

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**DEPARTMENT OF BUSINESS EDUCATION**  
**MANAGEMENT OF VOCATIONAL EDUCATION**

By  
GEZAHEGN TASISSA



**THE ATTITUDE OF TECHNICAL AND VOCATIONAL EDUCATION AND  
TRAINING TRAINEES TOWARDS SELF-EMPLOYMENT IN  
BENISHANGUL-GUMUZ REGIONAL STATE**



**JULY 2011**  
**Addis Ababa**

**THE ATTITUDE OF TECHNICAL AND VOCATIONAL EDUCATION AND  
TRAINING TRAINEES TOWARDS SELF-EMPLOYMENT IN BENISHANGUL-  
GUMUZ REGIONAL STATE**

**BY**

**GEZAHEGN TASISSA**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES  
OF ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN  
MANAGEMENT OF VOCATIONAL EDUCATION**

**JULY 2011  
ADDIS ABABA**

ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES

THE ATTITUDE OF TECHNICAL AND VOCATIONAL EDUCATION AND  
TRAINING TRAINEES TOWARDS SELF-EMPLOYMENT IN BENISHANGUL-  
GUMUZ REGIONAL STATE

APPROVAL OF BOARD OF EXAMINERS

<i>Wesley Mekonnen</i> .....	<i>[Signature]</i> .....	<i>22 July 2011</i> .....
Chairperson, Department, Graduate Studies Committee	Signature	Date
<i>Abduloq. Z. Hussie</i> .....	<i>[Signature]</i> .....	<i>22 July 2011</i> .....
Advisor	Signature	Date
<i>Wanna Leka</i> .....	<i>[Signature]</i> .....	<i>22 July 2011</i> .....
Examiner	Signature	Date

ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES

THE ATTITUDE OF TECHNICAL AND VOCATIONAL EDUCATION AND  
TRAINING TRAINEES TOWARDS SELF-EMPLOYMENT IN BENISHANGUL-  
GUMUZ REGIONAL STATE

APPROVAL OF BOARD OF EXAMINERS

Wesku Mekonnen

.....

22 July 2011

Chairperson, Department, Graduate Studies Committee

Signature

Date

Abdulaq. Z. Hussie

.....

22 July 2011

Advisor

Signature

Date

Wanna Leka

.....

22 July 2011

Examiner

Signature

Date

## *Acknowledgements*

*I am very much indebted to express my heartfelt gratitude to my advisor Dr. Abdulaziz Hussien for his enlightened, genuine and constructive comments and suggestions throughout my thesis work. Moreover, I have been gratified by my wife Genet Belay for her unreserved economic and moral support as well as furnishing of the home environment to make the study fruit full. My grateful thanks also go to all my family for their financial and moral support during the study especially for my sister AyantuTasissa. Finally my deepest thanks will be forwarded to w/t Sentayehu Mesfin for her patience in typing and editing of the manuscripts.*



## Table of contents

CONTENTS	PAGE
Acknowledgments.....	I
Table of Contents.....	II
List of Tables.....	V
Acronyms.....	VI
Abstract.....	VIII

### CHAPTER ONE

<b>RESEARCH PROBLEM AND ITS APPROACH.....</b>	<b>1</b>
1.1. Background of the study.....	1
1.2. Statement of the problem.....	3
1.3. Objectives of the study.....	4
1.4. Basic Questions of the study.....	4
1.5. Significance of the Study.....	5
1.6. Delimitation of the Study.....	5
1.7. Limitation of the Study.....	6
1.8. Organization of the Study.....	6
1.9. Operational Definitions of key Terms.....	6

### CHAPTER TWO

<b>REVIEW OF RELATED LITERATURE.....</b>	<b>7</b>
2.1 The Concept of Attitude.....	7
2.2 Objective of TVET and Self-Employment.....	9
2.3 Unemployment Problems in Developing Countries.....	12
2.4 Types of Employment.....	13
2.4.1 Wage Employment (Government/private) Formal Sector.....	13
2.4.2 Employment in the Informal Sectors.....	14

<b>CONTENTS</b>	<b>PAGE</b>
2.4.3 Self-Employment.....	15
2.5 Factors that Influence the Attitude of TVET Trainees towards Self-Employment.....	16
2.5.1 Guidance and Counseling.....	16
2.5.2 Urban infrastructures and Self-Employment.....	17
2.5.3 Relevance of TVET Courses to Self-Employment.....	19
2.5.4 Cooperative Training /On-job Training and Self-Employment.....	20
2.5.5 Institutional Facilities and Self-Employment.....	21
2.5.6 Gender Differences and Self-Employment.....	22
2.5.7 Attitudes of TVET Trainees and Fields of Study.....	25

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

3.1. Research Method.....	26
3.2. Sources of Data.....	26
3.3. Sample population and sampling procedure.....	26
3.4. Instrument of data collection.....	27
3.4.1. Questionnaire.....	27
3.4.2. Interview.....	28
3.4.3. Observation.....	28
3.4.4. Variable Designations.....	28
3.4.5. Data Analysis.....	28

## **CHAPTER FOUR**

<b>PRESENTATION AND DATA ANALYSIS.....</b>	<b>29</b>
4.1 Background Information of the Respondents.....	30
4.2 Analysis of Data Related to Factors Affecting TVET Program and Trainees Attitudes towards Self Employment.....	30
4.3 Over all Respondents Attitudes towards self – Employment.....	30
4.4 Year Level and Attitudes of TVET Trainees towards Self-Employment.....	31
4.5 Gender and attitudes of TVET Trainees towards Self-Employment.....	32

<b>CONTENTS</b>	<b>PAGE</b>
4.6 Fields of Study and Attitudes of TVET Trainees towards Self-Emplacements.....	32
4.7 Analysis of Data Related to Course Related Factors.....	33
4.7.1 Balance Between Theory and Practices as Related to the Development Trainees Attitude towards Self Employment.....	33
4.7.2 The Relevance of the TVET Course to Self Employment.....	34
4.8 Attitude of TVET Trainees on the Relation of Entrepreneurship Course to Job Creations.....	35
4.9 Guidance and Counseling Attitudes of TVET Trainees.....	36
4.10 Cooperative Training Program and Attitude of TVET Trainees.....	39
4.11 Institutional Facilities.....	39
4.12 Factors that Influences the Attitude of TVET Trainees towards Self Employment.....	39
 <b>CHAPTER FIVE</b>	
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	41
5.1 Summary.....	41
5.2 Conclusions.....	43
5.3 Recommendations.....	45
<b>REFERENCES</b> .....	47
<b>APPENDICES (A-D)</b>	

## LIST OF TABLES

TABLE	PAGE
<b>Table 1</b> Trainee Participants from the two TVET Colleges .....	28
<b>Table 2</b> Total Number of Respondents in the Colleges.....	30
<b>Table 3</b> Attitudes of TVET trainees towards Self-employment.....	31
<b>Table 4</b> Attitude of trainees in terms of TVET Levels.....	32
<b>Table 5</b> Gender Disaggregated Data on Trainees Attitude towards Self Employment.....	33
<b>Table 6</b> Attitudes of TVET Trainees and Fields of Study.....	33
<b>Table 7</b> Attitude of TVET Trainees about Course Balance.....	34
<b>Table 8</b> Relevance of the TVET Course to Self Employment and Attitude of TVET Trainees.....	35
<b>Table 9</b> Attitude of TVET Trainees on the Role of Entrepreneurship Course.....	36
<b>Table 10</b> Vocational Guidance and Counseling and Attitudes of TVET Trainees.....	38
<b>Table 11</b> Distribution of the Attitude of Respondents on the Relationship between Cooperative Training and Job Creation.....	39

## LIST OF ACRONYMS

- AU -** African Union
- CSTC -** Community Skill Training Center
- ESDP -** Educational Sector Development Program
- ETQF -** Ethiopia Training Qualification Framework
- ILO -** International Labor Organization
- JASPA -** Jobs and Skills Program of Africa
- MOE -** Ministry of Education
- NGO -** Non –Governmental Organization
- TVET -** Technical and Vocational Education and Training
- UN -** United Nations
- UNESCO -** United Nations Educational, Scientific and Cultural Organization

## **Abstract**

*The purpose of this study was to identify the attitude of TVET students towards self employment and also to explore the factors that may negatively or positively influence the attitude of the trainees towards self employment. To this end, a descriptive survey method was employed for the study. The sample for the survey was selected from the two Government TVET colleges of Benishangul-Gumuz Regional State. Questionnaires having 50 attitudinal items constructed using Likert scale and 18 supplementary items were administered to 118 trainees and 27 trainers. In addition, vocational counselors, entrepreneurship teachers and cooperative training coordinators were included in the study. The data were analyzed using frequencies, and percentage. The result of the study revealed a favorable attitude towards self employment irrespective of gender, year level and fields of study. The study also showed that the proportion of theory and practice was in the right balance and the courses were relevant to self-employment/job creation. In addition, the result of the study depicted that the hand tools in all TVET colleges were adequate enough in terms of preparing the trainees to create their own jobs. However, the machineries in some colleges as well as textbooks and relevant reference materials in all colleges were inadequate. Regarding self-employment opportunities as a function of access to market for finished products and access to credit, it was revealed that there was a high opportunity in each town. Based on this it was concluded that, the attitude of TVET trainees was positive towards self employment as a function, gender differences, year level and fields of study, self employment/job creation and the entrepreneurship course in terms of preparing the trainees to create their own job were on the right track. But it was indicated that the total time set for entrepreneurship course was less in teaching practically, vocational guidance and counseling the study showed that the relationship between the trainees and the guidance and counselor was weak and they were not professional in giving full advice. In line with the above finding, the following points were recommended. Encouraging factors like expansion of investment, housing development project and infrastructure that resulted in favorable attitude of the trainees should be further expanded. Textbooks and related reference materials should be provided for all colleges. Finally, the TVET colleges should work in collaboration with other governmental, non-governmental and private organizations.*

# CHAPTER ONE

## RESEARCH PROBLEM AND ITS APPROACH

This chapter deals with research problem and its approach. Specially, it focuses on the background of the study, statement of the problem, objectives and basic questions and significance of the study as well as delimitations and limitations of the study.

### 1.1. Background of the study

Ethiopian needs skilled manpower for rapid development and growth. It is a clear fact that the presence of properly trained and skilled manpower is one of the most important assets and a prerequisite of socio-economic development of a nation. Technical and vocational training programs are critical in the development of the sustainable manpower resource to supply the skilled workforce for the production and service section of the economy as well as for the expansion of opportunities for self-employment.

Though the introduction of vocational training dated back to more than 50 years in the Ethiopia education system, the development of the sub-sector in the past was slow and not up to the desired level owing to the less emphasis and policy support given to the vocational education.

The current education and training policy of Ethiopia gives special attention to Technical and Vocational Education and Training (TVET) by providing broad and multi-level foundation. The Ethiopian government has recognized the importance and the need for establishing a large number of TVET institutions in the effort to promote economic and technological development in the country. Presently, TVET is devoted to the training of manpower for agriculture, health and teacher education. Momentous attention is also given to industrial, commercial and other skill trainings to respond to the manpower demands of the country for its development programs.

After the adaption of the Education and Training policy in 1994, the Ministry of Education and the Regional Education Bureaus have shown their commitment to improve access to Technical Vocational Education and Training. This could be evidenced by the formal and non-formal TVET provision centers that have mushroomed during the last decade. For instance, the number of TVET institutions providing formal TVET training increased from just 17 in 1996/97 to more than 250 in 2005/06 and enrollment increased from approximately 3000 students to more than 123,557 students over the same period. However, despite these massive expansions in the

number of TVET providers and the ongoing increase in access, the MoE (2008) reports indicate that demand for places continues to exceed supply. According to the same report, formal TVET center only for 3% of the relevant age group.

On the other hand, TVET in Ethiopia has been fragmented and delivered by different providers at various qualification levels. Middle level technical training by public TVET institutions under the education sector for 10<sup>th</sup> grade completes are complemented by the employer-based in-house TVET schemes in public and private companies. Public institutions, NGOs and private schools also offer employment-oriented training to various target groups, including schools leavers, people in employment, school dropouts and marginalized groups in the labor market (MoE; 2006:7). In relation to this, the Ministry of Education has commenced reform of the TVET in 2004 with TVET proclamation that involve intensive planning and development and implementation of a TVET qualification framework (ETQF).

Currently, in Ethiopia one finds the formal TVET programs being offered in TVET colleges at Diploma Level and TVET institutions for certificate Level. Moreover, there is also the non-formal TVET offered to students who may not have fulfilled the grade 10 entry requirements. In addition to the formal and non formal provision, informal TVET skills development also occurs in informal apprenticeship and on-the-job training arrangement and employer based professional development activity (MoE, 2008)

As part of the efforts made in all corners of the country to increase access to TVET institutions, two government TVET institutions namely Assosa and Manbuk TVET colleges were opened in 2001 in Benishangul-Gumuz Regional State. These institutions were primarily launched to produce competent and motivated manpower needed in socio-economic development of the region. This obviously requires demand-driven, high quality technical and vocational education and training relevant to all sectors of the economy, at all levels and to all people in need of skills development.

