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**PERCEPTION OF TVET TRAINEES TOWARD ENTREPRENEURSHIP: THE CASE
OF GOVERNMENT TVET COLLEGES IN ADDIS ABABA**

BY: DANIEL MEKONNEN

JUNE 2008

Addis Ababa

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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES, ADDIS
ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR
THE DEGREE OF MASTER'S OF ART IN MANAGEMENT OF VOCATIONAL
EDUCATION**

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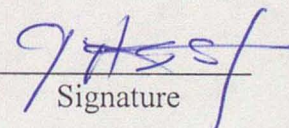
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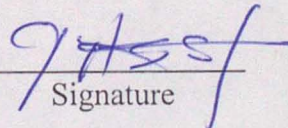
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Acronyms/Abbreviations

ANOVA	Analysis of variance
ecbp	Engineering capacity building program
ILO	International Labor Organization
MOE	Ministry of Education
TVET	Technical Vocational Education and Training
UESC	United Nation Economic Social Council

Abstract

The main purpose of this study was to investigate the perception of TVET trainees toward entrepreneurship (self-employment) with the effect of sex and department. Two hundred sixteen participants were selected using proportional stratified random sampling techniques considering the Department as independent variable for stratification. Likert scale- five point perception attitude scales was considered for trainees questionnaires. Purposive sampling was preferred to gather data from entrepreneurship trainers (five in number), guidance, and counselors (three in numbers) through interview. A method of analysis was, mean, standard deviation and chi-square to see the significance difference of the trainees perception. Moreover, a two way ANOVA was employed to see the degree of perception difference between male and female business, construction, and Industrial fields (Department) of study.

The result showed that the perception of trainees toward entrepreneur (self-employment) was positive with support the trainee received, and their interest toward the field of study. Even though there was societal influence, the trainees' perception towards motivations (recognition, basic needs and reward) to entrepreneur is positive. However, it showed there was perception difference between departments in being entrepreneur. As it was shown in the study the society influence on females in becoming entrepreneur is less. Hence, it is concluded that the trainees' perception toward entrepreneur is in good condition. However, in order to get better condition the colleges should strengthen their staffs with the knowledge of entrepreneurship.

CHAPTER ONE

1.1 Background

Man's works or productivity is one of the big factors for the development of the countries. Hence, countries are undertaking significant steps for improving their educational system to meet their developmental needs. The connection of vocational training with work is inseparable and constitutes the normal worthwhile form of life and necessary part of human activity (Yekunoamlak, 2000).

As it was stated in National Technical Vocational Education and Training (TVET) strategy (2006), Education is one of the most important ways to get a job in modern world. Nowadays more attention is given to the technical and vocational education. The role of Technical and Vocational program is to bring up or produce a competent working force to the world of work. Even though the technical and vocational education is given, it is difficult to provide a job to all graduates. Therefore, it is necessary to see some other opportunities. One of the opportunities to create a job is to be self-employed. Unemployment is the big problem of Africa. According to the UN Economic and Social Council Report (UNESCO, 2007).

African unemployment is highest in the world and unevenly distributed across the countries gender and age groups. The unemployment rate in sub-Saharan Africa worsened from 9.2 percent to 9.7 percent despite annual GDP growth of 3.9 percent.

Since our country is a part of Africa, unemployment is worse than ever. (MOE, 2006). Even King (1985) in (Yekunoamlak, 2000) explains the problem as, if we train our young people for modern sector jobs, they will be employed, since there are not enough jobs. Unemployment of people is widely distributed in rural area as well as in urban. Even some studies show there is a skill gap when people are needed jobs.

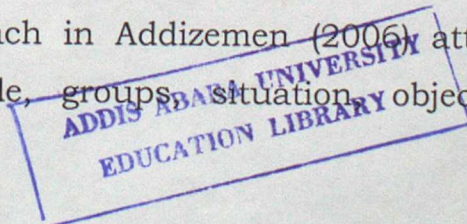
Regarding unemployment the National Technical and Vocational Education Training strategy, states:

Unemployment and under-employment is pervasive problem for a dynamic private sector. In rural areas, under-employment is widely spread. In urban areas, about 26% of the workforce is officially unemployed. This figure is believed to underestimate the real situation of particular concern for the rest of the workforce. Recent studies have also shown substantial skill gaps throughout the economy, especially in economic sectors with a higher skill level and outside of Addis Ababa. (MOE, 2006).

It is, therefore important to see the perception and attitude of Technical and Vocational trainees toward entrepreneur or self-employment. The Ethiopian Government developed a new education strategy known as the Education Sector Development Program (ESDPIII), which has been on work from 2005/2006-2010/2011.

Effort has been made to increase the number of trainees in different disciplines, which are delivered in college and institutions. This was discussed on Program Action Plan (PAP) in National Technical Vocational Strategy (2006). The aim of the program is to produce efficient and effective technicians not only for the sake of employment but also for the sake of a person who can create a job by himself. The perception and attitudes' of trainees toward self-employment have a great significance in teaching learning process, which mainly deals on entrepreneurship.

Attitude and perception has a role in self-employment. Attitudes and self-employment are two main concepts, which are related to Psychology and Economics field of studies respectively. Attitude by its natures is wide in the field of psychology. According to Rokeach in Addizemen (2006) attitude is described as likes and dislikes people, groups, situation, objects, and intangible ideas.



Attitude includes three main components: cognition, affect, and behavior. (Rokeach, 1970 in Lelissa, 2006). The cognition is the mental components, which comprises beliefs, or knowledge that an individual holds about the attitudes objects, or connection that a person makes between attitude objects and practical attributes. The affect is the emotional components of attitude that refer to beliefs, theories, expectancies, and perception relative to the focal objects. Behavior is the action intention that represents a set of behavioral values attached to attitude object, or a set of behavior with liking or disliking the other objects (Scholl et al, 2002). To be self-employed or not could be classified under the categories of likes or dislikes by the trainees toward entrepreneurship.

According to Allport (1954), an attitude is a mental and neural state of readiness, organized through experience exerting a directive or dynamic influence upon the individual's response to all objects and situation with which it is related. Attitudes used in attempting to predict behavior just as Herbert Spencer first proposed in 1852 (Allport, 1954) that a person having a positive attitude toward a behavior would be more likely to perform the behavior in question as would a person with a negative attitude be less likely to perform the behavior.

Assessing the human behavior, especially attitude and perception is not an easy task. However, by understanding the way some one thinks and feels about self-employment someone can tell the tendency of the person influence. That is mainly to show that a trainee have a good/bad/ positive/negative attitude towards self-employment. However, the attitude is mainly affected by certain variables (culture, education, society) (Ajzen, 2007).

Direct measurement of attitude presents several limitations; attitudes are often changing, and even highly influenced by norm, level of experienced control as well as ones being beliefs towards performing behavior. (Ajzen, 1991). Today there are several variables used in attempting to understand and predict behavior, which attempt to measure areas that affect attitudes as well.

However, the attitude perception trainees have, or being entrepreneur is what a trainee perceived through culture and education.

Attitude contains perception as an affect form. Perceiver's needs, experience, value and attitude could influence perception. Therefore, TVET trainees' perception toward entrepreneurship affected by trainees' needs, values, experience and attitude, what trainees received from the society and education. These influenced factors could be seen in culture, education, economy, society and politics the trainees live within. According Yekunoamlak (2000), national development of the country be seen from economic, social and political aspects. The social sector in turn encompasses culture, health, education and so on. The TVET trainees toward the entrepreneurship have educational problem. The education policy, which was implemented in Ethiopia have the aim to bring up trainee who create his own job. The other factors, like politics, culture, economy and social have a great impact on the perception of trainees out look on being entrepreneur.

In order to be self-employed one of the opportunities was employed; specifically vocational training. Which have the objective of empowering young people to create their own jobs. According King (1985) in Yekunoamlak (2000) described it as follows, it is believed that before the youngsters are sent to be on their own, some kind of skills training will develop self-confidence among them and make the implementation process of self-employment activities easier and more fruitful. One of the training skills the trainees used to learn was entrepreneurship. However, the trainees' interests to be self-employed have to be seen with their perception toward entrepreneurship. The perception the trainees acquired through learning may or may not change their attitude toward entrepreneurship therefore the perception should be measured. Thus, it is because of this intention that the student researcher conducted a study on the perception of TVET trainees towards entrepreneurship.

1.2 Statement of the Problem

Trainees encountered unemployment problem. Most of the trainees expect to be employed in the Government organizations. However, the government does not provide a job for all graduates. Since there is an intention to base labor market demand, trainees' attitude, perception, and interest, do not have attention. Perception to be entrepreneur is one of the problems, which need attention. However, the focus of the TVET training is to reduce the unemployment rate. According to Jone (1997) in Lelissa (2006), the role of TVET, described, as the objective of the training should be geared to enable the young people both for employment as well as for self -employment in which they could positively value the program.

One the program that trainees trained was entrepreneurship, which prepared trainees to be self-employed. So the study concerned to assess the perception of TVET trainees towards self-employment in Government TVET colleges of Addis Ababa and to suggest a possible solution, which will create positive attitude towards self-employment. The study attempt to answer the following basic questions

1. What is the general perception of trainees toward a support given to be entrepreneur?
2. What is the general perception of trainees, entrepreneur trainers and guidance and counselors toward entrepreneurship?
3. What is the perception of trainees' interest toward the field of study they are being trained?
4. What is the perception of trainees toward motivator and de-motivators to become an entrepreneur?
5. Is there any significance difference between male and female trainees and Department trainees about being entrepreneur?

1.3 The General Objectives of the study

This research is to investigate the perception of trainees toward self-employment. Basically those trainees found in Government TVET colleges of Addis Ababa.

1.4 Specific Objectives

The following specific objectives are specifically the reasons the research under the aforementioned general objectives has specifically.

- To investigate the effect of sex on trainees towards self-employment
- To investigate the support provided towards self-employment.
- To investigate the effect of trainees fields of study perception toward self-employment
- To investigate the effect of entrepreneur trainers and guidance and counselors toward self employment
- To investigate the interaction effects among the above variables on trainees perception and attitude toward self-employment.

1.5 Significance of the Study

To improve the perception of trainees toward entrepreneurship, assessing the program is very important. Especially assessing the perception of a trainee to self-employment is very important in order to have an all-inclusive understanding in the implementation and interpretation of entrepreneurship. Therefore, the researcher assumes that the research to be conducted will have the following significance.

- The study will help to find out the extent trainees have forwarded self-employment.
- The study will create awareness to the concerned people regarding the problem and it would serve as a base for further research.
- It may provide certain technique as to how trainees could develop positive attitude towards self-employment.

- The study will help to indicate fields of studies in TVET, which give a high chance to self-employment.
- The study will help to bring up positive outlook of self-employment among the society
- The study will help to design a training program according to the interest of the trainees.

1.6 Delimitation of the Study

The study is confined in Addis Ababa TVET colleges providing 10+3 program. The study only comprised 3rd year trainees. A 10+3 program are given in Entoto TVET college (Business stream), General Wingate (construction stream) and Tegbared (Industrial stream). The study will assess the effect of sex, Department and entrepreneurial values together with their interaction effect on trainees' perception and attitude toward self-employment.

1.7 Limitations

In the process of conducting the research, the researcher faced a challenge, while collecting the data. This big challenge was the reluctance of the respondents, which forced the researcher to spend more time on data collecting. The electric power interruption was the other main limitation, which forced the work on computer to be slow.

1.8 Organization of the study

This paper comprises of five chapters. The first chapter deals with the problem and its approaches in which the statement of the problems, significance, and limitation of the study are stated. The second chapter consists of the related of literature review. The third chapter treats methods and sources of the data. The fourth chapter deals with analyses and interpretation of the data. Finally, last chapter consists of findings, conclusion, and recommendations of the study.

Operational Definition

Attitude: a like or dislike of objects or ideas.

Business departments: refers to a main study field, which has a sub fields of accounting, secretary, information technology, purchasing, sales person and bank and insurance

Construction department: refers to main study field, which has subfields of Building construction Technology, Drafting Technology, surveying Technology, Road construct Technology and Wood work Technology.

Department: refer to study that categorized three major fields, Business, Industrial and Construction Technology.

Entrepreneur: a person who is self-employed

Entrepreneurship: working for one self by taking risk and a need for achievement with self -confidence of the business

Fields of studies: refers a part of department, which are specialization of the study

Industrial department: refers to main study field, which has subfields of, Auto Mechanics, General Mechanics, Machinery, Textile, Electronics, and Electricity.

Perception: an attitude affect part, which some perceived from the situation.

Self-employment: working for one-self as freelance or owner of the business

TVET colleges: colleges, which are providing at a technical skill 10+1, 10+2, 10+2, 10+3 Year level.

