) and 99 (66.9%) respondents respectively. In this regard, the interview respondents also agreed with the above idea. Trainers stressed on the importance of attitude change (behavioral change towards innovation) and self-determination in order to be successful in self-employment or entrepreneurship. One of the respondents among the trainers (Respondent D), who was asked about the major responsible factor for self-employment, stressed on behavioral (attitude) change and self-determination as key factors. He put this as:

*... For me, the first thing is behavioral change. If one has behavioral change, it enables to have one's own business, can create a business or can be self-employed. To have that behavioral change, one has to have determination and learn seriously, one has to grasp the ideas, the concepts of the lecture and the tasks given in different ways or methods in order to transfer the knowledge and skills. One has to capitalize, assimilate into the body, into the blood. This self-determination will change the behavior. Such a person can become an entrepreneur. He/she may have acquired a business oriented mind to create a business, to be self-employed (Respondent D, May 15, 2011).*

The above response implied that the training should be outcome-based (bring about behavioral change) to transfer the knowledge and skills acquired during the training and that outcome is heavily depended on the individual's self-determination towards innovation.

On the contrary, among the given list of traits, the lowest rated were imaginative by 81 (54.7%) and commitment by 79 (53.4%) respondents. According to the response, the two traits have relatively least importance to the graduates' entrepreneurial success or they might not felt that they did not lack such traits.

#### **4.2.4 Socio-cultural influence related factors**

This set of factors focused on the influences of social behavioral and social environment such as values, norms, beliefs, entrepreneurial traditions, societal attitude in the family,

community and the schools (including the institute and the trainers), etc. These refer to the social context where the graduates experienced and their entrepreneurial idea was depended upon. In view of this, the following items (Table 12) were set to know the extent of the social influence on entrepreneurship endeavors of the graduates.

**Table 12** The contribution of social factors on entrepreneurial ideas of TVET graduates (n=148)

| Factors  | Labels of rating scale |      |       |      |        |      |       |     |          |      |
|--|------------------------|------|-------|------|--------|------|-------|-----|----------|------|
|  | Very high              |      | High  |      | Medium |      | Low   |     | Very low |      |
|  | Count                  | %    | Count | %    | Count  | %    | Count | %   | Count    | %    |
| Entrepreneurial idea of family                                     | 85                     | 57.4 | 38    | 25.7 | 20     | 13.5 | 5     | 3.4 | -        | -    |
| The family business enterprises                                    | 41                     | 27.7 | 33    | 22.3 | 39     | 26.4 | 11    | 7.4 | 24       | 16.2 |
| Positive social attitude towards TVET program                      | 47                     | 31.8 | 47    | 31.8 | 42     | 28.4 | 7     | 4.7 | 5        | 3.4  |
| Exemplariness of the achievement of successful and model persons   | 63                     | 42.5 | 47    | 31.8 | 30     | 20.3 | 6     | 4.0 | 2        | 1.4  |
| Encouragement and initiation of trainers in the University College | 52                     | 35.1 | 48    | 32.4 | 31     | 21.0 | 7     | 4.7 | 10       | 6.8  |

According to the data in Table 12, the respondents considered almost all items as important sources of self-employment. The highest factor, according to the respondents, was entrepreneurial idea of the family that was counted as 85 (57.4%) for 'very high' and 38 (25.7%) for 'high' (together accounted for 83.1%). This implies that the respondents attributed entrepreneurship to the family's entrepreneurial tradition. The next high factor was the influence of role models which was counted as 63 (42.5%) for 'very high' and 47 (31.8%) for 'high' that together accounted for 74.3% of the respondents. This response shows that the exemplariness of successful entrepreneurs was considered as important source of entrepreneurship. The third factor was attributed to trainers. Among the respondents, 100 (67.5%) of them considered that trainers were also important contributors. As regard to the influence of social attitude towards TVET program, 94 (63.6%) of the respondents considered as another affecting factor to self-employment.

Interview respondents also mentioned the influence of the social factor on the attitude of the trainees towards the training and consequently on the entrepreneurial success of the

graduates. With this regard, for example, one of the respondents among the trainers stated as:

*... Attitude is cumulative effect of the family, the community, the trainers and the trainees themselves. Though attitude is one component of training outcomes, it had been difficult to ensure student-centered and practical training because of the influence of traditional approach of the trainers as well as the trainees' interest in lecture methods rather than practical works (learning by doing) which needs time and effort. So attitude change towards innovativeness is crucial factor to self-employment (Respondent A, May 11, 2011).*

This implies that the approach of the trainers in implementing teacher-centered (lecture) method of training has affected the innovative skill and attitude of the graduates' and, as a result, weakened their entrepreneurial quality. That is, traditional method of training approach highly dominated the trainers. Trainees, too, accepted the lecture method and it was suited to their interest though it did not help to entrepreneurship.

A set of items specific to self-employed respondents was designed to identify the graduates' actual entrepreneurial experience as regard to the source of factor of their success. Table 13 depict the result of the responses.

**Table 13** Self-employed respondents' response to their success experiences factor (n=11)

| Factors   | Labels of rating scale |      |       |      |        |      |       |      |          |      |
|---|------------------------|------|-------|------|--------|------|-------|------|----------|------|
|   | Very high              |      | High  |      | Medium |      | Low   |      | Very low |      |
|   | Count                  | %    | Count | %    | Count  | %    | Count | %    | Count    | %    |
| Initiation of family members                                | 5                      | 45.4 | 3     | 27.3 | 3      | 27.3 | -     | -    | -        | -    |
| Family support of initial capital                           | 4                      | 36.3 | 2     | 18.2 | 3      | 27.3 | 1     | 9.1  | 1        | 9.1  |
| Initiation of other people (friend, role model, instructor) | 2                      | 18.2 | 5     | 45.4 | 3      | 27.3 | 1     | 9.1  | -        | -    |
| Credit (loan) opportunity from a financial institution      | 1                      | 9.1  | 2     | 18.2 | 1      | 9.1  | -     | -    | 7        | 63.6 |
| Government policy that provide easy licensing               | -                      | -    | -     | -    | 5      | 45.4 | 3     | 27.3 | 3        | 27.3 |
| Government body consultancy services                        | -                      | -    | 2     | 18.2 | 3      | 27.3 | 1     | 9.1  | 5        | 45.4 |

The data in Table 13 ensures that the role of the family and other people around the graduates were very important. The respondents gave high priority to the first three factors. Among them, 8 (72.7%) respondents said that their families' moral and idea

initiation were 'very high' (45.4%) and 'high' (27.3%) together accounted for 72.7% of the respondents as factors responsible for their entrepreneurial success. Of the respondents, 7 (63.6%) said that other peoples such as friends, successful role models and the role of instructors (trainers) significantly contributed in initiating them to start their own venture. The third factor given high priority was family support of initial capital which was rated 'very high' and 'high' by 6 (54.5%) of the respondents.

