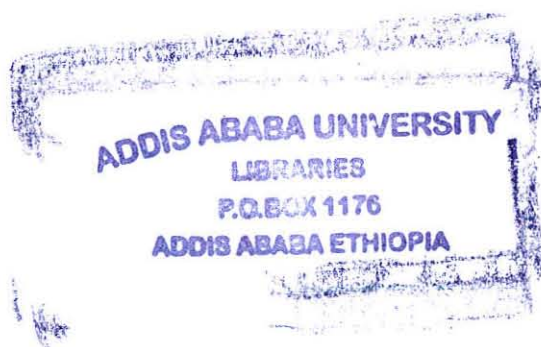


# **ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES**

## **THE PRACTICES AND PROBLEMS OF ENTREPRENEURSHIP TRAINING IN SOME SELECTED GOVERNMENT TVET COLLEGES OF ADDIS ABABA**

**DANIEL KETEMA YIFRU**



**JULY 2009  
ADDIS ABABA**

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ADDIS ABEBA**

**A THESIS PRESENTED TO  
THE SCHOOL OF GRADUATE STUDIES,  
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OF MASTER OF ARTS IN HUMAN RESOURCE MANAGEMENT AND  
ORGANIZATIONAL DEVELOPMENT**

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**The Practices and Problems of Entrepreneurship  
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## **ACRONYMS AND ABBREVIATIONS**

TVET	-	Technical and Vocational Education Training
MSBE	-	Micro and Small Business Enterprise
MSE	-	Micro and Small Enterprise
SE	-	Small Enterprise
MoE	-	Ministry of Education
ILO	-	International Labour Organization
JCTE	-	Junior College of Technical Education
IEE	-	Integrated Entrepreneurship Education
DIT	-	Directorate of Industrial Training
BTVET	-	Business, Technical and Vocational Education
TEP	-	Technical Education Programme
UNDP	-	United Nations Development Programme
KTTC	-	Kenya Technical Teacher College
NGO	-	Non Governmental Organization
SBC	-	Small Business Center
GTZ	-	German Technical Cooperation
CEFE	-	Competence Economic Formation for Enterprises
ECBP	-	Engineering Capacity Building Programme

## **Abstract**

*The principal aim in conducting this research was to assess the practices and problems of entrepreneurship training in selected TVET colleges of Addis Abeba and there by forward possible means for the improvement of the training and its outcome. The areas of concern believed to be relevant to assess the practices and problems of entrepreneurship training were: trainees prior information about entrepreneurship, their attitude and motivation; curriculum relevance and adequacy; instructors qualification and experience; methods of training as well as training materials and facilities. To this effect, the study was conducted in five selected government TVET colleges. Respondents were taken through availability, stratified and simple random sampling techniques. Thus, 40 instructors, 205 trainees were used as the respondents of the study to obtain the necessary data. Questionnaires, unstructured interview and document analysis were the instruments used for data collection. The data collected through questionnaires were analyzed using percentages as the organization of the questionnaires require to do so. Findings from the data analysis revealed that significant majority of the trainees did not have any information about entrepreneurship but after the training their outlook towards the training was changed. There are two curricula prepared by MoE and GTZ. The contents of the curriculum are adequate and relevant especially the MoE where as the GTZ's needs improvement. In addition most of the instructors knowledge and experience is related to MSE and the number of instructors who had skill upgrading were greater. Of the training methods, lecturing was a dominant one. The other methods were least used. The time allotted for the training was sufficient but requires reorganizing the schedule to conduct the training. Moreover, the organization of the classroom needs to be improved. Stake-holders were least involved in the training especially in entrepreneurship. Furthermore, the result indicated that materials and facilities such as training hand tools and machines; teaching aids and reference books were inadequate. Following these findings, assessing trainees' needs before and during the training and conducting research helps maximize the results; revising the curriculum and updating the instructors' knowledge and experience is important. Establishing partnership with donor organizations and improving the supply of materials and facilities highly assists the smooth delivery of the training and its best outcomes.*

# CHAPTER ONE

## 1. The Problem and Its Approach

### Introduction

Education and training is an essential human endeavour for both the individual and society. It also helps to strengthen the individual's and the society's problem solving capacity, ability and culture. Among the different institutions that provide education and training, TVETs hold important position. In these institutions, various skill-developing trainings are given. According to Kazanas (1973), the main purpose of vocational training is to help the individual develop desirable and effective work habits and acquire the necessary knowledge and skills of occupation to either enter and/ or make progress in it.

Vocational education and training is not only enabling trainees/ graduates ready for the available jobs, it also enables them create their own job and be self-employed as well. However, different literature indicates that job creation is not an easy task. In this regard, entrepreneurship education and training plays a vital role in helping the trainees/ graduates engage in self-employment.

Many scholars outlined that providing entrepreneurship education and training in TVETs is very important as it plays significant roles in developing one's economy and alleviating poverty. In relation to this point, McMullan and Long (1990: 485) stated that since new enterprise success is foremost a function of entrepreneurial knowledge and know-how, entrepreneurship education and training is an avoidable component of modern economic development strategy.

Similarly King (1985: 29-34) states the link between vocational training and self-employment and its benefit to the young as follows:

*Vocational training for self – employment is carried out with the objective of empowering young people to create their own jobs in the informal sector. It is believed that before the youngsters are sent to be on their own, some kind of skill training will develop self-confidence among them and make the implementation process of self-employment activities easier and more fruitful.*

Although many young trainees graduate from TVETs every year, the available job opportunities in the formal sector could not accommodate the huge number. Hence, finding an alternative to the problem is a necessary step that should be taken. In particular connection to this point Nelson and Niguiru (1987: 206) pointed out that because of the limited employment potential of the modern sector in most developing countries, a large proportion of graduates remain unemployed or eventually settle for jobs requiring lower qualifications. In the same vein, Saboe and others (2002:80) disclosed that with the increasing problems of unemployment, it is necessary that the students take up self-employment or career in entrepreneurship. In addition, these same writers further elaborated that when employment opportunities shrink, the obvious option of self-employment becomes a necessary alternative and then possible to build and develop skills that will create the confidence necessary for entrepreneurship.

As the above pieces of evidence clearly indicate that TVET institutions should get out of their traditional role of training students for the available jobs. Instead, they must be engaged in helping the trainees develop a more positive attitude to problem-solving abilities and responsibilities, to foster the acquisition of practical and management skills and to inculcate the spirit of entrepreneurship (Saboe and others, 2002: 80)

Scholars on the field of entrepreneurship contend that in order to get sound results, entrepreneurship training must be integrated in TVET institutions. Nevertheless, these scholars stress that certain challenges have to be addressed if the integration to have significant outcomes and thus making it relevant. These include:

- I. The need to review and harmonize curricula and training materials.
- II. Provision and availability of appropriate training materials for instructors and trainees.
- III. The need for capacity building including institutionalization and role models.
- IV. Promoting greater investment and resources needed for implementing TVET and entrepreneurship education.
- V. Enhancing instructors' professional competency i.e. instructors must possess professional and technical skills.
- VI. Understanding learners' prior levels of knowledge and adapting teaching methods to the training content.

Therefore, in order to achieve the desired results, our TVET institutions must critically consider the points mentioned above.

## **1.2 Statement of the Problem**

Entrepreneurship education and training is a useful means for TVET learners to get new ideas, insights and skills which highly assist them in creating their enterprises and managing them successfully.

Despite the usefulness of entrepreneurship training for TVET students, researchers point out that there are a number of factors (constraints) that affect the effectiveness of the training. These include: relevant curriculum, well-qualified instructors with relevant experience, appropriate training methods, relevant training materials and adequate facilities. Further, the participation of different stake-holders in the training process should not be neglected.

Often, graduates of TVET are observed searching for wage-employment in the formal sector. It appears that they haven't given more attention to self-employment. Even this researcher dares to say that most TVET graduates do not consider self-employment as career opportunity. That is why they are

frequently seen as job hunters. A number of studies such as by Desalegn (1996), Yekunoamlak (2000), Abeya (2005), Getachew (2005), Mohammed (2005) and Eyasu (2007) were made on TVET institutions taking different issues as their area of research. However, no study has been made so far particularly on the practices and problems of entrepreneurship training. Therefore, a research that will be conducted on this area may help assess the existing practices and the prevailing problems and later be able to suggest possible solutions to improve the training. To do this, the following basic questions were set:

1. What is the attitude and motivation of trainees towards entrepreneurship training?
2. To what extent is the adequacy and relevance of the curriculum to entrepreneurship training?
3. What are the methods/ modes of training employed in delivering entrepreneurship training in TVET colleges?
4. To what extent is the instructors' qualification and experience to entrepreneurship training?
5. To what extent is the stake-holders' involvement in entrepreneurship training?
6. What are the prevailing problems that influence the delivery of entrepreneurship training in the TVET Colleges?

### **1.3 Objectives of the Study**

The main objective of the study is to assess the practices and problems of entrepreneurship training in some selected government TVET colleges of Addis Ababa.

The study will have the following specific objectives:

1. To examine the extent of trainees' background, attitude and motivation to entrepreneurship training.

## 1.5 Delimitations of the Study

This study is delimited to five government TVET colleges of Addis Ababa. Namely, Nifas Silk, Tegibare Id, Entoto, General Wingate and Misrak technical and vocational education and training.

Based on this, the findings of the study on the practices and problems of entrepreneurship training could be generalized to only these colleges as well as other identical TVET colleges.

## 1.6 Limitations of the Study

Despite all the efforts made to make this study as dependable as possible, there were some limitations. Among the others, the poor availability of published materials is the major one. Besides, insufficient budget allocation also limited the study to be conducted as desired. Nevertheless, considering these constraints, every possible effort was exerted to make the research realistic.

## 1.7 Definition of Key Terms

**Career**- a set work-related experiences, behaviours and attitudes encountered throughout work life [Griffin, 2000:421]

**Entrepreneurship** – the process of organizing, operating and assuming the risk of a business venture. [Griffin, 2000:116]

- the process of doing something new[creative] and something different[innovative] for the purpose of creating wealth for the individual and adding value to society[Kao,1995 in Shaper and Volery,2000:11]

**Entrepreneur** - someone who engages in entrepreneurship [Griffin, 2000:116]

**Small Business** - a business that is privately owned by one individual or by a small group of individuals and has sales and assets that are not large enough to influence its environment [Griffin, 2000:116]

**Technical and Vocational Education and Training:** aspects of educational process involving in addition to general education, the study of technologies and related science and the acquisition of practical skill and knowledge relating to occupation in various sectors of economic and social life.