The TVET institutions have to respond to the skills needs and qualification requirements in labor market. Their programs should be geared towards enhancing the competitiveness of their graduates by making them competent workforces that have positive attitude towards improving their own life and that of others through self-employment which in turn again influenced by various factors such as presence of qualified trainers, facilities and educational materials,

machineries and the like. This study was, therefore, designed to identify factors affecting TVET programs implementation and trainees attitude towards self employment in Benishangul-Gumuz Regional State.

## 1.2. Statement of the Problem

Employment opportunities help people to be personally confident and both physically and psychologically healthy. Employment opportunities increase social interactions among workers and positively influence one's sense of personal identity and self conceptions (Rojewski and Sheng, 1993:65; Middleton, 1993:19-20). It also provides a sense of confidence in people and contributes more to positive mental health (ILO, 1978:13). In contrary to this, lack of opportunity for employment has psychological effect on people especially on those trained but could not find employment. Consequently, it becomes normal for students to incline to enroll in types of trainings that enable them to get immediate employment after training and reject others that thought to have poor or no employment opportunities (Kalleberg and Witte, 1995:247). On top of this, the effectiveness of TVET depends fundamentally on the extent to which trained persons use their skills both in employing institutions and in self-employed activities. Thus, the objective of the training should be geared to enable the young people both for salary employment as well as for self-employment (Aggarwal, 1997:27; Norton, 1999:241).

In Ethiopia TVET for self-employment represents an important route in to the labor market, both in urban and rural areas. However, creating self-employment was not the practice among graduates and graduates usually consider providing job opportunity as sole responsibility of government organizations. In such a situation, TVET institutions are expected to focus their attention to change the tradition among the graduates so as to enable them try to create their own jobs. This means, self-employment requires more than being technically competent in a certain occupational field. Among other, it requires self-confidence, creativity and going away from the tradition of expecting others to hire with some amount of salary. Hence, changing the tradition and bringing about attitudinal changes towards self-employment is one key element as far as self employment is concerned. In so doing, TVET institutions should provide the necessary facilities (educational materials, machineries, etc) and services like counseling services during training and counseling about job opportunities and self -employment that could result in positive attitude towards self employment.

machineries and the like. This study was, therefore, designed to identify factors affecting TVET programs implementation and trainees attitude towards self employment in Benishangul-Gumuz Regional State.

## 1.2. Statement of the Problem

Employment opportunities help people to be personally confident and both physically and psychologically healthy. Employment opportunities increase social interactions among workers and positively influence one's sense of personal identity and self conceptions (Rojewski and Sheng, 1993:65; Middleton, 1993:19-20). It also provides a sense of confidence in people and contributes more to positive mental health (ILO, 1978:13). In contrary to this, lack of opportunity for employment has psychological effect on people especially on those trained but could not find employment. Consequently, it becomes normal for students to incline to enroll in types of trainings that enable them to get immediate employment after training and reject others that thought to have poor or no employment opportunities (Kalleberg and Witte, 1995:247). On top of this, the effectiveness of TVET depends fundamentally on the extent to which trained persons use their skills both in employing institutions and in self-employed activities. Thus, the objective of the training should be geared to enable the young people both for salary employment as well as for self-employment (Aggarwal, 1997:27; Norton, 1999:241).

In Ethiopia TVET for self-employment represents an important route in to the labor market, both in urban and rural areas. However, creating self-employment was not the practice among graduates and graduates usually consider providing job opportunity as sole responsibility of government organizations. In such a situation, TVET institutions are expected to focus their attention to change the tradition among the graduates so as to enable them try to create their own jobs. This means, self-employment requires more than being technically competent in a certain occupational field. Among other, it requires self-confidence, creativity and going away from the tradition of expecting others to hire with some amount of salary. Hence, changing the tradition and bringing about attitudinal changes towards self-employment is one key element as far as self employment is concerned. In so doing, TVET institutions should provide the necessary facilities (educational materials, machineries, etc) and services like counseling services during training and counseling about job opportunities and self -employment that could result in positive attitude towards self employment.

In relation to the issue of self-employment, there are no reports that indicate the efforts made to investigate graduates' attitude towards self-employment in Benishangul-Gumuz Regional State. Therefore, the focus of this study is investigating the attitude of TVET trainees towards self-employment.

### **1.3. Objective of the Study**

The general objectives of the study were to investigate the attitude of TVET trainees towards self-employment and factors influencing the implementation of TVET in Benishangul-Gumuz Regional State. Specifically the study was conducted to:

- identify whether or not graduates have positive attitude towards self-employment
- examine the adequacy of the inputs and machineries in terms of preparing the TVET trainees towards self-employment
- examine appropriateness of the course delivery system at present in encouraging the TVET trainees towards self-employment.
- analyze the role of vocational counselors in motivating the trainees towards self-employment.

### **1.4. Basic Question of the Study**

The study was guided by the following basic questions.

1. What is the attitude of TVET trainees towards self-employment?
2. What facilities are in place to facilitate the self-employment in TVET institutions in Benishangul-Gumuz Regional State?
3. How are vocational guidance services being provided to help TVET trainees in creating their own job in Benishangul-Gumuz Regional State?
4. How do the course delivery practices affect self-employment?

### **1.5. Significance of the study**

This study was design to investigate the attitude of TVET trainees towards self- employment and factors influencing the implementation of the TVET program in Benishangul Gumuz regional State. Hence, it may have the following significance for institutions and individuals that have keen interest in TVET programs.

- The findings of the study could help concerned bodies to take corrective measurement on the negative factors that affect the attitude of TVET trainees toward self-employment.
- The finding of the study may help the concerned government and non-government organizations to design or improve the training programs that further encourage the TVET trainees towards self-employment.
- The finding of the study may become a base for vocational counselor to help TVET trainees to encourage to wards self-employment.
- The finding of the study may give important hints as to what to do to mitigate some of the factors negatively influencing TVET program implementation.
- The suggestions forwarded may help to create conducive training situations and help the trainees to benefit from the program.
- The study may provide basis for other researchers who may have interest to further work on this area.

### **1.6. Delimitation of the Study**

This study was delimited to governmental formal TVET colleges for the reason that these colleges enrolled almost over 90% of the TVET trainees of the regional state at present. Specifically the study was confined to the two governmental TVET institutions, namely Asossa and Manbuk TVET colleges. Though there are different fields of training in TVET colleges, this study was delimited to construction technology, electricity and electronics, manufacturing technology, and automotive technology.

## 1.7. Limitations of the Study

The major challenges encountered in the course of conducting this study were shortage of adequate literature in the study area and lack of adequate time to go to places where similar issues can be found. However, the researcher made utmost effort to use different web sites, Addis Ababa University Libraries, and reports of the Ministry of Education so as to overcome the challenges.

## 1.8. Organization of the Study

This study is organized under five chapters. Chapter one is the introductory part. It deals with the background of the study, statements of the problems, significance of the study, delimitations and limitations of the study and operational definitions of key terms. Chapter two is review of related literature. Chapter three is about research design and methodology. It treats the method used, data sources, sampling population and sampling techniques, data gathering instrument, etc. The fourth chapter is about presentation and data analysis and the last chapter deals with summary, conclusion and recommendations.

## 1.9. Operational Definition of Key Terms

**Course Delivery System**-describes specific course delivery system that includes the proportion of the theory and practice ratio and in-school training or on-job/apprenticeship training which was set by Ministry of Education.

**TVET System** –describes the system elements at policy, administrative, and operational level.

**Informal TVET**-includes all kinds of training that is not structured and not following a formal curriculum or syllabus.

**Informal sector:** small scale activities with or without hired workers.

**Self-employment:** in this paper self-employment indicates creating one's own job than expecting for employment from government or private organizations.

**Attitude:** competence that describes the appropriate way of behaving of the TVET trainees towards self-employment/job creation.

**Vocational counselor:** is a person who is assigned in a TVET college to help the trainees in making their choices and understand self-direction in TVET system.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This part of the study deals with the review of the related literature. It consists of definitions and nature of attitude, objective of TVET and employment, problems of unemployment in developing countries and factors that influence the attitude of TVET students towards self-employment.

#### 2.1 The Concept of Attitude

Different writers defined attitude in different ways. For example, Edward and Jung defined attitude from psychological point of view as "a hypothetical construct that represents an individuals like or dislike, negative or positive, desirable or undesirable" (Edward, 1957:6; Jung, 1966:16). Attitudes are positive, negative or neutral views of an attitude objective. Hovland (1978:126) defined it as "a predisposition to respond in a particular way toward a specified class of objects," In this regard Papalia and Sally (1985:36) also defined attitude as "a learned predisposition to respond positively or negatively to a certain object, situation or person" Similarly, Myers and McCaulley (1985:206) explained attitude as "a way of responding by the individual or group involving a tendency to favor or reject ideas, issues, social institutions or any other attitude object."

According to Aiken (1988:27), attitude may also be seen as form or appearance that an individual assumes to gain or achieve an egotistic preference, whether it is acceptance, manifestation of power or other self- cantered needs. Generally, the definition that attitude is an acquired inclination to react to an attitude object favorably or unfavorably is shared by Edward, 1957, Jung (1966), Hovland (1978), Myers and McCaulley (1985), Papalia and Sally (1985) and Aiken (1988). From this point of view, the attitude of TVET students towards self-employment is understood as the trainees response involving an acceptance or rejection, like or dislike and favorable or unfavorable of the program.

However, in the tradition of the conceptualization of attitude, there have been two computing models of attitudes as the one-dimensional and three dimensional component models of attitude. Thus, some consider attitude as one-dimensional entity and defined it as the individuals feeling (like-dislike) toward an object (Bem, 1970:83). On the other hand, Fishbein and Ajzen (1975:240) view attitude as three dimensional referring to the individuals' knowledge and behavior toward an object. Hovland (1978:127), similarly, explained that attitudes develop on the ABC model (Affective, Behavioral change and cognition). The affective response is a physiological response that expresses an individual's preference for an entity. The behavioral intention is a verbal indication of the intention of an individual. The cognitive response according to him was a cognitive evaluation of the entity to form an attitude.

Anderson (1983:63) explained that attitudes are part of the brains associative networks, the spider like structures residing in long term memory that consists off affective and cognitive nodes linked through associative path ways. These nodes contain affective, cognitive, and behavioral components. Lippa (1990:228) suggested that the inter-structural composition on an associative network can be altered by the activation of a single node. Thus, by activating an affective or emotion node, attitude change may be possible.

The new approach however by integrating the two models view attitudes as an evaluation. As reviewed by Baron, Graziano (1991:96) and Payne (1992:342), have explicitly conceptualized attitude as an evaluative judgment of a particular object forming a continuum that ranges in evaluative clarity. That is, the categorization of the object along an evaluative dimensions. Similarly, Eagly and Chaiken (1995:97), by summarizing the view of many modern authors that attitude is an evaluation, defined it as "a learned evaluative response directed at specific object."

Moreover, attitude influences behavior; hence, they mediate behavioral intensions for instance since attitude is motivational, in an educational context, the attitude of learners influences how they process of learning. Attitude is learned unlike personality, attitudes are expected to change as a function of experience. Jung (1971:43) argued that hereditary variables may affect attitudes, but believes that may do so indirectly. For example, if one inherits the disposition to become an extrovert, this may affect ones attitude to certain object or item. Attitude can be changed through persuasion. In Hovland's view, we may understand attitude change as a response to communication. Emotion is a common component in persuasion, social influence and attitude

changes. Much of attitude research emphasized the importance of affective or emotion components (Breckler and Wiggins, 1992:409). They explained attitude as “mental and neural representation, organized through experience, exerting a directive or dynamic influence on behavior”.

Generally attitude, as an evaluative judgment of labeling objects, and related aspects, as desirable-undesirable, good-bad, correct-in correct, favorable-unfavorable etc. It is an appraisal of the object positively or negatively an assessment with regard to the absence or presence of some features, characteristics, values or qualities in the object of attitude. Therefore, in order to fit the recent conception of attitude to the present study, the attitude of TVET students towards self-employment in operational as the trainees evaluation of self-employment in decreasing unemployment problem in a country, vocational courses, in relation to the preparation towards self-employment, relevance of the courses, appropriateness of the course delivery system (theory-practical ratio, on job training/ apprenticeship, in school training etc.) and the adequateness of the materials and machineries for training (raw materials, land tools, equipment's, machines and etc.) in their institutions in preparing them towards self-employment.

## 2.2 Objective of TVET and Self-Employment

According to the 1997 UNESCO international standard classification of education definition, TVET is education and training to acquire the practical skills, knowhow and understanding necessary for employment in a particular occupation, trade or group of occupations or trades (UNESCO, 1997:130-131, Atchoarena and Andre 2002:38). The conceptual definition of TVET cuts across educational levels (post-primary, secondary, and even tertiary) sectors (formal or school-based, non-formal or enterprise based or in the form of traditional apprenticeship, The controversy surrounding technical, vocational education and training (TVET), results in part from a tendency among policy makers and analysts to reach for generalizations with no limitations and expectations about highly disparate set of training institutions and programs (Middleton, 1993:28-30). Worldwide, terminology is a significant problems in the field of technical and vocational education (VET), technical and vocational education and training (TVET), vocational education (VE), are used to mean the same meaning in different countries in concepts and definitions (Atchoarena and Delluc, 2002:38).