Therefore, the importance of the people around the graduates implied that the social context where the graduates live was influential for entrepreneurial undertakings. On the other hand, the contribution of the government-related support services were very low or nil.

## Chapter V

### Summary, Conclusions and Recommendations

This chapter consists of three parts: Summary, Conclusion and recommendation. In the summary part, the main points of the research process are pinpointed and, in the conclusion part, major findings of the research are summarized in relation to the research question raised and objectives identified in Chapter I. In the recommendation part, solutions and suggestion are forwarded on important issues.

#### 5.1 Summary

Although TVET institutes are considered as potential incubators of entrepreneurs, the reality is different due to a number of factors. Therefore, this research aimed at identifying the factors affecting self-employment of TVET graduates of St. Mary's University College (SMUC) taken as a case. The approach of the research design was a survey method involving both qualitative and quantitative description. To this end, questionnaire and interview methods of data collection were employed. Stratified and systematic random sampling techniques were used to select respondents for questionnaire from the target population and, as a result, 148 respondents were participated. Interview respondents were also four Entrepreneurship course instructors from the institute under study selected using purposive sampling method.

The profile of the graduates showed that 77.7 % of them were employed for wage whereas 7.4% only fully started their own business. The rest 14.9% were unemployed. These findings confirm with the initial assumption that most of the graduates seek paid jobs rather than self-employment venture.

With respect to the factors affecting self-employment of TVET graduates, the analysis and interpretation were carried out in terms of four broad factors: the support system, government policies and actions, socio-cultural factors and personality traits. Based on these factors, and the analysis and the interpretations described in the previous chapter, the following major points were summarized.

### 5.1.1 Support system related factors

- Both types of respondents agreed that lack of start-up capital was the major factor that affected the graduates' self-employment. Among the TVET graduates, 88.3% of them and most of the instructors agreed on lack of initial capita that led the graduates to wage employment;
- Lack of market familiarity, lack of viable concept of business operation, and lack of experience in managing and running a business were the factors next ranked to lack of finance;
- Most of the interview respondents attribute the choice of wage employment to the graduates' attitude, lack of self-determination and unable to develop entrepreneurial behavior (lack of risk taking behavior);
- With regard to social attitude, most of the interview respondents connected the graduates' low participation in entrepreneurship to the burden of social expectation on graduates. They explained that graduates prefer wage employment because being employed immediately after completion of the training is considered as an economic and social achievement to both the graduate and the family;
- The interview respondents considered quality of the training as one of the factors responsible for the weak participation of graduates in entrepreneurial activities. All the respondents agreed that the trainers lack expected skills due to the fact that most of them did not take the entrepreneurial trainings that would qualify them as trainers. They believed that a trainer without such training had no adequate skill to offer practical training. According to them, this affected the skill as well as entrepreneurial confidence of the graduates;
- In contrast, 68.2% and 62.2% of the graduate respondents witnessed that their trainers were competent and the quality of the training was satisfactory.
- Among the graduate respondents, 82.4% and 81.7% of them believed that wage employment helps to have or expand contacts of social networks and gain management experiences of how business is run respectively;

- Considerable number of respondents (68.9%) showed that the skills acquired from the practical attachment for internship was important experience for self-employment;
- The respondents (58.7%) rated the vocational guidance and counseling service as medium and below. This implied that the service was not satisfactory that it needs to be strengthened.

### **5.1.2 Government policies and actions related factors**

- The importance of government incentives and support was accepted by 57.4% and credit services by 53.4% of the respondents as encouragement for entrepreneurship;
- Business advisors from government bodies and the licensing process were given less importance;
- The self-employed graduates' success history showed that the government related services contribution to their business venture were insignificant as mentioned by only 3 (27.3%) of the respondents.

### **5.1.3 Personality traits related factors**

- Interview respondents mentioned traits such as self-determination, self-confidence, risk-bearing behavior, attitude, and behavioral change as important entrepreneurial factors here and there in the interview;
- The questionnaire respondents considered almost the whole given lists as important factors for entrepreneurial achievement. The range of the response counted is between 100% (which is the highest response) and 80.4% (the lowest response);
- The first six highly rated personality (psychological) traits are hard work (100%), need to achieve life goal (97.3%), self-determination (96.6%), self-confidence (94.6%), creative & innovative behavior (91.1%) and commitment (90.6%).
- Foresight & perceptiveness (83.1%) and imaginative (80.4%) are the least important factors for self-employment success.

### **5.1.4 Socio-cultural influence related factors**

- Questionnaire respondents considered almost all of the given social factors as important sources of self-employment;
- The entrepreneurial idea of the family was accounted for 83.1% of the response of the graduates, that is, the respondents attributed entrepreneurship to the family's entrepreneurial tradition;
- The influence of other peoples such as role models, friends, and relatives were accounted for 74.3% of the respondents;
- Among the respondents, 67.5% of them believed that trainers are important factors for self-employment;
- The influence of social attitude towards TVET program was considered by 63.6% of the respondents as another important factor for self-employment;
- Attitude being cumulative effect of the family, the community, the trainers and the trainees themselves, the interview respondents also believed it as crucial factor for entrepreneurship;
- The family as well as the community expectation of the graduate for immediate engagement on wage employment is also another dimension of the influence of tradition or culture on self-employment.

## **5.2 Conclusions**

The profile of the graduates revealed that the TVET graduates of SMUC were highly involved in the labor market as potential employees rather than creating their own venture as entrepreneurs.

The factors that affected TVET graduates' self-employment in relation to support system are lack of start-up capital, lack of market familiarity, lack of viable concept of business operation, and lack of experience in managing and running a business though start-up capital is considered as the basic factor. These show lack of integrated efforts between the TVET institution and the concerned bodies, mainly the government agencies that work on MSE development of TVET graduates. Thus, the graduates could not access the

credit and consultancy services provided by micro-finance enterprise and other entities. The TVET institute is also weak in equipping the trainees with entrepreneurial skills such as positive attitude, self-determination and risk taking behavior (confidence) to undertake a venture. This weakness is because of the trainers' inadequate skill in entrepreneurship training such as KAB and CEFE packages. Practical attachments such as internship/cooperative training contribute to self-employment whereas the vocational and career services are not satisfactory.

With regard to the government policies and actions favoring entrepreneurship, it is indicated that the incentives and credit services are highly important for self-employment. However, the available government-related services intended for TVET graduates were not accessible and the graduates did not benefit from them except the licensing process which is not an affecting factor for self-employment.

Personality (psychological) traits such as hard work, achievement motivation, self-determination, self-confidence, creative & innovative behavior and commitment are found to be influential factors of self-employment among other factors. The finding indicated that the graduates had the interest and vision of self-employment but they lack the necessary skills and confidence to involve in such risk bearing undertaking.