CHAPTER TWO

REVIEWED RELATED LITERATURE

2.1 The Concept of Perception

As Chandan (1994), explained perception is the process through which the information from outside environment is selected, received, organized and interpreted to make it meaningful to someone. Therefore, what the trainees perceived from the environment about being entrepreneur is seen as their perception. Trainees take or perceive their environment in an organized frame world that trainees have built out their own experience and values. According Davis (1982) essentially, each individual is saying, a person behave according to the fact as he see them, his needs wants and paramount, not yours. Definitely, trainees have their individual needs and wants. However these needs and wants influenced by some other factors. According Chandan (1994) the three influences on the concept of perception are (1) the characteristics of the perceiver (2) the characteristics of perceived and (3) the characteristic of the situation; this is illustrated in figure1

MAJOR INFLUENCES ON THE PERCEPTION PROCESS

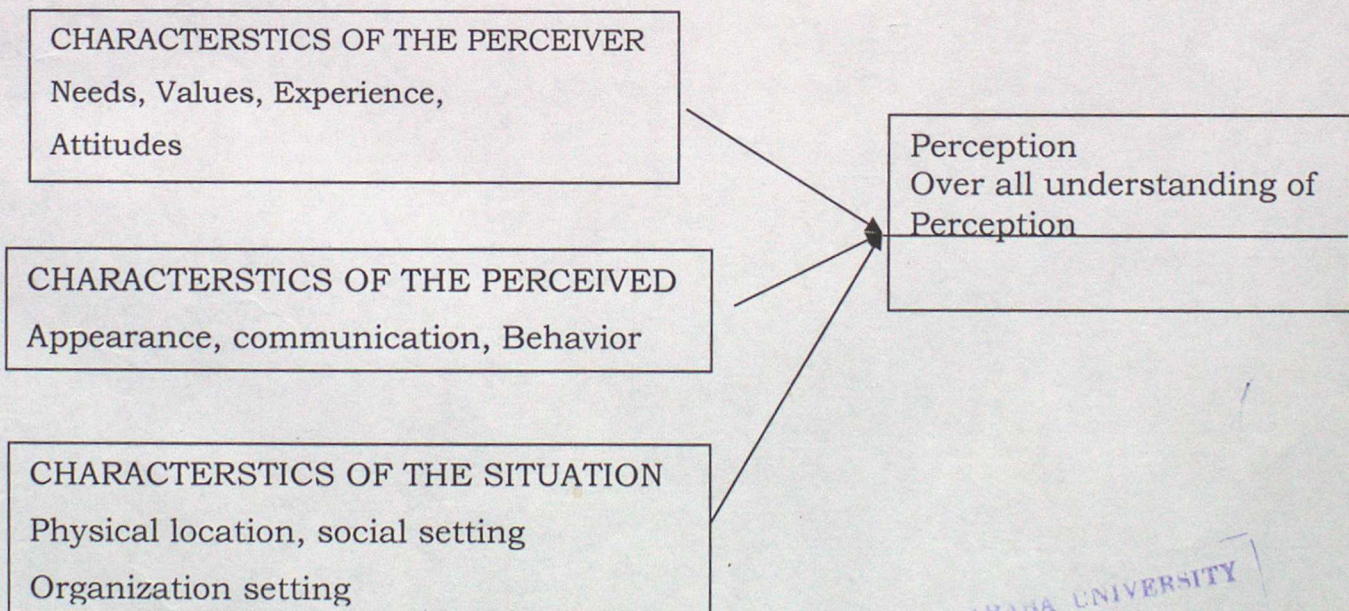


Figure1. Adapted from organizational behavior (Chandan, 1994)

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In short, Davis (1982) put the above as follows, the idea as peoples (their own) problems interests and back ground control their perception of each situation. TVET trainees have taken entrepreneur course for the last 4 years. The trainees should perceive their needs, values, experience and attitude through learning as communication link physically presented in the college.

2.2 The Concept of Entrepreneurship

Nowadays, self-employment is the phenomenon of interest. Very few individuals were actually involved in this field in socialist Ethiopia in previous years. That is due to law and regulation which Marxist philosophers put forward and see entrepreneur as exploitive adventures (Hailey, 2003). Therefore, the concept of entrepreneur is quite different from the concept in socialist ideology, which does not appreciate entrepreneur. The self-employed or in this instance entrepreneur is defined as action motivated individual who takes moderate risks to achieve goals. On the other hand, according to Hailey (2005) people who have the ability to see and evaluate business opportunities together the necessary resource could take advantage. David McClelland (1961) in

(Wikipedia, 2007) described the entrepreneur as primarily motivated by an overwhelming need for achievement and strong urge to build.

Therefore, entrepreneur is a person or trainee who has a need to achievement, take a risk, and have self-confidence. The main characteristics of entrepreneur are a high need for achievement, willing to take moderate risks, and strong self-confidence. This can be supported by David McClelland that 1956 in his book in Bhatia & Batara (2003)

“Achieving Society”, successful entrepreneur should have a) unusual creativeness b) propensity to risk taking and c) a strong desire for achievement as qualities for effective entrepreneur. Therefore, trainees need to have these equalities.

2.2.1 Behavioral Science and Entrepreneurial Characteristics

The characteristics of entrepreneur research were developed after David McClelland observation on how to be entrepreneur. The individual personal behavior or characteristics in relation to entrepreneurial spirit can play an important role. Entrepreneur has different characteristics; however, the main characteristics are a) need for achievement b) willing to take risks c) self-confidence (internal locust control) and d) the need for independence and deviant and innovative behavior. The prominent Harvard psychologist David McClelland discovered that, there is a positive correlation between the need for achievement and entrepreneurial activity (Hailey2003). Individuals who have self-confidence feel they can meet the challenges that can confront them. This paper gives more attention on self-confidence (locust control). Since studies show that successful entrepreneur, tend to be self-reliant, because they believe in their ability to overcome the problem. According J.B. Roterr, a psychologist in (Hailay, 2003) discussed, those who believe that their success depend upon their own efforts have an internal locust control. Therefore, locust control is understood to be the amount of control a person perceives himself over a situation. Deakins (1996) states that individual with high locust control like to be in control of their environment and of their own destiny.

When we look at the individual entrepreneurial behavior, it is important to see the parental influence in individual own setbacks and achievements. The research has shown by Carroll & Mosakowaski (1987) in Phillip (2003) in their book "Career dynamics of self-employment" stated as we have seen that the probability of a person entering into self-employment at any stage in the life cycle is heavily dependent upon the prior engagement in self or family employment. This concept is related to the concept of self-efficacy. Bandura (1977) in

(Wikipedia, 2007) proposed self - efficacy, as the conviction that one can successfully execute the behavior required to produce the outcomes. . Trainees self-confidence can be related to locust control, that is the amount of control the trainee perceive over situation. The trainee has his own need, attitude to

the situation to become entrepreneur. Therefore, trainees' perception will be seen in relation with, support, interest, and motivation.

2.2.2 The Support given to the Trainees toward Entrepreneur (Self-Employment)

The support given to TVET trainees were entrepreneurship lesson guidance and counseling and micro-finance. These supports are discussed as follows.

2.2.2.1 The Importance of Entrepreneurship Lesson

A nonprofessional without the knowledge of entrepreneurship could become a prominent entrepreneur. However, this can happen rarely. In order to be self-employed the knowledge of entrepreneurship is vital. According to Lambing & Kuehl (2000) while some people, such as Peter Ducker¹, believe that individuals can be thought to be entrepreneur, other considers this is impossible.

One of the supporters, for the need of entrepreneurship lesson to be thought was is Goodman. According to Goodman (1994) in Lambing & Kuehl (2000) described the every risk seeker, I will show you some one who's risk averse. For every born child who is successful entrepreneur was grew up listening to tales of entrepreneurial success at a dinner table (had entrepreneurial parents).

Actually, that shows the need to indoctrinate the concept of entrepreneurship with different types of teaching methods. However, some oppose this idea. According to Oneal (1993) in Lambing & Kuehl (2000), while he's (Ducker) probably right that the nuts and bolts of entrepreneurship can be studied and entrepreneur is something else together. An entrepreneur can be a professional manager, but not every manager can be an entrepreneur.

Even though there is an argument to the need of entrepreneur lesson, the majority of them believed the importance of lesson. For instance Worotaw (2006) shows that የኢንተርፕራይዥን ትምህርት በሥልጠና ይገኛል እንዲሁም ይቆይልል ስለዚህም በአሁኑ ጊዜ በስፋት በዓለም ላይ ይሰጣል (entrepreneurship skill can be developed

through learning training, nowadays training of entrepreneurship is given intensively throughout world) (translation is mine)

A text, prepared for TVET trainees, emphasizes the need of entrepreneurial lesson in its introduction as follows:

There is ample reason why this course is selected to be provided in such technical training center. One among many is the need to allocate entrepreneurship to its proper place by training capable citizen who perform scientific entrepreneurial functions to promote economic social and political aspects of the country. (MOE, 2001)

Due to the above reason, the need of entrepreneurial class is vital. This is the main concern of the study. One of the supports, which are provided to the trainees, is entrepreneur skills. The main concept in entrepreneurship lesson is bringing up behavioral change to create and build entrepreneurial spirit. As Timmons (1994) in Lambing and Kuehl (2000) described.

Entrepreneurship is a human creative act that builds something of value from practically nothing. It is the pursuit of opportunity regarding less of the sources, or lack of resources, at hand. It requires a vision and the passion and commitment to lead others in the pursuit of the vision. It also requires a willingness to take calculated risks.

The main theme of the entrepreneur course focused on creating an individual, who have the need for achievement, willing to take risk, have self-confidence in decision-making and independence for creativity. The above are the main characteristics of entrepreneurship. As it is mentioned in "Stimulating Entrepreneurship and Small Business" (MOE, 2001).

It should be stressed that many of these traits, which are a need for achievement, willingness to take risk, self-confidences and independence for creativity are highly interrelated, that is, people who are self-confident will

probably accept responsibility for their own decisions, be willing to take risks, and become leader.

The perceptions of the trainees towards entrepreneur or to start a business have many influential factors. In order to arrive at a decision one has to see carefully so many factors. In order to start a business the trainee can have the following perception (MOE, 2001) personal attitude, personal ability having the knowledge, the amount of profit, expected achievement, amount of capital changes of expansion in future and prevailing competition. Among these factors, the need of entrepreneur knowledge, personal attitude and the amount of money (capital) are more important. Since these are the support to be given by TVET colleges, then the trainees perception toward support given was assessed.

2.2.2.2 Support of Money Capital to Trainees Perception to be Entrepreneur

Provision of capital: capital is important for a business undertaking. So before establishing a business its capital needs must be assessed and arrangements for raising the required capital must be in phase. An entrepreneur may meet the required capital from his/her own capital or family. If he/she cannot do so, he/she will have to borrow capital from friends, banks or other financial institute like microfinance. Regarding the current Ethiopian context microfinance support has legacy. According to Lambing & Kuehl (2000), banks provide a large percentage all of the funding for small business. Therefore, microfinance plays a role in building an entrepreneur society. However, micro financing is a recent phenomenon for us. Many countries have established micro credit programs with explicit objectives of reducing poverty by providing small amount of credit to the trainees to generate self-employee in income earning activities.

According to National TVET strategy of MOE (2006) TVET institution are encouraged to cooperate closely with self-employment promotion network in

their local areas such as micro finance schemes .This is important to trainees to have the attitude in becoming entrepreneur. Countries like Bangladesh has a long experience with micro credit programs (Khandker ,1999). Bangladesh is an exemple among low income countries offering micro credit using a group based approach to leading, the countries small scale micro credit programs provide more credit than do traditional financial institutions. The well-known bank that provided this service in Bangladesh is known as Grameen Bank (Teferi, 2000). All micro finance in Ethiopia have their inspiration from Grameen Bank. The banks require no collateral, peer pressure are a mechanism for ensuring timely repayment of loans. However, borrowers are required to save some money. The trainees' perception about the objectives of microfinance institution is not the major objective of this study. Effective loan assessment can increase the proportion of loans productivity invested which make regular repayment by clients more likely. In addition, supervision insures closer contact with borrowers and better communication, which improves repayment.

The above idea could be seen with the role of microfinance. According Khandker (2000) microfinance, is defined as the loan and saving services provides by micro credit institution and program. Micro finance has also provided some other services other than loan micro fiancé organizations. It also provides insurance and payment services. Ledger Wood (1998) has stated the role of micro financing and reason of growth of micro finance activities as follows

- Small loans, typically for working capital
- Informal appraisal of borrowers and investments
- Collateral substitutes, such as group guarantees of compulsory saving
- Access to repeat and larger loans on repayment performance

The reasons of growth of the microfinance activities are

- to support income generation for opening an enterprise
- to provide the same service in small ways, but with greater flexibility, at more affordable price to micro entrepreneurs and on more sustainable base where trainees can be attracted by this service

These activities are Accompanied by entrepreneurship lesson are:

- stream lined loan disbursement and monitoring
- securing saving products

2.2.2.3 Guidance and Counseling in Perspective of TVET Trainee's Perception to be Entrepreneur

Trainees' perception to be entrepreneur can be created through Guidance and Counseling program. Guidance and counseling is part of TVET program. According to National Technical and vocational Education and Training (TVET) strategy MOE(2006) the TVET authorities will develop concept for the introduction of appropriate vocational guidance structures within the TVET system including a system of aptitude testing to support personal career choices. Therefore Guidance and Counseling have a place in TVET colleges.

Herr and Cramer (1972) they stressed that Vocational guidance can be seen as a total system of interacting techniques of the knowledge, attitudes, and skills leading to effective career behaviors. Much of that has been incorporated into current models of career education and guidance

The Vocational guidance, which TVET College used to provide the trainees, is believed to bring a change in their perception to be entrepreneur. This is the aim of the program which is to show entrepreneurial knowledge related to the concept of self-employment. According to National TVET strategy developed by

MOE (2006) the aim of vocational guidance is to increase attention that will be given to vocational guidance to enable future trainees, in particular to choose the right career and make full use of the initial and life-long learning opportunities allocated by TVET system.

Therefore, the vocational guidance has a significant role in TVET system. Even Makinde (1994) gives a detail since it is important to human need by saying Vocational education is a phase of education where emphasis is laid on preparation for a participation of economic and social value. Vocational guidance plays its part in providing individual with understanding of the world of work and essential human needs; thus familiarizing individuals with term "dignity" of "labour" and "work value."

The Vocational guidance counselor is considered as one of the important persons to give a direction to trainees in becoming an entrepreneur. Becoming an entrepreneur is expected from trainees after they have taken all major, common, and supportive courses. According to National TVET strategy (MOE, 2006) the vocational guidance depend upon vocational counselor. They are also focal points in organizing self-employment support for TVET graduates. The vocational counselor main concern is to bring the trainees to main context that is, to give career counseling. According to Makinde (1994) the main content of the five areas of career education laid on the area as follows (1) awareness or sensitivity of work (2) orientation (3) exploration (4) preparation and placement (5) advancement.

Hence, if the training was given with supplement of career guidance then perception of the trainees may influence by the vocational counselor. According to Herr and Cramer (1988) the importance of career guidance was discussed as follows career guidance are designed to facilitate individual decision-making by educating persons to choose. All this work is lay on vocational counselor. Makinde (1994) asserted this as the counselor may help the client by suggesting feasible employment openings and appropriate ways of applying for work.

The vocational guidance and counselors of TVET colleges have significant tie between trainees and trainers attitude and perception. Their main purpose and duty is to facilitate the apprenticeships. According to National TVET strategy (MOE, 2006) they will cooperate with schools for early orientation of school leavers and with NGO's community organizations and other relevant organization to offer guidance to other local target groups.

Hence, the support to be given to TVET trainees has a great significance in the perception of trainees out look to become entrepreneur. Herr (1982a) in Herr and Cramer (1988) suggest that depending on the population and the purpose to be served; career guidance content in group programmes tends to deal with their categories of skills; work context skills, career management, or guidance Skills, and decision making skills. Hence, the career guidance puts the trainees on the axis of needs and made decision with the relation to risk. At last the important part of the role of guidance and counseling especially the career guidance is to bring a change in behavior which is the result of what the trainees' perceived or acquired while staying in TVET College.