### **1.8 Organization of the Study**

This study consists of five chapters. Chapter one deals with introducing the problem, where by, background and statement of the problem; objectives, significance, delimitations and limitations of the study; definition of key terms; organization of the study are included. Chapter two is dedicated to the review of related literature so as to lay the theoretical foundations of the study. Chapter three deals with the research design and methodology in which the method, data sources, sampling techniques and type of instruments used. Chapter four treats the analysis and interpretation of the data gathered. Chapter five presents the summary of major findings, conclusion drawn up on the findings, and possible recommendations. Finally, attached lists of reference materials and appendices.

## **CHAPTER TWO**

### **2. Review of Related Literature**

#### **2.1 Entrepreneurship Education and Training in TVETs**

Education can only assist entrepreneurship growth and development by providing basic knowledge as a means to be used by entrepreneurs or in entrepreneurial undertaking (Yohannes in Ayalew and Habtesilassie, 1995: 93).

Education as a process that occurs in specialized instruments or organizations is the most appropriate and relevant form of human resource development. In the past, TVET systems did not give due consideration to training of potential entrepreneurs. However, these days, entrepreneurship training is given to students to enable them to be self-employed. Entrepreneurship training in most countries of the world is being increasingly tried to promote local entrepreneurship and accelerating the pace of enterprise development and entrepreneurship.

A report presented on regional entrepreneurship programme development in Manila, Philippines (2006) states that entrepreneurship promotes small business in the society. Moreover, Small businesses are an essential part of our future economic prosperity. They help in employment generation, balanced economic and regional development, reducing social tension and unrest and social tension amongst youth and bringing innovations in enterprises. Hence, the provision of integrated entrepreneurship training in TVETs is an important matter that should be given due consideration.

The introduction of entrepreneurship education within a vocational education high school curriculum in many of African economies is driven by the thinking that an entrepreneurship culture should begin at home and then proceed to higher education and training institutions. This is because with the fact that when pupils are oriented into entrepreneurship from an early age, it becomes

easier when they have their own entrepreneurial venture (Landzani and Vuuren, 2002: 150).

Nafukho (1998) also argues that vocational and entrepreneurship education are important priorities to developing economies of Sub Saharan Africa. There is a growing realization in most of these countries that technical and vocational training is necessary to some how alleviate the unemployment problem. Kent (1990) also stated that the integration of entrepreneurship into the secondary school curriculum is clear evidence of the importance placed by governments of developing economies on entrepreneurship. In addition, integrating entrepreneurship into the high school curriculum begins with awareness. Students need to be aware of the possibility of entreprenuring as a career choice for themselves.

It is stated that the inadequacy of entrepreneurship is one of the inhibiting factors to accelerate the process of industrialization and economic development in a country. In the planning process, people have been giving greater emphasis to physical and related aspects like material, technology, finance, infrastructure, etc. without paying due attention to training and development. However, experiences in entrepreneurship development have led many to conclude that a significant increase in indigenous entrepreneurship can indeed be stimulated by a well- balanced training programme.

## **2.2 The Role of Small –Business Enterprises and TVETs**

Small –business enterprises are an important source of economic growth and job creation for many countries particularly for underdeveloped. In connection to this point, Ladzani and Vuuren (2002) pointed out that the proliferation of small business in developing economies is welcome, such development of entrepreneurship in small and medium–sized enterprises contributes significantly to job creation, social stability and economic welfare.

Many African countries are changing their economic policies regarding small business enterprises there by promoting the development of small business enterprises. According to Nafukho (1998), the promotion of small business enterprises along African countries is an attempt to create jobs and fight youth unemployment.

Ethiopia has also embarked in the promotion and development of small business enterprises recently having thoroughly examined the experiences of other countries. Since the formal sector cannot accommodate the demand for wage employment due to the growing number of young population, planning and executing some activities in the informal sector particularly in TVET is a necessary step.

To get the desired result, the people who are working/ who shall be working in the micro and small business enterprises must have certain skills that will help them run their enterprises. Among other institutions that provide education and training, TVET colleges hold important position.

Experts of vocational and technical education contend that a TVET is well – suited to preparing entrepreneurs. It prepares students in technical skills that engender the confidence that enables a potential entrepreneur to undertake the calculated risk that is so imperative in entrepreneurship.

Vocational competency entails the capacity to perform duties required by a sound background of general education, proper attitude and other interpersonal characteristics, adequate business information and specialized knowledge and skills.

### **2.3 Training Needs of the Small Enterprise Sector**

It is obvious that although many students graduate from colleges and universities, most of them do not get employment opportunity. As a result, they become unemployed. With regard to this point, Nelson and Niguiru in Neck

and Nelson (1987: 98) stated that many young people leave the formal educational system each year, but only a small percentage of these school leavers find employment in the formal sector. The remainder become part of a growing unemployment problem. In other words, the effort and time spent by these young people to become educated is of little value unless they can find employment and use their knowledge and skills productively.

The objective (purpose) of vocational and technical training institutions is to provide the students with the necessary skills and make them able and ready for employment and create their own jobs. Nevertheless, the graduates are frequently observed searching for jobs instead of establishing their own business. In particular connection to this point, Nelson and Niguiru in Neck and Nelson (1987: 98) explained that vocational and technical training institutions adequately prepare people with technical skills to seek employment, but because little or no instruction regarding self-employment is currently provided, graduates of these institutions do not have the background, experience or maturity needed to take advantage of self-employment opportunities.

Formal programmes need to be designed and widely used in vocational and technical training institutions to develop entrepreneurial skills and management skills which are essential for success in various and operating a small enterprise.

Furthermore, Nelson and Niguiru (1987: 99) emphasized that more attention should be given to the training needs of people in the Small Enterprise (SE) sector in developing countries. Experimentation with various delivery systems should be attempted for:

- a. Providing formal and informal educational opportunities to persons to determine whether or not they should start a small business.

- b. Providing a variety of services to persons who are in the actual process of starting a business.
- c. Providing a variety of follow up and extension type services on a continuous basis to individuals who have established businesses and need assistance in order to maintain or expand their business .

## **2.4 Importance of Entrepreneurship**

The role of entrepreneurship in economic development involves more than just increasing per capita output and income, it involves initiating and constituting change in the structure of business and society (Hisrich and Peters, 1989).

According to Abdella in Ayalew and Habtesilassie (1995:50-51), entrepreneurship plays an important role in the economy of a nation. Economic development is enhanced if the private sector is allowed to develop and play a significant role in an economy. Moreover, important in the private sector development is entrepreneurship which brings a continuous infusion of new ideas, methods, products and services.

Some of the indicators of the significant role that entrepreneurship plays are: economic growth, productivity and new technologies, products and services. In addition, productivity is also enhanced through entrepreneurship. Research and development efforts coupled with investments in new plant and machinery result in increased productive capability and productivity (Abdella in Ayalew and Habtesilassie, 1995: 51).

## **2.5 Education and Training in Relation to Career Opportunities**

In reply to the education and training demand of the people, many countries have developed policies and strategies to provide relevant education and training. According to Duffy and others (1997), assessment of education, training and employment relationship requires a corresponding information on

unemployment. Duffy and his associates further explain that first, current development strategies in many developing countries place due emphasis on employment as one of the major goals of development. These strategies assume high rate of absorption of economy and thus reduce the worsening conditions of unemployment. Giving practical effect to the strategies, education and training assume heavy responsibilities.

According to Aggarwal, (1995: 413) in Getachew (2005) states that the three fold responsibilities of education and training towards employment include employment preparation, employment adaptation and creation of employment. These strategic approaches declare education and training as a process to prepare oneself for life, in a total sense and merely for a job.

Individuals to engage in a career, they need to have certain skills. The skills are obtained through education and training. In this regard, Gillis and others (1996) and Yekunoamlak (2000) in Getachew (2005) have pointed out that logically in any economy, it is customarily for people with a given level of education and training to hold various types of jobs. A certain level of education and training is required if a person is to fill a given occupation. To this effect, TVET institutions have major roles of providing impetus for the realization of employment oriented development missions.

The process of establishing a training programme often involves identifying employment opportunities, identifying the competencies necessary for jobs, planning the teaching and learning process and providing the necessary resources. Often when the results of evaluations conclude that a programme has worked poorly, they mean that, one or another of these was not carefully planned, somewhere in the process something was left out (Norton, 1997 in Getachew, 2005).

Previously, the purpose of vocational training has been giving certain skills to students in order to enable them fit for available jobs. In relation to this point,

Nelson and Nguiru in Neck and Nelson (1987) pointed out that the traditional role of vocational training has been providing skills to students at all educational levels to prepare them for existing jobs. The above writers further explained that vocational training has not been involved in exploring new concepts beyond the traditional role of preparing students for available jobs. It had not been realized its full potential in the whole area of job stimulation and creation (1987: 95).

In addition, vocational training has not given much attention to the people who create their own employment by becoming self-employed. As clearly expressed, self-employed entrepreneurs are absolutely essential to the economic vitality of any community. They are the principal innovators of change and growth (Nelson and Nguiru in Neck and Nelson 1987: 95-96).

In general, vocational and technical education and training offers specific skills that a trainee is expected to face to characteristics of different types of employment in a given economy. These are wage employment in the modern sector and self employment in the informal sector.

### **2. 5.1. Wage Employment (The Formal Sector)**

The formal sector indicates job opportunity in public (government) or private enterprise. In most developing countries including Ethiopia, this formal employment sector accounts for a relatively small proportion of total employment and often shows little growth potentials. Consequently in many underdeveloped economies the proportion of people who have got job opportunity from the formal sector is very small. Regarding to this point Wanna (1998: 60) indicated that the modern sector (public and private) in Ethiopia absorbs small number (less than 15 percent) of the labor force.

It is the informal sector not the modern and private sectors that the ever growing potential labour forces might be expected to be absorbed into the productive employment (ILO in Ziderman 2003: 30). This shows that a country

like Ethiopia with poor economy and limited investment, it is very difficult to anticipate desired changes on part of the people and the country at large. Hence, it is commendable to give due attention and develop the informal sector in order to open up opportunities for the youth to create and run their own jobs which may somehow alleviate the unemployment problem and give economic contributions when their job sectors develop.

### **2.5.2 Self-employment**

The lack of modern sector employment opportunities has forced individuals in many countries to the benefits of the informal 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 (UNEVOC, 2002: 15).

Similarly, Atchorena (1994: 134) and Ziderman (2003: 3) asserted that in an economic climate where 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 self employed and the informal sector.

Most of the informal sector enterprises provide market opportunities for the low income groups. Therefore, the sector has created conducive environment to grow since the majority of the population in Africa is in low income group. Nevertheless, this sector which provides ample employment opportunities in most countries of Africa has not been given sufficient attention in numerous TVET training programmes (UNEVOC, 2000:71, Atchoarena and Andre 2002:150).