Among the socio-cultural factors, the entrepreneurial idea and tradition of the family and the influence of other peoples such as role models, friends, and relatives significantly contributes to entrepreneurship development. That is, exemplariness of successful entrepreneurs is influential factor. Positive social attitude (including the trainers and the trainees themselves) towards the TVET program has also paramount importance for self-employment endeavor. Moreover, the family as well as the community expectation of the graduate for immediate engagement on wage employment is also another crucial dimension of the influence of tradition or culture on self-employment.

### **5.3 Recommendations**

Entrepreneurship or self-employment being key factor to ensure the nation's economic growth and to ascertain sustainable development, it is essential and indispensable role

expanding of entrepreneurial ventures as it has been done in the developed countries. Thus, all stakeholders should share the responsibility of carrying out such national task. In this regard, the following recommendations are forwarded to concerned bodies (the TVET institution, MSE agencies at all level, micro-finance institutions, etc.) as per the findings.

- creation of awareness in the prospective graduates about the existence of the service rendering institutes and the kind of their services should be made as part of career and vocational information through various mechanisms;
- Career and vocational guidance and counseling services provision efforts should be strengthen incorporating the supply of up-to-date career information to graduates;
- Close relationship should be established between the TVET institute and concerned micro or other financial bodies to facilitate and encourage the self-employment ideas of graduates. To this end, the services rendered in the TVET institute by different units and offices should be combined;
- The extent of the practical aspect of the in-school training needs evaluation and take measures accordingly to enhance the graduates' skills;
- Trainers who offer Entrepreneurship courses (KAB) need a refreshment workshop to up-grade their competence and as a result enable the trainees equip with the intended skills;
- Collaborated effort should be exerted towards entrepreneurial attitude change of the trainees to minimize the social burden imposed to be wage employed on graduates.
- Government bodies who are working on entrepreneurial development and micro-finance credit areas need to pay visits to the TVET institutes to access the potential entrepreneurs and give awareness about their services.
- The government body responsible for professional development of trainers of TVET, such as the TVET agency, should look into the quality of TVET institute trainers and work towards improvement of their competence through short term trainings in collaboration with the institutions.

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3. How do you rate the factors related to services provided by the University College in contributing to entrepreneurial venture?

| S/N | Factors  | Rating scale |   |   |   |   |
|-----|--|--------------|---|---|---|---|
|     |  | 5            | 4 | 3 | 2 | 1 |
| 1   | Adequacy of the training offered                             |              |   |   |   |   |
| 3   | Competence of trainers                                       |              |   |   |   |   |
| 4   | Contribution of the entrepreneurial courses                  |              |   |   |   |   |
| 5   | Career guidance and counseling services                      |              |   |   |   |   |
| 6   | Skills obtained during practical attachment (Apprenticeship) |              |   |   |   |   |

4. In your opinion, to what extent do the following personal capabilities (skills) related factors of TVET graduates contribute to entrepreneurial efforts? Would you rate the following items, please?

| S/N | Factors  | Rating scale |   |   |   |   |
|-----|--|--------------|---|---|---|---|
|     |  | 5            | 4 | 3 | 2 | 1 |
| 1   | Education and training                           |              |   |   |   |   |
| 2   | Work experience                                  |              |   |   |   |   |
| 3   | A network of contacts                            |              |   |   |   |   |
| 4   | Resourcefulness (capabilities) in obtaining fund |              |   |   |   |   |
| 5   | Age maturity                                     |              |   |   |   |   |

5. How do you rate the factors related to supports and facilities provided by government bodies to TVET graduates that contribute to your entrepreneurial success?

| S/N | Factors   | Rating scale |   |   |   |   |
|-----|---|--------------|---|---|---|---|
|     |   | 5            | 4 | 3 | 2 | 1 |
| 1   | Government incentives to encourage entrepreneurship           |              |   |   |   |   |
| 2   | Availability of credit services by micro-finance institutions |              |   |   |   |   |
| 3   | Presence of competent local advisors for technical assistance |              |   |   |   |   |
| 4   | Easy licensing process in the government offices              |              |   |   |   |   |

6. In your opinion, to what extent do the following personality (psychological) traits contribute to your entrepreneurial efforts? Would you rate the items below, please?

| S/N | Factors  | Rating scale |   |   |   |   |
|-----|--|--------------|---|---|---|---|
|     |  | 5            | 4 | 3 | 2 | 1 |
| 1   | Need (motivation) to achieve life goals (will to grow)                                     |              |   |   |   |   |
| 2   | Creative and innovative behavior   |              |   |   |   |   |
| 3   | Risk taking behavior (the need to face and win challenges)                                 |              |   |   |   |   |
| 4   | The need for independence (the need to be one's own boss)                                  |              |   |   |   |   |
| 5   | Self-confidence  |              |   |   |   |   |
| 6   | Communication skill  |              |   |   |   |   |
| 7   | Managerial competence  |              |   |   |   |   |
| 8   | Imaginative (ability to deal with challenges and adverse situations)                       |              |   |   |   |   |
| 9   | Self-determination (extremely strong desire and decision to achieve)                       |              |   |   |   |   |
| 10  | Commitment (keen interest and devotion to success)   |              |   |   |   |   |
| 11  | Hard work  |              |   |   |   |   |
| 12  | Foresight and perceptiveness (ability to forecast the business environment and the future) |              |   |   |   |   |

7. How do you rate the following social factors that contribute to TVET graduates entrepreneurial efforts?

| S/N | Factors  | Rating scale |   |   |   |   |
|-----|--|--------------|---|---|---|---|
|     |  | 5            | 4 | 3 | 2 | 1 |
| 1   | Entrepreneurial idea of family beginning at early age              |              |   |   |   |   |
| 2   | The business enterprises owned by family                           |              |   |   |   |   |
| 3   | Positive social attitude towards TVET program                      |              |   |   |   |   |
| 4   | Exemplariness of achievements of successful and model persons      |              |   |   |   |   |
| 5   | Encouragement and initiation of trainers in the University College |              |   |   |   |   |

Give your comment or missed idea, if any \_\_\_\_\_

Thank you very much, again!

አዲስ አበባ ዩኒቨርሲቲ  
የትምህርትና ቢህሽብ ጥናት ኮሌጅ  
የቢዝነስ ትምህርት ክፍል ድህረ ምረቃ ት/ቤት

የራሳቸው ሥራ (ድርጅት) ያልጀመሩ (ያልከፈቱ) የትምህርትም ዩኒቨርሲቲ ኮሌጅ የቴክኒክና ሙያ ምሩቃን አማካይነት የሚሞላ መጠይቅ

የተወደዱ የትምህርትም የ/ኮ/ምሩቅ!