2.3 Trainees Interest toward their Field of Study

Trainees' field of Study has an impact on becoming entrepreneur, since trainees, interest to that field of study has significance on the interest of the trainees to the program. This can bring lack of knowledge and skill where it is important to bring self-confidence in becoming entrepreneur. According King (1985) in Lelissa (2006) trainees' attitude and interest toward the training program will have impacts on acquiring the necessary skills and knowledge for effective training to occur in TVET, the training needs the trainees' characteristics including their attitude, interest, and motivation. The interest of trainees to the field of the study they involve was mainly affected by the society. Augier (1994) in Dawit (2006) shows that in societies with increasing popularity to those who have the luxury of general, humanist education, it is essential, for students to learn a trade become skilled , competitive, productive do every thing possible to escape the treat of unemployment. However, the

courses, which TVET College offers, are not mostly appreciated by the part of society. As Alloy et al (2004) in Lelissa (2006) is described that parents and career advisors shared the perception that TVET was for the non-academically oriented students. Those enrolling in this program were sane likes considered to as "drop out" or "failure" or less intellectual persons. There are different factors that influence people's interest in choice of training and their desire to join a given field of study. Personal factors, such as the social background of the person and the importance given to training versus direct employment, in family, or the choice of training for white collar jobs versus to blue-collar jobs. So some of the factor, which influences to join the stream, can be peers or family influence. Therefore, the society has a great influence on the trainees' field of study. TVET trainees are expected to create their own jobs. According to the book, entitled "Stimulating Entrepreneurship and Small Business" MOE (2001) vocational training centers should give much attention to the people who create their own employment by becoming self-employed. Therefore, in order to have such kind of attitude, the interest of trainees to their fields of study have significant in becoming entrepreneur. The trainees are recruited to the field of their study in accordance to their choice. However, the trainees' perception toward entrepreneurship would be affected by their department choice. According Bedru (2007), the role of guidance and counseling to Ethiopian context is crucial in creating interest to the field they study. Bedru stated this as follows, nowadays, student encounter the problem of choosing occupations and are forced to join the fields of study which is not their choice or interest with which they are spend the rest of their lives after completing a training . It is because of this reason that the prior to streaming of trainees to vocational field of study; vocational guidance should be given greater attention. Nevertheless, the interest of trainees has showed no considerable importance in being entrepreneur (Lelissa, 2006). The major criterion in selecting trainees for the TVET is creating a new job. According to Loucks (1988) in Yekunamlak (2001), consideration to be taken for recruitment as

- a) Does the candidate have identified business opportunity?
- b) Do he /she come from a background or environment, when there is a stress of self-reliance?
- c) Does he/she have relevant business or technical experience?
- d) Do he /she have access to financing?
- a) Does he /she demonstrate initiatives and determination

The above idea points clue to determine the interest of their field of study, which can give a change of interest after they joined to the stream. Lelissa (2000) shows that field of study is influenced by many factors. Some of the factors could be attributed to employment opportunity so the training they used to take in training period has certain influence in their interest. Among the factors that influence trainees' choice, depend upon job status, marketability, and interest in work.

2.4 Factors that Motivate or De-Motivate Entrepreneurship

To motivate entrepreneurship, as many people believe money has a great role. The needs for each achievement and a desire to be independent have a great role in this issue. This can have influence on the curriculum, which is developed to create self-confidence and creativity. The TVET curriculum contains the program to enhance skills and abilities of trainees. According to Lambing and Kuehl (2000) on the study, made 3,000 regarding factors to be entrepreneurs were identified. The factors following are as very important reasons for being self-employed:

- To use personal skills and abilities
- To gain control over one's life
- To build some thing for the family
- Because he/she liked the challenge
- To live how and when one chose

Actually, these ideas have significance in motivating entrepreneurship. Additionally, the social recognitions will lead to elevate the entrepreneurship

spirit. Other studies have also identified other motivating factors such as a need for recognition, a need for tangible and meaningful rewards and a need to satisfy expectations. (Lambing and Kuehl ,2000).

Therefore, the motivation factors can be put into different order. According to Baumol (1993) in Aidis (2001)

“The entrepreneur’s reward for engaging innovative activity is a blend of power, prestige and profit the economic and social incentives seems to determine what type of entrepreneurial activity are the most prevalent in a given setting.”

The loose of recognition, skills, ability, and lack of social incentive will to demotivate the entrepreneurial spirit.

Actually, the motivation factor can be varying among male and female entrepreneurs. According to Worotaw (2006) መንግሥት ሥራ ፈጣሪዎችን በተግባር ሚያበረታታ የኢኮኖሚ ፖሊሲ ሲኖረው ኢንተርፕራይዎች ትልቅ ተነሳሽነት አግኝተው በመስራት ያድጋሉ በተጨማሪም የመንግሥት መገናኛ ብዙሀን የ ስራ ጥቅምንና ሠረቶ ማደግን ቢያስተላልፍ ህብረተሰቡ ኢንተርፕራይዎች ለመሆን ይበረታታል (one of the main motivator is the government policy. If the state has dynamic supportive policy on creativity and incentive in practice then there will be a great motivation to growth among entrepreneurs. In addition to that , if the state owned medias transmit programs which advocate the importance of work to development, then the society will have a courage to be entrepreneur) (translation is mine). Therefore, the growth of entrepreneurship is based on family to state leaders with positive attitude (perception).

The backgrounds of the problem to be self-employed have affecting factors. Some of the affecting factors are education, politics, culture social and economy.

2.4.1 The Educational Factor

Education prepares students not only for employment in Business and Industry but also for self-employment. The National TVET Strategy aims on creating more number of self-employed graduates of TVET training rather than job seekers by compensate the ever-increasing problems of being an entrepreneur so as to reap the reward of entrepreneurship. In clarifying this National TVET strategy states

Self-employment represents an important route into the labor market. However, self-employment requires more than being technically competent in certain occupational field. In order to become successful entrepreneurs people need self confidence, creativity, a realistic assessment of the market, basic business management and openness to risk. (MOE, 2006).

The main purpose of the strategy is to build up entrepreneurial spirit in the mind of trainees. The responsibility of creating trainees- entrepreneurship is on the shoulder of trainers and basically on entrepreneurship courses trainers: because they are supposed to be the one who ignites and inspire the idea of entrepreneurship in the mind their trainees.

Even though the entrepreneurship as a subject has been give emphasis the attitude of the trainees toward self-employment or entrepreneurship is not flourished as it was expected. In support of this MOE, (2006) stated that Studies conducted on the employment rate of TVET graduates reveals that more reasonable number of TVET graduates remain unemployed and still looking for a job to be hired rather than decide to be an entrepreneur.

Nowadays in Ethiopia, there is a need to have academic qualifications, which leads to good standard civil service appointments. This wide spread perception makes it difficult to attract youngsters with a good educational background to TVET program for self-employment. Besides, attitudes (perception) towards fields of study are influenced by many factors, which stated:

some of the factors attributed to self-employment opportunity was job prestige, achievement, education level, gender and the like which have a great impact on the trainees perception of fields of study a future preference of profession (Tesfaye and Demewoz, 2004; Morrow, 1995 in Lelissa, 2006).

Some people think that marrying a crafts person is not a decent choice in a family formation. For instance UNESCO (1973) in Lelissa (2006) explained that the negative attitude of the community, parents and students in some developing countries become a fundamental barrier to the development of that kind of education. Some other people think that, technicians led subsistence life. Therefore, the perception of trainees toward the field of study influenced by education they learnt.

2.4.2 The Social Factors

Trainee's perceptions about work and education actually have roots in the society. Parents, relatives, and other members of the community contribute significant influence towards to the trainees' formation of attitudes in being entrepreneur.

To become entrepreneur (self-employed) have a society influence. According Lambing and Kuehl, (2000) there is a society negative influenced toward some hand made manufacturer. The traditional perception towards apprenticeship such as carpentry, weaving, and pottery had not appreciated by a society. Therefore, the attitude of trainees to become self-employment was less.

2.4.3 Political Factors

The Policy of TVET education depends on the political factor where countries put forward to achieve their developmental goals. Recognizing the importance of developing sufficient skilled and productive manpower for the economic development, the Education And Training Policy And The Education Sector Strategy gives high priority for the development of Technical vocational Education and Training programs in Ethiopia . The policy and strategy

stipulate the provision of technical vocational training in different area to students who have completed the primary and secondary level of education.

The policy framework calls for the participation of the public and non-public institutions in the planning and delivery of TVET through long term and short term training using formal and non-formal modes (MOE, 2006). However, as a factor the political policy can affect the trainees' entrepreneur interest.

2.4.4 The Cultural Influence

The role of entrepreneurship rises among cultures. The effect of culture and traits may be intertwined. The base of development is the people. Society has different degree of perception, vision, and ability to apply the knowledge on time. According to Worotaw (2006) the base for entrepreneurship are training and skills. All these bases can be influenced by society, which was practiced as culture. Some studies have shown that different cultures have varying values and beliefs. These can be seen in different society. According to Lambing and Kuehl (2000) the Japanese have been known to have an achievement-oriented culture, which helps entrepreneurs persist until they succeed. In our context the cultural influence have a great role in becoming entrepreneur. TVET Trainees encounter such cultural influence. "Ekub" and "Edir" are our most famous cultural heritage.

According to Worotaw (2000) in our country, like. "Ekub" and "Edir" and some others are cultural values which develop entrepreneurship. However cultures also affect the image and status of entrepreneurs. According to Lambing and Kuehl (2000)

On the study made on Canadian immigrant revealed that those from India saw entrepreneurship as something positive, while the Haitian respondents tended to view entrepreneurship as an occupation of low-esteem. Cultural expectations were also obstacle for one Puerto Rican woman in Washington D.C as her progress towards being entrepreneur hampered by her brother, who thought that marriage is better than enjoying in self-employment.

2.4.5 Economic Factor

Human resources are the greatest development assets which any nation could possess. According to Yekunoamelak (2000), economic development of the country, among other things depends on availability of trained work force. Therefore, most modern economic activities requires modern technology and work force with middle and high level of education and training is to synthesize TVET program to the economic development of a country. Nevertheless, majority of the trainees who entered the labor market are not well equipped with the training to take opportunities for meaningful employment or self employment due to inadequate practical skills. Therefore, the over all performance of the economy has an impact on demand for labor and money they get. According ILO (1986)the fundamental causes of urban and rural unemployment and low incomes in Ethiopia are structural and related to the resource base and limited industrial development opportunities available and these economics factors lead to a lack of employment opportunities. Even if the trainees are skilled to do certain work, the factor that trainees to be self-employed was low .The trainees believed that they can not get enough money to sustain their life

2.5 The Gender Effect in Perception towards Entrepreneur

The people think that male and female are not equal in being effective toward certain objective, which mainly focus on the status they have in the society. In Ethiopia, it is mere truth that majority of the females are housewives, they are not involved in creating the culture of work. According to Worotaw (2006), if the culture of work is improved, then the profitable and creative women entrepreneur would be flourished then country could bring significant progress, since women of Ethiopia are considered half of the population. Therefore, it is expected that, females have the capacity to create new things and manage the resource in wise manner. The female trainees, which are enrolled in TVET, would have contribution in bringing a change creating and

managing the resource. The importance of female contribution in the country's overall development is well expressed by MOE (2006) as follows

Particular emphasis will be given to encourage girls' women from all social statuses and educational background to develop occupational skills and competencies, which will support their social and economic empowerment.

The gender difference in being entrepreneur around TVET trainees have been seen with perception of their interest. Female interest to the field technology is in general lower than male. Yound et al (2003) in Lelissa (2006) showed that in general boys have been found to have more interest in technology than girls do.

Field of study the trainees' trained has significance difference with female and male. According Ngau(1999) in Lelissa(2006) reported that in Kenya, few girls who were found taking courses in Motor Vehicle Mechanics, Mechanical Engineering, Carpentry and Plumbing and metal fabrication complained that they were often viewed abnormal.

While choosing their field, female participation in TVET is very low as compared to male (Ngau, 1994) in (Lelissa; 2006). Well this is true to the Ethiopian context, where the number female trainees who are participated in Industrial and Construction are few compared to Business. The above idea shows that female as male have the perception to be entrepreneur. As a result, the influence of gender on TVET trainees toward entrepreneur is reasonable to expect. However, they have difference in choice. The perception of female trainees to become entrepreneur has hope; it has been seen by the number of females around the world increase. Lambing and Kuehl (2000) state that throughout the 1880s and early 1990s women were rapidly forming business.

The cause of why female entrepreneur join the entrepreneur world is because they have creative mind. However, perception of females toward TVET is becoming positive these days. The number of female trainees in entrepreneur field is increased. As witnessed Lambing and Kuehl, (2000) discussed female

entrepreneur enhancing since 1990s because they have a good business idea. The study cited above 44 percent of the female entrepreneurs stated that they started a business in order to implement a winning business idea. They realized they could do the same job for themselves what they were doing for the employer.

2.6 Entrepreneurship on the context of Ethiopia

Agriculture is the base of Ethiopian economy. Most of the peoples are farmers. On the other side, in most of rich countries their economy is based on industry. This is suitable for entrepreneurship. In Ethiopia the concept of entrepreneurship have not widely distributed, since the economy is agriculture. Therefore, entrepreneurship is at infant level. In order to build entrepreneurial society, the bases of economy have to lay on industry and service giving. However, Worotaw (2006) describe it as follows, family is the key to development .If every family led a good life then Ethiopia become rich and developed country. In addition to the above concept, the base to entrepreneur is family. Nowadays, entrepreneurship concept was given in the schools. TVET colleges are one of the institutions to deliver the concept of entrepreneur to trainees. The aim of entrepreneurship course was, one among many is the need to allocate entrepreneur to its proper place by training capable citizens who perform scientific entrepreneurial functions to promote the economic and social aspects of the country (MOE, 2001).Based on the aim some small enterprises were organized in previous years. The growth of small skilled enterprise, which were established in Addis Ababa have shown progress .These enterprises have great importance to the society. However, there are basic problems in small business enterprise. The crucial problem is their perception difference, which need a solution. For instance, some of them think they participate into the business indisposition. Most of small business enterprise did not have entrepreneurial knowledge, consultancy, loan services and market research (Worortaw, 2006).Nowadays TVET trainees received entrepreneurship courses for maximum 3 year. This shows trainees have perception capacity to

determine whether entrepreneurship was, either good or bad. Ethiopia needs several creative entrepreneurs to overcome backwardness, in economy and social problems. Therefore, it is important to see the perception of TVET trainees to improve the entrepreneurial problems.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

This chapter contains the research methodology; variables of the study, study area, sampling techniques , instruments, experts' judgment, pilot study, data collection and statistical analysis .