There is a logical ties between the informal sector and unemployment in many developing countries, it is connected with the discovery that a substantial number of people are working on their own account in the informal sector. In Ethiopia as well, graduates of TVET and others join the informal sector when

wage employment opportunities in the modern sector are quite limited. Since they cannot find jobs, they have created job themselves.

School leavers may not be suitably capable of going to small business especially where skill requirements are relatively high. This is due to, first, such business requires both capital and advanced skills and second, the courses offered in training institutions are not intended to develop high level of occupational competency and are in most instances oriented to the technologies and skill requirements of modern sector employment, not to the different forms and skills needs of informal sector. But in order to create jobs, they need skills and support system. Training is decisive to help this group of people fit the specific circumstance of the informal sector. TVET systems should, therefore, encourage the process of self-employment earning one's livelihood directly from one's own trade or business- through a provision of high level entrepreneurship skills (Middleton, 1993; King, 1985; Wanna, 2000).

A complex set of social and economic challenges are often associated with them such as lack of access to credit and raw materials, lack of concentrated markets for products, lack of transport, lack of sufficient support etc. These barriers have limited rural as well as urban entrepreneurship (Storney, 1987:34; ILO in Middleton, 1993: 19-20; Locks in Yekunoamlak, 2000: 15) Social challenges on the other hand often arise from graduates as well as their parents aspirations. First some graduates are reluctant to accept informal sector employment. It may be due their high aspiration and family background. They prefer to wait for wage earning employment in the formal sector. They don't have the willingness to work in the informal sector at lower wages. Second, even their parents look for high paying, white collar jobs rather than blue collar jobs. Hence, there exists a mismatch between aspirations and possible job opportunities provided by the labour market (Middleton, 1993: 47, 187-188; Simmons, 1986: 167).

In short, the government, TVET institutions, graduates and the community should understand the economic contribution of the informal sector. High social regard must be placed on manual work, self-employment and engaging in small businesses. Over reliance on wage employment in the modern sector is not, nowadays, viable and sustainable ways of making livelihood, particularly in developing countries like Ethiopia. This is due to the fact that the limited growth of the sector may not guarantee high rate of absorption of skilled manpower including TVET graduates.

## **2.6 Components of Entrepreneurship Training**

### **2.6.1 Research**

To enhance entrepreneurship development, extensive and continuous research studies must be undertaken about entrepreneur and entrepreneurship behavior, enterprise creation and management and entrepreneurial environment and entrepreneurial culture (Yohannes in Ayalew and Habtesilassie, 1995: 99-100).

When Gibb in Neck and Nelson (1987: 230) stressed the importance of research as 'Research is an integral part of the armory of an effective organization, national or local, private or public, and ought clearly to be linked with development.

Research facilitates smooth transitions from innovation to practice and action. In addition, in developing countries, research and development programme for small firms is essential to the health of this sector of the economy. Hence, if entrepreneurship training in TVET colleges is conducted based on different research outputs, there could have better achievement.

### **2.6.2 Curriculum Design and Course Content Specification**

It is obvious that the curriculum should contain a theoretical framework as well as practical to make its development coherent and application more to

encourage drive and behavior for self-employment, it is important to emphasize the entrepreneurial ability development and business creation opportunity zeroing in on self-managing activity and research (Yohannes in Ayalew and Habtesilassie, 1995: 111).

TVET programmers can be judged in terms of content as well as training. The relevancy of any training curriculum according to the Transitional Government of Ethiopia education document (1994: 2-3) is determined heavily by the extent it meets the ultimate education and training objectives and the degree it gears towards the socioeconomic needs of the country. It encompasses all aspects of appropriateness, purposefulness, sustainability and realism of training in achieving predetermined goals of a given programme.

Similarly Wanna in Amare and others (1998: 61) also mentioned that the reliance of the curriculum in TVET programmers as “successful employment or self employment of TVET programmers usually give a great deal of emphasis to relevance of the curriculum, to the labor market and sensitivity to the regulatory changing nature of it.”

Various researchers in the field argue that skills development in TVET programmes must correspond with the needs of the prevailing labour market. To enhance such provision, curriculum used for training in schools must be based on comprehensive occupational analysis outcomes. This is to mean that jobs that are available in present labor market must be identified and analyzed to develop relevant curricula. Otherwise, the consequence will be devastating. That is, if graduates leave schools without having any employable or salable skill, they will undoubtedly join the army of the unemployed (Wanna in Amare and others (1998: 62-63).

Walther (2007) also strongly argues that entrepreneurship and business management curricula are extremely effective tools for creating, strengthening and supporting current and future entrepreneurs. The effectiveness is rooted in

the experiential learning methodologies that the curricula use. Through simulations, structured discussion, participatory exercises and peer learning techniques experimental learning methodology brings real life experience and opportunity into the training room and creates learning that is relevant, immediately applicable and long lasting .

The curricula also include practical application, such as writing a business plan and setting up and running a mini business during the training course.

### **2.6.3 Teacher's Qualification and Experience**

Of all the resources required for TVET programmers, teachers are the major components who play the most important role in successfully achieving the objective of the training. The quality of the training programme largely depends on the trainers. They are at the heart of the matter.

Teachers who conduct entrepreneurship training are required to have adequate knowledge and experience on the field. They need to emphasize more on the practical aspect. With respect to this point, Yohannes in Ayalew and Habtesilassie (1995: 112) stated that those who occupy role of instructors in entrepreneurship should have a wealth of practical experience and not only theoretical knowledge. They should lead the experiment discussion and /or learning environment encourage participation, innovation and "loud thinking" in learning. In addition, this writer further suggested that it is preferable if the instructors come from actual practical world assisted by academic staff. Hence, team teaching should be the mode and medium of learning

The importance given to trainers, the training and securing of well-qualified teachers must precede all other considerations besides the development of any educational level presupposes the availability of teachers will then have a direct effect on how well students are prepared for their future career.

Good TVET requires teachers with technical skills, industrial experience and good pedagogical skills. Various survey reports have pointed to the need to improve technical and pedagogical competence of TVET teachers and ensure adequate industrial experience prior to and during teaching service. A review of TVET institutions in many countries discovered that inadequate qualification of teachers has negatively affected the quality of the training (Middleton, 1993: 195-196; World Bank, 1993: 143).

#### **2.6.4 Teaching Materials and Facilities**

Meeting the entire costs of functional workshops and providing up-to-date training materials is one of the relevant measures to maintain quality of training. Vocational and technical training usually have development and recurrent cost. It should be noted that textbooks, reference books, practice materials for workshops, teaching aids, etc are very essentials to effective training as is effective maintenance of facilities.

According to Prokhorof (1997) and Middleton (1993) in Getachew (2005: 27) training materials for entrepreneurship must be developed to incorporate skills that are specific to local products and technologies and that include business management skills that fit the local regulatory and market environment.

When the World Bank states about the importance of educational resources as:

*There is substantial evidence that the availability of books, teaching materials, equipment and other educational resources would noticeably improve the quality of education. Scarcity and less expenditure on them will adversely affect the potential for improving quality (1993:139)*

Further, the Ministry of Education outlined that there will be sufficient hand tools machines and different equipment in conformity with the member of trained in each field; basic and essential measurement equipment and materials raw materials essential for training in each institution (MoE, 2003 in Getachew, 2005: 27)

## **2.7 Characteristics of Entrepreneurship and Entrepreneurs**

Entrepreneurship has a close tie with the practice of starting new businesses in response to identified opportunities. Experts on the field of entrepreneurship outline that starting a new business is often a difficult undertaking, as the majority of new businesses fail in their early stage of establishment.

Entrepreneurship ranges in scale from solo projects, which may involve the entrepreneur even only a part-time, to major undertakings, which are capable of creating many job opportunities. Many high profile entrepreneurial ventures require venture capital, which cannot be secured easily in order to organize and run the business effectively (Eyasu, 2007: 22). In addition to these, Eyasu further pointed out that there are so many challenging situations in establishing a new business and becoming successful entrepreneur. To uphold entrepreneurial behaviours and maintain strong persistence in the face of challenging situations, entrepreneurs have to have certain specific characteristics and pattern of behaviour, which the entrepreneurs find important in achieving their goals. Rumball (1989) in Eyasu (2007: 22) identified ten characteristics as the sources of strengths of the successful entrepreneurs which include: 1) inner power 2) business judgment 3) perseverance 4) motivation skills 5) idea generation 6) technical skills 7) personal values 8) marketing skills 9) decisiveness 10) empathy.

An Ethiopian expert on the field of entrepreneurship, Werotaw (2006) states that successful entrepreneurs have ten abilities as the prime bases and moving power of their success. These could include: goal setting, risk taking, opportunity seeking and initiative, persistence, commitment to the work contract, efficiency and quality, information seeking, persuasion and networking, independence and self-confidence as well as systematic planning and monitoring.

In a similar context, Desai (1999) also pointed out that entrepreneurship is the product of interaction among a number of factors some of which are individual (psychological) and the rest being the social, cultural and economic milieu.

In general, if one wants to be an entrepreneur and run a particular business successfully, he/she has to possess and demonstrate certain characteristics which are very essential in the sector. Besides, examining the different traits of entrepreneurship will also assist the individual to have a better understanding about the field because it could add positive contributions to the sector in which he/she is engaged in. Otherwise, all the efforts would be a futile exercise.

## **2.8 Challenges to Entrepreneurship Development**

According to Getachew in Ayalew and Habtessilasie (1995:160), entrepreneurship development may take the form of short-term training and long-term education. The training may focus on achievement motivation, opportunities counseling, project plan guidance, information on procedures and process and on development strategies. Post-training support for entrepreneurship in setting up business, provision on loans, acquisition of infrastructure and industrial estate is a necessary measurement for private sector development.

It is clearly understood from the above discussion that failure to carry out either of the trainings will have a negative influence on someone who starts entrepreneurship development.

In Ethiopia, entrepreneurship have faced with different problems. These include: problems of productivity, marketing, credit facilities and problems of size and quality of entrepreneurship. For the low productivity, obsolete equipment, shortage of raw materials, lack of skills and spare-parts could be mentioned (Getachew in Ayalew and Habtesilassie, 1995: 144).

In addition, marketing and distribution problems have constrained entrepreneurship development and business expansion. Moreover, the sector faced competition from cheap imports that have competitive advantages. The institutional support to bring about real and technological changes in the private sector is also little.

### **2.8.1. The Investment Front**

Entrepreneurship tend to rely on loan financing of investment even for sectors that normally required a relatively small investment.

Given the size and nature of the private sector at large, entrepreneurship development without an active participation of the state is a difficult task. The state should provide the economic infrastructure and guidance as deemed appropriate. Institutional arrangements, for the mobilization of resources for the support of entrepreneurs is of the essence. Partial or total contracting arrangement between public enterprise and private ones are not practiced at all. The creation and strengthening of backward and forward linkages with the public enterprises would help private entrepreneurs to gain confidence and expand their ventures (Getachew in Ayalew and Habtesilassie, 1995: 157-158).