የዚህ መጠይቅ ዓላማ የቴክኒክና ሙያ ምሩቃን የራሳቸውን ሥራ ፈጥረው ወይም ድርጅት ከፍተው እንዳይሰሩ እንቅፋት የሆኑ ምክንያቶችን ለማጥናትና መፍትሄ ለመፈለግ የሚያስችል መረጃ ለመሰበሰብ ነው። ስለዚህ እርስዎ በመጠይቁ ለቀረቡ ጥያቄዎች የሚሰጡት ከልብ የመነጨና እውነተኛ ምላሽ ለጥናቱ ዓላማ መሳካት ወሳኝ ነው። የሚሰጡት መረጃ ለጥናትና ምርምር ዓላማ ብቻ የሚውልና ሚስጥርነቱ የተጠበቀ ነው።

ለትብብርዎ ከልብ አመሰግናለሁ

አጠቃላይ መመሪያ

- ስም መጻፍ አያስፈልግም
- በምርጫ መልክ ለቀረቡ ጥያቄዎች የጭረት (✓) ምልክት በመስጠት ይመልሱ፤
- በጽሑፍ እንዲመለሱ ለሚጠይቁ መልስዎን በአጭሩ ይጻፉ።

ሀ. የግል ሁኔታ

1. ሦታ:-  ወንድ  ሴት
2. ዕድሜ:-  ከ26 በታች  ከ26-30  ከ31-35  ከ35-40  ከ40 በላይ
3. የሰለጠኑበት ሙያ:-  አካውንቲንግ  ኢንፎርሜሽን ቴክኖሎጂ  
 ማርኬቲንግ  የጽ/ሥራና ቢሮ አስተዳደር  
 ሕግ
4. የተመረቁበት ዓ/ም:  1999  2000  2001  2002
5. አሁን ያለዎት የት/ደረጃ:-  ዲፕሎማ  2ኛ ዲግሪ  
 የመ/ዲግሪ  ሌላ ከሆነ \_\_\_\_\_
6. የአሁኑ የሥራዎ ሁኔታ:-  
 ተቀጥሎ እሠራለሁ  ነፃ አገልግሎት (ልምምድ) ላይ ነኝ  
 ሁለቱም ቅጥርና የግል ተጨማሪ ሥራ  ሥራ የለኝም  
 በቤተሰብ ድርጅት ውስጥ እሠራለሁ  ሌላ ከሆነ ይግለፁ \_\_\_\_\_
7. ለተራ ቁጥር 6 መልስዎ "ሥራ የለኝም" ከሆነ ለምን ያህል ጊዜ ቆይ?  
 ከምረቃ ጊዜ ጀምሮ  ለ2 ዓመት  ለ1 ዓመት  ከ1 ዓመት በታች

8. አሁን ተቀጥረው እየሰሩ ከሆነ ከመቀጠርዎ በፊት በምን ሁኔታ ላይ ነበሩ?
- ሥራ አልነበረኝም  ከምረቃ በኋላ ቀጥታ ተቀጠርኩ
- ልምምድ ላይ (ነፃ አገልግሎት)  ትምህርቴን ቀጠልኩ
- በቤተሰብ ድርጅት ውስጥ በመሥራት ሌላ \_\_\_\_\_
9. አሁን የሚሰሩበት የሙያ መስክ ከሰለጠነበት ሙያ ጋር አንድ ዓይነት ነው?
- በቀጥታ ተመሳሳይ  በከፊል ተመሳሳይ  አይመሳሰልም

**ለ. የራስን ሥራ ለመፍጠር እንቅፋት የሆኑ ምክንያቶች የሚመለከቱ ጥያቄዎች የመለኪያ ስኬል ዋጋ**

5=በጣም ከፍተኛ 4=ከፍተኛ 3=መካከለኛ 2=ዝቅተኛ 1=በጣም ዝቅተኛ

ምመሪያ:- ከላይ በተሰጠው አማራጭ ዋጋ መሠረት በሰንጠረዥ ውስጥ ለቀረቡ የራስን ሥራ ለመፍጠር ምክንያት ለሆኑ ነጥቦች ተገቢ ነው ብለው ለሚያምኑበት ዋጋ የጭረት (✓) ምልክት በመስጠት ይሙሉ።

1. በእርስዎ አመለካከት ተቀጥሮ ለመሥራት የሚያስገድዱ ምክንያቶች ምንድናቸው?

| ተራ ቁ. | ምክንያቶች                          | መለኪያ ስኬል |   |   |   |   |
|-------|---------------------------------|----------|---|---|---|---|
|       |                                 | 5        | 4 | 3 | 2 | 1 |
| ሀ     | መነሻ ካፒታል እጦት                    |          |   |   |   |   |
| ለ     | የልምድ እጦት                        |          |   |   |   |   |
| ሐ     | ስለቢዝነስ አሠራርና አመራር በቂ ግንዛቤ አለመኖር |          |   |   |   |   |
| መ     | ሙያውን ለመጀመር በቂ የሙያው ክህሎት አለመኖር   |          |   |   |   |   |
| ሠ     | በቂ የገበያ ትውውቅ አለመኖር              |          |   |   |   |   |
| ረ     | የራስን ሥራ ለመሥራት ፍላጎትና ተነሳሽነት ማጣት  |          |   |   |   |   |
| ሸ     | የሥራ ፈቃድ የማውጣት ሂደት ፈታኝ መሆን       |          |   |   |   |   |
| ቀ     | ሀብረተሰቡ ለቴክኒክና ሙያ ዝቅተኛ ግምት መስጠት  |          |   |   |   |   |

ተጨማሪ ካለ ቢገልፁት \_\_\_\_\_

2. በእርስዎ አመለካከት ተቀጥሮ መሥራት የሚኖረው ጥቅም ምንድነው?

| ተራ ቁ. | ምክንያቶች                                | መለኪያ ስኬል |   |   |   |   |
|-------|---------------------------------------|----------|---|---|---|---|
|       |                                       | 5        | 4 | 3 | 2 | 1 |
| ሀ     | ስለድርጅት አሠራርና አመራር ይበልጥ ለማወቅ           |          |   |   |   |   |
| ለ     | አዳዲስ የሥራ ፈጠራ ሃሳቦች ለመቅሰም               |          |   |   |   |   |
| ሐ     | የሥራ ግንኙነት (ኔትዎርክ) ለማስፋት               |          |   |   |   |   |
| መ     | ከፍተኛ ትምህርት ለመቀጠል የሚያስችል ሁኔታ ለማሟላት     |          |   |   |   |   |
| ሠ     | የግል ሥራ ለመጀመር የሚያስችል አስፈላጊ ግብዓት ለማዘጋጀት |          |   |   |   |   |