3.1 Design

This study was planned to investigate the present perception of the trainees toward entrepreneur (self-employment). Hence, the study employed a quantitative and qualitative survey method to gather information concerning the support, interest, motivation, and gender issues of trainees. The use of this method is vital. According to Creswell (2002) a mixed methods is useful to capture the best of both quantitative and qualitative approaches. Therefore, quantitative and qualitative approaches were employed.

3.2 Variables

3.2.1 Independent Variables

The independent variables of the study are sex and departement. Sex contains male and female. The fields of the study were Industrial Department in Tegebared, Construction Department in General Wingate and Business Department in Entoto. Therefore, business, industrial, and construction are the independent variables

3.2.2 The Dependent Variable

The dependent variable of this study is the perception of trainees' toward entrepreneurship (self- employment).

3.3 Study Area

The study was conducted in Addis Ababa. This site was selected purposefully because of the following reasons

- a) There are five government colleges out of which three of them (Entoto, Tegbarade and General Wingate) are providing 10+3 programm on regular basis.
- b) There is no language barrier between the present researcher and the participants of the study.

3.4 Participants and sampling techniques

The target populations of the study were 3rd year trainees in Business Department in Entoto, Construction Department in General Wingate and Industrial Department in Tegbaread TVET colleges enrolled in 2007/2008 academic year. The first year and second year trainees were not included since they did not take the majority of entrepreneur courses. The other target populations of the study were Entrepreneur instructors, and Guidance and Counselors. Identification of relevant sample size was done in accordance with to Gay & Airisan (2003) as guideline.

The basic rule behind Gay & Airisan guideline is to determine appropriate number of participates as a sample size. The guideline contains in general, if the population is large the small percentage needed to get a representative sample, which is helpful to handle the data easily. Therefore, the guideline indicates, if the population sample size is around 500, 50% should be sampled from the total population, and if the population sample size is around 1500, 20% should be sampled.

The total population of the study was 879(see in Table3-1), which were between 500 and 1500 .Therefore it is appropriate to take 30%. of 879 which was 264.

Table3.1 Total Population with sex and department

Sex	TVET colleges			Total
	<i>Entoto (Business)</i>	<i>Tegebaread (Industrial)</i>	<i>General Wingate (Construction)</i>	
Male	181	233	192	606
Female	213	35	25	273
Total	394	268	217	879

The total population, which the study contained, was 879. The sample used for this study was proportional stratified sampling. Which the department taken to be the strata. According to Leedey & Ellis (1989) the use of proportional stratified sampling is described as follows, if the population contained strata that appear in different proportions then the appropriate sampling technique is known as proportional stratified sampling. Proportional stratified sampling was done in the following way: Business department population was (394), industrial department population was (268) and construction department was (217). To determine the number of participants of business department $\frac{394}{879} \times 264$ gives us 118. To determine the number of participants of industrial department $\frac{268}{879} \times 264$ gives us 81. To determine the number of participants of construction department $\frac{217}{879} \times 264$ gives us 65. The number of males and females in each department was determined according their proportion. Based on the result table 3-2 was formed.

Table3.2 Selected Participants

	<i>Entoto (Business)</i>	<i>Tegebaread (Industrial)</i>	<i>General Wingat (Construction)</i>	<i>Total</i>
<i>Male</i>	54	70	58	182
<i>Female</i>	64	11	7	68 ⁸²
<i>Total</i>	118	81	65	264

Furthermore Participants (respondents), selected for interviewee were five entrepreneur trainers and three guidance and counselors. The selection was done purposely; this was done, because the number, population was very few and the number of participant varies in college as well. (See appendix A). In addition to this, conducting interview is hard and time taking, therefore purposive sampling was employed. Two participants from Entoto, two participants from Tegebaread and one participant from General Wingate entrepreneur instructors were selected purposely.

One guidance and counselor from each college was selected purposely as well.

3.5 Instruments

The measurements that were used to investigate trainees' perception toward entrepreneur were questionnaire and interview. The questionnaire consisted of two parts. The first part consists of items, which are related to demographic variables, such as sex, the major subject they study and their training centers. The second part consists of 27 closed-ended items and six open-ended questions. In order to

supplement the data collected from the questionnaire interview was conducted with entrepreneur instructors, Guidance, and Counselors.

3.6 Expert Judgment

Based on perceptions and entrepreneurial values concept, 40 questions were developed. Among 40 of the questions, 34 of them were close ended and six of the questions were open-ended. Each question was designed to have the perception (attitude) and entrepreneurial values. The entrepreneurial values are a need for achievement, willingness to take risk, self-confidence and independence. The questions were distributed to five experts (vocational educational management, building construction, industrial technology, information technology and English). All these experts' were college instructors. The main purpose of distributing the questionnaire was to judge the content validity.

The experts were asked to rate the questions (items) as relevant, non-relevant, and moderately relevant with regarded to the perception of TVET trainees toward entrepreneurship (self-employment) and at the same time to indicate, whether the item was positive, negative or neither of the two. Additionally, they were asked to give a comment (suggestion) about the rating scale, which was employed, and the language medium that was used in writing the questionnaire. This was helpful in collecting the data.

All the experts suggested that it was better to use a 5- point Likert scale instead of 3-scale rating scale. The main reason they suggested was, it is helpful in discriminating strongly agree with agree and strongly disagree with disagree in analyzing the data. Regarding the medium of language, that all the experts suggested it was better to use Amharic language instead of English. The assumption was if the trainees used the easiest language, they could give response that could make the data more reliable.

The result of the experts rating indicates that, among 34 closed ended questions seven of them were discarded (item 6,7,13,16,16,24, and 34,)(see appendix B) since they were below the mean score which was 2.58(76.4%). The positivity, negativity and neither of the two was taken in to consideration. The items contain 30 close-ended items and 6 open-ended supplementary items. All 36 items were employed for pilot test.

3.7 Pilot Study

The pilot study was conducted in Addis College to test questionnaires. It was located in Addis Ababa; the college had 10+3 trainees who were studying business, industrial technology and construction technology. Therefore, it is appropriate to employ the instrument by choosing samples from trainees in three fields. The main purpose of conducting the study was to test the validity of the instrument and to improve it for further usage. Where 30 of the questions deals on the 5- point Likert scale and the remaining six items, were, open-ended.

Two of the items focused on the background of the trainees and about their sex and major field of study. The items were prepared at preliminary draft. Before the items are distributed for the trainees, who were selected for the pilot study, the translation into Amharic was done important. Forward and backward or equivalent translation was conducted by language expertise in order to avoid meaning difference in English and Amharic version. The questionnaires were tested on 18 trainees. Six trainees were chosen from each stream (male=3, and female=3). All trainees had fully completed the questionnaire

The reliability statistics test was performed using Cronbach's alpha analysis. Cronbach's alpha is appropriate when the questions deal on Likert scale. Therefore, the Cronbach's alpha becomes 0.708 (70.8%) which is reliable by 70%. This result is applicable for personal inventory.

On the open-ended question, the responses of the trainees are similar except one of item.

Table 3.3 Reliability Statistics

Cronbach's Alpha	N of Items
0.708	30

At last, 27 closed-ended and six open-ended items were selected for the study.

3.8 Data Collection

Before collecting the data, Department of each college was consulted since, they have a full knowledge about their trainees. Therefore, they help to select the participants of the study. Out of the total of 264 participants figure 216 (81.8%) was prepared for analysis where as 39 questionnaires, were discarded due to not properly filled and nine trainees did not return the questionnaire.

In order to secure the data collected from the questionnaire, interview was conducted with entrepreneur instructors, guidance, and counselors.

3.9 Statistical Analysis

Depending on the nature of the basic question and gathered data, the following statistical tools were applied. In order to analyze the data frequency, mean scores and standard deviation of the perception subscales were calculated. Then using the perception scores as dependent variable, the two independent variables were arranged in 2x3 (sex and department) design of the two- way analysis of variance (ANOVA). Chi-square test was used to analyze data secured through the perception subscale. All difference was tested for statistical significance at the 0.05 level. The 13th version SPSS (statistical package for social science) program was used for data analysis.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter deals with the presentation and interpretation of the data gathered through questionnaire from respondents of the prospective graduates of 10+3 trainees, from entrepreneur instructors and guidance and counselors. Three hundred sixty copies of questionnaires were prepared and distributed to 264 trainees. Out of the total figure 216 (81.8%) was prepared for analysis.

Interview was conducted with entrepreneur instructors, guidance, and counselors. Based on the responses secured from each group of the respondents the analysis and interpretation of the data are presented in the subsequent section.

4.1 Description of the Sample Population

This section is concerned with the description of the background characteristics of the target population, which were collected using data gathering tools prepared for such purpose. The background characteristics of the respondents include sex and department (see Table 4-1).

Regarding gender of trainees 147(68.1%) are male trainees while 69(31.9%) are female trainees. Therefore, it indicates that the numbers of males are greater than females.

Table 4.1 Respondents by Sex and Departments

		Business	Industrial	Construction	Total
sex	Male	43(29.1%)	58(39.2%)	46(31.7%)	147(68.1%)
	Female	53(77.9%)	9(13.2%)	7(8.9%)	69(31.9%)
	Total	96(44.4%)	67(31.1%)	53(24.5%)	216(100%)

As it mentioned in limitation trainees had not return all questionnaires and some were not filled properly. 39 questionnaires were not filled correctly and nine of questionnaires were not returned. To show the detail 22 (eleven male and eleven female) questionnaires were from business Department, 14 from industrial Department,(twelve male and two female) and from construction Department 12 which all of them were males questionnaires were not included.

Regarding the trainees department with respect to their sex (see Table 4-1), 216 respondents were distributed. Business fields of study have more trainees. Business trainees which were 96 (44.4%) industrial 67 (31.1%), and construction 53(24.5%). The sex distribution with in the field of studies (Department) shown 43 (29.1%), 58(39.2%) and 46(31.7%) were males in Business, industrial and construction field of studies respectively. While 53(77.9%) in Business, 9(13.2%) in Industrial and 7(8.5%) in construction are females. As Table 4-1 shows, the number of males in Business is smaller than females and the number males are bigger in industrial and construction. The result of this study agreed with Nagu et al (1999) in Lelissa (2006). They reported that in fields of study like Automotive, Technology, mechanical engineering, water technology and construction technology are more favored by male trainees'. Studies like home economics, secretarial science food technology, textile technology and garment making regarded, as female study areas. Therefore, fields of study have their own impact on the interest of trainees.

4.2 The Perception of TVET Trainees Regarding the Support given towards Entrepreneurship

As it is mentioned in the literature review, the supports given to become entrepreneur (self-employed) are entrepreneur knowledge, money (Micro finance), guidance and counseling. The support given by TVET colleges mainly deal with entrepreneur knowledge and guidance and counseling. Therefore, the education the trainees received helps them to have a need to achievement, risk taking and self-confidence in creativity and independence in decision-making. Courses regarding entrepreneur education are given for 3 years, with the small business on first year, entrepreneurship on second year and BGS (Business Growth Strategy) on third year. This entire course might give a profound base or knowledge to TVET trainees. Guidance and Counselors did the guidance of counseling provided to TVET trainees. Table 4-2 shows the support given to TVET trainees and their perception.

Table 4.2: The Perception of TVET trainees regarding a support given towards entrepreneurship.

	Item		SD	D	UD	A	SA	M	Sd	λ^2
1	I like to be self-employed if I have got financial support	F	4	4	29	57	122	4.34	0.91	223.95
		%	1.9	1.9	13.4	26.4	56.5			
2	I believe that TVET program will prepare me to be competitive	F	6	9	40	78	83	4.03	0.99	124.05
		%	2.8	4.2	18.5	36.1	38.4			
3	I will develop self-confidence of I am self employed	F	4	4	17	67	124	4.40	0.86	251.27
		%	1.9	1.9	7.8	31.0	57.4			
4	Entrepreneur teachers foster us to self-employment	F	24	28	35	82	47	3.46	1.27	50.62
		%	11.1	13	16.2	38.0	21.7			
5	I will not become self-employed because the resistance of poor conditions for self-employment	F	19	39	37	59	62	3.49	1.31	28.81
		%	8.8	18.1	17.1	27.3	28.7			
6	The entrepreneurship course which I took will make me independent of self-employed	F	22	21	44	85	44	3.50	1.21	62.29
		%	10.2	9.6	20.4	39.4	20.4			
7	I like to be self employed even the Government does not provides me a work place	F	17	16	47	62	74	3.74	1.23	63.49
		%	7.8	7.4	21.8	28.7	34.3			
8	I like to open my own enterprise due to the consultancy service I took	F	17	16	35	86	62	3.74	1.18	85.16
		%	7.8	7.4	16.2	39.8	28.8			

Note 1.SA= Strongly Agree, A= Agree, UD= Undetermined D= Disagree and SD= Strongly Disagree

2. N= 216 M= mean Sd= Standard Deviation λ^2 = chi- square

3. Grand mean = 3.84. Critical value (α , 0.05) =9.847

Items 5 and 7 were stated negatively, while the remaining items were presented positively. For analysis purpose, the responses of the negatively stated items were reversibly scored. Thus, response frequencies of strongly Agree and Agree

categories for negatively stated items show the negative perception of the respondents. Similarly response frequencies of the disagree and strongly disagree categories indicate the positive perception while the undermined category indicates natural perception. Items, 1, 2,3,4,6, and 8 were agreed by more than 50% of respondents (strongly agree and agree) with mean rating values were 4.34, 4.03, 4.40, 3.46, 3.50 and 3.74 respectively.

The mean rating values of these items are substantially more than the expected average, which is 3. This shows that the trainees have a positive perception with what the support given. Item 3 shows that 88% favored (strongly agree and agree) to be entrepreneur, that is developed through the entrepreneur course. Items 5 and 7 have a mean score 3.49 and 3.74. The mean rating values of the item were greater than the expected average (i.e. 3) this shows, there is a resistance to become self employed. In item7, even if the government does not provide a workplace, the trainees are ready to take a risk and become entrepreneur. This was seen from the result that among 216 trainees 136(63%) were in favored to take risk and start a business even if the government does not provide a work place.

All items (1-7) results revealed that for 4 degree of freedom at 0.05 level of significance differences the critical value of the chi- square was

[Critical value (α , 0.05) =9.8477] found smaller than the calculated chi-square employed. Therefore, it shows, there was statistically difference (See appendix E). As it shows from the standard deviation, there is perceptual difference among respondents.