The role of investment in a country's development endeavour is substantial. It plays multidimensional roles. In developing countries like Ethiopia, investment policies are targeted among others, at stepping up the momentum of economic development, enhancing the role of private sector and consequently, creation of wide employment opportunities (IOO, 2004: 16). This is a good indicator that foreign and domestic investments are vital elements in developing business which will in turn contribute for the development of one's economy. Hence, the government has to consider this issue seriously so as to benefit a lot from the sector

### **2.8.2. Institutional Support**

As it has been mentioned, entrepreneurs need the support of the government to realize their potentials and stimulate their interest.

In the financial sector, the institutions (financial) have a negative outlook toward small business entrepreneurs. According to Getachew in Ayalew and Habtesilassie, the small business entrepreneurs are considered high risk, lacking proper organization. Though talented, they are not trained in financial management. They do not keep accounting records. As starters of new business, they are not attractive to banks because of their limited funds, high risk and default, the banks are not willing to support the entrepreneurs (1995: 160-161).

The lack of equity markets is an obstacle to private sector development. The absence of financial institutions with a special lending policy to provide service for entrepreneurs is a serious problem to consider. Entrepreneurs with no start-up capital suffer from lack of such services.

### **2.8.3. Organizational Issues**

In Ethiopia, today, there are different entrepreneurs who are engaged in various activities. They generate output, employment and income using local technologies with adopted technologies. They are flexible and creative and make efforts to satisfy market needs. However, despite such entrepreneurial qualities and talents, the business community is weak and lacks organization (Getachew in Ayalew and Habtesialssie, 1995: 162).

In genera, in referring to the above points, entrepreneurs should be well-organized to have a common understanding of the environmental variables that affect their business. They should be able to jointly manage problems that may arise from external pressures.

## **2.9 The Status of Entrepreneurship Training in the Ethiopian TVET System**

When critically examining the bases for prosperity of developed nations, one finds the roles played by entrepreneurs for making their nations developed. These entrepreneurs did not have any prior formal entrepreneurship education training when they were doing and running their own businesses. It was their tireless effort to change first, themselves and later their countries in general. Having learnt the marvelous works of their entrepreneurs, developed nations introduced early entrepreneurship education and training in their education system.

In Ethiopia, the provision of entrepreneurship training as course started very recently. Ethiopian Education and Training Policy (1994) states that all TVET trainees are entitled to take entrepreneurship course equally for 80 hours in the classroom alone in addition to their field project works. It is believed that the training gives much importance for the trainees to build their entrepreneurial motivation. In giving entrepreneurship training, Mc Mullan and Long (1990) mention that entrepreneurship should be taught as an applied discipline by complementing books that lean on theory and with books that are experiential and pragmatic. These writers further explain that there is a long standing tradition in entrepreneurship courses of bringing local entrepreneurs in to the classroom. In this respect, profiles, cases and projects, the prime value of which is motivational and that motivation is arguably greatest when former students turned entrepreneurs return to the classroom to describe their experiences.

The provision of entrepreneurship course in the TVET institutions appears good and interesting there are clearly seen weaknesses. Currently, it is given as a common course for all trainees focusing mainly on business area. The other fields of study are not given attention regarding this issue. In addition, the training has not gone beyond the TVET institutions.

Since developed countries are already aware of the benefits of entrepreneurship, they have opened several fields of specializations at first degree and masters level. Our country, Ethiopia has to learn more from those experienced nations in entrepreneurship so as to gain benefits and to some how alleviate its poverty.

## **2.10 The Practices of Entrepreneurship Training in Two East African Countries**

Drawing lessons and experiences from other countries have tremendous advantages for nations which just started a particular education or training. In connection to this, Kenya and Uganda have relatively good experience on entrepreneurship education and training. Hence, critically observing their practices and experiences and taking some of the best sides will benefit much.

### **2.10.1 Integrated Entrepreneurship Education (IEE) Provision in Uganda**

Entrepreneurship education in General Secondary School is not being offered as a separate subject in a regular course. However, some integrated entrepreneurship education relevant topics are delivered within business studies. The Ugandan National Curriculum Development Center has developed comprehensive and detailed IEE curricula for each of the 6 secondary school levels. The volume of the planned IEE is estimated at 4 periods per week at each level.

IEE, in Business, Technical and Vocational Education Training (BTVET) institutions has not been provided in the school based programmes. In the Industrial Training path, topics intended for equipping the students with useful skills for self-employment has been an integrated part of the curriculum for each trade since the 1970s.

In Uganda the commerce/entrepreneurial teachers at vocational training institutes have minimum A-level qualification i.e. a bachelor degree in addition to their TVET background and most of them have been trained by sponsoring donors. The levels of teacher qualifications vary considerably, but there seems to be a general view that there are many instructors who are poorly qualified for the work they are doing.

In order to compensate for the lack of relevant qualifications among the staff and ensure that the students receive IEE from a professional, some private institutions hire external experts to provide this part of the training. (Keating, 2000 and Wirak and others, 2001 in Farstad).

### **2.10.2 Integrated Entrepreneurship Education (IEE) Provisions in Kenya**

Farstad (2002) citing GOK, (1998) pointed out that integrated entrepreneurship education is not provided as a separate subject at any level. However, relevant elements are embedded in some subjects. Self-employment has to some extent been raised as career option in the practical and vocational subjects.

In the late 1980s, the government took initiatives to integrate entrepreneurship education at all levels of TVET. Following this, in 1990, the Ministry of Research, Technical Training and Technology in close cooperation with the UNDP/ILO entrepreneurship education project started the implementation of IEE with the aim to promote enterprise culture and equip TVET students with relevant entrepreneurial skills (GOK, 1989 in Farstad, 2002).

In 2002, IEE is being provided in all recognized TVET/TEP programmes. In the Artisan training programmes, relevant IEE elements are included in other subjects, such as general studies and business mathematics. But, at higher levels, entrepreneurship education is a separate subject.

It is stated that Kenya has been in the forefront when it comes to the promotion of self-employment through compulsory IEE. The modes of delivery have been improved from time to time.

All the teachers that have been trained after 1993 have entrepreneurship education as a subject in their own training, 156 hours (8%) out of the total 2000 hours for the programme. Older teachers have received in-service entrepreneurship training organized by the Ministry of Education.

There is a higher diploma course in entrepreneurship development at Kenya Technical Teachers College (KTTC). It is a 2-year programme that equips the student with entrepreneurial knowledge and skills for his/her own entrepreneurial activities, for the administration, training and tutoring of entrepreneurs as well as for evaluation of new entrepreneurs projects.

A growing number of IEE teachers hold a higher diploma in entrepreneurship development offered by KTTC since 1993. The Kenyan teachers service commission, a body in the Ministry, is supporting IEE teachers who want to upgrade their skills in this particular subject. It is the objective of the Ministry that all IEE teachers be qualified at this level.

### **2.10.3 Implications of Integrated Entrepreneurship Education in Uganda and Kenya**

In Uganda and Kenya, one finds elements of Integrated Entrepreneurship Education (IEE) in both Junior Secondary and Senior Secondary General Education. They are partly integrated in other subjects, such as Business studies and key skills, or delivered within the framework of career guidance and partly delivered as separate subject.

In both countries the education for self-employment is much stronger within TVET than in general education. In Kenya IEE has been a compulsory and examinable subject at all levels of TVET since the early 1990s. In Uganda, topics

relevant to self-employment have been provided to all students under the industrial training scheme since 1970s and a comprehensive new curricula for IEE was introduced in general education and in TVET programmes recently.

A research made on the two countries indicated that among graduates who received IEE, those with a TVET background more often than those from general secondary education start their own business within a few years' time. The finding also indicated that a stronger motivation for entrepreneurship among TVET students who did receive IEE than among those who did not.

### **2.10.3.1 Planning and Preparation of Integrated Entrepreneurship Education**

In Kenya and Uganda, the promotion of self-employment and the development of micro-small and medium sized enterprises (MSMEs) are firmly anchored in major policy documents and preparation of IEE provisions were based on needs assessment surveys. In Kenya, the IEE curricula that were introduced in the early 1990s were developed within the framework of an ILO/UNDP project which was implemented in cooperation with major private sector actors. With similar respect, in Uganda, existing formal procedures for curriculum development are meant to ensure involvement of key stake-holders and there was undoubtedly contact and dialogue with the private sector during the process and final completion.

### **2.10.3.2 Objectives and Content of Integrated Entrepreneurship Education**

In general, the objectives of IEE are found within the following categories:

- a. to develop awareness, a positive attitude to, and motivation for self-employment as a career option;
- b. to provide knowledge and skills that will enable them to establish and run their own business; and

- c. to stimulate creativity and nurture the “real entrepreneurial spirit”, resulting in the establishment of innovative, flourishing enterprises.

The curricula used in Kenya and Uganda focus only on objectives “a” and “b”. Accordingly, the content is partly motivational and partly pragmatic, i.e. focusing on formal and practical knowledge and skills. On the other hand, laws, existing credit systems, bookkeeping and marketing are examples of objective “c”.

### **2.10.3.3 Teachers’ Qualification and Motivation**

The efficiency and effect of education and training is closely linked to the teacher’s motivation and enthusiasm, his or her professional qualifications and the mode of delivery and follow up.

Motivation and enthusiasm are important elements in one’s career. They are the driving forces for an employee to accomplish his/her own tasks successfully. Some workers give little appreciation and recognition due to low salary level of their career. This is true for Uganda and Kenya teachers.

In Uganda, teachers had received in-service upgrading in connection with the introduction of the new curricula at the time. Where as in Kenya, entrepreneurship education has been part of the training for all teachers graduated since 1993. More recently, higher diploma, and master programmes in entrepreneurship development have been introduced at some of the universities and colleges. The Kenyan government financially support, teachers who enroll in these programmes.

In the two countries mentioned, many of the TVET teachers have personal work experience from the MSME sector, either through involvement in some family business or even from running their own business which would help them relate and give practical examples on entrepreneurship education.

#### **2.10.3.4 Delivery and Organization of Training**

Allocated time for IEE vary between the different programmes, but never exceeds an average of 2hrs/periods per week. The organization of classes in Kenya and Uganda at institutional level seems quite rigid, leaving little room for practical, time-consuming work. Traditional classroom teaching, comprising group work, role-play, discussion and theoretical problem-solving exercises are the most common methods of instruction. Site visits to local markets and conduction of a market study are recommended in some of the curricula.

Periods of industrial attachment are mandatory parts of training in most of the IEE programmes. This is because realistic, personal experiences are highly acknowledged as the most efficient way of learning. The mandatory periods of work placements give students new insights as to the world of work, enterprise norms, ethics and culture and how enterprises are organized and function in a real market.