ተጨማሪ ካለ ቢገልፁት \_\_\_\_\_

3. በትምህርትና ስልጠና ቆይታ ወቅት በዩኒቨርሲቲ ኮሌጁ የተለያዩ አገልግሎቶች ለስራ ፈጣሪነት የነበራቸው ድርሻ እንዴት ይመዘኑታል?

| ተራ ቁ. | ምክንያቶች                                 | መለኪያ ስኬል |   |   |   |   |
|-------|--|----------|---|---|---|---|
|       |  | 5        | 4 | 3 | 2 | 1 |
| ሀ     | የሥልጠናው ብቁነት (ውጤት ተኮር ሥልጠና)             |          |   |   |   |   |
| ለ     | የአሰልጣኞች (መምህራን) ብቃት                    |          |   |   |   |   |
| ሐ     | የስራ ፈጣሪነት ኮርሶች ብዛትና ብቃት                |          |   |   |   |   |
| መ     | የኬሪየር ጋይዳንስና ካውንስሊንግ (የምክር) አገልግሎት     |          |   |   |   |   |
| ሠ     | በሥራ ላይ ልምምድ ከተለያዩ ድርጅቶች የተገኘ ልምድና ክህሎት |          |   |   |   |   |

ተጨማሪ ካለ ቢገልፁት \_\_\_\_\_

4. በእርስዎ ሃሳብ የሚከተሉት የግል ክህሎት (ችሎታ) ምክንያቶች የራስን ሥራ ለመጀመር ምን ያህል ይጠቅማሉ?

| ተራ ቁ. | ምክንያቶች                          | መለኪያ ስኬል |   |   |   |   |
|-------|---------------------------------|----------|---|---|---|---|
|       |                                 | 5        | 4 | 3 | 2 | 1 |
| ሀ     | ትምህርትና ሥልጠና                     |          |   |   |   |   |
| ለ     | ቀደም ሲል የነበረ የሥራ ልምድ             |          |   |   |   |   |
| ሐ     | የሥራ ግንኙነት (ኔትዎርክ) መኖር           |          |   |   |   |   |
| መ     | የግል የማሳካት ችሎታ (Resourcefulness) |          |   |   |   |   |
| ሠ     | የዕድሜ ብስለት                       |          |   |   |   |   |

ተጨማሪ ካለ ቢገልፁት \_\_\_\_\_

5. በመንግስትና በሚመለከታቸው አካላት የራስን ስራ ለመጀመር የሚሰጡ ድጋፎችና አገልግሎቶች ምን ያህል አስተዋፅኦ አላቸው?

| ተራ ቁ. | ምክንያቶች                             | መለኪያ ስኬል |   |   |   |   |
|-------|------------------------------------|----------|---|---|---|---|
|       |                                    | 5        | 4 | 3 | 2 | 1 |
| ሀ     | መንግሥት የስራ ፈጣሪነትን ለማሳደግ የሚሰጠው ማበረታቻ |          |   |   |   |   |
| ለ     | በማይክሮ ፋይናንስ ተቋማት የተዘረጋ የብድር አገልግሎት |          |   |   |   |   |
| ሐ     | የቴክኒክ እገዛና የማማከር ብቁ አገልግሎት         |          |   |   |   |   |
| መ     | የሥራ ፈቃድ የማውጣት ፍጥነትና ቅለት (አለመወሳሰብ)  |          |   |   |   |   |

ተጨማሪ ካለ ቢገልፁት \_\_\_\_\_

6. በእርስዎ አመለካከት የግል ሥነ ልቦና ነክ የሆኑ የስብዕና (personality) ምክንያቶች ለሥራ ፈጣሪነት ስኬት ምን ያህል አስተዋፅዖ ያደርጋሉ?

| ተራ ቁ. | ምክንያቶች                          | መለኪያ ስኬል |   |   |   |   |
|-------|---------------------------------|----------|---|---|---|---|
|       |                                 | 5        | 4 | 3 | 2 | 1 |
| ሀ     | የሕይወትን እቅድ የማሳካት ፍላጎት           |          |   |   |   |   |
| ለ     | የሥራ ፈጣሪነት ስብዕና (ባሕርይ)           |          |   |   |   |   |
| ሐ     | ችግርን (ሪስክን) የመጋፈጥ ባህሪ           |          |   |   |   |   |
| መ     | ራስን የመምራት (የነፃነት) ፍላጎት          |          |   |   |   |   |
| ሠ     | በራስ የመተማመን ስሜት                  |          |   |   |   |   |
| ረ     | የመግባባት ክህሎት                     |          |   |   |   |   |
| ሰ     | የመምራት ብቃት                       |          |   |   |   |   |
| ሸ     | ምናባዊ (አስፍቶ የማሰብና ችግር የመፍታት) ችሎታ |          |   |   |   |   |
| ቀ     | የራስ ቁርጠኝነት                      |          |   |   |   |   |
| በ     | ኃላፊነት የመውሰድና የመወጣት ፍላጎት         |          |   |   |   |   |
| ተ     | ጠንክሮ መሥራት                       |          |   |   |   |   |
| ቸ     | አርቆ የማሰብና የወደፊት ውጤትን የመገመት ችሎታ  |          |   |   |   |   |

ተጨማሪ ካል ቢገልፁት \_\_\_\_\_

7. የሚከተሉት ማህበራዊ ምክንያቶች ለስራ ፈጣሪነት ሀሳብ ምን ያህል አስተዋጽኦ ያደርጋሉ?

| ተራ ቁ. | ምክንያቶች  | መለኪያ ስኬል |   |   |   |   |
|-------|---|----------|---|---|---|---|
|       |   | 5        | 4 | 3 | 2 | 1 |
| ሀ     | የወላጅ (ቤተሰብ) የስራ ፈጣሪነት ሀሳብ ከልጅነት ጀምሮ የሚያሳድር ተፅዕኖ |          |   |   |   |   |
| ለ     | የቤተሰብ ድርጅት መኖር                                  |          |   |   |   |   |
| ሐ     | የዘመድ መነሻ ካፒታል ድጋፍ                               |          |   |   |   |   |
| መ     | የጓደኛ መነሻ ካፒታል ድጋፍ                               |          |   |   |   |   |
| ሠ     | የህብረተሰቡ በቴክኒክና ሙያ ላይ አውንታዊ አመለካከት መኖር           |          |   |   |   |   |
| ሰ     | ስኬታማ የሆኑ ሰዎች እርዳታና የስራ ውጤት                      |          |   |   |   |   |
| ሸ     | በዩኒቨርሲቲ ኮሌጁ ውስጥ የአሰልጣኞች የሀሳብ ድጋፍ                |          |   |   |   |   |

የቀረ ሃሳብና አስተያየት ካሉት \_\_\_\_\_

በድጋሚ በጣም አመሰግናለሁ!