The perception difference emanates from the support given in the college and the affect factors that the trainees perceived from the environment with the situation (which can be favorable to be self-employed). The trainees perceived positively what the entrepreneur instructors delivered. There is a limitation concerning finance and formal form of counseling service. This could bring perception difference among trainees with support given.

Table 4.3: Perception of TVET Trainees toward Self-Employment

	Item		SD	D	UD	A	SA	M	Sd	SD +D	Un	SA A
1	I prefer to be self-employed because it brings better income	F	16	33	25	64	78	3.72	1.30	49	25	142
		%	7.4	15.3	11.6	29.6	36.1			22.7	11.6	65.7
2	I like to self-employed rather being employed in Government and Non Government organization since it creates ownership	F	11	13	17	62	113	4.17	1.13	24	17	175
		%	5.1	6.0	7.9	28.7	52.3			11.1	7.9	81
3	If I am self-employed it makes me to do hard work and lead me to a better life	F	6	7	17	63	123	4.34	0.96	13	17	186
		%	2.8	3.2	7.9	29.2	56.9			67	7.9	86
4	I feel secure in studying TVET	F	14	17	48	83	54	3.68	1.13	31	48	137
		%	6.5	7.9	22.2	38.4	25.0			14.6	22.2	63.4
5	It is better to be employed in Government and Non Government rather to be self employed	F	123	46	22	11	14	1.83	1.20	169	22	25
		%	56.9	21.3	10.2	50.1	6.5			78.2	10.2	11.6

Note: Grand mean =3.45

Regarding the perception of trainees towards self-employment. The analysis shows that, 1, 2, 3, and 4 were stated positively while item 5 was responded negatively. (See Table4-3)

Items, 1, 2,3 and 4 were agreed by more than 60% of respondent (strongly agree plus agree) and their corresponding means rating values were 3.70, 4.17, 4.34 and 3.68 respectively which is more than the expected average (i.e 3). This revealed that trainees have perception to be an entrepreneur. While item 5 was negatively categorized, where by 78.2% of the trainees strongly disagree and disagree with the concept to be employed in Government and Non-Government Institutions. So trainees were in favored to be self-employed. Generally, the perception of trainees tended to be entrepreneur. All items (1-5) results revealed that for 4 degree of freedom at 0.05 level of significance differences the critical value of the chi-square [Critical value (α , 0.05) =9.8477] was found smaller than the calculated chi-square employed.(See appendix E) Therefore, this shows that, there was statistically difference. As it is indicated from the standard deviation, there is perceptual difference among respondents.

The trainees' perception varies along the income the trainees received when they are self-employed. It shows there is still hesitation that self-employment does not bring enough money. From the literature review, it says that .The trainees believed that they could not get enough money to sustain their life. The difference emanates from the trainees believe, which is what they perceived. This the same for trainees to be self-employed rather than government or non-government employed. Here too, the trainees perceived that, self-employment is better than employed to government or non-government. However, there is perception difference among trainees regarding self-employment. That emanates from trainees feeling that to be self-employment is insecure to their way of life. The vast majority of the trainees feel that self-employment is good for independence and creativity.

Generally, the perception of trainees toward self-employment was good, where it shows trainees unemployment will be reduced.

Table 4.4: TVET trainees' interest with types of training they preferred.

No	Item		SD	D	UD	A	SA	M	Sd	SD +D	Un	SA A
1	I like the subject I specialize because it give me a chance to entrepreneur	F	17	19	44	56	80	3.75	1.26	36	44	135
		%	7.9	8.8	20.4	25.0	37.0			16.7	20.4	62.9
2	The society doesn't give attention to my field of study	F	56	49	38	39	34	2.75	1.42	105	38	73
		%	25.9	22.7	17.6	18.1	15.7			48.6	17.6	33.8
3	I have confidence that my specialization makes me advantages	F	29	11	44	54	78	3.65	1.37	40	44	132
		%	13.4	5.1	20.4	25	36.1			18.5	20.4	61.1
4	I studied my major field because of peer and family influence	F	109	61	19	18	9	1.88	1.14	170	19	27
		%	50.5	28.2	8.8	8.3	4.2			78.7	8.8	12.5
5	Studying my major subject of field is waste of time	F	131	48	14	15	8	1.71	1.10	197	14	23
		%	60.6	22.2	6.5	6.9	37			82.9	6.5	10.6
6	I study the subject which gives me freedom to creatively	F	26	27	54	69	40	3.23	1.25	53	54	109
		%	12.0	12.5	25.0	31.9	18.5			24.5	25	50.5

Note

Grand mean =2.84

The finding indicates 1, 3, and 6 were stated positively while the remaining items 2, 4 and 5 were presented negatively.(see Table4-4) For analysis purpose, the responses of the negatively state items were reversely scored. Thus, the response frequencies of strongly agree and agree categories for negatively stated items show the perception of respondents. Similarly, response

frequencies of disagree and strongly disagree indicate the positive perception while the undecided category indicated neutral perception. Items 1 favored by 135 (62.9%) (Strongly agree and agree) that was the majority response; the mean score was 3.75 which was higher than the expected means score (i.e. 3). Besides the chi square test was calculated to check whether or not perceptual difference exists between the respondents. The result revealed that for 4 degree of freedom at 0.05 level of significance differences the critical value of the chi-square [Critical value (α , 0.05) =9.8477] was found smaller than the calculated chi-square employed. (See appendix E) This shows that there was statistically difference. Additionally the standard deviation (1.260) was more than one, which shows there was a difference.

Item 3, was favored by 132(61.1%) respondents and item6 was favored by 109 (50.5%). Besides both items critical values of the chi square with a degree of freedom 4 was [Critical value (α , 0.05) =9.8477] found to be less than the calculated chi- square. (See appendix E) Therefore, the perceptual difference between respondents was revealed. There were perception difference between respondent, as the standard deviation was 1.37 and 1.25 respectively for item 3 and 6.

Item 2, 4, and 5 were stated negatively. Regarding item 2 the result revealed that for degree of freedom 4 at 0.05 the level of significance difference the critical value of chi- square [Critical value (α , 0.05) =9.8477] was found greater than the calculated chi square [λ^2 =7.56,

df = 4, $P < 0.05$]. Therefore, it shows there was no statistical difference and perception difference among trainees, with the society attention toward their field of studies. The means score of the item was 2.75, 1.88 and 1.71 respectively, which was smaller than the expected means score (i.e.3). This shows the perception was influenced by certain factors. The factors the society perception to field of studies have no impact, which shows that society influence was become less.

All items (1, 3,4,5,6) results revealed that for 4 degree of freedom at 0.05 level of significance differences the critical value of the chi- square [Critical value (α ,

0.05) =9.8477] was found smaller than the calculated chi-square employed. Therefore, it shows that, there was statistically difference. Similarly, the standard deviation shows that there is perceptual difference among respondents. (See appendix E) Question item 2 does not show significance difference along trainees influence on the trainees' field of study was reduced, where it shows that culture that embedding some field of studies was become less; this due to awareness that society received from different situation . The perception difference emanates from the field of study and the general understanding of entrepreneurship concept .This can discussed further

by Chandan (1995) as, the perceiver perception contains needs, values, experiences and attitude and this perception could be influence by social setting or organizational setting. According Davis (1981), the perception trains can be seen as follows, nevertheless, their own problems, interests, and background at each situation could control forward people's perception. Even though some were not interested, that it was seen from the measurement of significance difference.

Generally, the perception of trainees' interest to the field of study they preferred is good. However, some Business trainees are not interested. Therefore, it does not give a chance to be entrepreneur. This perception emanates from social and culture influence of the society. According Alloy et al (2004) in Lelissa (2006), shows that most society favored fields of studies that have luxury and humanist way of life. These fields of studies have preferences than labors ones by the society.

Table 4.5: Perceptions of trainees to the factors, of motivator or de-motivator to be entrepreneur (self-employment).

No	Item		SD	D	UD	A	SA	M	Sd	SD +D	Un	SA A
1	The TVET curriculum motivates me to be self employed	F	20	25	33	95	43	3.54	1.20	45	33	38
		%	9.3	11.6	15.3	44	19.9			20.8	15.3	63.9
2	The society motivate me to be self employed	F	51	56	63	35	11	2.53	1.16	107	63	46
		%	23.6	25.9	29.2	16.2	5.1			49.5	29.2	21.3
3	The working culture motivates me to be self employed	F	52	59	58	40	7	2.50	1.14	111	58	47
		%	24.1	27.3	26.9	18.5	3.2			51.4	26.8	21.8
4	I will be entrepreneur even though no sufficient financial support	F	36	42	65	48	25	2.93	1.24	78	65	73
		%	16.7	11.4	30.1	22.2	11.6			36.1	31.9	33.8

Note

Grand mean =2.87

Items 1, 2, 3 and 4 were stated positively, with mean score 3.54, 2.53, 2.50 and 2.93 respectively. Items 2, 3, 4 mean score were less than the expected means score (i.e 3). However, item 1 have a mean score, which is greater than the expected means score. Therefore, one could conclude more trainees were motivated by TVET curriculum, which the result was 63.9%. In this regard, the chi-square calculated to check existence of perception difference between respondents. Accordingly, the result revealed that for degree of freedom 4 at 0.05 level of significance the critical value of chi-square [Critical value (α , 0.05) =9.8477] was found less than the calculated chi square. (See appendix E) This shows that there was statistically significant difference between respondents in

perception. This significance difference emanates from the level of skills and abilities, which TVET curriculum contains.

The mean scores of item 2 and 3 were 2.53 and 2.50 respectively. These mean scores are less than the expected mean score (i.e. 3). Items 2 and 3 shows the existence of de-motivated factors in a society, the working culture and the subject they study were the major factors. To see the perception difference, chi square was calculated. The result showed for a degree of freedom 4 at 0.05 level of significance the critical value of chi-square [Critical value (α , 0.05) =9.8477] was less than the calculated chi square. (see appendix E) Therefore, it shows the significance difference in perception between respondents. This significance difference should come from influence of perceiver need, attitude taken to be his belief and was taken as culture. Additionally the affecting de-motivating factors, like education, social and cultural influence can bring the differences in their perception to be entrepreneur

Generally, the trainees' perception toward the motivating and de-motivating factors is positive. The motivating factors are a need for recognition and reward. Therefore, most of the trainees have positive perception to a need for recognition and reward. However, the de-motivating factors were observed from the result of items 2 and 3. Therefore, it shows there are de-motivating in the society.

Table4.6: Trainees' perception towards entrepreneur (self-employment) with respect to sex

	Item		SD	D	UD	A	SA	M	Sd	SD +D	Un	SA A
1	I suggest separate fields of studies for male and female	F	96	67	17	26	10	2.01	1.19	163	17	36
		%	44.4	31.0	7.9	120	4.6			75.5	7.8	16.7
2	I am confident that girls/boys can join my field of study	F	6	9	12	55	134	4.40	0.97	15	12	189
		%	2.8	4.2	5.6	25.5	62.0			6.9	5.6	87.5
3	I believe my field of study is risky and difficulty for girls/boys compare with boys/girls	F	98	60	17	22	19	2.09	1.32	1.58	17	41
		%	45.4	27.8	7.9	10.2	8.8			73.1	7.9	19.0
4	Male trainees are better than female trainees in being effective entrepreneur	F	90	50	41	18	17	2.16	1.32	140	41	35
		%	41.7	23.1	19.0	8.3	7.9			64.8	19.0	16.2

Note

Grand mean =2.67

Item, 1, 2, 3, and 4 refer to the perception difference between boys and girls. Some of the question items were not directly asked about their perception towards entrepreneur, for instance item 1 was related with the provision of a suggestion. Their fields of study are separate to male or female regarding being an entrepreneur. The result of item 1 shows the mean score is 2.01. It is below from the expected means score (i.e 3). Question item 1 was stated positively. However the majority of the trainees 163 (75.5%) disagree with the idea, that they did not want separate fields of study for male and females. Accordingly,

the result revealed that for degree of freedom 4 at 0.05 level of significance the critical value of the chi square [Critical value (α , 0.05) =9.8477] was found to be less than the calculated chi square. (See appendix E) This shows that there was statistically significance difference between respondents in perception. The significance difference emanates from the de motivated factors of the society where the society does not appreciate some of fields of studies .For instance where male was not appreciated to join (example- secretary) and vice versa. According Yound et al (2003) in Lelissa (2006) showed that in general boys have been found to have more interest in technology than girls do.

Item 2 was stated positively and the result mean score was 4.40 which was greater than the expected means score (i.e 3) accordingly, the finding revealed that for degree of freedom 4 at 0.05 level of significance the critical value of the chi square [Critical value (α , 0.05) =9.8477] was found to be less than the calculated chi-square. Here, it shows that there was statistically significant difference between respondents. (See appendix E)

Item 3 was not stated positively; the result mean score was 2.09, which was less than the expected mean score (i.e. 3). The respondents, which were 158(13.1%) (Disagree that their fields of study was not risky). Accordingly, to see the perception difference between respondents, chi-square was calculated. The result showed that (degree of freedom 4 at 0.05 levels). The critical value of the chi-square [Critical value (α , 0.05) =9.8477] was less than the calculated chi-square. (See appendix E) Therefore, it shows, there was a perception difference between respondents. It can be conclude that the significance difference emanates from the level of a society and culture influence.

Items 4, was not favored by 140(64.8%) strongly disagree and disagree) of the respondents. The corresponding means rating 2.16 which was less than the expected means, that is 3, which shows, the idea that male trainees are better entrepreneur was not accepted. Accordingly, the chi-square result level of significance 0.05 [Critical value (α , 0.05) =9.8477] was less than the calculated chi-square. (See appendix E)Therefore, it shows there was

perception difference between respondents. The perception difference emanates from the society believe, that male is better than female in all aspects.

Generally, the perception of trainees' toward entrepreneur with regard to sex has shown difference from the old one, where male is better than female concept is some how changed.

The difference of perception between the groups was treated by the use ANOVA. The use of ANOVA in this section is to treat the difference between means of male and female, additionally the mean of departments, which are Business, Industrial, and Construction and the interaction effects of sex and departments.