For the purpose of this study, however, our definition will be that technical and vocational education and training is designed to train and educate students in specific traditional and modern fields of vocational and technical skills for students who have completed grade 10 and show sufficient desire and inclination to be trained in the fields of their choice (MOE, 2002:97).

TVET systems in the world as well as in Africa differ from country to country and are delivered at different levels in different types of institutions, including technical and vocational schools (both public and private), polytechnics, enterprises, and apprenticeship training (UNESCO, 1997:130-131, AU, 2007:21-25). In West Africa in particular, traditional apprenticeship offers the largest opportunity for the acquisition of wage employable skills as well as self-employment in the informal sector. In Ghana, for example, the informal sector accounts for more than 90% of all skills training in the country (Ghana statistical service, 2000:36).

In all of sub-Saharan Africa, including Ethiopia formal TVET programs are school based. In some countries, students enter the vocational education track at the end of primary school corresponding to 6-8 years of education as in countries like Burkina and Kenya, or at the end of lower or junior secondary schools which corresponds to 9-12 years of what is called basic education in countries like Ghana, Nigeria Mali and Swaziland (Johanson and Admas, 2004:240). In Ethiopia students enter TVET after their general secondary education (grade 10) in the formal TVET form and also can enter after grade four or eight in the informal TVET system (TGE, 1994:16-17).

The duration of school based technical and vocational education is between three to six years depending on the country (AU, 2007:20-25). Some countries like Ghana, Senegal, and Swaziland in an attempt to expose young people to pre-employment skills have incorporated basic vocational skills into the lower or junior secondary school curriculum (Johanson and Admas 2004:240). However, technical and vocational education for employment is unlikely to be effective when delivered concurrently with general education in junior secondary school. This is because employment oriented training requires inputs in human (qualified instructors) and material resources that are not available or too expensive to provide in all junior secondary schools or even in a cluster of secondary schools.

The primary objective of all technical and vocational education and training program is the acquisition of relevant knowledge, practical skills and attitude for gainful employment in a particular trade or occupational area including self-employment (AU, 2007:23). The need to link training to employment (either self or paid employment) is at the base of all best practices and strategies observed worldwide.

According to Wanna (1998:55-60).in any well planned and organized national system of education, vocational and technical education at secondary school level will have one major objective to become terminal and prepare a student for the world of work. The training and education plays great role in increase growth and competitiveness in improving the employability of the people (UN, 1999:67). Employability has become an important issue because of changes in labor market trends and growing risk of exclusion for those without appropriate skills, increasing employability requires the continues up dating and development of skills and the acquisition of a wider range of competences.

The acquisition of the core skills are considered essential for improving one's chances in labor market (UNESCO, 1996:135). A successful transition from school to work drives from the provision of solid, high quality educational foundation, the development of sound analytical, cognitive and behavioral skills, the ability to communicate ideas and work cooperatively, and the availability of adequate training closely linked to specific enterprise activities. Similarly, Aggarwal (1997:27) and ILO (1997:80) contended that education does not provide jobs but vocational education and training makes it more conducive and timely for an individual to secure a job or to be a master of his own either by establishing a new business or a service which may satisfy a felt or of the community.

In general, as indicated in the New Educational and Training Policy of 1994, the objective of TVET is to develop skilled middle level manpower that creates their own jobs instead of job seeking. On the other land, According to Atchoarena (1994:39), TVET has been regarded as a tool for economic recovery and development are to a large extent depend up on the availability of trained labor force.

As an important part of education for the world of work, technical and vocational education (TVET) has been identified by UNESCO member states as a priority area in promoting the employment problems of the developing countries within UNESCO's range of program activities (UNESCO, 2005:97). This is to be expected since there is overwhelming evidence to demonstrate that TVET can play an essential role in promoting sustainable human development and economic growth, with clear benefits for individuals, their families, local communities and societies in general through job creation/self-employment.

### **2.3 Unemployment problem in developing countries**

In developing countries the problem of unemployment and poverty remain severe (Turnham and Denzhan 1990:169, Oberaia 1990:126). The majority of the labor forces in most countries remains trapped in low productivity employment that offers little relief from poverty.

Unemployment is not a natural disaster like a hurricane or an earth quack something that happens to us out the blue, that society then deals with badly or well, as the case may be rather, unemployment is a social phenomenon. Millions of people out of work means, quite simply, that the country have failed to organize the society in such a way that full employment is secured (john, 1994:104)

The formal definition of unemployment, according to World Bank (1995:36) and ILO (1996:83-103), is the situation of an individual who, currently without employment, is seeking active employment for some period of time mutually agreeable to the employment and the employer.

Creating and protecting employment is a key means of not only eradicating poverty but also of a building a just, prosperous and stable society. The growth of employment has become the highest priority for national and international economic and society policy (ILO, 1996:90, UN, 1997:67). Growth of employment will contribute more in increasing personal and national economic security, to reduce waste, increasing efficiency, improving equity; and to strengthening social integration than any other economic or social achievement.

Therefore, to reduce the problem of unemployment many African countries including Ethiopia gave their attention to the technical and vocational education which is assumed to alleviate the problems by preparing in the wage employment as well as self-employment (ILO, 1993:38)

## 2.4 Types of Employment

All economies provide a wide range of training activities that can serve different sectors of employment or markets for diverse skills (Middleton, 1993:28-30). These provisions, in most cases, adapt duality due to the different labor needs of the two different labor markets in the economy the modern and the informal or traditional sectors. For these reasons, the education and training of the job seekers have influence on the types of employment that are open to them.

Individuals could be trained in various way to acquire different kinds of skills, vocational and technical education and training, in this respect, provides different specific that a trainee is expected to use on the job (John, 1994:104).

The extent to which the acquired skills are used effectively, however, depends to a large extent on the characteristics of different types of employment in a given economy. These are wage employment in the modern sector and self-employment or employment in the informal sector (Meckenna, 1995:209).

### 2.4.1 Wage Employment (Government/Private) Formal Sectors

Wage-employment notably indicates employment in public (Government) or private enterprise (Middleton, 1993:30). It may be permanent or temporarily. According to (Meckenna, 1995:209), the distinction between the modern and informal sectors of the economy seems confusing at the margin. Nevertheless, the modern sector is generally considered to be a composition of public and private enterprises that are subjected to establish labor and industrial regulation such enterprises are found in agriculture, industry, commerce and services in both urban and rural areas. However, the informal sector comprises all economic activities in urban areas except those that are illegal.

In developing countries including Ethiopia, the formal employment sector accounts for a relatively small proportion of total employment and often shows little growth potentials (ILO/JASPA, 1986:41-42). As a result, in many African economies, the majority of the labor force is heavily involved in the informal sector, and self-employment. It is in this informal and not in the modern public and private sector that ever growing potential labor forces might be expected to be observed in to productive employment (Ziderman, 2003:69).

## 2.4.2 Employment in the Informal Sectors

According to the 14<sup>th</sup> international conference of labor statisticians informal sector is defined as “Small-Scale, self-employed activities, with or without hired workers, typically operating with a low level of organization and technology, with the primary objective of generating employment and incomes for their participants to the extent these activities are carried out without formal approval from the authorities and escape the administrative machinery responsible for enforcing tax and minimum wage legislation and other similar instruments concerning fiscal matters and conditions of work, they are concealed” (ILO, 1972:6).

The limited capacity of the formal sector to absorb the expanding urban labor force has already been noted and the fact that a large proportion of the increase will need to be accommodated within the urban informal sector, including small scale manufacturing repair, service transport and trading activities (ILO/JASPA, 1986:43, Tokman and Wurgaft, 1987:122).

The modern private sector which accounts for a substantial share of urban employment is believed to be rising rapidly because of increasing capital intensity, employment increases are less than proportionate to increases in output (ILO, 1996:102). This is sometimes referred to as “Job-less growth”. The incapacity of the urban “formal” sector to create employment has shifted the burden of employment generation to the urban “informal” sector consisting of a multitude of micro enterprises mostly owned and operated by single individuals with little capital and skills.

The study of ILO (1996) shows that about 60 percent of all new jobs created in Africa were provided by the informal sector, in the 1990s, while in Latin America and the Caribbean, from 1990 to 1993, 83 percent of the new jobs created were in the informal sector (ILO, 1996:102). Generally, one can simply conclude that the expansion of the informal sector in one country encourages skilled people to create their own business or to be self-employed.

### 2.4.3 Self-Employment

Self-employment plays an important role in developing and contributing to the economy of a country (Seravanave, 1987:240). Middleton (1993:30) eradicated that the growth of self-employment is one of the most pronounced changes in labor markets through the world. ILO (1996) also showed that the promotion of self-employment should be crucial components of anti-poverty programs in the developing countries. However, the emergence of self-employment in all developing countries is usually even (Mishra, 1990-219).

The lack of modern sector employment opportunities has obliged individuals in many countries to resort to the benefits of the formal sector to make a living. This has led, consequently, to the rapid growth of the sector and accounts for a significant percent of urban employment opportunities. Atchoarena (1994:39) and Ziderman (2003:69) asserted that in an economic climate where the labor force has grown significantly and where there are greatly reduced opportunities for wage employment, great emphasis has been placed on the potential contribution to the economy by the self-employment and informal sector.

Bose et al, (1983:146-148), on the study about possible degrees of reducing the unemployment problem in West Bengal state, about 49.1 percent of the respondents of vocational education indicated the effectiveness of self-employment/job creation as the possible method of one country to reduce the unemployment problem. However self-employment flourishes on the bedrock of creativity, decision making ability, initiative, motivation and on a number of other desirable attributes (LeCompe, 1993:63).

Seravanave (1987:240) claims that any particular number of times an economy has a certain maximum potential rate of growth. This depends on the entrepreneurs and self-employment opportunities available at disposal, their capability of using technology, the amount that they are prepared to invest, etc. according to the ILO (1993:37) recommendation the global economy in developing countries is in a transitional state and it requires more attention on its various facts particularly on job creation and entrepreneurship.

## 2.5 Factors that Influence the Attitude of TVET Trainees towards Self-Employment

In most countries TVET has become a very important aspect of human resource development. Shyam (1986:47), Atchoarena (1994:39) indicated that TVET has a number of functions prepares for citizenship, character training, development of scholastic aptitudes and certification for entry in the work force. (ILO, 1996:89), on the other hand argued that TVET education facilitate graduates transition from school to work and provide citizens basic training which prepares them for employment (wage-employment or self-employment), enhance the living standard of individual and promotion of professional skills so as to improve status.

However, the success of such strategy is by and large depend on the existence of employment opportunities or the opportunities of job-creation of the TVET graduates and the ability of TVET institution to discover and provide appropriate skills in order to prepare the trainees for self-employment /job creation .In this regard, TVET system in most Africa countries including Ethiopia has contributed little to solve the preventing employment problem (ILO, 1993:37).

Technical and vocational education and training prepares students not only for employment in industry and business but also for self-employment ,especially when a great closures of manufacturing plants, self-employment(job creation) could be a strategy to cope with such a crisis. The entrepreneur attitudes need to be properly managed and factors that affect the attitude of the students should be identified.

### 2.5.1 Guidance and Counseling

According to Anderson, (1969:67) guidance and counseling is the process of helping student understand accepts and use of abilities, attitudes, interests and others traits .on the other hand guidance and counseling is "a systematic and professional process of aiding individuals in making their choices, and adjustment in understanding effective self direction and in meting problem of personal living related to education. "from these definition one can simply understood that guidance is not imposition of one person's point of view upon other persons; it is not making decision for an individual, which he/she should make for him/herself. It is not caring the burden of another life, rather guidance is assistance made available by qualified persons.

Guidance is the systematic, professional process of helping the individual through education and interpretive procedures to gain a better understanding of his /her own characteristics and

potentialities and to relate him/her more satisfactorily to special requirements and opportunities in accord with social moral value. (UNESCO, 1974:20-28) It is the assistance with the school gives the pupil to aid in fulfilling his potential, negotiating the fact of development and solving his/her special program.

Vocational counselors are the focal point in organizing and facilitating apprenticeships and preparing the TVET graduates towards self-employment. (MoE, 2006:36)

According to the ILO (1986:41-42) document: ...counseling activity is closely linked with employment in TVET, in practical through public employment service and self-employment. The main objective of this program should be (a) provide young people not yet in the labor force with the basis for choosing a line of education for vocational training in the light of their aptitudes, abilities and interests and of employment opportunities;(b) assist people entering the labor force to choose an occupation and to plan related education and vocational training.

### **2.5.2 Urban Infrastructures and Self-Employment**

The expansion of investment and infrastructures in urban without doubt increase the employment opportunities of the youth especially those with skill of vocational education and can serve as one of the primary engines of growth in all economics .However, its effectiveness rests on strong complementariness, with other elements in the growth process most notably technological progress, skills acquisition and development of innovative capability (UN, 1999:168). The case study of ILO on six towns of Africans countries indicated that the potential for using urban infrastructures such as construction programs for direct and indirect creation of productive employment for the urban labor forces (ILO/JASPA, 1986:42).