## Appendix B-1

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
College of Education and Behavioral Studies  
Department of Business Education

Questionnaire to be filled by TVET graduates of St. Mary's University College who have created their own business.

### **Dear respondent,**

The purpose of this questionnaire is to gather information on factors affecting TVET graduates self-employment (entrepreneurship). Therefore, your honest and genuine response to the items in this questionnaire helps to meet the objective of the study. The information you provide will be used for academic purpose only and it will be kept confidential.

**Thank you in advance for your cooperation!**

### **General Instruction**

- Don't write your name;
- Put a tick (✓) mark against your choice for items with alternatives;
- Write your answer briefly for open ended questions.

### **Part I. Background Information**

1. Sex:  Male       Female
2. Age:  Below 26     26-30     31-35     36-40     Above 40
3. Field of study in TVET:  Accounting     Marketing     Law  
 Secretarial Science     Information Technology
4. Graduation year:  1999     2000     2001     2002
5. Current educational level:  Diploma (10+3)     1<sup>st</sup> degree     2<sup>nd</sup> degree  
If other, specify \_\_\_\_\_
6. What is the ownership status of your business?  
 Privately run (my own business)       Belong to my family business  
 Have joint venture (in share or in group)      If other, specify \_\_\_\_\_



3. In your opinion, to what extent do the following personal capabilities (skills) contributed to your entrepreneurial efforts? Would you rate the following items, please?

| S/N | Factors  | Rating scale |   |   |   |   |
|-----|--|--------------|---|---|---|---|
|     |  | 5            | 4 | 3 | 2 | 1 |
| 1   | Education and training                           |              |   |   |   |   |
| 2   | Work experience                                  |              |   |   |   |   |
| 3   | A network of contacts                            |              |   |   |   |   |
| 4   | Resourcefulness (capabilities) in obtaining fund |              |   |   |   |   |
| 5   | Age maturity                                     |              |   |   |   |   |

4. How do you rate the factors related to supports and facilities provided by government bodies to TVET graduates that contribute to your entrepreneurial success?

| S/N | Factors   | Rating scale |   |   |   |   |
|-----|---|--------------|---|---|---|---|
|     |   | 5            | 4 | 3 | 2 | 1 |
| 1   | Government incentives to encourage entrepreneurship           |              |   |   |   |   |
| 2   | Availability of credit services by micro-finance institutions |              |   |   |   |   |
| 3   | Presence of competent local advisors for technical assistance |              |   |   |   |   |
| 4   | Easy licensing process in the government offices              |              |   |   |   |   |

5. In your opinion, to what extent do the following personality (psychological) traits contributed to your entrepreneurial efforts? Would you rate the items below, please?

| S/N | Factors  | Rating scale |   |   |   |   |
|-----|--|--------------|---|---|---|---|
|     |  | 5            | 4 | 3 | 2 | 1 |
| 1   | Need (motivation) to achieve life goals (will to grow)                                     |              |   |   |   |   |
| 2   | Creative and innovative behavior   |              |   |   |   |   |
| 3   | Risk taking behavior (the need to face and win challenges)                                 |              |   |   |   |   |
| 4   | The need for independence (the need to be one's own boss)                                  |              |   |   |   |   |
| 5   | Self-confidence  |              |   |   |   |   |
| 6   | Communication skill  |              |   |   |   |   |
| 7   | Managerial competence  |              |   |   |   |   |
| 8   | Imaginative (ability to deal with challenges and adverse situations)                       |              |   |   |   |   |
| 9   | Self-determination (extremely strong desire and decision to achieve)                       |              |   |   |   |   |
| 10  | Commitment (keen interest and devotion to success)   |              |   |   |   |   |
| 11  | Hard work  |              |   |   |   |   |
| 12  | Foresight and perceptiveness (ability to forecast the business environment and the future) |              |   |   |   |   |

6. How do you rate the following social factors their influence on your entrepreneurial ideas?

| S/N | Factors  | Rating scale |   |   |   |   |
|-----|--|--------------|---|---|---|---|
|     |  | 5            | 4 | 3 | 2 | 1 |
| 1   | Entrepreneurial idea of family beginning at my early age           |              |   |   |   |   |
| 2   | The business enterprises owned by my family                        |              |   |   |   |   |
| 3   | Positive attitude of people towards TVET program                   |              |   |   |   |   |
| 4   | Exemplariness of the achievement of successful and model persons   |              |   |   |   |   |
| 5   | Encouragement and initiation of trainers in the University College |              |   |   |   |   |

7. From your entrepreneurial experience, to what extent did the following factors facilitate your entrepreneurial efforts? Please, rate the items below.

| S/N | Factors  | Rating scale |   |   |   |   |
|-----|--|--------------|---|---|---|---|
|     |  | 5            | 4 | 3 | 2 | 1 |
| 1   | Initiation (encouragement) of family members           |              |   |   |   |   |
| 2   | Family support (gift) of initial capital               |              |   |   |   |   |
| 3   | Exemplariness of role model                            |              |   |   |   |   |
| 4   | Credit (loan) opportunity from a financial institution |              |   |   |   |   |
| 5   | The presence of facilities and infrastructure          |              |   |   |   |   |
| 6   | Government bodies technical and consultancy support    |              |   |   |   |   |

Give your comment or missed idea, if any \_\_\_\_\_  
 \_\_\_\_\_

Thank you very much, again!

አዲስ አበባ ዩኒቨርሲቲ  
የትምህርትና ቢሯቢየራል ጥናት ኮሌጅ  
የቢዝነስ ትምህርት ክፍል ድህረ ምረቃ ት/ቤት

የራሳቸው ሥራ (ድርጅት) ፈጥረው በሚሰሩ የቅ/ማርያም ዩኒቨርሲቲ ኮሌጅ የቴክኒክና ሙያ ምሩቃን አማካይነት የሚሞላ መጠይቅ

የተወደዱ የቅ/ማርያም የ/ከ/ምሩቅ!

የዚህ መጠይቅ ዓላማ የቴክኒክና ሙያ ምሩቃን የራሳቸውን ሥራ ፈጥረው ወይም ድርጅት ከፍተው እንዳይሰሩ እንቅፋት የሆኑ ምክንያቶችን ለማጥናትና መፍትሄ ለመፈለግ የሚያስችል መረጃ ለመስበሰብ ነው። ስለዚህ እርስዎ በመጠይቁ ለቀረቡ ጥያቄዎች የሚሰጡት ክልብ የመነጨና እውነተኛ ምላሽ ለጥናቱ ዓላማ መሳካት ወሳኝ ነው። የሚሰጡት መረጃ ለጥናትና ምርምር ዓላማ ብቻ የሚውልና ሚስጥርነቱ የተጠበቀ ነው።

ለትብብርዎ ክልብ አመሰግናለሁ!