Table 4.7: Support given for trainees by department regarding entrepreneurship (Number of observation (N) and mean (M))

SEX	Business		Industrial		Construction		Total	
	N	M	N	M	N	M	N	M
Male	43	30.33	58	30.28	46	30.41	147	30.77
Female	53	30.48	9	32.27	7	28.95	69	30.56
Total	96	30.38	67	31.43	53	30.10	216	30.70

The maximum possible score was 40

The analysis reveals that respondents had a positive perception toward the support given to be entrepreneur (see Table 4-7). All perception mean scores were greater than the expected mean score that is 24. Thus, trainee respondents currently attending in 10+3 program have shown positive attitude towards the support given by TVET College irrespective of gender and field of study.

However, the mean score presented in Table 4-7 show difference across the various treatments of combinations. The mean score of female trainees in Industrial Department (32.27) had a high of Perception toward the support given to be entrepreneur than female trainees in construction, which had mean

score 28.95. The perception of trainees with respect to gender shows that male trainees have better positive perception toward the support given to become entrepreneur than female trainees do. This has been seen from the mean score of male which is 30.77, which is more than the total mean score (i.e. 30.70), while the mean score of female is 30.56 which less than the total mean score (i.e. 30.70). Therefore, the perception difference emanates from the support given to trainees; especial attention was not implemented to females than males. Since the role of guidance and counseling service was low, such result is expected.

Table 4.8: Perceptions of trainees toward entrepreneur support (Summary table of ANOVA)

Source	Type III sum of squares	Df	Mean squares	F	P
Corrected model	64.131	5	12.826	1.244	
Intercept	12729.144	1	12729.144	123.40	
Department	38.93	2	19.465	1.888	n.s
sex	8.782105	1	8.782105	0.852	n.s
Dep x sex	12.464	2	6.232	0.604	n.s
Error	2165.577	210	10.312		
Total	27907	216			
Corrected Total	2229.687	215			

n.s Not significant

- critical value of F at $\alpha = 0.05$ with degree of freedom 1 and 210 is 3.89
- Critical value of F at $\alpha = 0.05$ with degree of freedom 2 and 210 is 3.04.

The result of variance shown in (Table 4-5) reveals, where Perception of trainees sub-scale score towards entrepreneur support given was considered as dependent variable and sex, department and the interaction effect of department and sex (department and sex) as independent variable. The two

main effects sex and Department did not show significant difference on the perception of trainees toward a support given. This implies that there is no high mean difference between sex and Department.

The significance difference between sex perceptions toward support give was not high and it was the same for Department too. Therefore, it showed that the support given to trainees had not shown a high perception difference between sex and Department.

This perception difference emanates from the perception what the trainees perceived from learning atmosphere. The teaching learning process is the same. Therefore, the trainees received equal opportunities.

Generally, the perception of trainees toward the support given by the colleges is positive.

Table 4.9: Perceptions of Trainees toward Self- Employment as sub- scores by sex and department. Number of observation (N) and mean (M)

sex	DEPARTMENT							
	Business		Industrial		Construction		Total	
	N	M	N	M	N	M	N	M
Male	43	18.2	58	17.91	46	18.26	147	18.11
Female	53	16.8	9	17.82	7	17.14	69	16.95
Total	96	17.4	67	17.87	53	18.12	216	17.74

The maximum possible score was 25

The analysis reveals that the respondents had a positive perception toward self-employment (entrepreneur) .All perception mean scores were greater than the expected mean score that is 15. Thus, the trainees have shown a positive attitude and perception to become entrepreneur irrespective of sex and Department.

Even though, the trainees have positive perception toward entrepreneur, it was observed that there is a difference across the various treatment combinations. The mean score of male trainees in construction department (18.26) had a high

positive perception toward entrepreneur than female trainees in Business department, (16.8).

This shows there is a perception difference between male and female trainees in different department. The degree of the difference will be seen by ANOVA

Table 4.10: Perception of Trainees towards Entrepreneur. Summary table of ANOVA

Source	Type III sum of squares	Df	Mean squares	F	P
Corrected model	49.225	5	9.845	1.514	
Intercept	7124.991	1	7127.991	1095.48	
Department	20.019	2	10.0095	1.539	n.s
sex	8.960	1	8.96	1.483	n.s
dep x sex	27.678	2	13.839	2.128	n.s
Error	1365.839	210	6.504		
Total	15873	216			
Corrected Total	1415.06	215			

Regarding table 4-10 shows, the data how high is the mean difference between male and female and department mean.

The result indicates that variance where perception of trainees sub scale score towards entrepreneur was considered as dependent variable and sex, department and the interaction effect of department and sex

(dep x sex) as independent variable.

The two main effect sex and department did not show high significance difference on the perception of trainees to be entrepreneur. Trainees' perception was almost the same with respect to sex i.e. Male and Female. Even though there was a significance difference measured by chi-square. The significance difference between male and female was not high. This was the same in department wise too. Therefore, perception of trainees toward entrepreneurship was seen positive.

Table 4.11: The trainees' interest with types of training they preferred as sub-scores by sex and department. Number of observation (N) and mean (M)

sex	DEPARTMENT							
	Business		Industrial		Construction		Total	
	N	M	N	M	N	M	N	M
Male	43	16.37	58	17.22	46	17.67	147	17.44
Female	53	15.60	9	18.45	7	18.71	69	16.29
Total	96	15.93	67	17.4	53	18.68	216	17.02

The maximum possible score was 35

The data displayed in Table 4-11 shows that the respondents had different perception toward the interest with the types of training .There was a positive perception toward the training they had taken. This was seen by Female industrial trainees with means score of 18.45 and Female construction trainees with mean score of 18.71. The two mean scores were greater than the expected mean score, which was 18 while the other trainees had negative perception toward interest the subject they studied. These result was seen from the means score of male business trainees (15.6), Industrial male trainees (17.22), construction male trainees (17.67) and business female trainees (16.60). All mean scores were less than the expected mean score, which was 18. Therefore, this shows that there was a significance difference between departments, while the gender shows; the mean scores are less than the expected mean score gender wise.

Additionally the total mean score was 17.02. The mean score of industrial department and construction department was 17.4 and 18.68 respectively. Which it shows trainees are interested with the field they studied. The mean score of Business department was 15.93, which is less than the total mean

score (i.e. 17.02) which indicate that the trainees of Business department were not interested to the field they studied so far.

Table 4.12: Trainees' interest to the field they study for perception of sub-scores by sex and Department Summery Table of ANOVA

Source	Type III sum of squares	Df	Mean squares	F	P
Corrected model	149.787	5	29.947	3.3101	
Intercept	5669.211	1	5969.211	991.62	
Department	75.024	2	37.512	4.147	<0.5
sex	13.17	1	13.17	1.456	n.s
Dep x sex	32.475	2	16.238	1.795	n.s
Error	1899.736	210	9.046		
Total	13386	216			
Corrected Total	2049.018	215			

The table shows that the degree of perception difference between male, female, and departments regarding interest of their field of studies.

Regarding of trainees interest to the field of their study, there is significance difference among Departments. The other main effect, that was sex and interaction effect of sex and department did not bring significant effect on the trainees' interest to the field of study they enrolled.

Industrial and construction trainees show better favorable perception toward their interest in the field of study they enrolled than Business trainees

[F (2,210) = 4.147, P<0.05].where the critical value of F at $\alpha = 0.05$ with degree of freedom 2 and 210 is 3.04.

The result shows that, there is a high perception difference between departments. The perception difference emanates from the need and interest the trainees want to be. According Bedru(2007),nowadays students are forced to join the fields of study which is not their choice and interest where the trainees spend the rest their life with the training they do not want. The other

cause for the difference is the role of guidance and counseling given in respected college, which it shows less to change the interest of trainees' behaviors.

Generally, the trainees' interest to the field they trained has shown difference with Business department. This shows business trainees are not interested to their field of studies. While construction and industrial trainees are interested to the field the studied.

Table 4.13: Perception of trainees to the factors regarding motivate or de-motivate toward entrepreneur. Sub- scores by Gender and department Number of observation (N) and mean (M)

sex	DEPARTMENT							
	Business		Industrial		Construction		Total	
	N	M	N	M	N	M	N	M
Male	43	10.0	58	12.56	46	12.62	147	12.07
Female	53	10.4	9	11.33	7	10.86	69	10.68
Total	96	9.56	67	12.48	53	12.53	216	11.58

The maximum possible score was 20

The data displayed in Table4-13 Shows that the Respondents had different perception toward the motivators and de-Motivators The industrial and construction mean was (12.48) and (12.53) respectively while these scores are greater than the expected mean (12).The mean score of Business trainees is 9.56 which is below the expected mean score. The Industrial and Construction department have a positive perception, while the Business trainees have negative perception. Further, more the mean score of Business department is 9.56, which below the total mean score (i.e. 11.58). That indicates the existence of perception difference between departments. There is a perception difference between male and female with mean score 12.07 and 10.68 respectively. Males are favored to motivation since the mean score of male is more than the total

means score (i.e. 11.58). While the female are favored to the de-motivating, since the female mean score is less than the total mean score, which is 11.58. The degree of perception difference between departments was investigated with the help of ANOVA

Table 4.14: Perception of trainees to the factors regarding motivate or de-motivate toward entrepreneur. Summery Table of ANOVA

Source	Type III sum of squares	Df	Mean squares	F	p
Corrected model	92.451	5	18.490	3.632	
Intercept	3340.515	1	3340.515	656.616	
Department	34.477	2	17.239	3.386	p<0.05
sex	4.686	1	4.686	0.920	n.s
Dep x sex	12.121	2	6.061	1.191	n.s
Error	1069.016	210	5.091		
Total	7940	216			
Corrected Total	1161.467	215			

The results of variance indicate that, where perception of trainees subscale score towards motivators and de-motivators to be entrepreneur was considers dependent variable and sex, department as independent variable.

As shown in Table4-14, the main effect variable, which is Department, has significance difference. The perception of trainees toward motivators and de-motivators to be entrepreneur has high significance difference between the departments. This was conformed by $[F_{12, 210} = 3,386; P < 0.05]$ where the critical value of F at $\alpha = 0.05$ with degree of freedom 2 and 210 is 3.04.

The mean score for Construction Department is 12.56 while the Business Department has 9.56 where this value is less than the expected mean (i.e. 12). This shows that, there is significance difference between Construction and Business trainees' perception. The perception of Construction department is positive toward motivation factors while the perception of Business trainees toward the motivation factors is negative.

The high degree perception difference occurs within the departments.

Generally, the perception difference emanates from the affecting factors trainees received from education, social, culture, economy. The causes for the difference are lack of recognition within the society and lack of confidence and skills, which are the de-motivation factors.

Table 4.15: Trainees' perception toward entrepreneur with respect to gender sub scores by sex and Department Number of observation (N) and mean (M)

sex	N	Business M	N	Industrial M	N	Construction M	N	Total
Male	43	10.34	58	19.9	46	10.95	147	11.39
Female	53	9.45	9	9.45	7	10.42	69	9.7
Total	96	9.95	67	11.77	53	10.79	216	10.68

The maximum possible score was 20

Regarding the (table 4-15) shows trainees perception toward entrepreneur with respect to male and female.

The finding shows that respondent had positive perception toward the sex and department relation. All perception mean score were less than the expected mean score (i.e. 12). That reveals the trainee does not want separate institution and the trainees' perception toward the subject (department). While they are being trained, there is not discrimination between female and male. The result shows that it was less than the expected mean. The trainees perception that male are better entrepreneur than female was not accepted by majority. Total mean score is 10.68, where as the mean score of Business department is 9.95, which is below the total mean score, and industrial department mean score is 11.7 which greater than the total mean score (i.e.10.68) .The result reveals that the perception Business trainees toward male and female is positive ,while the perception of Industrial is negative. The

perception difference emanates from the field of study they trained. In general, the industrial trainees believe that their department is suitable for males only.

Table 4.16: Trainees' perception toward entrepreneur with respect to Sex and Department, Summary table of ANOVA.

Source	Type III sum of squares	Df	Mean squares	F	P
Corrected model	104.855	5	20.971	3.913	
Intercept	3438.722	1	3438.722	641.67	
Department	43.251	2	21.6255	4.035	P<0.5
sex	8.171	1	8.171	1.525	n.s
Dep x sex	3.538	2	1.769	0.527	n.s
Error	1125.32	210	5.359		
Total	8253.00	216			
Corrected Total	1230.18	215			

The result of variance regarding the perception of trainees sub-scales score towards entrepreneur with respect to sex and department was considered as dependent variable, sex, and department as independent variable. Interaction effect of department with sex also was an independent variable.

Only the main effect of Department was statistically significant Male and Female can do the same training and female can be efficient Entrepreneur .This is shown by the value of F, which is greater than the table value

(F (2,210) = 4.035, P<0.05) where the critical value of F at $\alpha = 0.05$ with degree of freedom 2 and 210 is 3.04.

The total mean of Industrial is 11.77 and the total mean of Business is 9.95. Therefore, the result shows there is a variation in perception between Industrial Department and Business Department. The trainees' perception to be entrepreneur was affected by trainees' interest toward the field of study.

The perception difference emanates from the field of studies they trained. This was seen from the trainees believed that Auto mechanics, General mechanics

and fields which need power energy are considered as males field of studies. While studies like secretary are considered as females field of studies.

Generally, the significance difference observed between department trainees. There no high significance difference between male and female trainees perception.

4.3 Trainees response to open-ended questions

The response of trainees to item 28 was the support given to be entrepreneur not provided by the colleges. Except entrepreneurship knowledge, the other facilities to be given, as a support like guidance and counseling and the micro-finance was not fulfilled. This may affect the positive perception trainees have toward entrepreneurship. Therefore, trainees suggest three main support values, which help to be entrepreneur. The first one was, the lesson it was given has to be done with practice. The second was the government should provide money as start-up capital and the third one was material (machinery and land) which help to start the business.

The response to item 30 was, the awareness program about entrepreneurship should be prepared and given to the society with skilled person in order to change negative influence. Item 31 has the following response, in order to motivate entrepreneurship with respect to curriculum, the knowledge of entrepreneurship should be given in detail. The response of item 32 was , the majority did not favored the different training center, but some suggested ,it is better to have male and female training center. The response for the last item 33 was that the government should provide a necessary support in order trainees to be self-employed.

4.4 Data Analysis Concerning Interview

According to Yin (2003) in Tadesse (2006), described Data analysis consists of categories, tabulative evidence to address the initial preposition of the study. That is to be applied while doing analysis in qualitative research. The study consists of the qualitative research, based on interview. By taking time with respondents (entrepreneur instructors and guidance and counselors), I tried to grasp the beliefs, perception understanding, and ideas of participants with structural interview. That led to an honest representation of the data depended on the evidence.