Some training institutions co-operate with external organizations or individual experts. For example, in Uganda, some private TVET institutions hire experienced instructors from NGOs working with MSME promotion, to teach IEE in the last term for last year students, at both certificate and diploma levels.

In Kenya, “Small Business Centers” (SBC) have been established at the public TVET institutions. The purpose of the SBCs, according to Farstad (2002) is to promote and support the development of MSMEs and to stimulate the development of an entrepreneurial culture within the institution and the local community. The SBCs staffs share their time between entrepreneurship training of teachers and classes of students in the mother institution and training, monitoring and counseling of entrepreneurs in the local community.

The tracer study data from Uganda revealed that the entrepreneurship potential among TVET students could be higher if it is accompanied by some assistance by the training institutions for TVET graduates. This may include; financial

assistance and other services like supplying basic tools necessary to practice their new trade or to facilitate credit in order for them to purchase the tools. Others kinds of business support such as market research and marketing are pointed out as potentially important measures in order to increase the rate for self-employment among TVET students.

## **CHAPTER THREE**

### **3.1 Research Methodology and Sampling Techniques**

#### **3.1.1 Research Methodology**

This study entirely employed a descriptive survey research method because it would help to identify the practices and describe the problems that influence the provision of entrepreneurship training in the TVET Colleges. Moreover, the nature of the study needed wider description and investigation of facts, opinions and figures related with the practices and problems of entrepreneurship training.

#### **3.1.2 Sampling Techniques**

There are a number of government TVET Colleges in Addis Ababa. Out of these, five TVET Colleges such as Tegibare Id, Nifas Silk, Entoto, Misrak and General Wingate were taken using purposive sampling technique. This is because with the fact that these colleges have relatively better facilities and train their students in different fields of study for three years and graduate them with diploma. Thus, this helped the researcher got the necessary information.

To collect the data from the instructors, availability sampling technique was employed as the number of teachers who teach entrepreneurship course were limited in each college. Availability sampling technique was also used for vice deans of the TVET colleges.

On the other hand, data from the trainees were gathered using simple random and stratified sampling techniques. This was because due to the huge number of trainees, stratified sampling would help a researcher obtain certain number of respondents from different groups. In particular connection to this point, Best and Kahn [2005:17] explained that at times it is advisable to subdivide the population into smaller homogenous groups to get more accurate representation. Accordingly, from the nineteen fields of study, 11(57.89%) of

them were selected randomly. In addition, in order to get the chance to understand the attitude of the trainees towards entrepreneurship, different fields were taken from the TVET institutions under study. Since the number of trainees in each field of study varies, it was difficult to get the same number of respondents from these disciplines. Hence, to minimize the shortcomings, an average of twenty (20) trainees were taken from the sample fields of study. Simple random sampling method was also used to give the trainee-respondents equal chance in order to be included in the study. The technique is shown in the following Table below.

**Table A. Sample of the TVETs Fields of Study and Their Respective Trainee Respondents**

TVETs												
	Nifas silk		Tegibare Id		Entoto		Wingate		Misrak			
Fields of study	Accounting	Human Resource Management	Banking & Insurance	Purchasing & Supplies	Marketing	Secretarial	General Mechanics	Electronics	Machine Technology	& Record Archive	Surveying	Total
	19	18	16	20	19	19	20	20	20	18	16	
<b>Total</b>	37(18.04%)		36 (17.56%)		38(18.53%)		40(19.51%)		54(26.34%)			205 (100)

### 3.1.3 Data Gathering Instruments

To gather the relevant information from the respondents, questionnaires were employed. This was not only because it was a popular means of collecting all kinds of data but also it helped to gather data about conditions, practices and problems from large number of respondents. In order to get all the possible information from the respondents, the questionnaires included both open-ended and closed- ended items. To identify language error or vague expressions

and to make the appropriate corrections as well as survey the responses, the questionnaires were pilot tested with small group of similar characteristics. To identify and to supplement the data gathered through closed-ended items, the data obtained through open-ended items, interview responses were incorporated in the analysis. Moreover, the questionnaires which were filled by the students were written in Amharic, this is because doing so makes the questions easier and clearer to the students which may have difficulty in understanding English had the questions been written in it. In addition to data collected through questionnaire and interview, secondary sources of data were employed. Accordingly, statistical data from the colleges, education bureau and office of micro and small scale industries developing agencies of the sub-cities were taken.

### **3.1.4 Tools of Data Analysis**

#### **3.1.4.1 Quantitative Data**

The Study employed entirely descriptive statistics to analyze the data collected. Due to the organization of the questionnaires, descriptive statistics was used because it helps to describe the nature and characteristics of objectives and the relationship between variables.

Accordingly, percentages were used to describe the general characteristics of respondents as well as the magnitude of their opinions and assumptions towards the study issues.

#### **3.1.4.2 Qualitative Data**

Data collected using interviews were interpreted and written properly to supplement the quantitative data. Moreover, documents from various sources were examined and categorized as quantitative and qualitative data and analyzed accordingly.

## **CHAPTER FOUR**

### **Presentation and Analysis of the Data**

This chapter deals with the presentation and analysis of data gathered on the general characteristics of the respondents and the practices and problems of entrepreneurship training in the five TVET colleges.

#### **4.1 General Characteristics of the Respondents**

For this study, two groups of respondents i.e. entrepreneurship instructors and groups of 2<sup>nd</sup> and 3<sup>rd</sup> year trainees were taken to fill in the questionnaires (For the sampling size and technique, see chapter 3).

A total of 46 questionnaire copies were distributed to entrepreneurship instructors of the five TVET colleges. Of which, 40 (86.95%) were filled in and returned. Only 6 (13.04%) of the questionnaire copies were not returned. On the part of trainees, 220 questionnaire copies were distributed and 205 (93.18%) were filled in and returned. 15 (6.8%) copies were not returned. Based on the data collected, the general characteristics of the respondents of the study were analyzed as follows:

**Table 1 Respondents' Classification in Work Institutions, Sex, Age, Qualification/Education Level, Major Fields of Study and Years of Service**

Characteristics		Respondents			
		Instructors		Trainees	
		No	%	No	%
Name of TVET Institution	Nifas Silk	8	20	37	18.04
	Tegibare Id	7	17.5	36	17.56
	Entoto	10	25	38	18.53
	General Wingate	7	17.5	40	19.51
	Misrak	8	20	54	26.34
	<b>Total</b>	40	100	205	100
Sex	Male	27	67.5	108	52.68
	Female	13	32.5	97	47.31
	<b>Total</b>	40	100	205	100
Age	15-20			190	92.68
	21-25			15	7.31
	20-25	8	20		
	26-30	7	17.5		
	31-35	4	10		
	36-40	3	7.5		
	41 and above	18	45		
	<b>Total</b>	40	100	205	100
Qualification/ Education Level	Diploma	11	27.5		
	B.A	23	57.5		
	B.Ed	6	15		
	M.A/M.S	-	-		
	Ph.D	-	-		
	10+2			73	35.60
	10+3			132	64.39
	<b>Total</b>	40	100	205	100
Major Fields of Study	General Business	5	12.5		
	Accounting	13	32.5		
	Banking and Insurance	3	7.5		
	Economics	5	12.5		
	Marketing and Sales Management	7	17.5		
	Purchasing and supplies management	6	15		
	Management and Public Administration	1	2.5		
	<b>Total</b>	40	100		
Total years of Teaching	1-5	11	27.5		
	6-10	4	10		
	11-15	-	-		
	16-20	2	5		
	21-25	2	5		
	26-30	8	20		
	31 and above	13	32.5		
		<b>Total</b>	40	100	
Teaching Entrepreneurship	1-4	16	40		
	5-8	15	37.5		
	<b>Total</b>	31	77.5		

As one can observe in Table 1, the number of entrepreneurship instructors in the colleges was almost the same with only small difference in Entoto 10 (25%). Similarly, almost the same numbers of trainees were taken from each college for the study, except Misrak 54 (26.34%). The sample size is well discussed in chapter three.

Concerning the gender proportion, majority of entrepreneurship instructor-respondents were male 27 (67.5%). The female instructors constitute 13 (32.5%). The latter proportion indicates, still the number of women who are teaching in colleges has not reached to the required level. On the trainees' part, nearly the same proportions of the two genders (52.68% male and 47.31% female respondents) were taken. This could help avoid the gender bias.

Regarding the age range, great majority of the trainees were between mid teens and late teens. Small proportions of them were above twenty. On the instructors' part, nearly half of the respondents were above 41. This would indicate they were in their late adulthood. This could also show the extent of instructors' teaching experience. (For more information, see item 6 of Table 1 discussion below). The others, 8 (20%), of them were between 21-25 years. This category comprised the fresh graduates and the instructors with few years' experience. Generally, the age group signifies 15 (37.5%) were in their youth age. The rest 25 (62.5%) were adults. Though the young are joining the higher institutions every time, the number (percentage) is not to the expected level.

Table 1 also reveals educational qualification (level) of both respondents. Accordingly, more than fifty percent of instructor-respondents 23 (57.5%) had B.A degrees. This qualification holders did not have lessons on teaching (training) methods and pedagogies in the universities because they were non- education students except for business education. Hence, an instructor with no teaching/training experience would less likely achieve the expected result. Still, certain number of teachers 11 (27.5%) are in their diplomas. Unless these instructors get some in-service trainings, it is difficult to expect

some result out of them. Middleton (1993) and World Bank (1993) outlined that if teachers or trainers are poorly qualified, it will have a negative impact on the training process and its outcomes. The same Table (1) discloses, none of the entrepreneurship instructors hold M.A or Ph.D. degrees. Regarding trainees, 73 (35.60%) and 132 (64.39%) were 10<sup>+2</sup> and 10<sup>+3</sup> students.

Item 5 of Table 1 shows instructor- respondents' major fields of study. Accordingly, relatively greater number of the instructors were graduates of Accounting. Others were from different departments (fields).

The last item of Table 1 demonstrates the instructors' total years of teaching as well as their experience specifically teaching entrepreneurship. The data point out that significant number of the trainers 21 (52.5%) had a teaching experience of 26 and above. Possessing sufficient skill and experience is important, but the skills and experience must be updated every time. Otherwise, being old may have a demotivating effect on the training activity. Some of the trainees expressed their discontent towards the instructors being aged in the open-ended questionnaire item. The others 11 (27.5%) had an experience of 1-5 years. These instructors also need periodic skill-developing trainings so as to improve their efficiency. The instructors were requested whether they had experience in teaching entrepreneurship, the figure depicts 31 (77.5%) of them had between 1-8 years. The rest, 9 (22.5%) have just started this year.