አጠቃላይ መመሪያ

- ስም መጻፍ አያስፈልግም
- በምርጫ መልክ ለቀረቡ ጥያቄዎች የጭረት (✓) ምልክት በመስጠት ይመልሱ፤
- በጽሑፍ እንዲመለሱ ለሚጠይቁ መልስዎን በአጭሩ ይጻፉ።

ሀ. የግል ሁኔታ

1. ፆታ:-  ወንድ  ሴት
2. ዕድሜ:-  ከ26 በታች  ከ26-30  ከ31-35  ከ35-40  ከ40 በላይ
3. የሰለጠኑበት ሙያ:-  አካውንቲንግ  ኢንፎርሜሽን ቴክኖሎጂ  
 ማርኬቲንግ  የጽ/ሥራና ቢሮ አስተዳደር  
 ሕግ
4. የተመረቁበት ዓ/ም:  1999  2000  2001  2002
5. አሁን ያለዎት የት/ደረጃ:-  ዲፕሎማ  2ኛ ዲግሪ  
 የመ/ዲግሪ  ሌላ ከሆነ \_\_\_\_\_
6. የሚያስተዳድሩት ድርጅት (ሥራ) የባለቤትነት ሁኔታ እንዴት ነው?  
 ብቻዬን የማስተዳድረው (የግሌ)  የቤተሰብ (የወላጅ) ድርጅት  
 የቡድን (የጋራ/የአክሲዮን)  ሌላ ከሆነ ይግለጹ \_\_\_\_\_
7. የራስዎን ሥራ ከመጀመርዎ በፊት ምን ይሠሩ ነበር?  
 ሥራ አልነበረኝም  ከምረቃ በኋላ በቀጥታ የራሴን ጀመርኩ  
 ልምምድ ላይ (ነፃ አገልግሎት)  ትምህርቴን ቀጠልኩ  
 በቤተሰብ ድርጅት  ሌላ ከሆነ \_\_\_\_\_
8. አሁን የሚሰሩበት የሙያ መስክ ከሰለጠኑበት ሙያ ጋር አንድ ዓይነት ነው?  
 በቀጥታ ተመሳሳይ  በከፊል ተመሳሳይ  አይመሳሰልም

**ለ. የራስን ሥራ ለመፍጠር እንቅፋት የሆኑ ምክንያቶች የሚመለከቱ ጥያቄዎች የመለኪያ ስኬል ዋጋ**

5=በጣም ከፍተኛ    4=ከፍተኛ    3=መካከለኛ    2=ዝቅተኛ    1=በጣም ዝቅተኛ

**መመሪያ:-** ከላይ በተሰጠው አማራጭ ዋጋ መሠረት በሰንጠረዥ ለቀረቡ ነጥቦች ተገቢ ነው ብለው ለሚያምኑበት ዋጋ የጭረት (✓) ምልክት በመስጠት ይሙሉ።

1. በእርስዎ አመለካከት የራስን ሥራ ከመጀመር በፊት ተቀጥሮ መሥራት የሚያስገኘው ጥቅም ምንድነው?

| ተራ ቁ. | ምክንያቶች                                | መለኪያ ስኬል |   |   |   |   |
|-------|---------------------------------------|----------|---|---|---|---|
|       |                                       | 5        | 4 | 3 | 2 | 1 |
| ሀ     | ስለድርጅት አሠራርና አመራር ይበልጥ ለማወቅ           |          |   |   |   |   |
| ለ     | አዳዲስ የሥራ ፈጠራ ሃሳቦች ለመቅሰም               |          |   |   |   |   |
| ሐ     | የሥራ ግንኙነት (ኔትዎርክ) ለማስፋት               |          |   |   |   |   |
| መ     | ከፍተኛ ትምህርት ለመቀጠል የሚያስችል ሁኔታ ለማሟላት     |          |   |   |   |   |
| ሠ     | የግል ሥራ ለመጀመር የሚያስችል አስፈላጊ ግብዓት ለማዘጋጀት |          |   |   |   |   |

የቀረ ሃሳብና አስተያየት ካሎት \_\_\_\_\_

2. በትምህርትና ስልጠና ቆይታ ወቅት በዩኒቨርሲቲ ኮሌጁ የተለያዩ አገልግሎቶች ለስራ ፈጣሪነት የነበራቸው ድርሻ እንዴት ይመዘኑታል?

| ተራ ቁ. | የአገልግሎት ዓይነቶች                      | መለኪያ ስኬል |   |   |   |   |
|-------|------------------------------------|----------|---|---|---|---|
|       |                                    | 5        | 4 | 3 | 2 | 1 |
| ሀ     | የሥልጠናው ብቁነት (ውጤት ተኮር ሥልጠና)         |          |   |   |   |   |
| ለ     | የአሰልጣኞች (መምህራን) ብቃት                |          |   |   |   |   |
| ሐ     | የስራ ፈጣሪነት ኮርሶች ብዛትና ብቃት            |          |   |   |   |   |
| መ     | የኬሪየር ጋይዳንስና ካውንስሊንግ (የምክር) አገልግሎት |          |   |   |   |   |
| ሠ     | በሥራ ላይ ልምምድ የተገኘ ልምድና ክህሎት         |          |   |   |   |   |

የቀረ ሃሳብና አስተያየት ካሎት \_\_\_\_\_

3. በእርስዎ ሃሳብ የሚከተሉት የግል ክህሎት (ችሎታ) ምክንያቶች የራስን ሥራ ለመጀመር ምን ያህል ይጠቅማሉ? ነጥቦቹን ከተሰጠው መለኪያ አንፃር ይመዘኑ።

| ተራ ቁ. | ምክንያቶች                | መለኪያ ስኬል |   |   |   |   |
|-------|-----------------------|----------|---|---|---|---|
|       |                       | 5        | 4 | 3 | 2 | 1 |
| ሀ     | ትምህርትና ሥልጠና           |          |   |   |   |   |
| ለ     | ቀደም ሲል የነበረ የሥራ ልምድ   |          |   |   |   |   |
| ሐ     | የሥራ ግንኙነት (ኔትዎርክ) መኖር |          |   |   |   |   |
| መ     | የግል የተፈጥሮ ችሎታ         |          |   |   |   |   |
| ሠ     | የዕድሜ ብስለት             |          |   |   |   |   |

የቀረ ሃሳብና አስተያየት ካሎት \_\_\_\_\_

4. በመንግስትና በሚመለከታቸው አካላት የራስን ስራ ለመጀመር የሚሰጡ ድጋፎችና አገልግሎቶች ምን ያህል አስተዋፅኦ ነበራቸው (አላቸው)?