Description and interpretations of the case depend on the basic question, so I tried to describe each of them by synthesizing the data the respondents replied.

The first question forwarded for the interviewee was what support the trainee receives to make him/her self-employer. All of the respondents gave the answer that they provided the relevant knowledge. As an illustration, the idea put forward by one among five of the respondents was as follows. "We provided the entrepreneur lesson to our trainees. The knowledge of entrepreneurship is important, so we tried to show them with model. Hence this helps them to become entrepreneur".

In fact, the importance of the knowledge of entrepreneur was mentioned in related review literature. Therefore, as it was seen from trainees respond to the support given, the effort of entrepreneur teacher has positive influence. The supports that trainees received were entrepreneur knowledge, guidance and counseling. Interview conducted with guidance and counselors shows controversial responses, the guidance and counselor of one of the college gave the response was as follows "we did not provide career counseling to our trainees we know that it important to our trainees but we have not yet applied it." However, the response of one of the interviewee among three was contrary to the others .He said, "We tried to provide the career guidance,

with informal form". However, it showed that the support given to be self-employed was inadequate by guidance and counselors.

The second question was their perception about self-employment and the replied as follows. "I have positive and good attitude toward self-employment." That other guidance and counselors also gave the same response, while entrepreneur trainers gave the response for each individual entrepreneur values. First question was what is your perception about self-employment with regard to a need for achievement, self-confidence, risk taking, and independence for creativity? One of them among five said, "These are the basic to self-employment and important characteristic for individual to be entrepreneur, so I see it positively". To the above comment. the second one gave the support by adding some additional concept " the risk taking must be moderate" well the other three of the respondents gave the same comment but all of them strictly shows the concept of entrepreneur was based by the characteristic of a need for achievement strong-confidence with moderate risk taking can lead to effective entrepreneur. Well generally, the perception of trainers toward self-employment was good and positive.

The response of entrepreneur trainers to their view about profitability of entrepreneur was "yes" the reason two of them gave was, "Entrepreneur has a clear vision about future and apply the inventory of life objectives." The other three said, "The entrepreneur who has knowledge can able to manage the resource wisely." Therefore, to become entrepreneur will be followed by profitability. The, response of one of guidance counselor among three was the same "yes" the reason he gave was "it is better to work in ones own firm rather than working in others organization".

The second guidance and counselors with the perception of getting profit commented the reason but this profit may not be at the beginning of the working era. The guidance and counselors response to trainees like entrepreneur class was "yes" the reason they gave was "trainees entertain with the subject it was given because it deals personal, family and societal

relation" two of them said "it deals with individual need and want, the lesson was given practically which enhance its attractiveness". This was the same for all entrepreneur trainers.

The response to the question "to be self-employed is better than government employed?" the entrepreneur trainers feel it is better because "the profit is known, have freedom to manage the resource and can do to maximum output." Where as response of guidance counselors was different "to be entrepreneur is risky and costly it depends on how to handle and manage the business" the two parts have no conceptual difference. However, from the related review literature the entrepreneur course contain the solution for the above fear. It said in order to be entrepreneur. Some one need to have strong need for achievement, moderate risk taking, and strong self-confidence.

The response about the motivator to enhance self-employment was "yes" by both groups. However the guidance counselors said, "Yes" it helps them how to manage their own business, but trainees need the lesson of entrepreneur carefully." One of the entrepreneur trainer among five too share the same idea by saying that "Not hundred percent, it motivate but it depends on the capability of implementing the knowledge" the entrepreneur class motivate, but the concept must be applied practically

The response to what motivate self-employment according the guidance and counselors is that self-employment motivated by "financial, psychological and sociological values while according to entrepreneur the motivating factors are "basic need, reward and recognition." According the literature review the motivator factors were those expressed by entrepreneur trainers; however the guidance and counselors suggestion shall be true too. The similarity and difference trainers perceive about self-employment with regard male and female trainees response was male trainees have better perception than female trainees because of the society develop culture influence" but according to entrepreneur trainers" every one could be entrepreneur, whether male and female, the only difference is how to apply the knowledge".

Therefore, the concept with regard sex self-employment shows that every one who has the knowledge may become entrepreneur regardless of sex.

The last question, which it said what challenge the trainee encounter to be entrepreneur have the following response. All of entrepreneur trainers gave, "trainees encountered with lack of capital risk taking and lack of interest" while the guidance and consolors respond" trainees encountered with start-up capital, lack of working area and the absence of technical support from the concerned body". Both group suggest their own view however, the challenges were the base and effect of the entrepreneur characteristic

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary and Findings

The purpose of the study was to assess the perception of trainees, especially those enrolled in Business, Industrial and Construction field of study toward entrepreneur (self-employment) as an effect of trainees' sex and department. The study was conducted in Government TVET colleges of Addis Ababa, particularly in Entoto, Tegnabread and General Wingate TVET colleges. The trainees, who participated in this study, were 10+3 prospective graduates. As well as entrepreneur trainers and guidance and counselors. Therefore, to investigate the perception of trainees toward entrepreneur the following specific questions were formulated.

1. What are the general perceptions of trainees toward a support given to be entrepreneur?
2. What is the general perception of trainees, entrepreneur trainers, and guidance and counselors toward entrepreneur?
3. What is the perception of trainees' toward the field of they trained?
4. What is the perception of trainees toward motivator and demotivators in being entrepreneur?
5. Is there any significant difference between male and female about being entrepreneur?

The study employed mixed (qualitative and quantitative) survey method to analyze the data based on the basic research questions. The reviewed literatures, prepared sets of questionnaire and interview guides were employed to collect data from the respondents. The questionnaires were designed for trainees and structural interview for entrepreneur instructors & guidance and counselor. After discussing with the advisor on the prepared

questionnaires, the researcher carried out a pilot study to test whether the tools were appropriate on the pilot study. The reliability of the total scale, which was 0.708. Percentage, Mean Standard Deviation chi-square and analysis of variance (ANOVA) were employed to analyze the data and, the following results were obtained.

1. The majority of trainees expressed favorable perception with the support provided by TVET colleges. Their response to items were presented to measure the support given toward entrepreneur were ranged from mean 3.50 to 4.40 for individual item with the grand mean 3.82. Each item responses were subjected to item discrimination ability and found to be significant with chi-square statistical test ($p < 0.05$) thus the trainees perceived the support given by the colleges were good. The support given by trainers and guidance and counselors show the same outcome to what the trainees perceived. However support given by guidance and counselors is inadequate
2. The perception of trainees towards entrepreneur was positive statistical significance difference in perception to be entrepreneurs were observed. However, the difference was not high. All trainers also have positive perception toward entrepreneur. The perception toward the entrepreneur was ranged from 1.83 to 4.34 for each individual item with grand mean 3.54. The perception toward entrepreneur is high.
3. The interest of trainees toward their field of study they enrolled was positive. Their response to items were presented to measure the interest of their field of studies were ranged from 1.71 to 3.75 mean score for individual item with grand mean 2.84. Each item responses were subjected to be able differentiate the perception of trainees interest and found to be significant with chi-square test ($p < 0.05$). Even if there was perception difference, Trainees interest toward their field of study was positive

4. The trainees' perception toward motivators and de-motivators observed as good. Trainees responses to 4-items presented to measure their perception toward motivators and de-motivators factors ranged from 2.5 to 3.54 mean score with grand mean 2.87. In addition to this, each item response differences (among strongly disagree, undecided, agree, strongly agree) were found to be significant with chi-square statistical test ($p < 0.05$). However, the motivation factors, which are education, society culture and economy, showed difference. Curriculum and economy motivation factors were favored by most of the trainees, whereas most trainees did not favor society and culture. Therefore, there are de-motivator factors, which hamper self-employment. Among the de-motivators, society, lack of working culture and skills are the affecting factors in trainees' perception.
5. The perception of trainees toward entrepreneurship with regard to their sex and department was seen positively. Trainees responses to 4-items presented to measure perception of trainees toward entrepreneurship with regard to their sex and department were ranged from 2.01 to 4.40 mean score with grand mean 2.67. Each item responses were subjected to be able differentiate perception of trainees toward entrepreneurship with regard to their sex and department and found to be significant with chi-square test ($p < 0.05$) therefore the following result were found
- a) Trainees were confident, that it was not risky for any sex to join their field of study.
 - b) Females were not less in being effective entrepreneur.
 - c) There was no influence of sex and department to the perception of trainees toward support giving. However, the industrial female trainees believed that better perception and support were given toward entrepreneur

6. Statistically significant difference in perception means score between departments were observed. Accordingly, trainees of construction department were found to have higher perception mean score than Business trainees. As a result, trainees of construction department have more interest to the field study they trained than Business trainees. Trainees' interest to their specialization (field) of study was recognized by the society.
7. The support provided by entrepreneur trainers was in better condition than guidance and counselors.
8. Trainers think that entrepreneur was profitable, and have freedom
9. The trainees' perception about self-employment was related to a need for achievement, self-confidence, risk taking, and independence.
10. The motivator factors are basic need; reward and recognition the entrepreneur get from the society and himself
11. There is perception difference between entrepreneur trainers and guidance and counselors regarding the perception of trainees toward self-employment with suspect to gender.
12. The challenges where trainees encounter were start up capital, risk taking and lack of interest within support givers.

5.2 Conclusion

Based on the above finding conclusion are drawn in relation to the objective stated.

- The effect of support given by the colleges to be entrepreneur has a positive perception by trainees. The trainee's perception towards entrepreneur is high. The need for achievement, risky taking self-confidence to creativity is strong. Trainees have a great zeal to be entrepreneur, if they have financial and material support. So I conclude that the trainees perception is in good condition to ward the support given by TVET colleges.
- The perception of trainees toward field study they enrolled was accepted positively by majority. However, the business trainees' perception toward their field of study was less than the other field of studies. Therefore, even if there was a positive perception there is lack of interest in business field of study, which leads to entrepreneur.
- The motivators to be entrepreneurs are seen positively by trainees while the business trainees perceived it negatively. Therefore, from this the perception of trainees on motivation factors to be entrepreneur is in good condition.
- The effect of gender with their field of study or becoming entrepreneur is positive the societal and cultural influences were eroded.
- The society positive perceptions toward entrepreneurship have good inclination and that should be appreciated. However, there was peers and society influence in business department.

5.3 Recommendation

Based on the findings of this study, the investigator forwarded the following suggestions to be taken in consideration to improve trainees' perception toward entrepreneurship (self-employment)

1. The support, which was provided by TVET colleges to become entrepreneur, should be strengthened, by giving more attention to entrepreneur class and support it with practical entrepreneur models. This has to be done by entrepreneur trainers and college administration.
2. The perception of trainees to be entrepreneur should be strengthened and improved further more with the help of society. The society's positive perceptions toward entrepreneurship have good inclination and that should be appreciated by inviting families to the college. The college administrations have to create a conducive atmosphere.
3. To influence trainees to be entrepreneur, the de-motivating factors should be reduced through teaching. The entrepreneur teachers may help to bring this influence by giving orientation through different media (mini-media, Brochure, invite known entrepreneurs).
4. Perception of trainees that female can be an effective entrepreneur should be accepted by all individuals through practice, and entrepreneur trainers shall invite outstanding or successful female effective entrepreneurs to give orientation.
5. The support given by entrepreneur teacher and guidance and counselors should be strengthened and appreciated, mini- micro finance may be established in the colleges to enhance support.
6. Trainees should be assigned at least based on their interest. The assigning of trainees, which was done by MOE or Addis Ababa Education office to different fields of studies, shall be improved. Moreover, their

interest could develop through orientation given by guidance and counselors.

7. The support given by guidance and counselors should be strengthening by organizing enough staff, with professional counselors. The formal counseling should be treated in order to support trainees.
8. Self-employment should be positive if the trainees have high self-confidence, a need for achievement and moderate risk taking, therefore they should know the knowledge as a guideline through orientation by entrepreneur trainers and guidance and counselors
9. The challenges of trainees to become self-employed should be reduced by providing a start up capital from microfinance with out collateral and less interest, trainees risk taking should be motivated by consultation and foster to take moderate risk. Entrepreneur trainers, guidance, and counselors' should do this task. Additionally the college administration should provide the necessary assistance.

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Appendix A

The background of trainers of entrepreneurship

		Entoto TVET College	Tegebaried TVET college	General Wingate TVET college	Total
Sex	Male	8	5	5	18
	Female	-	4		4
	Total	8	9	5	22
Qualification	M.A	-		1	1
	B.A	5	5	1	11
	Dp.	3	4	3	10
	Total	8	9	5	22
Year of experience	1-10	8	9	5	22
	11-20	-	-	-	
	20-30	-	-	-	
	Total	8	9	5	22

The background of trainers of guidance and counselors

		Entoto	Tegebaried	General Wingate	Total
Sex	Male	2(66.7%)	1(50%)	1(100%)	4
	Female	1(33.3%)	1(50%)		2
	Total	3(50%)	2(33.3%)	1(16.7%)	6
Qualification	M.A	1(33.3%)	1(50%)	-	2
	B.A	2(66.6%)	1(50%)	1(100%)	4
	Total	3 (50%)	2(33.3%)	1(16.7%)	6
Year of experience	1-10	3(100%)	2(100%)	1(100%)	6
	11-20	-	-	-	-
	Total	3(50%)	2(33.3%)	1(16.7%)	6
Fields study	Psychology	3	2	-	5
	Sociology	-	-	1	1
	Total	3	2	1	6

Appendix B

6. I will not become self-employed because there are bottlenecks in the bureaucracy
7. The entrepreneurship course, which I took, will make me independent self-employed
13. I feel in secure if I am self-employed
16. I like to be self-employed because it has more freedom
17. Self-employment has flexible working hours
24. My interest is studying the subject, which gives me freedom to creativity
34. I do not feel free, because, I joined of study that is meant for girls

APPENDEX C

Addis Ababa University
School of Graduate Studies
Department of Business Education

Interview to guidance and counselors

The main objective of the study to asses the perception of TVET trainees toward Self-employment. Therefore, your respond and comments have great importance in this study. Please give the answer for the questions. Your responds will be kept confidentially.