When demand management policies, relying up on the use of broad base fiscal and monetary instrument were show to carry an acceptable high inflationary risk, government began to use polices with a more selective impact that could be directed towards high unemployment sector, regions and groups (Shy am and Nigam, 1986:216). These polices have ranged from those with indirect employment creating effects such as investments initiatives and directed increases in public purchases to polices that are directly employment creating such as expanding public services employment ,employment scheme and directed wage subsidization for net employment creation ). Investment policies are the most powerful tool at the disposal of municipal authorities for job creation of self-employment (ILO, 1996:88).

Housing investment gives rise to investment in other sectors because the construction sector is a significant purchaser of goods and services from other sectors. Researches show that back ward linkages in the construction sector are greater than in most other sectors. In Mexico for example, the ratio of direct to indirect employment in construction sector was 10:7, in the case of Kenya, housing construction creates large amount of direct and indirect employment (currently about 12,000 new jobs were created) (ILO,1996:88).

Investment in basic infrastructure can provide cities with competitive edge required to attract new industries on the global market place. Infrastructure provides employment opportunities during its construction and maintenance (ILO, 1996:95). The link between investment and those other determinants of growth however is not an automatic process. It requires among other things a favorable macro policy environment and specific policies (National and regional) and institutions aimed at encouraging savings and attracting and directing investment to skills formation, technological change, competitiveness and economic growth (UN, 1999:67).

The Ethiopian economy has undergone two rounds of reform which have yielded visible results in a transition formation from state driven system to a mixed public private economy, and in establishing a foundation for private sector led growth (World Bank, 2007:46).

The Ministry of works and urban Development has prepared an urban strategy which has four pillars(a) support for small and micro-enterprises and job creation; (b) integrated housing development through the construction of 100,000 units per annum), (c) improving access to land, infrastructure and services and (d) promoting urban—urban and urban linkage through a small towns development programs. These pillars highly support the job creation/self-employment for the people with vocational skills well as the other (World Bank, 2007:46).

The study of ILO(1996) indicated that in Cote d' Ivories, Senegal and Burkina Faso about 31%, 43% and 63% respectively of the total public investment budget went into the building and public works sector. It also indicated that there was considerable untapped potential for undertaking many types of infrastructure with more wage employment and self-employment. In the case of Senegal for example the study indicated that the increase to the labor component in public works investment forms 10 percent to 25 percent would result in creation of approximately 100,000 new jobs (ILO, 1996:13). The national labor force surveys study showed

that the urban unemployment rate was decreased by 1.3% between 1999 and 2005 in Ethiopia. This is due to the most employment that has been created in self-employment in the informal sector as well as the expansion of investment in cities (World Bank, 2007:46). The most important route to reducing unemployment lies in increasing productivity and growth. According to the world Bank (2007) much better record on job creation in the private sector is central to reduce the unemployment problems and improved labor market outcomes in Ethiopia.

### **2.5.3 Relevance of TVET Courses to Self-Employment**

Employment and self-employment of TVET program usually give a great deal of emphasis to a relevance of vocational courses and delivery system to the labor market and sensitivity to the regularly changing nature of it (Middleton, 1993:31). In this regard TVET programs relevance can be judged in terms of content as well as training objective and the degree it gears towards the socio-economic needs of the country. It encompasses all aspects of appropriateness, purposefulness, sustainability and realism of training in achieving predetermined goals of a given program.

We have already noted that the objective of the technical and vocational education and training is to develop the middle level man power that creates its own job than job seeking and meant to lead to production in industry, trade and commerce. It is necessary to add here that a feature common to all forms of vocational education courses are the essentially practical and applied character of instruction and system of that courses offered.

Vocational education courses and their relevance to self-employment have been criticized by different people on number of points. First and foremost, its critics contained that it is narrow and shallow in scope (Atchoarena, 1994:25). It consequently prepares young people for only a few possible jobs and prevents them from acquiring increased competence and understanding of job creation or self-employment (Middleton, 1993:36).

However, the above critics of vocational education courses holds the view that real preparation for self-employment takes place through the socialization function of traits for different occupational groups, and then goes ahead to select them. For people destined for lower level occupation, emphasis is placed on punctuality, compliance's concentration and the ability to work with others.

Improving education for the world of work can help increased the real incomes of workers in both the formal and informal sectors including self-employment .It also provides citizens with more choices in their working lives, help alleviate poverty ,and empowers individuals who would otherwise be marginalized.

#### **2.5.4 Cooperative Training/On-Job Training and Self-Employment**

Apprenticeship programs have long been a basic method of obtaining occupational competence. Apprenticeship involves a formal agreement covering a definite period of time which binds the employer to provide training in return for the work of apprentice (Grant, 1964:541). According to Middleton (1993:46) apprenticeship /on job training refers to a formal training programs in industry through which the inexperienced worker gains that know from an experienced workers. Apprenticeship training is a particular mechanism of cooperation between enterprises and TVET institutions in delivery of practical training. Apprenticeship programs aimed at achieving quality of training and exposing trainee's to the real work (UNESCO, 1996:136).

Since the ultimate objective of TVET is employability and employment promotion including self-employment, it is necessary to link training to the needs of labor market through apprenticeship with enterprises. Through apprenticeship one can do the promotion work of the TVET students to the enterprises and employee and the student can get the chance to be employed in campaigns or enterprises or encouraged towards self-employment (UN, 1999:139).

A Good example for the on-job training is the dual system of vocational training in Germany ,This system allows for learning to take pace in vocational institutions and in production facilities Or in the service industry concurrently (Husen, 1994:265-269).It differ little bit from the apprenticeship training which is practicing in Ethiopia .In the dual system the trainee receive training in a company three or four days per week and as a part time in vocational school one or two days per week .But in the case of the apprenticeship in Ethiopia TVET it offered for 312 hours per year and the offering time is at the end of the academic year or during the summer break for two months (MOE,2003:49).The apprenticeship practice in Ethiopia is somewhat ineffective in enabling TVET graduates enter to wage employment as well as encouraging the students towards self-employment compared to the dual system of Germany ,This is because the total hours given to the on job training is very less when compared to the total training per year

and also the times of offering is not appropriate because during the summer time most of the enterprises close inventory and also it may be closed .

It is now accepted generally that TVET programs to be good quality and relevant they must reflect the state of the world of work. To do so, It is advisable that they cooperate with the existing enterprises which have the latest technologies process that most TVET graduates will aspire to work with.

### **2.5.5 Institutional Facilities and Self-Employment**

Training for high quality skills require appropriate equipment, tools, adequate supply of training materials and practice by the learners (Middleton, 1993:210-215). World Bank on the other hand confirmed that inadequate supply of equipment; very poor basic equipment lack of laboratories and materials will make effective teaching impossible (World Bank, 1993, 130-140). Other requirements include relevant text books and training manuals and qualified instructors with experience in enterprises . Well equipped workshops in TVET are very important in preparing the training towards self-employment.

The question of institutional facilities are an important issues in TVET programs ,often access to jobs that training provides on the nature and quality of training and job performance of graduates depends on the right kinds of skills acquired (Getachew,2005:27).

Meeting the entire costs of functional workshops and providing up to date teaching materials is one of the relevant measures to maintain quality of training. Vocational and technical courses usually have high development and recurrent cost (Middleton,1993:210-215.) the more highly advanced the technology taught ,the more expensive the needed equipment and material will usually be the extremely high cost of facilities makes it difficult to easily secure the latest technology (World Bank, 1993:130-140).

On the other hand, Norton (1999:240) contained that government decisions about TVET are often stated in terms of quantity rather than quality. Simple replacing program or changing size will have considered able impact on the breadth depth of services (quality) provision. In an environment where there is more focal constituency for the quality of places than quantity, it is often troublesome for institutions to enhance the quality of the program.

Taking in to account the above discussion in order to provide quality education for TVET student that prepares for wage employment as well as job creation the Ethiopia TVET strategy stipulated detailed standards regarding establishment and training equipment's enumerated as TVET institutions will have suitable library and workshop, class room or average accommodate 25 trainees for each specialization room for storing training and row materials with the regard to training materials the strategy stipulates that three will be sufficient hand tools ,machines and different equipment and mater in conformity with the number of trainee in each fields ,basic and essential measurement equipment's and raw material for training appropriate teaching aids and others which are essential for training in each institution (MoE,2003:49-51).

In Sum, TVET require the allocation of adequate and quality resources in addition to the provision and utilization of tools, workshop and facilities for the intended purposes.

Occupational training and education will also need sufficient resources to be able to cope with changes that will affect the expansion in the demand for jobs and the attitude of TVET students to words self-employment or job creation.

### **2.5.6 Gender Differences and Self-Employment**

Historical attitudes to words the rule of women in society, along with stereotypical assumptions regarding women aspiration, preference, capabilities and suitability for certain jobs have contributed to occupational sex segregation in labor market (Richard, 1997:371-375 and David 2000:471-506). As a result certain jobs are held predominantly or exclusively by man and other by women's. These views and attitudes also tend to result in the under evaluation of "female jobs" in comparison with those of men who are performing different work and using different work and using different skills (ILO, 2007: 35). Women have traditionally found employment in the clerical, sales light manufacturing and services occupations (Venn, 1964; 5). Many of the jobs in the service fields are too low level for the better educated.

Between 1970 and 1985, the size of female employment in the modern sector increased from less than one million to almost 4million corresponding to annual growth rate of 10 percent during the period. The share of women in the informal sector rose from 29 percent to 35 percent during the same period (ILO, 1996:89). According to the ILO data of 2007, from 1995-2004 the women participation in the labor force in paid employment is increasing in almost all regions of the world. Formalself-employment participate rates continued to rise significantly (ILO, 2007:35).

Gender inequality in self-employment occurred because of segregated school, gender stereotypes and unequal access to training which allowed or the development of different wage rates for different jobs, lower payment for women and inequality in job promotion.

The low share of women in the work force was not reflection of lack of interest or ability but rather of massive resistance by male colleagues (ILO, 2007:36). Women were exposed to harassment. In training in training and at work and hazards were sometimes used deliberately to frighten them. For example women did not have equal access to informal hiving networks: they were often hived as low wage apprentices rather than at the full journey men rate; and they were less likely to be brought in the social security network (Richard, 1997:374 and David, 2000:489). Some of these problems relating to gender equality in industry might be solved if there was a critical mass of women in the employment and if women workers on job sites come to be seen as normal and necessary.

Women's self-employment is one of the avenues to improve women's employability as defined by the Beijing plat form for action (UNECE,2004:82) in Geneva .It was indicated on this international meeting that the share of women's entrepreneurship increased in many counties of western Europe and as well as across the 55 country UNECE region. For example, in Canada, the number of women entrepreneurs increased 20percent between 1981 and 2001, compared with a 38% increases for men, in the United Kingdom 6.5 percent of all working age women in employment are self-employed.

The type of education and training that significant proportion women who enter the job market have received is often inadequate, unsuitable or unadoptable to the structural changes in employment opportunities (ILO/JASPA, 1990: 22). The major problems here are the tendency to push or encourage women to pursue what are considered traditionally female occupations, whether or not new job opportunities are emerging.

According to the structure of employment of World Bank (2007:46) in Ethiopia the women are more likely than men to be self-employed (44.1percent) female and (40.2percent) were male .on the other hand the study shows that men are more likely than women to work for the government and private organization . 21.2 percent male and 13.3 percent female like to work in government organization while 19.4 percent male and 11.4 percent female like to work in private organizations.

Women are often denied certain types of jobs for reasons that are based on culture and perceptions of social property .for example; they are underrepresented as subordinate staff and clerks, not because of lack of qualifications but more because these categories include jobs as guards and messengers which have been types considered as male occupations (ILO/JASPA, 1990).

Women's employment in industries and civil service is also lower than men (WAO, 2005); Ethiopian Women operate about 65% of micro enterprises and 26% of small scale manufacturing enterprises (ILO, 2002) .in the urban setting, it was indicated that women do not benefit from existing programs because of the impact of traditional attitudes and lack of awareness on business activities, lack of customers' confidence and lack of innovation, lack of business management skill, limited access to information and to media because of heavy work load (World Bank, 2007:46).

### 2.5.7 Attitudes of TVET Trainees and Fields of Study

According to Richard (1997:375) and Abdelkarim (1997:675), factors that can influence people's choice of training and their decisions to join a given field of study including personal factors, such as the social background of the person and the importance given to training versus direct employment and indirect employment or self-employment. The study of ILO(2001:97) showed that the number of employed in industrial technology in developed country increased nearly by 15 percent between 1995 and 2000. This resulted in more than 300 new job openings during a five year, while, the rapid growth in unlikely to increase in self-employment in this section.

Bregger (1996:3-9) indicated that throughout the world self-employment is much more common in construction than in industrial fields. four out of every ten construction workers are self-employed, double the average for all industries in the developed countries. This means that it is relatively easy for an individual who has know-how and the equipment required to do construction project to start up his or her own job. construction firm tend to be somewhat smaller than firm in other industries. This is partly a reflection of the relatively high incidence of self-employment in the construction sector. construction sector offers more opportunities than most other industries for individuals who want to even and run their own business.