| ተራ ቁ. | የአገልግሎት ዓይነቶች                      | መለኪያ ስኬል |   |   |   |   |
|-------|------------------------------------|----------|---|---|---|---|
|       |                                    | 5        | 4 | 3 | 2 | 1 |
| ሀ     | መንግሥት የስራ ፈጣሪነትን ለማሳደግ የሚሰጠው ማበረታቻ |          |   |   |   |   |
| ለ     | በማይክሮ ፋይናንስ ተቋማት የተዘረጋ የብድር አገልግሎት |          |   |   |   |   |
| ሐ     | የቴክኒክ እገዛና የማማከር ብቁ አገልግሎት         |          |   |   |   |   |
| መ     | የሥራ ፈቃድ የማውጣት ፍጥነትና ቅለት (አለመወሳሰብ)  |          |   |   |   |   |

የቀረ ሃሳብና አስተያየት ካሎት \_\_\_\_\_

5. በእርስዎ አመለካከት የግል ሥነ ልቦና ነክ የሆኑ የስብዕና (personality) ምክንያቶች ለሥራ ፈጣሪነት ስኬት ምን ያህል አስተዋፅኦ ያደርጋሉ?

| ተራ ቁ. | ምክንያቶች                          | መለኪያ ስኬል |   |   |   |   |
|-------|---------------------------------|----------|---|---|---|---|
|       |                                 | 5        | 4 | 3 | 2 | 1 |
| ሀ     | የሕይወትን እቅድ የማሳካት ፍላጎት           |          |   |   |   |   |
| ለ     | የሥራ ፈጣሪነት ስብዕና (ባሕርይ)           |          |   |   |   |   |
| ሐ     | ችግርን (ሪስክን) የመጋፈጥ ባህሪ           |          |   |   |   |   |
| መ     | ራስን የመምራት (የነፃነት) ፍላጎት          |          |   |   |   |   |
| ሠ     | በራስ የመተማመን ስሜት                  |          |   |   |   |   |
| ረ     | የመግባባት ክህሎት                     |          |   |   |   |   |
| ሰ     | የመምራት ብቃት                       |          |   |   |   |   |
| ሸ     | ምናባዊ (አስፍቶ የማሰብና ችግር የመፍታት) ችሎታ |          |   |   |   |   |
| ቀ     | የራስ ቁርጠኝነት                      |          |   |   |   |   |
| በ     | ኃላፊነትን በፍላጎትና በቁርጠኝነት መውሰድ      |          |   |   |   |   |
| ተ     | ጠንክሮ መሥራት                       |          |   |   |   |   |
| ቸ     | አርቆ የማሰብና የወደፊት ውጤትን የመገመት ችሎታ  |          |   |   |   |   |

የቀረ ሃሳብና አስተያየት ካሎት \_\_\_\_\_

6. የሚከተሉት ማህበራዊ ምክንያቶች ለስራ ፈጣሪነት ሀሳብ ምን ያህል አስተዋጽኦ ያደርጋሉ?

| ተራ ቁ. | ምክንያቶች                                   | መለኪያ ስኬል |   |   |   |   |
|-------|--|----------|---|---|---|---|
|       |  | 5        | 4 | 3 | 2 | 1 |
| ሀ     | የወላጅ (ቤተሰብ) የስራ ፈጣሪነት ሀሳብ ተፅዕኖ ከልጅነት ጀምሮ |          |   |   |   |   |
| ለ     | የቤተሰብ ድርጅት መኖር                           |          |   |   |   |   |
| ሐ     | የዘመድ መነሻ ካፒታል ድጋፍ                        |          |   |   |   |   |
| መ     | የጓደኛ መነሻ ካፒታል ድጋፍ                        |          |   |   |   |   |
| ሠ     | ሀብረተኑ በቴክኒክና ሙያ ላይ ያለው አውንታዊ አመለካከት      |          |   |   |   |   |
| ረ     | ስኬታማ የሆኑ ሰዎች አርአያነትና የስራ ውጤት             |          |   |   |   |   |
| ሰ     | በዩኒቨርሲቲ ኮሌጁ ውስጥ የአሰልጣኞች የሀሳብ ድጋፍ         |          |   |   |   |   |

የቀረ ሃሳብና አስተያየት ካሉት \_\_\_\_\_

7. ከልምድዎ የራስን ሥራ ለመጀመር የሚከተሉት ምክንያቶች ምን ያህል ጠቀሜታ ነበራቸው (አላቸው)?

| ተራ ቁ. | ምክንያቶች                     | መለኪያ ስኬል |   |   |   |   |
|-------|----------------------------|----------|---|---|---|---|
|       |                            | 5        | 4 | 3 | 2 | 1 |
| ሀ     | የቤተሰብ አነሳሽነትና የሃሳብ ድጋፍ     |          |   |   |   |   |
| ለ     | የቤተሰብ መነሻ ካፒታል ድጋፍ         |          |   |   |   |   |
| ሐ     | የሌሎች ሰዎች አርአያነትና የሀሳብ ድጋፍ  |          |   |   |   |   |
| መ     | የብድር አገልግሎት ዕድል ማግኘት       |          |   |   |   |   |
| ሠ     | በመንግስት የተዘረጉ የተለያዩ አገልግሎቶች |          |   |   |   |   |
| ረ     | የመንግስት አካላት የቴክኒክና ምክር ድጋፍ |          |   |   |   |   |

የቀረ ሃሳብና አስተያየት ካሉት \_\_\_\_\_

በድጋሚ በጣም አመሰግናለሁ!

**Addis Ababa University**  
**SCHOOL OF GRADUATE STUDIES**  
College of Education and Behavioral Studies  
Department of Business Education

Interview guide questions for TVET entrepreneurial courses trainers at St. Mary's University College

**Background of the respondent**

- Sex: \_\_\_ Age: \_\_\_ Qualification: \_\_\_\_\_ Major field of study: \_\_\_\_\_
- Years of Services: Total in teaching: \_\_\_\_\_ In teaching entrepreneurial Courses: \_\_\_\_\_

**General questions**

- How do you evaluate the quality of training of the TVET program in equipping graduates with necessary entrepreneurial skills?
- In your observation, to what extent did the facilities of training influence entrepreneurial skills of the graduates?
- What was the contribution of the qualities of trainers to the graduates' entrepreneurial skills?
- Do you believe that the training has been offered in such a way that the 30/70 training ratio principle was implemented so that graduates equipped with the expected skills?
- Is there any attempt to commercialize business ideas of trainees that enable them to start their own business venture?
- It has been observed that most of the graduates tend to wage employment rather than self-employment. What are the reasons for such tendency?
- Graduates of TVET program entrepreneurial activities have been low. What do you think of the factors that affect them?
- How do you evaluate the support services rendered at SMUC in enhancing entrepreneurial ideas among trainees?
- Do you have any suggestion as to how the TVET graduates' entrepreneurial ideas and efforts can be enhanced?

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