Thank you

Part A. Background

The name of the college you work _____

1. Sex _____
2. Your major study _____
3. Year of experience _____

Part B. open ended questions

1. Do you gave them career counseling?
2. How many times? Have discussed about self-employment?
3. What support have you given in regarding self-employment?
4. What is your perception about self-employment?
5. What do you perceive about trainees, interest, in the field of they study?
6. Do you think that to be self-employed are better than government employment?
7. Do you think that self-employment have more freedom and profitable? Why?
8. Do you think entrepreneur classes motivates trainees to be self-employed?
9. What motivates self-employment?
10. What similarity and difference you have observed regarding boys and girls trainees on self-employment?
11. What are the challenges and problems that trainees encounter in being self-employed

Appendix D

Addis Ababa University

School of Graduate Studies

Department of Business Education

Interview to entrepreneur teacher

The main objective of the study is assessing the perception of TVET trainees toward self-employment. Therefore your respond and comments, have a great importance in this study. The study helps to bring up certain ideas and suggestion to flourish entrepreneurship. Therefore, the following questions are not meant for testing you. Then, please give the answer what you feel and think. Your responds will be kept confidentially

Thank you

Part A- background information.

1The name of the college you work

2. Sex: Male Female

3. Write your major study _____

4. Year of experience_____

1. To make trainees self-employed what supports have you given?
2. Do students like entrepreneur class? Why?
3. Do you think self-employment or entrepreneur is profitable? Why?
4. What is your perception about self-employment with regard of a need for achievement, self-confidence, risk taking and independence for creativity?
5. Do you think that self-employment give freedom? Why
6. Do you think (feel) that self-employed are better than government/employed
7. Do you think entrepreneur classes motivate trainees to be self-employed?
8. What motivator self-employment
9. What similarities and differences you have observed regarding self-employed
- 10.What are the challenges and problems that trainees encounter in being self-employed.

Appendix E
Perceptions Sub-Scale Chi-square values

No.	Item	Chi-square	df	Asymp. Sig.
1	I like to be self-employed if I have get financial support	223.95	4	0.000
2	I believe that TVET program will prepared me to be competitive	124.05	4	0.000
3	I develop self confidence if I am self-employed	251.27	4	0.000
4	Entrepreneur teachers foster us to be self-employed	50.62	4	0.000
5	I will not become self employed because the resistance of poor conditions for self-employed	28.81	4	0.000
6	The entrepreneurship course which took will make me independent self employed	62.29	4	0.000
7	I like to be self employed if the government provides me a work place	63.49	4	0.000
8	I like to open my open enterprise due to the consultancy service took	85.16	4	0.000
9	I prefer to be self-employed because it brings better income	65.25	4	0.000
10	I like to be self-employed rather employed in government and non-government, since it creates ownership	181.6	4	0.000
11	If I am self-employed it makes me to do hard work and led me to better life	234.74	4	0.000
12	I feel secure in studying TVET	75.53	4	0.000
13	It is better to be employed in government and non-government rather to be self employed	201.73	4	0.000
14	I like the subject I specialize because it gives me a chance to get a job	64.60	4	0.000
15	The society doesn't give attention to my field of study	7.56	4	0.109
16	I have confidence that my specialization makes me advantages	59.42	4	0.000
17	I studied my major field because of peer and family influence	162.89	4	0.000
18	Studying my major subject or field is waste of time	245.81	4	0.000
19	I study the subject which gives me freedom to creativity	31.27	4	0.000
20	The TVET curriculum motivates me to be self-employed	84.65	4	0.000
21	The society motivate me to be self-employed	39.83	4	0.000
22	The working culture motivate me to be self-employed	43.21	4	0.000
23	I will be entrepreneur even though no sufficient finical support	20.44	4	0.000
24	I suggest separate field of studies for male and female	125.90	4	0.000
25	I am confident that girls/boys can join my field of study	275.71	4	0.000
26	I believe my field of study is risky and difficult for girls/boys compare with boys/girls	115.90	4	0.000
27	Male trainees are better than female trainees inbeing effective entrepreneur	82.47	4	0.000
a. 0 cells (0%) have expected frequencies less than 5. The minimum expected cell frequency is 43.2				

Critical Value (α .05)=9.8477

Appendix F

አዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ትምህርት የቢዝነስ ትምህርት ክፍል

በሰልጣኞች የሚሞላ መጠይቅ

የዚህ ጥናት ዋና አላማ የቮቭክኒክና ሙያ ሰልጣኞች የራሳቸውን የስራ መስክ ለመክፈት ያላቸውን ግንዛቤ ለመዳሰስ ነው። ጥናቱ በስራ መስክ ፈጠራ ዙሪያ የተወሰኑ ሃሳቦችን እና አስተያየቶችን ለመስጠት ያስችላል ተብሎ ይገመታል በመሆኑም አንተ/አንቺ የሚሰማህን/ሽን መልስና አስተያየት ብትሰጠኝ/ብትሰጡኝ ለጥናቱ ከፍተኛ አስተዋጽኦ ያደርጋል። የተዘጋጁት ጥያቄዎች አንተን/አንቺ ለመፈተን ሳይሆን በነጻ አእምሮዎ አስበህ/ሽ መልስ እንድትሰጥ/ጩ ብቻ ነው። እያንዳንዱን አረፍተ ነገር ከአነቡብህ/ሽ በኋላ ከተሰጡት አማራጮች ውስጥ በአንዱ ላይ ብቻ የ ካባካ ምልክት አድርግ/ጊ። ጥያቄዎቹ የአንተን/አንቺ አስተያየት የሚጠይቁ ከሆነ ደግሞ በተሰጠው ክፍት ቦታ ላይ ነጻ ሃሳብህን/ሽን ያስቀምጩ። የሚትሰጧቸው/የሚትሰጧቸው መልሶችና አስተያየቶች በሙሉ በሚስጥር የሚጠበቁ ናቸው።

በቅድሚያ አመሰግናለሁ

ክፍል 1 አጠቃላይ መረጃ

1. የሚሰለጥኑበት ኮሌጅ ስም _____
2. ጾታ _____
3. የምትሰለጥነው/የምትሰለጥኝው ዋና የት/ት አይነት _____

ክፍል 2

ተ.ቁ		ጠቅላይ	አሳይ	አልመስገኑት	አይጠቅምም
I	ሰልጣኞች የሚሰጡ ድጋፎችን የሚመለከቱ ጥያቄዎች				
1	የገንዘብ እርዳታ ካገኝሁ የራሴን የስራ መስክ አከፍታለሁ				
2	የቮቭክኒክና ሙያ ትምህርት ፕሮግራም ብቁ ተወዳዳሪ ለመሆን እንደሚያዘጋጀኝ አውቃለሁ				
3	የራሴን የሥራ መስክ ብክፍት የራስ መተማመን ይኖረኛል				

ተ.ቁ		በጣም	አልሳማማ	አልወስንኩ	አስማማላ	በጣም
4	የ entrepreneur መምህራን የራሴን የስራ መስክ አንድፈጥር ያበረታቱኛል					
5	ሁኔታዎች ስላልተሟሉ የራሴን የስራ መስክ ለመፍጠር አልችልም					
6	የወሰድኩት የentrepreneurship ኮርስ የራሴን የስራ መስክ ለመክፈት ያግዘኛል					
7	መንግስት የስራ ቦታ ከሰጠኝ የራሴን የስራ መስክ ለመክፈት እፈልጋለሁ					
8	በተሰጠኝ የምክር አገልግሎት መሠረት የራሴን ሥራ ለመክፈት እፈልጋለሁ					
II	ሰልጣኞች የራሳቸውን የስራ መስክ ለመክፈት ስላላቸው ግንዛቤ የሚመለከቱ					
9	የራሴን የስራ መስክ መክፈትን የምመርጠው የተሻለ ገንዘብ ስለሚያስገኝ ነው					
10	የ ተቀጣሪነት ሰሜትን አስወግዶ የባለቤ ትነትን ሥሜትን ስለሚፈጥርልኝ የራሴን የስራ መስክ መክፈትን እመርጣለሁ					
11	የራሴን የስራ መስክ መፍጠር በርትቼ እንደሰራና ወደ ተሻለ የሕይወት ሥኬት እንደደርስ ያደርገኛል					
12	የራሴን የስራ መስክ ለመክፈት ቴክኒክና ሙያ ትምህርት መማሪ ጥሩ ዋስትና ይሰጠኛል					
13	የራስን የስራ መስክ ከመፍጠር ይልቅ ተቆጣጣሪ ሰራተኛ መሆን ይሻላል					
III	ሰልጣኞች ከመረጧቸው ስልጠና አይነቶች ፍላጎቶች ጋር የተያያዙ ጉዳዮች					
14	የስራ እድል ስለሚፈጥርልኝ የሰለጠንኩበትን ትምህርት እወደዋለሁ					
15	የሰለጠንኩበትን ዋና የትምህርት መስክ ሀብረተሰቡ ትኩረት አይሰጠውም					
16	በሰለጠንኩበት ሙያ የራሴ የስራ መስክ ብክፍት ከመቀጠር የተሻለ ገቢ እንደማገኝ እተማመናለሁ					
17	የሰለጠንኩበትን ዋና የትምህርት መስክ የመረጥኩት በጓደኞቼና በቤተሰቦቼ ግፊት ነው					

18	የሰለጠንኩበት የትምህርት መስክ በመማሪ ጊዜዬን በከንቱ እንዳጠፋሁ እቆጥረዋለሁ					
19	የሰለጠንኩበትን ትምህርት በፍላጎት የተማርኩት የፈጠራ ነጻነት ስለሚሰጠኝ ነው					
IV	የራሴን የስራ መስክ ለመፍጠር የሚያበረታቱ ሁኔታዎች ጋር የተያያዙ ጉዳዮች					
20	የቴክኒክና ሙያ ስርአተ ትምህርት የራሴን የስራ መስክ ለመፍጠር ያበረታታኛል					
21	የራሴን የስራ መስክ ለመፍጠር ህብረተሰቡ ያበረታታኛል					
22	የራሴን የስራ መስክ ለመፍጠር ባህሉ ያበረታታኛል					
23	በቂ የገንዘብ ድጋፍ ባይደረግልኝም የራሴን የስራ መስክ እከፍታለሁ					
V	የጾታ ጥያቄ የራሴን የስራ መስክ መፍጠር ጉዳይ ላይ ስልጣኞች ያላቸው ግንዛቤ የሚመለከቱ ጉዳዮች					
24	ወንድና ሴት ስልጣኞች የተለያዩ የት/ት ስልጠና ቢሰጣቸው ይሻላል እላለሁ					
25	ወንዶች/ሴቶች እኔ በሰለጠንኩበት የት/ት መስክ ሊሳተፍ ይችላሉ					
26	እኔ የሰለጠንኩበት የት/ት አይነት ከሴቶች/ከወንዶች ይልቅ ለወንዶች/ለሴቶች አደገኛና ከባድ ነው::					
27	ወንዶች የራስን የስራ መስክ በመክፈት ከሴቶች ይልቅ ስኬታማ ናቸው					

ክፍል 3

28. የራስን የስራ መስክ ለመክፈት ይቻል ዘንድ ምን የተሰጠ ድጋፍ አለ? ከዚህ በተጨማሪ ምን ድጋፍ መስጠት ይገባዋል?

29. የራስን የስራ መስክ በመፍጠር ጉዳይ ዙሪያ ያንተ/ያንቺ ግንዛቤ ምንድን ነው?

30. የራስን የስራ መስክ መክፈት ጉዳይ ላይ ግንዛቤ ለማሳደግ ምን መደረግ አለበት?

31. የራስን የሥራ መስክ ለመክፈት ምን ማበረታቻ ይወሰድ ሀ.በሥርዐተ-ትምህርት አካያ

ለ. በገንዘብና ማተሪያ አካያ

32. ወንዶችና ሴቶች ለየብቻ የሚሰለጥኑባቸው የስልጠና ማእከላት ማዘጋት ይሻላል? ለምን?

33. ተጨማሪ አስተያየቶች ካልዎት

APENDIX G

Addis Ababa University

School of Graduate Studies

Department of Business Education

Questionnaire filled by trainees

The main objective of the study is to assess the perception of TVET trainees toward self-employment. Therefore your answer and comment, what you give have a great importance in this study. The study helps to bring up certain ideas and suggestion to paramount entrepreneurship, therefore the following questions is not meant for testing you. Then, please answer, what you feel and think. Read each statement carefully and respond by putting (x) sign. You should put one response for each question and if the question asks your comment please write what you feel on the space. Your answer will be kept confidentially.

Thank you for cooperation

Part A- background information

1. The name of the college you trained _____
2. Sex : Male Female
3. Your major subject _____

Part A: background information

	I. Questions regarding supports given to TVET trainees	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
1	I like to be self-employed if I have get financial support					
2	I believe that TVET program will prepared me to be competitive					
3	I develop self confidence if I am self-employed					
4	Entrepreneur teachers foster us to be self-employed					
5	I will not become self employed because the resistance of poor conditions for self-employment					
6	The entrepreneurship course which I took will make me independent self employed					
7	I like to be self employed if the government provides me a work place					
8	I like to open my own enterprise due to the consultancy service I took					
II Question regarding TVET trainees perception toward self employment						
9	I prefer to be self-employed because it brings better income					
10 n.a	I like to be self-employed rather employed in government and non-government, since it creates ownership.					
11	If I am self- employed it makes me to do hard work and led me to better life.					
12	If feel secure in studying TVET					
13r	It is better to be employed in government and non-government rather to be self employed					
III. Question refers TVET trainees' interest with types of training they preferred.						
14s.c	I like the subject I specialize because it gives me a chance to get a job					
15r	The society doesn't give attention to my field of study					

16s.c	I have confidence that my specialization makes me advantages					
17s.c	I studied my major field because of peer and family influence					
18r	Studying my major subject or field is waste of time					
19s.c	I study the subject which gives me freedom to creativity					
IV Question refers to the factors which motivate or de-motivate self-employment						
20sc	The TVET curriculum motivates me to be self-employed					
21sc	The society motivate me to be self-employed					
22sc	The working culture motivate me to be self-employed					
23r	I will be entrepreneur even though no sufficient finical support					
V. Do trainees show significant difference in the perception toward self-employment with respect to gender?						
24r	I suggest separate field of studies for male and female					
25sc	I am confident that girls/boys can join my field of study					
26r	I believe my filled of study is risky and difficult for girls/boys compare with boys/boys					
27sc	Male trainees are better than female trainees inbeing effective entrepreneur					

Part C open-ended questions

28. What do you think or feel about the support given for self-employment?

What support must be added a) _____

b) _____

29. What is your perception in general about self-employment?

30. What measures should be taken to encourage good perception?

31. What motivation should be made to encourage self-employment?

i) Curriculum _____

ii) Financial and material _____

32. Is it possible to have separate female or male training centers? Why?

33. Others _____