According to World Bank (2007:47), the 1.9 million self-employed are unpaid family workers in England in 2006 performed work directly for property owners or acted as contractors on small jobs, such as additions, remodeling, and maintenance projects. The rate of self-employment varies greatly by individual occupation in the construction trades, particularly dependent on the cost of equipment or structure of the work.

The various constructions made to the theory and practices by different researchers indicate that job-creation would give much dividend for self-employment (Bhatia and Batra, 2003:86)

The structure of employment of 2007 in Ethiopia showed that, the self-employment is the main source of employment. About 42 percent of workers were self-employed, With government employees a distant second (18percent) followed closely by employment in private organization (16 percent). This increase in self-employment resulted with 13 percent decrease of unemployment in Ethiopia between the year 1999 to 2005(World Bank, 2007:73)

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

This part of the study presents the description of the methodology, sources of data, sample population and sampling procedures, data gathering instrument, and method of data analysis.

#### **3.1 Research Method**

To realize the objective of the study, description survey method was employed in this study. This enabled the researcher to describe the existing situation as it was and to gather data from relatively large number of participants. As noted by Best and Kahn (2003:232), this method is particularly important to deal with and interpret conditions or relationship that exists, opinion that are held, processes that are going on, effects that are evident or trends that are developing. Therefore, the method was predominantly important for this study since it was intended to make detailed description and analysis of the attitude of TVET trainees and factors that may influence the attitude of TVET trainees towards self-employment.

#### **3.2 Sources of Data**

The sources of data for this study were TVET trainees, TVET major area trainers, entrepreneurship course instructors, vocational guidance and councilors, apprenticeship program coordinator selected from Asossa and Manbuk TVET Colleges of Benishangul-Gumuz Regional State.

#### **3.3 Sample Population and Sampling Procedure**

In Benishangul-Gumuz there are two government TVET Colleges which offer training in eight occupations or fields of study. From these, four training areas were selected using random sampling technique. The selected areas were construction technology, electricity & electronics, manufacturing technology and automotive technology. All the four training areas were offered in both TVET colleges. Following the selection of fields of training, the researcher obtained from the documents that there were 197 trainees attending the four areas in the two TVET colleges. Proportionally, 60% of the trainees were selected using random sampling technique. In order to do this, participants lists were obtained and numbered consecutively for each of the field of study in the two TVET colleges. Then by using systematic random sampling, using the formula ( $k=N/n$ ) the interval was fixed. The first number (1-10) was chosen by lottery method and  $K^{\text{th}}$

number was selected up to the final required number. Finally, from the two TVET colleges, 118 (60%) trainees were selected from the total of 197 trainees. In addition to this, 27 major area teachers were included in the study using simple random sampling technique. Similarly, entrepreneurship teachers, vocational guidance and counselors, and apprenticeship coordinators were include in the study using availability sampling technique. The following table summarizes the number of participants selected from two TVET colleges.

Table 1: Trainee Participants from the two TVET colleges

College	Population	Sample Population		
		Male	Female	Total
Assosa TVET College Trainees	105	48	21	69
Manbuk College Trainees	92	34	15	49
<b>Total</b>	<b>197</b>	<b>82</b>	<b>36</b>	<b>118</b>
Major area trainers	27	25	2	27
Apprenticeship coordinators	-	-	-	-
vocational guidance and counselors	2	2	-	2
entrepreneurship teachers	4	4	-	4
<b>Grand Total</b>	<b>33</b>	<b>31</b>	<b>2</b>	<b>33</b>

*N.B. population of TVET trainees indicates only those trainees enrolled in the four randomly selected areas of training.*

### 3.4 Instruments of Data Collection

Three types of instruments were used to collect data from different respondents. These were questionnaires, interview and observation of workshops.

#### 3.4.1 Questionnaire

Questionnaires were used to collect data from trainees and trainers. That is, two sets of questionnaire were prepared for the two groups. The questionnaires were set in such a way to enable respondents to use Likert scale to rate the given items and also supply their own responses for other direct supplementary questions. These helped the student researcher to secure data on trainees' attitude and to obtain information about conditions, practices and problems from the relatively large sample of TVET trainees.

### **3.4.2 Interview**

In addition to the data obtain through questionnaire, face to face unstructured interview was also conducted with entrepreneurship teachers, vocational guidance and counselor and apprenticeship coordinators, the researcher used paper and pencil for the recording of the interview. Before starting the interview, the objective of the interview and all necessary ethical considerations were explained to the interviewees for confidentiality.

### **3.4.3 Observation**

In the teaching-learning process of technical and vocational education, the conditions of workshop and the availability of equipments, machineries, hand tools and raw materials are basic, especially in preparing the TVET students to create their own job instead of seeking for job. To have clear idea about the situation, the researcher used observation checklist to conduct observation of workshop in the two TVET colleges.

### **3.4.4 Variable Designations**

In this study, the dependent variable is the general attitude of the technical and vocational educational and trainings student towards self employment. The independent variables are gender, year level, field of studies, course related factors course balance of theory and practices, entrepreneurship course), guidance and counseling apprenticeship program adequateness of teaching materials.

### **3.4.5 Data Analysis**

The quantitative data collected through different instruments were first organized and tabulated for analysis. Following this, analysis was undertaken using frequencies and percentages. Data obtained from open-ended questions and interviews were narrated along with the description of quantitative data.

## CHAPTER FOUR

### PRESENTATION AND DATA ANALYSIS

This chapter is concerned with presentation and analysis of data. The first of the chapter deals with respondents' background while the second one treats presentation and analysis of data related to factors affecting TVET program implementation and trainees attitude towards self employment. The analysis is based on the responses collected from all (118) trainees and teachers and other participants.

#### 4.1 Background Information of the Respondents

Table 2: Total Number of Respondents in the Colleges

Respondent in terms of College	Frequency & Percent					
	M	%	F	%	T	%
Asossa TVET college	48	40.7	21	17.8	69	58.5
Manbuk TVET collage	34	28.8	15	12.7	49	41.5
Total	82	69.5	36	30.5	118	100.0
Respondents' Training Areas	Electricity and electronics	Construction technology	Metal manufacturing technology	Automotive technology	Total	
	30	30	29	29	118	
	25.5	25.2	24.5	24.8	100	

As already mentioned earlier, data was collected from a total of 118 trainee respondents. Of this, 69 (58.5) were from Assosa TVET college while 49 (41.5%) were from Manbuk TVET college. In terms of gender, male trainee respondents were 82 (69.5%) while females were 36 (30.5%). This may reflect the imbalance existing in enrolment in the TVET colleges in terms of gender. On the other hand, the presence of almost sufficient number of both male and female respondents helped the student researcher to see the attitude and related issues in terms of gender.

In terms of areas of training, almost equal number (25%) of trainees from electricity and electronics, construction technology, metal manufacturing technology and auto-mechanic responded to the questionnaire intended to gather data on their attitude towards self-employment and related issues.

#### 4.2 Analysis of Data Related to Factors Affecting TVET Program and Trainees' Attitude towards Self-Employment

#### 4.3 Overall Respondents Attitude Towards Self-Employment

As discussed in the literature part of the study, people's attitude towards self-employment may be favorable or unfavorable depending on different factors. In the analysis of data collected using the five-point Likert scale, the researcher converted the five-point rating scale into a three-point scale of 'favorable', 'unfavorable' and 'undecided'. Here 'favorable' encompasses positive responses including 'strongly agree' and 'agree' while 'unfavorable' stands for negative responses such as 'strongly disagree' and 'disagree' as used throughout this report. In relation to this, data gathered from trainee respondents regarding their overall attitude towards self-employment was organized in the following table.

Table 3: Attitude of TVET Trainees towards Self-Employment

Response	Frequency	Percent
Favorable	98	83.1
Unfavorable	15	12.7
Undecided	5	4.2
Total	118	100

**Source:** data summarized from students' questionnaires

As can be seen from Table 3 above, majority of the trainees (83.1%) responded positively to the list of questions intended to test trainees' attitude towards self-employment while the response of 15 (12.7%) trainees were negative. The response of the remaining respondents (4.2%) was 'undecided'. This shows that majority of the trainees or more than three-fourth of the trainees

participants have relatively favorable attitude towards self-employment, which is of high importance to benefit out of the knowledge and skills acquired through TVET programs.

#### 4.4 Year Level and Attitudes of TVET Trainees towards Self-Employment

Data related to the attitude of trainees towards self-employment was also organized in terms of levels to see whether or not trainees differ in their attitude based on their level.

Table 4: Attitude of Trainees in terms of TVET Levels

Year level	Attitude's of the trainee							
	Favorable		Unfavorable		Undecided		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Level III	69	82.1	10	11.9	5	6.0	84	100
Level IV	29	85.3	5	14.7	-	-	34	100
All levels	98	83.1	15	12.7	5	4.2	118	100

**Source:** data summarized from students' questionnaires

As can be seen from the Table 4, about 82.1% of trainees of level III and 85.3% of level IV TVET trainees rated the item related to attitude towards self-employment as 'strongly agree' and 'agree'. Only 11.9% and 14.7% of the level III and level IV trainees indicated 'negative' response while those who responded 'undecided' account for only 6% of the trainees of level III. From these responses, by and large, one can easily notice the presence of favorable attitude towards self employment among TVET trainees.

## 4.5 Gender and Attitude of TVET Trainees towards Self-Employment

**Table 5: Gender Disaggregated Data on Trainees' Attitude towards Self-Employment**

Gender	Attitude of the trainee							
	Favorable		Unfavorable		Undecided		Total	
	Frequency	%	Frequency	%	frequency	%	frequency	%
Female	31	86.1	4	11.1	1	2.8	36	100
Male	67	81.7	11	13.4	4	4.9	82	100
Total	98	83.1	15	12.7	5	4.2	118	100

As can be seen from the above Table 5, about 86.1% and 81.7% of females and male trainees respectively rated an items measuring attitude towards self-employment as 'strongly agree' and 'agree' while only 11.1% of female trainees and 13.4% of male trainees rated the same item as 'strongly disagree' and 'disagree'. Those whose responses were 'undecided' account for 2.8% and 4.9% of female and male trainees respectively. This again shows that the majority of both male and female respondents in almost similar manner have positive attitude towards self-employment.

## 4.6 Fields of Study and Attitude of TVET Trainees towards Self-Employment

**Table 6: Attitudes of TVET Trainees and Fields of Study**

Fields of study	Attitude's of the trainees							
	Favorable		Unfavorable		Undecided		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Electricity and Electronics	20	16.9	7	5.9	3	2.7	30	25.5
Construction Technology	18	15.3	5	4.2	7	5.7	30	25.2
Metal Manufacturing Technology	19	16	6	5.1	4	3.4	29	24.5
Automotive Technology	16	13.6	8	6.8	5	4.4	29	24.8
Total	73	61.8	26	22	19	16.2	118	100

Table 6 summarized data related to trainees' attitude on the basis of training areas. Accordingly, 16.9% of electricity and electronic, 15.3% of construction technology, 36% metal manufacturing and 13.6% of automotive technology respondents believe that their field of study prepares them to create their own job while 5.9% of electricity and electronic, 4.2% of construction technology, 5.1% of metal manufacturing technology and 6.8 % of automotive technology trainees distrusted about creation of self-employments as the result of the training they were undergoing. The remaining 2.7% of electricity and electronics, 5.7% of construction technology, 3.4% metal manufacturing and 4.4% of automotive technology trainees were in doubt to either positively or negatively show their believes about self-employment as the result of the training given in their respective training areas. This means, few of the respondents were in the category of 'undecided' about the relation of their area of training and self employment opportunities. Generally as you see from the data those departments more prepare for self employment. In all cases, the data in the table depicts that the majority of trainees positive attitude that their training areas could prepares them to create their own job.

**4.7 Analysis of Data Related to Course Related Factors**

**4.7.1 Balance between Theory and Practice as Related to the Development of Trainees' Attitude towards Self-Employment**

In this category of the items the respondents asked on the effect of the balance of the theory and practice on the attitude of students towards self employment.

**Table 7: Attitude of TVET Trainees about Course Balance.**

Attitude of the trainees	Frequency	Percent
Favorable	77	65.3
Unfavorable	33	28
Undecided	8	6.7
Total	118	100

As one can see from Table 7 above, about 65.3% respondents showed favorable attitude that the course is preparing them to self employment 28% percent of the respondents were unfavorable that the 30% theory and 70 % practical in their college is not in practice. The rest 6.7% of the respondent showed undecided attitude on the items in this category.

In addition to the major area teacher were also asked on the balance of theory and practice in their major area they are teaching in terms of preparing TVET students towards self employments.

According 26.8% and 62.5% of the respondents said that very high and high respectively that the theory and practice proportion in their colleges was balance 7% and 3.7% of the major area respondents revealed as low and very low respectively in their college. The finding indicates that the TVET colleges are practicing the proportion of theory and practice in terms of giving the trainees the right skill which prepares them to create their own job.