#### **4.2 Analysis of the Responses Obtained From Entrepreneurship Instructors, Trainees and Vice Deans of the TVET colleges**

##### **4.2.1 Responses Related to TVET Trainees**

**Table 2. Responses of Trainees' Prior Information about Entrepreneurship**

Item	Trainees		
		No	%
<b>1. Did you have any information about entrepreneurship before joining the TVET?</b>	Yes	28	13.66
	No	177	86.34
<b>Total</b>		205	100

According to Table 2, great majority of the trainees, 177 (86.34%) did not have any knowledge or information about entrepreneurship education. When trainees have prior information about the training they take, they will contribute their share towards the fulfillment of the training objectives. Landzani and Vuuren (2002) indicated that when pupils are oriented into entrepreneurship from an early age, it becomes easier when they have their own entrepreneurial venture.

It is obvious that the provision of entrepreneurship education is to enable the trainees be self-employed after completion of their training. The instructors need to assess their trainees' outlook towards the training they are providing. This helps to make the necessary adjustments to make the outcomes of the training more effective. The following Table reveals the instructors' understanding of their trainees in terms of entrepreneurship training and future work prospect. Besides, it includes opinions of the trainees themselves for the same issue.

**Table 3. Responses on Entrepreneurship Training in Relation to Future Work Prospect**

Items	Respondents			
	Instructors		Trainees	
	No	%	No	%
<b>How do the trainees see entrepreneurship training in terms of future work prospect?</b>				
(a) A training which brings a positive impact on their future life	19	47.5	133	64.88
(b) As a career option besides being wage-employed	8	20	117	57.07
(c) As a requirement to complete their years of training	8	20	20	9.75
(d) Do not have clear understanding about it	5	12.5	9	4.39
<b>Total</b>	40	100	205	*136.09

\*The trainees gave more than one response.

According to Table 3 data, 47.5% of the instructors and significant number of the trainees 133 (64.88%) pointed out that entrepreneurship training is considered by the trainees as a training which brings a positive impact on their future life.

This aspect was vividly indicated in the open - ended item of the trainees' questionnaire. When they were asked to give their opinions generally on entrepreneurship training, surprisingly, almost all the trainees expressed they had positive attitude to it. In addition, the training showed them there is a career option 117(57.07%) apart from getting wage employment. Only few respondents gave their response for item "c" and "d"

As Table 3 indicates, both the instructors and trainees responded entrepreneurship has a positive impact on one's future work life, however, the results on the ground do not show this fact. Most of the Micro and Small Enterprises operators are non-TVET graduates. This was evidenced during my visit of some of the sub-cities of Addis Abeba for document analysis.

**Table 4. Responses on Trainees' Attitude and Motivation to Entrepreneurship Training as Rated by Both Respondents**

Items	Respondents			
	Instructors		Trainees	
	No	%	No	%
<b>1. Trainees' attitude towards entrepreneurship</b>				
a. Highly positive	3	7.5	130	63.41
b. Positive	13	32.5	48	23.41
c. Some what Positive	18	45	20	9.75
d. Negative	6	15	7	3.41
<b>Total</b>	40	100	205	100
<b>2. Motivation of trainees in entrepreneurship training session</b>				
a. High	17	42.5	167	82.08
b. Medium	19	47.5	30	14.63
c. Low	4	10	8	3.9
<b>Total</b>	40	150	205	100

As can be observed from Table 4, the trainees' attitude is generally positive with response rate (32.5% positive and 45% some what positive) for instructors and (63.41% highly positive and 23.41% positive) for trainees. Regarding motivation, the trainees rated as high with 82.08 percentage and the instructors with 42.5% high and 47.5% medium. This is a good indicator for training. If trainees have high motivation and positive attitude to a particular training they are taking part, they are likely to benefit the fruits of the training. Only small number of respondents expressed negative attitude towards entrepreneurship and low motivation for it. Therefore, trainers and the TVET institutions are expected to make wise use of the good opportunities found on part of the trainees and look for alternative ways which can possibly help to achieve the desired outcomes.

#### 4.2.2 Syllabus/ Curriculum Design, Preparation and Relevance

**Table 5. Responses on Syllabus /Curriculum Design and Preparation**

Item	Responses of Instructors	
	No	%
<b>The current entrepreneurship syllabus / curriculum was prepared by</b>		
a. The Ministry of Education	25	62.5
b. The TVET institution itself	-	-
c. Entrepreneurship course instructors of the institution themselves	2	5
d. Donor organizations	13	32.5
<b>Total</b>	40	100

As Table 5 discloses, there were three different stake-holders that prepared entrepreneurship curriculum. Accordingly, 25(62.5%) of the respondents, the curriculum for entrepreneurship training in which they are currently using was designed and prepared by the MoE. Others 13 (32.5%) replied that they were using a curriculum prepared by a donor organization called GTZ. On the other hand, two (5%) entrepreneurship instructors had prepared a curriculum (teaching and learning) material for entrepreneurship training.

Researchers on the field stress that in designing and preparing curriculum for entrepreneurship training, the participation of different stake-holders is very essential. This is because when the stake-holders participate, their inputs, needs and expectations will be included during the preparation and this would likely increase the successfulness of the training. However, the data obtained showed the different stake-holders together did not take part in the design and preparation of the curriculum.

**Table 6. Responses on the Relevance of the Curriculum**

Item	Respondents			
	Instructors		Trainees	
	No	%	No	%
<b>The relevance of the syllabus/curriculum to entrepreneurship training</b>				
a. Highly relevant	7	17.5	61	29.85
b. Relevant	25	62.5	125	60.97
c. Poorly relevant	8	20	14	6.62
d. Completely irrelevant	-	-	5	2.43
<b>Total</b>	40	100	205	100

As it could be seen from the responses on Table 6, significant majority of both respondents (62.5% instructors and 60.97% of the trainees) asserted that the curriculum currently in use for entrepreneurship training is relevant especially that of the MoE. In this regard, the researcher learnt that most of the instructors are using the MoE curriculum. In addition, 8(20%) and 14 (6.62%) respondents of both groups pointed out that the curriculum currently in use is poorly relevant to entrepreneurship training particularly CEFÉ, the GTZ's curriculum according to the instructors responses in the open-ended question items of the questionnaire.

If the curriculum is relevant, it is expected that trainees can acquire desired skills if the training is given with appropriate ways. Nevertheless, most of the TVET graduates were not found on the self-employment sector. This shows related activities have not been done together with the relevant curriculum.

These may include: qualified instructors, appropriate training method and exercises, etc.

For better result of a given curriculum, relevance cannot be sufficed. It must also contain adequate contents to realize its success. The following table shows the adequacy of the curriculum and its use in promoting self-employment as rated by the TVET instructors.

**Table 7. Responses on the adequacy of the contents of the curriculum and its extent in promoting self-employment**

Item	Response of Instructors	
	No	%
<b>1. Adequacy of the contents of the curriculum</b>		
a. Highly adequate	5	12.5
b. Adequate	24	60
c. Inadequate	11	27.5
d. Extremely inadequate	-	-
<b>Total</b>	40	100
<b>2. The syllabus/ curriculum in promoting self-employment</b>		
a. Very high	3	7.5
b. High	15	37.5
c. Moderate	14	35
d. Low	6	15
e. Very low	2	5
<b>Total</b>	40	100

As it can be observed from Table 7, most of the respondents 5 (12.5%) and 24 (60%) confirmed that contents of the entrepreneurship curriculum are highly adequate and adequate respectively. On the other hand, relatively small number of respondents 11 (27.5%) rated the contents of the curriculum as inadequate.

In the same Table (7), entrepreneurship instructors were requested whether the curriculum generally promote self- employment or not. The result showed that 3 (7.5%), 15 (37.5%) and 14 (35%) rated as very high, high and moderate respectively. These figures also support what has been mentioned about the relevance and adequacy of the curriculum. Only 6(15%) and 2 (5%) of the respondents rated as low and very low respectively.

In general, the data obtained in the two Tables (Table 6 and 7) reveal that the curriculum relevancy, adequacy and extent of promoting self employment is positive. Thus, the instructors need to exert maximum effort for at most use of the curriculum.

#### **4.2.3 Instructors' Qualification and Experience**

One of the necessary elements in training is trainers' qualification and experience. Trainers need to possess relevant qualification and experience in the fields they are expected to train. If trainers are poorly qualified and experienced, it will have a negative consequence on the outcomes of the training. The following table shows the extent of relevance of the instructors' knowledge and experiences to MSE development, their entrepreneurship education and its adequacy in higher institutions.

**Table 8 Responses on Instructors Entrepreneurship Education in Higher Institution and the Extent of Its Relationship to MSE**

Item	Respondents	
	Instructors	
<b>1. Extent of instructors' knowledge and experience related to MSE</b>	No	%
a. Highly related	4	10
b. Related	25	62.5
c. Partially related	10	25
d. Poorly related	1	2.5
e. Never related	-	-
<b>Total</b>	40	100
<b>2. Did you have entrepreneurship education in higher institution?</b>	No	%
<b>Yes</b>	33	82.5
<b>No</b>	7	17.5
<b>Total</b>	40	100
<b>3.If yes for item no 2 table 9, how adequate it was?</b>	No	%
a. Adequate	7	17.5
b. Partially adequate	17	42.5
c. Inadequate	9	22.5
<b>Total</b>	33	82.5

In connection to the points raised above item 1 of Table 8 indicates that among the respondents, 4 (10%) replied their knowledge and experience is highly related to entrepreneurship. The majority of the respondents 25 (62.5%) responded their knowledge and experience is related to the training. Others 10 (25%) rated as partially related. Only one respondent (2.5%) confirmed as poorly related.

It is clear that there was no entrepreneurship department as a major field of study in the higher institutions. The instructors who are currently teaching are all from business department. This because these instructors more or less believed to have taken courses related to entrepreneurship education in

higher institution. Item nº 2 in the same Table (8) also ascertains this idea. From this item, majority of the respondents (82.5%) claimed that they had entrepreneurship education in higher institutions. The others 7 (17.5%) replied they did not have any entrepreneurship lesson in the higher institution. However, these instructors obtained other forms of training particularly in-service training and workshops while they were in their TVET institutions.

In addition to the result obtained on the relevance of the instructors' knowledge and experiences, a question was raised to rate whether their entrepreneurship learning in the higher institutions was adequate or not. The data show that 7 (17.5%) of the respondents confirmed as adequate. Where as most of the respondents rated 17 (42.5 %) and 9 (22.5%) as partially adequate and inadequate respectively. Therefore, from this, one can conclude that entrepreneurship education was not given adequately in the higher institution. This inadequacy would have a negative impact on the provision and result of entrepreneurship training.