#### 4.7.2 The Relevance of the TVET Courses to Self-Employment and Attitude of TVET Trainees

**Table 8: Relevance of the TVET Course to Self-Employment and Attitude of TVET Trainees**

Attitudes of the trainees	Frequency	Percent
Favorable	89	75.4
Unfavorable	23	19.5
Undecided	6	5.1
Total	118	100

Respondents were asked in this case the relevance of the TVET course to self employment as a result 75.4% of respondent showed favorable attitude that the TVET course is relevant to self employment 18.5% were unfavorable that it is not relevant, while 5.1 % were undecided about the items under category similarly the teacher was also asked on the relevant of major courses they were teaching in terms of preparing the trainees to create their own job.

As a result about 34% of the teacher respondents said that very highly relevant, while 55.3% of them indicated that highly relevant to self employment only 10.7% of the respondents revealed that it is low in relation to preparing the TVET student to create their own job.

From these one might likely conclude that the TVET courses are highly relevant to the world work in terms of preparing the trainees to words self-employment.

#### 4.8 Attitude TVET Trainees on the Relation of Entrepreneurship Course to Job Creation

In this part of the study the respondents were asked the role of entrepreneurship course has in preparing them to create their own job whether they understood the objective of enter course in terms of self employment table reveals the distribution of the attitude of the respondents.

Table 9: Attitude of TVET Trainees towards Entrepreneurship Course

Attitude of the trainees	No	%
Favorable	102	86.4
Unfavorable	14	11.9
Undecided	2	1.7
Total	118	100

As the pattern of the distribution of Table 9 shows more than three fourth of the respondents (86.4 percent) revealed favorableness to the entrepreneurship course in preparing the trainees to create their own job 11.9 percent of the respondents not favorable that the entrepreneurship course has no effect in preparing the TVET students towards self employment, while 1.7 percent of the respondents were undecided.

In addition to this the entrepreneurship teachers from two sampled TVET colleges were also interviewed on the relation between entrepreneurship course and job creation. Almost all the entrepreneurship teachers agreed that the objective of this course is to prepare the TVET trainees to create their own job. Similarly four of the enter teacher share common idea on the relevance of the content of the course to the situation of their town in preparing the TVET students towards self-employment.

Concerning the total time set for the entrepreneurship course most of interview explained that the time is very less especially to teach the trainees practically, while the rest very few interviewees from Asossa TVET college respond that the time is enough. They also indicated that the total percentage (6%) given for the course in comparison to other major course was very less.

As encouraging factors for self employment all of the entrepreneur teachers from two colleges indicated that the small business and microfinance is playing greater role in providing credit for

TVET graduates to get initial capital to start their own business or job. The housing development project (the expansion of condominium building) also created greater opportunities for TVET graduates to work in groups.

The discouraging factors they indicated that the relationship between TVET colleges and other sector is still weak. The colleges are not working in collaboration with other stakeholders and factories (industries) in their town or nearest town strongly. Guidance and counselors in their institution was also weak.

The possible solutions they forwarded as common were that the TVET colleges should work in collaboration with other stakeholders like small business micro finance other governmental and nongovernmental organization so that they can create good opportunities for the TVET graduates to be employed or to be self employed. Guidance and counseling should work in advance to help the students to understand the objective of the TVET system.

#### 4.9 Attitudes of TVET Trainees towards Guidance and Counseling

In this category the respondents were asked about the role of guidance and counseling has in relation with preparing TVET students towards self employment the pattern of table 8 distribution below reveals that about 74.5 percent of the respondents indicated favorableness that the guidance and counseling in their college was helped them to under stood the objective of TVET, 22.1 percent of them showed negative attitude while 3.4 percent of the respondents were undecided.

Table 10: Vocational Guidance and Counseling and Attitude of TVET Trainees

Attitude of the Trainees	Frequency	%
Favorable	88	74.5
Unfavorable	26	22.1
Undecided	4	3.4
Total	118	100

The interview result also shows that the relationship between the TVET students and the guidance and counseling in all two colleges was good. The counselors are working entirely in

giving advice for students in understanding the objective of TVET system. The vocational guidance and counselors from two TVET colleges agreed that more than three – fourth of the trainees have interest to consult on their problem. They indicated that relatively the number of female student were less than the number of male students in consulting. The female students in all colleges feel shy to go the office of the guidance.

Concerning the consulting programs the guidance and counselors from two TVET colleges indicated that since they are working as additional work besides the teaching they do not have fixed time to consult or counsel the students.

As encouraging factors they indicated that government is giving full attention for TVET students and also increasing the skill of vocational guidance and counselors by giving short term training.

In addition this the major area teachers respondents asked to what extent that the guidance and counseling helps the TVET student in preparing them for self employment and about 16.1% of the respondents said that the guidance and counseling very highly helps, while 42.8 percent of them indicated that highly helps the trainees to create their own hob. 32.2 percent and 8.9 percent of the respondents revealed that low and very low in helping the TVET students respectively. Similarly 8.9 percent and 26.8 percent of the major teachers indicated that the relationship between the TVET students and the vocational guidance and counselor is high and high respectively, while 53.6 percent of the respondents complained that the relation is low and 10.7 percent of them indicated it is very low.

#### **4.10 Cooperative Training Program and Attitude of TVET Trainees**

In this section of the study the respondents were asked the relationship between the on job training / apprenticeship program and job creation/ self employment. The pattern of the following table shows distribution of group of respondents between favorable and unfavorable respondents.

**Table 11: Distribution of the Attitude of Respondents on the Relationship between Cooperative Training and Job Creation**

Attitude of the trainees	No	%
Favorable	59	50
Unfavorable	44	37.3
Undecided	15	12.7
Total	118	100

The distribution reveals that about 50 percent of the respondents showed favorableness to the relations between the cooperative training coordinators and job creation while 37.3 percent and 12.7 percent of the respondents reveal unfavorable and neutral attitude respectively.

The cooperative training coordinators from the two sampled TVET colleges indicated that the objectives of cooperative is to give additional practical skill for the trainees, and also it helps for the students to develop confidence to communicate with different enterprises, governmental and nongovernmental organizations which helps them to be employed or to be self employed after their graduation.

Asossa and Manbuk colleges apprenticeship coordinator indicated that they were facing problems of assigning the trainees on time for the on job training. This is, as they indicated, was due to less number of apprenticeship offering organizations in their towns or in the nearest town. As discouraging factors they indicated that some institutions and organization show reluctance to accept the trainees to practice in their organization. The possible solutions they indicated was that government should give directions and responsibility to accept students and give right practice for the trainees.

On the supplementary questions the major area teacher also questioned that, to what extent the apprenticeship program helps the trainees to create their own job. As a result 30.3% of them said that very highly, 32.2% of the total respondent replied that highly helps the TVET students to create their own job. While the rest 26.8 % and 10.7% of them said respectively low and very low in helping the student.

Concerning the apprenticeship offering organizations, 12.5% of the respondents said that very high number of apprenticeship offering organizations in their town. 25% of the total respondents said that less and very less number of organization in their town which offering the apprenticeship organization respectively.

#### **4.11 Institutional Facilities**

Both TVET colleges relatively the availability of machineries and basic measuring instruments like theodolite for surveying were inadequate. The supply of raw materials for the four departments was inadequate in terms of preparing the TVET students to create their own job. The hand tools in four departments were adequate to carry out the training by giving practical skill for the students.

#### **4.12 Factors that Influences the Attitude of TVET Trainees towards Self-Employment**

The TVET major area teacher were asked about encouraging or discouraging factors that may affect the attitude of TVET students on the open ended supplementary questionnaire. As a result the greater majority of respondents (greater than 50%) indicated that, the expansion of investments, infrastructures the trainees to create their own job. It was also indicated by most of the respondents that the expansion of small business and micro finance enterprises in their town were highly encouraging the TVET students by giving credit capital to be self-employed.

As discouraging factors the TVET teachers indicated that the weak relationship between the TVET student and vocational counselors was not as per standard of the program, so that, they said that this may become problem for TVET students in understanding the objective of TVET system. Majority of the respondents (greater than 50%) also indicated that the weak relationship between their college and other organization may discourage the attitude of the trainees. They responded that to promote the college and to create self employment opportunities the administrators of the colleges were working less. Due to this the attitude of the trainees to create their own job might be discouraged. They also indicated as discouraging factors that, the apprenticeship offering organizations were less in number and also they were reluctant to accept students for on job training and to give the right practical work according to their fields of study.

It was also indicated by most of the respondents that the problem of texts and relevant reference materials as well as the supply of raw material on time was discouraging factors in their colleges. As they said when the raw materials for practical work were not available the teacher forced to teach theory than practice.

Finally, the teachers the practical skill of TVET trainers needs to be refreshed from time to time. Unless they get short term training or skill gap the teachers may focus only on the theory part. As a result, this may discourage trainees' attitude towards self-employment.

As the solution for the discouraging factors they indicated that, the vocational counselors should work properly by strengthen their relation with the students to motivate the students and understand the objective of TVET system they also forwarded as a solution that, the TVET college administrators should work in collaboration with other organizations to promote the colleges and to create opportunities for the trainees to be employed or self employed. According to their respondent the private and non government organizations should fully participant in TVET system.

The finding also showed that government must give responsibility for the apprenticeship offering organizations by making agreements to assign the trainees on the right practical work according to their fields of study. They also indicated that short term training or skill gap should be given for the teacher so that, the trainers give the right practical skill confidentially to motivate the students to create their own job.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Summary

The purpose of the study was to assess the attitude of TVET trainees towards self-employment in Benishangul-Gumuz Regional State. The Study focused particularly on TVET colleges in the region namely of Asossa and Manbuk TVET College. The areas randomly selected for this study were electricity and electronic, construction, manufacturing and automotive technology.

The study employed descriptive survey method to address the raised research questions; the researcher received relevant literatures and prepared three sets of questionnaires. These are attitude questionnaire, interview guide questions and observation checklist.

The subjects of the study were 118 trainees, 27 trainers, two vocational counselors and cooperative training coordinators and four entrepreneurship (KAB) course teachers of Asossa and Manbuk TVET College.

The data obtained through different instruments were analyzed separately. The attitudinal questions were analyzed using frequency and percentage.

As a result of the data analysis, the following findings were found.

- The back ground information of trainees depicted that the number of female students were less i.e. 30.5% as compared to male student (69.5%)

This indicates that the number of female students attending level III & level IV in Electricity and electronics, Construction, Metal Manufacturing, and Automotive technology departments were less.

As the finding of the study disclosed the general attitude of TVET students towards self employment was positive .as table 3 shows 83.1 of trainees showed positive attitude toward self employment. While about 12.7% of trainees, showed negative attitude & 4.2% of trainees undecided to ward self-employment.

- The study also disclosed that, both level IV and level III TVET trainees have favorable attitude towards self employment. As table 4 shows 82.1% trainees of level III and 85.3% level IV trainees rated the item related to the attitude towards self employment as 'Strongly Agree' and 'Agree' respectively.

- The finding of the study also showed that the attitude of TVET students was not depending on the gender differences. As indicated in table 5, 86.1% and 81.7% females and male trainees respectively rated an items measuring attitude towards self employment as 'Strongly Agree' and 'Agree'.
- According to the finding, the majority of trainees positive attitude that there training areas could prepares them to create their own job. As table 6 shows, 16.9% Electricity and electronics, 15.3% Construction technology, 16% Metal manufacturing and 13.6% automotive technology department trainees showed positive attitude that their departments prepare them for self employment. This shows that the over willing majority of both male and female responds in almost similar manner have positive attitude towards self employment.
- The expansion of investment, and infrastructures were encouraged the TVET students to create their own job (indicated by more than 60% of the major area teachers.
- The study also shows that the balance of theory and practice was indicated by more than 50% of the respondents that it was in right way in the college.
- As the finding of the study the TVET courses in all four departments were relevant to the world of work in terms of preparing the TVET trainees towards self-employment. As in table 8, 75.5% of respondents showed positive attitude towards course relevance.
- The entrepreneurship (KAB) course the finding of the study disclosed that it is a base for the TVET students to create their own Job ( to be self – employed)
- The finding of the study also revealed that the vocational guidance and counselor help the TVET students to understand the objective of TVET. Furthermore, the finding indicate that the educational qualification of all vocational counselors were unrelated to the number requirements of the standards of MOE.
- The result of the study showed that the cooperative training program helped the trainees to get the right practical works. It also the program has great role in motivating the TVET students to create their own job.
- The study disclosed that the organization offering cooperative training was generally inadequate. It was also indicated that some organization shows reluctance in accepting the trainees in their organizations. Moreover, as the result of the study indicated that, the

total time set for cooperative training program and the offering time was not convenient during the summer season.

- The finding of the study also indicated that the adequateness of hand tools and machineries in terms of preparing the trainees towards self employment were adequate enough. But the result of the study on the other hand indicated that the text books and relevant reference materials as well as the distribution of some machinery and materials were not uniform in different colleges.
- In relations to factors that could encourage the TVET students towards self employment, the great majority of the total TVET teachers respondents indicated the expansion of investment, infrastructures road construction and house development projects) as well as the establishment of small business and micro enterprises in each towns of the region were playing great role in motivating the TVET trainees towards self employment.
- In relation to factors that might discourage the TVET students towards self employment, most of the respondent indicated that the relationship between vocational counselors and the trainees was weak; the practical skill of some teachers was less in giving the right practical work for the students to prepare to create their own job. It was also indicated that the relation between TVET colleges and other organizations was weak.

## 5.2. Conclusions

- According to the new education and training policy of Ethiopia of 1994, the main objective of the technical and vocational education and training system is , to develop skilled middle level manpower who create his/her own job, instead of job seeking. However, the success of such strategy highly depends on the attitude of the trainees in accepting the strategy, the availability of the self employment opportunities/ job creation in relation with ( expansion of investments, infrastructures, access to credit, access to market for finished products), proper guiding and counseling of the trainees, relevance of the courses to job creation, on job training and availability of materials for training were among the major factors the present study focused. As result, here it is possible to counsel from the finding of the study that the attitude of TVET trainees was positive towards self employment as a function, gender differences, year level and fields of study. This is due to that all fields of studies that have been offering in each college in different Zone of

total time set for cooperative training program and the offering time was not convenient during the summer season.

- The finding of the study also indicated that the adequateness of hand tools and machineries in terms of preparing the trainees towards self employment were adequate enough. But the result of the study on the other hand indicated that the text books and relevant reference materials as well as the distribution of some machinery and materials were not uniform in different colleges.
- In relations to factors that could encourage the TVET students towards self employment, the great majority of the total TVET teachers respondents indicated the expansion of investment, infrastructures road construction and house development projects) as well as the establishment of small business and micro enterprises in each towns of the region were playing great role in motivating the TVET trainees towards self employment.
- In relation to factors that might discourage the TVET students towards self employment, most of the respondent indicated that the relationship between vocational counselors and the trainees was weak; the practical skill of some teachers was less in giving the right practical work for the students to prepare to create their own job. It was also indicated that the relation between TVET colleges and other organizations was weak.

## 5.2. Conclusions

- According to the new education and training policy of Ethiopia of 1994, the main objective of the technical and vocational education and training system is , to develop skilled middle level manpower who create his/her own job, instead of job seeking. However, the success of such strategy highly depends on the attitude of the trainees in accepting the strategy, the availability of the self employment opportunities/ job creation in relation with ( expansion of investments, infrastructures, access to credit, access to market for finished products), proper guiding and counseling of the trainees, relevance of the courses to job creation, on job training and availability of materials for training were among the major factors the present study focused. As result, here it is possible to counsel from the finding of the study that the attitude of TVET trainees was positive towards self employment as a function, gender differences, year level and fields of study. This is due to that all fields of studies that have been offering in each college in different Zone of

Benishangul-Gumuz were market-oriented and also both male and female students were equally treated.

- Regarding course related factors, it is concluded that, the balance of theory and practice, relevance of the courses to self employment / job creation and the entrepreneurship course in terms of preparing the trainees to create their own job were in the right track. But it was indicated that the total time set for entrepreneurship course was less in teaching practically. Hence, it needs attention that such problem may affect the entrepreneurial skill of the trainees if not reconsidered by the concerned bodies.
- In the case of vocational guidance and counseling the study showed that the relationship between the trainees and the guidance and counselor was weak, the vocational counselors in all TVET colleges under the study were doing the counseling service as additional work. It was also revealed that they were not professional in giving full advice. Therefore, the consequence of such problem may discourage the attitude of trainees if not solved in short period of time.
- The objective of apprenticeship /on-the-job training is to give additional practical skills, to introduce the trainees to real world of work and develop their self confidence. But to attain such objectives there should be sufficient apprenticeship offering organizations in each town or nearest town of the location of the TVET colleges. But it was concluded from the study that the apprenticeship offering organizations in most Benishangul-Gumuz towns were not sufficient and also it was indicated that the existing organizations shows unwillingness in accepting the trainees for apprenticeship. The study also showed that the total time set for apprenticeship and the apprenticeship offering time was not convenient during summer season.
- Training for high quality skills require appropriate equipment, tools, adequate supply of training materials, text books and relevant reference material. However, the finding of the study indicated that text books and relevant reference materials were inadequate in all TVET colleges, while the distributions of machineries and other equipments were not uniform. Therefore, to give the right practical and quality training the problems indicated here above calls for attentions.

Generally, the present status of the attitude of TVET trainee towards self-employment in Benishangul-Gumuz region was positive besides, some factors which need attention not to affect the attitude of the trainees in the future.

### 5.3. Recommendations

On the basis of the findings obtained and conclusions reached at, the following recommendations are forwarded to further improve the attitude of TVET students towards self-employment in Benishangul-Gumuz TVET colleges.

1. It is obvious that the self employment program plays an important role in developing and contributing to the economy of a country. At the same time the objective of TVET is to prepare the trainees to create their own job. To meet this objective it is the researchers' strong believe that the attitude of individuals must be positive towards such strategy. As a result the finding of the study disclosed that the attitude of the TVET students towards self employment was encouraging positive. As it was indicated in the study this is result of some encouraging factors which helped the trainees to understand the objective expansion of investments, infrastructures (like road construction, house development project), establishment of small and micro finance organizations in some towns of Benishangul-Gumuz region. Here it is recommended that :
  - 1.1. The encouraging factors indicated above should be further expanded in other towns of the region to motivate the trainees towards self employment in advice.
  - 1.2. The administrators of TVET colleges should work in collaboration with the nearest private, governmental and nongovernmental organizations to create further opportunities for the trainees.
  - 1.3. In view of making the implementation of self employment scheme effective, regular visits and follow ups by concerned bodies should be conducted.
2. The ability of technical and vocational training programs to attain the desired out comes largely depends on the practical skills of the trainers. Hence, as the present study showed most of the trainers in the TVET colleges were poor in the practical skill. To overcome this problem it is recommendable that:

- 2.1. There should be arrangements for continuous practical skills up grading through short term training or skill gap.
- 2.2. Experience share should be conducted between different TVET colleges of region as well as between other regions TVET colleges. b/n enterprises
3. As the study result revealed textbooks and related reference materials in all TVET colleges were in adequate. It was also indicated that the distributions of some machineries and equipment were not uniform between TVET colleges of the region. So that ;
  - 3.1. Ministries of education as well as the regional education Bureau need to do their best in printing and supplying text books and other reference materials.
  - 3.2. In the case of distribution of some machineries and equipments the regional educational Buru should follow their uniformity in all TVET colleges.
4. For apprenticeship cooperative training offering organizations government (federal or regional) should set criteria in accepting and giving the right practical skill which related to their fields of study.
5. Concerning the cooperative offering time, it should be revised by the concerned bodies, and should be offered in between in school – training instead of coffering at the end of the academic year (during the summer season).
6. Vocational guidance and counselors should be given short term training on the relate topics which may help them to do their work effectively.
7. In order the TVET graduates run their own business, the regional government capacity building bureaus and other concerned bodies need to encourage and help TVET graduates in facilitating conditions that would enable them get administrative support and credit schemes from small business and micro finance organization.
8. As the economy of one country develops, graduates of TVET will have a chance to be self employed. To this end, more attention should be given to create job openings by strengthening the private sectors. This can be achieved, in fact, by creating conducive environment for the private investors.
9. The female students should be further encouraged to attend the technical and vocational education.

## REFERENCES

- Abramson, T., Kehr, T. and Cohen, L. (1979). **Handbook of the Vocational Education Evaluation**. London: Sage Publications.
- Aiken, L.R. (1998). **Psychological Testing and assessment**, 6<sup>th</sup> ed. Boston: Allyn and Bacon.
- Anderson, R.E. (1983). **Introduction to opinion and attitude measurement**, New York: Harper and brother publishers.
- Atchoarena, D. and Delluc A. (2002). **Revisiting Technical and Vocational Education in sub - Saharan Africa**. Paris: UNESCO.
- Athcoarena, D. (1994). **Policy and Planning for Vocational Education and Training**. Paris: UNESCO.
- Baron, R.M. and Graziano, W.G. (1991). **Social Psychology**. Chicago: Holt, Rinehart and Winston, Inc.
- Best, J.W. and Kahn, J.V. (2003). **Research in Education**, 7<sup>th</sup>ed. New Delhi: prentice – Hall of India. Pvt. Ltd.
- Bhatia, B.S. and Batra, G.S. (2003). **Entrepreneurship and Small Business Management**. New Delhi: prentice – hall of India.
- Bose, P.K., Sanyal, B.C. and Mukhedee, S.P. (1983). **Graduate Employment and Higher Education in West Bengal**. Paris: the UNESCO Press.
- Breckler, M. and Wiggins N. (1992). **Beliefs, Attitudes, Intention and Behavior :An Introduction to Theory and Research**. Boston: Addison Wellesley.
- Bregger, J.E. (1996). **Measuring Self – Employment in the United States**, Monthly Labor Review. (P. 3-9).
- David, G.B. (2000). **Self –Employment in OECD Countries in Labor Economics**. Vol.7, No.5 (P.471– 500)

Eagly, I. and Chaiken, M. (1995). **Understanding Attitude and Predicting Social Behavior.**

New York: Longman, Inc.

Fishbein, M, and Ajzen, I. (1975). **Beliefs, Attitudes, Intention and Behavior: An Introduction to Theory and Research.** Boston: Addison – Wellesley.

Husen, T. and Neville, T. (ed) (1994). **The International Encyclopedia of Education, 2<sup>nd</sup>ed.**

Vol. 11 pergamon: Elsevier Science Ltd.

ILO, (1972). **Employment, incomes and Equality; a strategy for increasing productive employment in Kenya.** Geneva: ILO.

\_\_\_\_\_ (1974). **Employment and Unemployment in Ethiopia.** (2<sup>nd</sup>ed.) Geneva: ILO

\_\_\_\_\_ (1978). **World Employment Program Urbanization and Employment in Developing Countries.** Geneva: ILO.

\_\_\_\_\_ (1986). **Vocational Training: Glossary of Selected Terms.** Geneva: ILO.

\_\_\_\_\_ (1993). **World employment Program: Ethiopia towards Sustainable Employment Promotions, Report of an ILO TSSI Mission on Employment and Human Resource Development in Ethiopia.** JASPA: Addis Ababa.

\_\_\_\_\_ (1996). **The Future of Urban Employment.** 2<sup>nd</sup> UN conference, Geneva: ILO.

\_\_\_\_\_ (1997) . **Vocational Education and Training Experiences in Selected African Countries.** Addis Ababa: Eastern African Disciplinary Team.

\_\_\_\_\_ (2001) . **Tripartite Meeting on the Construction Industry in the 21<sup>st</sup> Century. Its Image, Employment Prospects and Skills Requirement.** Geneva: ILO.

\_\_\_\_\_ (2007). **Application of International Labor Standards, Reports of the Committee of Experts on the Application of Conventions and Recommendation.** Geneva: ILO

- ILO /JASPA (1986). **Youth Employment and Youth Employment Programs in Africa: A Comparative Sub-Regional Study, the Case of Ethiopia.** Addis Ababa: ILO.
- Johanson, R.K. and Adams, A.V. (2004). **Skills Development in sub-Saharan Africa.** Washington D.C.: The World Bank:
- John, E (1994). **Global Unemployment: Loss of Jobs in the Nineties,** New York: M.E. Sharpe
- Jung, C.G. (1966). **Two Essays on Analytical Psychology,** collected works, vol.6, Princeton, NJ: Princeton university press.
- Kalleberg, A.L., and Witter, J.C. (1995). *Matching Training and Jobs: The fit between vocational education and Employment in the German labor market.* **European Sociological Review.** Vol.2, No.3.p230-251.
- Lippa, R. (1990). **Introduction to Social Psychology.** Belmont: Wadsworth Publishing Company.
- Meckenna, J.P. (1995). "Employment" *The Encyclopedia Americana* vol. 10 Danbury: Grolier.Inc.
- Middleton, John, et.al. (1993). **Skills for Productivity.** London: Oxford University Press.
- Mishra, S.P. (1990). **Entrepreneurship in Education.** vol. 19 , No 11, New Delhi.
- MoE, (2002). **The Education and Training Policy and Its Implementation.** Addis Ababa: Mega Printing Press.
- Oberaia, A.S. (1990). **Population on Growth, Employment and Poverty in the Third World Mega – Cities, Analytical and Policy Issues,** Geneva: ILO.
- Richard, A. (1997). **Trends in Male and Female Self-Employment: Growth in a New Middle Class or Increasing Marginalization of the Labor Force.** New York: Peter Lang. (p.123 – 158).