**Table 9. Responses on Training Opportunities of Instructors for Entrepreneurship Training**

Items	Respondents		
	No	%	
<b>1. What opportunity have you got so far to upgrade your qualification and broaden your experience</b>	<b>Instructors</b>		
	<b>No</b>	<b>%</b>	
	a. In- service training	2	5
	b. Workshops	8	20
	c. Formal training	6	15
	d. Colleges' visit to share experiences	4	10
	e. Distance learning	1	2.5
f. No training	19	47.5	
<b>Total</b>	40	100	
<b>2. In referring item 1, if you have got one or more opportunity (ies), to what extent that has /have helped you for your training?</b>			
	*a. Much help	13	32.5
	d. Some help	6	15
	e. Little help	2	5
	d. No help at all	-	-
<b>Total</b>	21	52.5	

\*For the sake of item 2 responses, "too much help" and "much help" are taken as "much help"

After completing a formal training, it is very essential to have different trainings to upgrade one's skills and broaden experience while engaged in a given job. In view of this point, a question was posed in the questionnaire (Item 1 Table 9) to investigate the type (s) of on/off the job training obtained. The result depicted that 2(5%) had in-service training, 8 (20%) got training through workshops, others 6 (15%), 4 (10%) and 1(2.5%) through formal training, colleges'/ institutions'/ visit and distance learning respectively. On the other hand, nearly half of the respondents 19 (47.5%) asserted that they did not have any type of training after their higher institution learning. In the interview the researcher held with the academic vice deans of the colleges, he learnt that only one time workshop was organized by GTZ specifically called CEFÉ training for business- related course instructors at the beginning of the provision of TVET instruction in 1995 E.C. According to these officials, no other training has been given for these and the new instructors since then. Nevertheless, the vice-deans further pointed out that various trainings are frequently organized by the MoE and ECBP for the other TVET instructors to help them acquire new skills and broaden their experiences. This is a clear indicator that entrepreneurship has not been given due attention from the pertinent bodies. This negligence undoubtedly will have adverse effect on the training and its outcome.

In relation to the preceding discussion, those respondents who obtained skill upgrading training through different means were requested to express the extent of help they got from these trainings. Item 2 of the same Table (9) reveals the following figures. Out of the 21 informants, 5(12.5%) claimed they got too much help, 8 (20%) much help, 6 (15%) got some help. Only two respondents (5%) pointed out the training contributed little help.

To sum up, in order to improve the quality of the training and ensure its success, providing continuous skill-developing training should not be neglected.

**Table 10 Responses on the Methods/Modes of Entrepreneurship Training Delivery**

	Instructors								Trainees							
	Always		Sometimes		Never		Total		Always		Sometimes		Never		Total	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
<b>a. Lecturing</b>	29	72.5	6	15	5	12.5	40	100	205	100	-	-	-	-		
<b>b. Site visits to local markets and conducting market survey</b>	5	12.5	5	12.5	30	75	40	100	-	-	64	31.21	141	68.78	205	100
<b>c. Realistic personal experience</b>	11	27.5	22	55	7	17.5	40	100	20	8.95	140	68.65	45	22.38	205	100
<b>d. Mandatory work placements to get real work experience</b>	8	20	6	15	26	65	40	100	12	5.84	21	10.24	160	78.35	205	100
<b>e. Creating micro and small enterprises in the institution to give real work experience</b>	4	10	13	32.5	23	57.5	40	100	10	4.93	29	14.17	166	81.39	205	100
<b>f. Through guest instructors or experts teaching/training</b>	-	-	6	15	34	85	40	100	-	-	6	2.92	199	97.08	205	100
<b>g. Trough role play and drama</b>	6	15	13	32.5	16	40	40	100	3	1.46	42	20.89	160	78.35	205	100

Another important ingredient that plays a vital role in training is a trainer's training method. The type of training method(s) that trainers use may have positive or negative effect on the outcomes of the training. Table 10 shows the types of training methods that entrepreneurship instructors employed as responded by the instructors themselves and their trainees.

Regarding the first item i.e. lecturing method, the data reveal that 29(72.5 %) always used this method, 6 (15%) sometimes used and 5(12.5%) never used the same method. On the other hand, surprisingly, all the trainee-respondents, 205 (100%) replied the instructors always used lecturing method for delivering entrepreneurship training. Here, the figure depicts there is some difference between the instructors' and trainees' response. However, it is possible to understand from the given figures that the training was conducted through lecture method.

The response obtained for the second item shows 5 (12.5%), 5 (12.5%) the instructors always and sometimes used the training methods, site visits to local markets and conducting market survey respectively. On part of the trainees, 64 (31:21%) sometimes used the same approach and 141 (68.78%) never used it. From this, majority of both respondents outlined this method was never used during the training.

As far as presenting realistic personal experiences in the training session, 22 (55%) of the instructors and 140 (68.65%) of the trainees claimed this method was sometimes used. However, 11 (27.5%) of the instructor-respondents expressed, they always used this method. In relation to mandatory work placements for real work experience, most of the respondents, 26 (65%) of the instructors and 160 (78.35) of the trainees reported this method was never used.

In response to the fifth item i.e. creating Micro and Small enterprises in the institution for real work experiences, still the data reveal more than half of the instructor-respondents 23 (57.5%) and majority of the trainee-respondents 166 (81.34%) indicated this approach was never used. Despite these figures and assertion, some instructor-respondents, 4 (10%) and 13

(32.5%) replied this method of training was used always and sometimes in their sections respectively. This researcher also observed few established micro enterprises in some of the TVET institutions while he went there for collecting data for this study. Hence, it could be said here that there was a start in this method, but it didn't go further.

Both groups of respondents were also requested how frequently guest instructors' or experts' training could be employed, the result got showed great majority 34 (85%) of the instructors and nearly all 199 (97.08%) of the trainees reported the method was never used. In addition, the last item asked how often entrepreneurship training was given through role-play and drama, the result indicated, 6 (15%) of the instructor-respondents expressed, they always used it. Where as 13 (32.5%) of the same informants asserted they sometimes used and the rest 16 (40%) never used this mode of training approach. Regarding the trainees' response, there is somewhat nearness on second alternative frequency. 42 (20.89%) of them stated the instructors sometimes used the same method.

From the above discussion, it is possible to conclude that the training was entirely dominated by one mode of training (teaching) i.e. lecturing method. The other methods like presenting realistic personal experiences, creating micro and small enterprises and role-playing and drama are only sometimes used. This finding vividly shows entrepreneurship training is not being provided with appropriate training methods.

In particular connection to what has been mentioned above a question was also raised to the instructor- respondents how would they teach practical skills. The result is shown in the following table.

**Table 11. Responses on the Ways of Teaching Practical Skills**

Item	Respondents	
	Instructors	
	No	%
<b>How would you teach practical skills in your classroom?</b>		
(a) Through demonstration	8	20
(b) Through practical exercise i.e. learning by doing	15	37.5
(c) Through lecture method	23	57.5
(d) Through role play and drama	5	12.5
<b>Total</b>	<b>*51</b>	<b>127.5</b>

\*The respondents claimed they had used more than one type of method

Table 11 also supports what has been mentioned above, i.e. the dominance of the lecture method. It is known that entrepreneurship training requires the acquisition of practical skills. These practical skills are taught through practical training. Trainees are expected to practice the skills by actually doing the activities. Although there are instructors who use different methods other than lecture methods for teaching practical skills, still the percentage of the lecture method is greater. Therefore, it was unlikely to get the desired skills.

Training experts suggest that a given training has to be supported by relevant training exercises. This will create a good opportunity for the trainees to practice the skills learnt. Table 12 shows the types of training exercises and their frequencies of usages as rated by both instructors and trainees. For the sake of managing the frequency responses, always and frequently grouped as always, sometimes remained sometimes and rarely and never grouped as never.

**Table 12. Responses on the Types of Entrepreneurship Training Exercises and Their Frequency Rates**

	Instructors								Trainees							
	Always		Sometim es		Never		Total		Always		Someti mes		Never		Total	
	**F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
<b>(a)preparation of business plan</b>	25	62.5	9	22.5	6	15	40	100	76	37.07	84	40.97	45	21.94	205	100
<b>(b) carrying out market survey and reporting to the class</b>	16	40	17	42.5	7	17.5	40	100	15	7.31	59	28.78	131	63.9	205	100
<b>(c) visits to local enterprises and reporting to the class</b>	7	17.5	14	35	18	45	40	100	20	9.75	71	34.63	113	55.11	205	100
<b>(d)role playing and dramatizing</b>	13	32.5	12	30	15	37.5	40	100	-	-	34	16.58	171	83.41	205	100
<b>(e) library assignment</b>	17	42.5	17	42.5	6	15	40	100	82	39.99	98	47.80	25	12.19	205	100

\*\* Frequency

According to Table 12, more than half of instructor-respondents 25 (62.5%) confirmed that they always gave an exercise of business plan preparation for their trainees. 9 (22.5%) and 6 (15%) of them responded sometimes and never respectively. On the other hand, 76 (37.07%) of the trainee-respondents claimed, the indicated exercise was always given. Others, 84 (40.97%) and 45 (21.94%) outlined the same exercise was given sometimes and never respectively. As it can be seen from the data, there is some variation in the responses given by both respondents. However, the data shown that this mode of exercise had not reached to the required level. Preparing a business plan is an important strategy for those who want to start and run their small business and later become successful ones. Even 6 (15%) of the instructors did not give any training exercise of business plan preparation.

There are clear differences of responses given by both respondents among the other items except only for the last item. Library assignments appeared the possible forms of training exercises. This alone does not make the training effective. The others could have been used as frequently as possible.

#### 4.2.4 Organization of Classrooms and Time Allotment

**Table 13. Responses on the Nature of Classroom Organization and Its Suitability**

Item	Respondents			Respondents	
	Instructors			Trainees	
	No	%		No	%
<b>How does the organization of the classrooms in your instruction look like?</b>			<b>Is the organization of the classroom suitable for attending the training?</b>		
a. quite rigid	10	25	a. Yes	74	36.56
b. somewhat flexible and can be arranged	29	72.5			
c. very flexible and easily arranged	1	2.5	b. No	131	63.90
<b>Total</b>	<b>40</b>	<b>100</b>	<b>Total</b>	<b>205</b>	<b>100</b>

Classroom organization is another important component of training. The classroom must be organized in a way that highly assists the training. The data obtained in this respect are summarized in the above table. According to Table 13, majority of the instructor-respondents, 29 (72.5%) have made clear that the classrooms are a bit flexible and can be arranged for the desired purpose. On the contrary, significant number of the trainees 131 (63.9%) expressed the unsuitability of the classrooms. Training can not be held in a vacuum. It requires appropriate and organized training rooms. If trainings are conducted in an unsuitable environment and with poor facilities, one cannot attain the anticipated objectives. Therefore, it is very important to hold discussions with the trainees during the training period so as to adjust the training with their needs and interests.