- Rojewski, J.W. and Sheng, p. (1993). *Differences in Students Perception of Secondary Vocational Education: Implication for Multicultural Career Counseling*. **Journal of Multicultural Counseling and Development**, vol. 21 No.4.
- Saravanave, P. (1987). **Entrepreneur Development**. Madras: ESS pee Kay Publishing House.
- Tekelehaimanot H. (2002). *Misconception of Technical and Vocational Education and Training in Ethiopia: Institution of Educational Research Flambeau*, Vol. 19 No.1 P 1-15.
- Turnham, D. and Denizhan, E. (1990). **Unemployment in Developing Countries, New Light on an Old Problem**, Technical paper, No. 22 OCED: Paris.
- \_\_\_\_\_ (1999). **Social Impact or Restructuring with Special Reference to Employment**. New York: UN
- UNECE (2004). **Women's Self-Employment and Entrepreneurship in the UNECE Region; Regional Preparatory Meeting for the 10 – year Review of Implementation of the Beijing Platform for Action**. Switzerland: ILO.
- UNESCO, (1974). **Guidance and Counseling at the Higher Education in East Africa**. Paris: UNESCO.
- \_\_\_\_\_ (1996). **The Development of Technical and Vocational Education in Africa: Case Studies from Selected Countries**. Darkar: UNESCO.
- \_\_\_\_\_ (2005). **Vocationalization of Secondary Education Revisited** (ed., Lauglos, J. and Maclean, R.). The World Bank, African Region Human Development Department, Springer: Netherlands.
- Venn, G. (1964). **Man, Education and Work: Post Secondary Vocational Technical Education**. Washington: Massachusetts.
- Wanna L. (1998). *The current Status of Vocational /Technical Education in Ethiopia: Problems and Prospects*. In the Proceeding of National Conference held in Hawassa College of Teachers' Education from 12 - 18 July 1998. **IER, AAU**. (P.55 – 64).

World Bank (1993). **A Global Overview of Youth Employment Programs** (ed. By Soffer, B and Zymelman, M.) Washington DC: the World Bank.

\_\_\_\_\_ (2007). **Ethiopia Accelerating Equitable Growth Country Economic Memorandum, Poverty Reduction and Economic Management Unit in Africa Region.** Washington D.C.: World Bank.

Yekunoamlak A.(2002). *The practice of Vocational Training at Primary and Secondary Schools of Ethiopia.* On the Proceeding Conference held in Adama Ras Hotel, November 9 – 11, 2001. **IER, AAU.** (P.219 – 234).

Ziderman, A. (2003). **Financing Vocational Education in sub – Saharan Africa.** Washington D.C.: The World Bank.

#### **Unpublished Materials**

Abosetugne M. (2000). Employment Market information of Occupational Guidance Services for Tertiary Level Students in Ethiopia: The Cases of Prospective Agricultural College Graduates. MA Thesis: AAU.

AU (2007). Strategy to Revitalize Technical and Vocational Education and Training (TVET) in Africa, Final Draft. Addis Ababa: (web site – www. African Union Org).

MOE (2006). National Technical and Vocational Education and Training (TVET) Strategy (Draft for Discussion): Building Ethiopia.

WAO (2005). Gender Relations in Ethiopia. Women's Affairs Office/ Office of Prime Minister, Final Report Hereg Consult Plc. Addis Ababa.

## Appendix-A

**Attitude questionnaire for TVET students  
Addis Ababa University  
School of Graduated Studies  
College of Education and Behavioral Studies  
Management of Vocational Education**

### Attitude questionnaire

The questionnaire to be field by TVET students of the sampled TVET College and departments. The purpose of this questionnaire is to gather data on the attitude of TVET .students towards self-employment.

As a respondent to this questionnaire, your genuineness contributes greatly toward achieving the objective of the investigation.

**General directions:** please note the following point before you start responding

1. Read each statement carefully and respond to each of items by expressing your degree of AGREEMENT or DISAGREEMENT by ticking (✓) one alternative for one question that most represent your thinking and feeling as SA, A, UD, D, or SD.

Key: SA=strongly agree

A=Agree

UD=Undecided or uncertain

D=Disagree

SD=strongly disagree

2. Be sure that you response will be kept confidential
3. What is required is just your opinion .there is no Wrong or right answer .Do not show reservation to indicate your truly opinion.
4. Your frankness is VERY IMPORTANT!
5. No need to write your name.

**Part I. Background information**

Name of your college -----Department-----

Year level iii to  IV  sex -----

**Part ii .indicate your degree of agreement for each items by ticking (✓) in the table in front of the items.**

No	Statements	SA	A	UD	D	SD
	I think increasing self-employment decreases unemployment in one country					
	I like to be employed private/government enterprise than to be self-employed after my graduation.					
	I joined TVET because it is the shortest path to create my own job/ self-employment.					
	I do not think that self-employment is the possible solution to decrease unemployment problem in one country.					
	I joined TVET by seeing my sinner self-employed TVET graduates					
	As to me there is a balance between the theory and practical work in my department in terms of self-employment.					
	TVET course delivery system is more of theoretical.					
	I like the project/practical work because it prepares me to create my own job after graduation					
	I do not want to hear the word job creation/self-employment.					
	I dislike the practical work because it makes my hand dirty.					
	The 30% theory and 70% practical is less practical in our institution.					
	On job training/cooperative training has no use in terms of preparing trainees in preparing to create their own job.					
	The total hours set for cooperative training is not enough in preparing the TVET students towards self-employment.					
	I have got the right practical skill from the last year cooperative training /on -job training which helps me to create my own job/self-employment.					
	I do not know the objective of entrepreneurship course up to know.					
	Entrepreneurship course helps the trainees to create their own job.					
	I think TVET course helps me to create my own job in my department after graduation.					
	The total time set for entrepreneurship course is not enough					
	I like my department because it prepares me for job creation.					
	I jointed this department because it is the shortest path to be employed in government/privet organization.					
	I dislike my department because I joined without my interest.					
	In my view this department has no relationship with self-employment.					
	I dislike this department because it is difficult for me.					
	As to me delivery of row materials on time for training in our institution is good.					

5	There is no relationship between hand tools, equipment and machineries and self-employment.					
6	The hand tools in our institution (my department ) are enough in preparing the trainees to the self-employment					
7	The machineries in our institution are less in giving the right skill in preparing the TVET students to create their own job.					
8	I believe that the expansion of investment in our town helps TVET students to create their own job.					
9	The expansion of micro enterprises in a town is good for TVET students to be self-employment					
0	Less expansion of infrastructure in town has no effect on the job creation.					
1	The housing development in our town has helped the TVET graduates to create their own job.					
2	I do not know the relationship between micro enterprise and self-employment job creation.					
3	I developed good attitude towards self-employment now than before I joined TVET.					
4	In my view staying in TVET institution couldn't bring any change on the attitude of students towards self-employment.					
5	AS to me 'as knowledge of TVET students on the vocational courses increase the attitude of TVET students towards self-employment become positive.					
6	There is no relationship between the attitude of TVET students towards self-employment and vocational courses.					
7	It is difficult for female TVET students to create their own job than male students.					
8	I believe , female TVET students can also create their own job like male students					
9	There , is no relationship between gender and self-employment					
	It is very simple for female students to create their own job than male					
	Guidance and Counseling in our institution helped me to understand the objective of TVET system.					
	I believe that the vocational counselor in our institution is guiding the trainees in the proper way.					
	I do not know the office of the vocational guidance and counselor in our institution.					
	I don't have any information about self-employment job creation					
	Nobody told me up to know to create my own job.					
	I do not have any interest to consult the vocational counselor about self-employment.					
	Nobody told me up to know I can get finance service to create my own job.					
	I do not know the person who assigned as a vocational counselor in our institution.					
	Guidance and counseling has no use changing the attitude of TVET students to create their own job.					
	There is no relationship between guidance and counseling and job creation/self-employment.					

**Appendix-B**

**Supplementary questionnaire filled by TVET teachers of the sampled TVET colleges.**

**Addis Ababa University  
School of Graduated Studies  
Faculty of Education and Behavioral Science Department of  
Business Education  
Management of Vocational Education**

With this questionnaire, the researcher intends to assess the attitude of TVET students towards self-employment. Hence, knowing that your responses will be used only for research purpose, you are kindly requested to fill the questionnaire.

For genuinely doing so by devoting your time and exerting effort, the researcher, really remains very grateful to you, meanwhile he wishes to bring in to your attention that the outcome of this study will highly depend up on your responsible, sincere and timely responses

N.B. No need to write your name

General Direction

The following items listed in the table below are considered as some factors that encourage/discourage that attitude of TVET students towards self-employment. Read each statement carefully and respond to each of items by expressing your degree of rating by ticking (v) one alternative for one question that most represent your thinking and feeling as very high, high, low and very low.

Name of your college -----

Your major area (Department) -----

No	A .How do you rate	Very high	High	Low	Very low
1	The major area course you are teaching in your department in preparing the trainees to create their own job.				
2	The extent of the theory/practice proportion in relevance with preparation of TVET students towards self- employment in your course.				
3	The self-employment opportunities that your trainees have in the major area you are teaching in your town/the nearest town.				
4	The extent that the guidance and counseling helps the TVET students to create their own job/self –employment.				
5	The relationship between the students and vocational guidance &counselor in your institution.				

	The extent that the cooperative training program has in preparing the TVET student to create their own job				
	The adequacy of cooperative training offering governmental/private organization in your town/nearest towns				
	The extent to which the expansion of investment in a town in encouraging TVET students to create their own job in your town.				
	The effect of micro finance in encouraging TVET students to create their own job				
	The extent of self-employment/ job creation in relation with decreasing the employment problem in one country.				
	<b>B.HOW do you access the availability of self-employment opportunities in your town with the relation to.</b>				
1	Access of credit				
2	Access to market (for finished products)				
3	The expansion of infrastructure in your town				

**C. In the following table lists of some items (materials) that should be available in TVET institutions are described.**

So how do you rate in your institution in relation to their preparing TVET students to create their own job?

No	Items	Very equate	Adequate	In adequate	Very in adequate	Not available
11	Hand tools					
12	Machines					
13	Measuring instruments					
14	Text books and reference materials					
15	Row/consumables materials					

**D. what major factors do you think that encourages /discourages the attitude of TVET students towards self-employment in your opinion inside or outside the institution?**

---

---

ii. Discouraging factors

---

---

---

**E. What do you recommend as a solution for the discouraging factors?**

---

---

## Appendix-C

### Interview Guide questions

#### 1. Interview Guide question to the vocational Guidance and counselors the sampled TVET college

1. How do you explain the relationship between your office and the TVET students in your institution in guiding the students according to the objective of the TVET system?
2. Would you comment on the interest of the TVET students to come and get necessary guidance from your office?
3. Do you have daily, weekly or monthly program to consult the trainees to guide them specially to motivate them to create their own job?
4. In your opinion do you think that there are sufficient opportunities in your town nearest town to create for the TVET graduates to create their own job?
5. Would you comment on the level of the student's perception of guidance as a result of their staying in the college on job –creation?
6. To what extent your office is working with the nearest micro finance enterprises to help the students to get credit and finance support in order to create their own job after their graduation?
7. What factors do you think that encourages /discourages the TVET students to create their own job /to be self-employed?
8. What possible solutions do you recommend to further encouraging the TVET students towards self-employment and alleviate the problems that you indicated above?

#### 2. Interview guide questions to the Entrepreneurship Teachers in The sampled TVET colleges.

1. How do you explain the objective of this course in relation to its preparation of the TVET students towards self-employment?
2. Do you think that the content of the entrepreneurship course is relevant to the situations in your area/in your town in preparing the TVET students towards self-employment?
3. How do you explain the perception level of the students as their year level increases (from level - iii to level - IV)?
4. Do you think that the total time set and the credit hour (percentage) given to this course is appropriate in terms of preparing the students towards self-employment/job –creation?
5. In your opinion do you think that there is a sufficient self-employment opportunities in your town for the student in terms of access to credit, raw materials< investment and so on as the per-content of this course?
6. What factors do you think that encourages/discourages the TVET students to create their own job/to be self-employed?
7. What possible solutions do you recommend to further encouraging the TVET students towards self-employment and alleviate the problems that you indicated above?

**3. Interview Guide questions for the cooperative training in the sampled TVET colleges**

1. How do you describe the objective of cooperative training program in relation to preparing the TVET students towards self-employment?
2. In your opinion do you think that there is sufficient cooperative training offering organizations on your town/nearest towns?
3. Do you think that the total time set for cooperative training program and the offering season is appropriate in terms of preparing the students towards self-employment/job-creation?
4. What factors do you think that discourages cooperative training program not to help the TVET students the job creations?
5. What possible solutions do you recommend for further encouraging the TVET students towards self-employment and all alleviate the problems that you indicated above?

## Appendix-D

### Observation Cheek list

6. The purpose of this checklist is to gather relevant information on the condition of the college facilities.
7. Name of the college -----


No	A. workshop condition	Satisfactory					Not Satisfactory					More than Satisfactory									
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
1	Enough space																				
2	Height(4m)																				
3	Ventilation entrances and windows																				
4	Safety precautions(first aid kit)																				
5	Space for storage for tools and materials																				
B. Adequacy of workshop Facilities																					
Manufacturing Technology							Construction Technology					Electricity and Electronics					Automotive Technology				
No	Item	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	Hand tools																				
2	Machineries																				
3	Basic measuring instrument																				
4	Raw materials																				
5	Text books and reference materials																				

8. Note: 1=very adequate, 2=Adequate, 3=Inadequate, 4=very inadequate and 5=Not available

## Declaration

- I. Undersigned declare that this work is my original work; Furthermore, all source of material for the thesis had been duly acknowledged.

Name: - **GEZAHEGN TASISSA TUFA**

Signature:- 

Place of submission: Addis Ababa University

Date of submission 22 July 2011

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

Name Abdulaziz H.

Signature 

Date of approval 22 July 2011