When one thinks of training, he/she must make sure whether time allotted for the training is sufficient or not. Allotting adequate time will help on one side, the trainer to provide the required knowledge and skills, on the other side; it will also help the trainees acquire the knowledge and skills with the planned time. With respect to this issue, the following Table depicts the adequacy of the time allotment for entrepreneurship training as seen by both the trainers and trainees.

**Table 14. Responses on the Extent of Time Allotment for Entrepreneurship**

Item	Response		Item	Response	
	Instructors			Trainees	
	No	%		No	%
<b>How do you see the time allotted for entrepreneurship training?</b>			<b>Is the time allotted for entrepreneurship training sufficient to get the necessary skills and knowledge?</b>		
a. More than required	--	--	a. Yes	126	61.46
b. Sufficient	22	55	b. No	79	38.53
c. Somewhat sufficient	14	35	Total	205	100
d. Insufficient	4	10			
Total	40	100			

According to Table 14, both respondents have disclosed that the time allotted for the training is sufficient with response rate 55% for instructors and 61.46% for trainees. This is a positive aspect, but it needs to wisely manage it. Sufficiency by itself may not bring any change. Hence, careful planning and execution of the given time is highly desired. Despite this fact, most of the trainees in the open-ended question item suggested that the two hours training period was done on one day. They further asserted that two long and continuous hours training with very few varieties of training method made this important training unattractive and boring.

#### 4.2.5 Staff Administration Relationship

To make a given training effective, participation of different stake-holders is very essential. They will strive for smooth run of the training. If there is lack of participation from these partners, the training program will seriously be affected. Table 15 demonstrates the colleges' administration contribution to the training.

**Table 15. Responses on the Staff -administration Relationship and the Frequency of Material Support**

Item	Respondents		
	Instructors		
		No	%
1. Does the college administration prepare discussion forums for the teachers as well as trainees to discuss on issues related to training and facilities in the institution?	<b>Yes</b>	11	27.5
	<b>No</b>	29	72.5
	<b>Total</b>	40	100

In relation to item 1, Table 15, majority of the instructor- respondents (72.5%) pointed out that the institutions did not prepare any formal forums for both the instructors and trainees for discussion. When I interviewed the vice deans of the colleges, they informed me that they did not have such

kind of practice. In stead, they try to communicate through the department heads and trainees' representatives. This kind of communication channel may not be reliable to understand exactly the instructors' and trainees' needs. If there is communication gap, problems may occur and their occurrence consequently affects the training programme. Thus, if the colleges prepare periodic discussion forums, each of the stake-holder can contribute his/her own share to improve the training and attain the planned goals.

**Table 16. Responses on the Frequency of Material Support**

	Instructors								Trainees							
	1. Does the college provide material support to the various trainings particularly to entrepreneurship training?	yes							52.5	38				18.65		
	No							47.5	167				81.34			
	Total	40						100	205				150			
2. If "Yes" for the first item, how often is the assistance given?	Frequently		Sometimes		Rarely		Total		Frequently		Sometimes		Rarely		Total	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
	7	17.5	14	35	-	-	21	52.5	-	-	24	117	14	6.82	38	18.52

According to the first item, Table (16), a bit more than half of 21 (52.5%) the instructor-respondents and very small number of trainees reported that the colleges provide material support to the different trainings. These instructors further expressed in the open-ended question item that there was no support with special attention to entrepreneurship training. When the college provides support, it is made for all trainings. Even the kind of support which was given for entrepreneurship was insignificant. The frequency of the assistance made was only sometimes (Item 2 of Table 16 shows this fact). The interview session I held with the colleges' academic vice deans also strengthened what was mentioned above. According to these

deans, the colleges purchase consumable and non-consumable materials and distributes depending on the request made by the instructors. In addition, the officials honestly spoke that they haven't fully recognized entrepreneurship's role in the institutions as well as in the work environment.

**Table 17. Responses on the TVET Colleges Budget Allocation and the Extent of its Adequacy**

	Instructors							
	No		%					
1. Does the college allocate budget to the various trainings in the institution?	yes		31		77.5			
	No		9		22.5			
	Total		40		100			
2. If "Yes" for item no one, to what extent is the adequacy of the budget to the trainings (entrepreneurship)?	Adequate		Partially adequate		Inadequate		Total	
	No	%	No	%	No	%	No	%
	10	25	9	22.5	12	30	31	77.5

Another important aspect that facilitates training is budget (money). A question was also set in the questionnaire to assess this issue. As Table 17 shows, significant number of the respondents 31 (77.5%) pointed out that the colleges allocate budget and its adequacy was not bad.

Creating partnership with different stake-holders highly assists a training programme. The partners (stake-holders) contribute their share to make the outcomes of the training better. One of the groups of partners is donor organizations. Table 18 shows whether the colleges have contact with donor organizations.

**Table 18. Responses on the Extent of TVETs' Link with Donor Organizations**

	Respondents		
	Instructors		
		No	%
<b>1. Does the college make any contact with donor organizations to help the various trainings especially entrepreneurship training?</b>	Yes	9	22.5
	No	31	77.5
	Total	40	100

In spite of the data shown in Table 18, the colleges by and large have attachment with certain donor organizations like GTZ and few others for the various trainings undertaken in their institutions. These organizations give material help and advice for the trainings. GTZ's effort to assist entrepreneurship training was good at the inception of the newly organized forms of TVET institutions; however, the effort didn't go further. In the Table (18), 31 (77.59%) of the respondents had expressed this condition. Thus, the institutions are greatly expected to establish partnership with stake-holders for entrepreneurship training. Researches also recommend this.

**Table 19. Responses of Instructors on the Extent of Training Facilities in Their TVET Institutions**

	Extent of Adequacy of Facilities									
	Extremely adequate		Adequate		Partially adequate		Inadequate		Total	
	Nº of responses	%	Nº of responses	%	Nº of responses	%	Nº of responses	%	Nº of responses	%
a.Training hand tools	-	-	9	22.5	21	52.5	10	25	40	100
b.Training machines			9	22.5	6	15	25	62.5	40	100
c. Light	3	7.5	24	60	9	22.5	44	10	40	100
d.Stationery materials			25	62.5	8	20	6	15	40	100
e. Teaching aids			11	27.5	13	32.5	16	40	40	100
f.Books (Texts, references)+ modules			5	12.5	14	35	21	52.5	40	100
g. Computers			19	47.5	13	32.5	7	17.5	40	100
h. Classrooms, chairs and tables.			23	57.5	12	30	1	2.5	40	100
i. Water			3	7.5	11	27.5	26	65	40	100

In view of Table 19, one could learn that some training materials and facilities were adequate and others were not. Regarding training hand tools and machines, most of the respondents were under the category of partially adequate and inadequate with percentages of 52.5%, 25%, 15%, and 62.5% respectively. If there is shortage or inadequacy of training hand tools and machines, the training programme will seriously be affected. The trainees hardly acquire the necessary skills and knowledge. If trainees do not get the necessary skills, they will be unable to perform their jobs when they are engaged either in wage employment or self-employment. As far as the supply of energy and stationery materials are concerned, they were adequate despite the current power failures. In relation to teaching aids, 13(32.5%) of the respondents pointed out, the teaching aids were partially adequate and 16(40%) of them rated as inadequate. Concerning books and computers, they rated 11(27.5%), 26(65%), 14(35.9%) and 21(52.5%) as partially adequate and inadequate for books and computers respectively. These figures generally indicate that the training materials are not found to the required level. Insufficient or inadequate supply of materials will definitely affect the out comes of the training. Thus, trainers and pertinent bodies should work together to facilitate the training and overcome the problems faced.

## **CHAPTER FIVE**

### **Summary, Conclusions and Recommendations**

This chapter deals with the summary of major findings of the study, the conclusion drawn up on the major findings and recommendations that are based on the conclusions arrived at

#### **5.1 Summary**

This study was conducted aiming at assessing the practices and problems of entrepreneurship education and training in five selected government TVET colleges. To do so, the following specific objectives were set:

1. Examining the extent of trainees' background, interest and motivation to entrepreneurship training.
2. Investigating the adequacy and relevance of the curriculum for entrepreneurship training.
3. Assessing the type (s) of trainings method(s) employed in the training sessions.
4. Finding out the extent and relevance of instructors' qualification and experience for the provision of entrepreneurship training.
5. Examining the extent of stake- holders' involvement in entrepreneurship training.
6. Identifying the exiting problems that affect the delivery of entrepreneurship training in the TVET colleges.

The following basic questions were the pillars in the study to obtain the necessary information:

1. To what extent did trainees' knowledge, attitude and motivation contribute to entrepreneurship training?
2. To what extent were the adequacy and relevance of the curriculum significant to entrepreneurship training?

3. What were the methods employed for entrepreneurship training?
4. To what extent and relevant was the instructors' qualification and experiences to entrepreneurship training?
5. To what extent did the stake- holders involve in entrepreneurship training?
6. What problems encountered during the provision of entrepreneurship training?

Training outcomes should be evaluated periodically in order to maximize the results. The evaluation can serve as a checking mechanism to see the extent of change that the training brought on part of the trainees. Besides, it can also help recognize the problems faced.

In an attempt to answer the above basic research questions, a descriptive survey method was preferred to meet the purpose. Data were gathered using questionnaires developed based on the review literature. Interviews that were held with the vice deans of the TVET colleges helped to substantiate the data obtained from the questionnaires. Document analyses from micro and small enterprises developing agencies of some sub cities of Addis Abeba were used to get numerical data. Out of 46 questionnaire copies distributed to entrepreneurship course instructors, 40 (86.95%) were filled out and returned. On the trainees' part, 220 questionnaire papers were distributed and 205 (93.18%) were filled out properly and returned. The data gathered were analyzed using percentages as the questionnaires items were suitable for this method of analysis. The major findings of the study are summarized as follows:

### **Characteristics of Respondents**

From the findings of the study, the number of entrepreneurship instructors in each college is almost the same. The proportion of the male instructors is greater than the female ones. Concerning the age groups, more than half of entrepreneurship instructors are above the age of 41 (52.5%) and 8 )20%) are

between the age of 20-25. On trainees' side, 92.68% are in their teens between 15-19 years. Regarding qualification / education level, 72.5% of the instructors have first degrees and 27.5% have diplomas. In relation to the instructors major field of study, all are from business related fields, Accounting graduates are relatively greater (32.5%).

As far as teaching experience is concerned, 37.5% have an experience between 1-10 years and 52.5% have 26 years of experience. Out of these instructors, 77.5% have 1-8 years of experience teaching entrepreneurship. The rest have just started.

### **Findings on the practices and problems of entrepreneurship training**

#### **Regarding the TVET trainees**

The finding in this respect reveals that 86.34% of the trainees did not have any knowledge or information before joining TVETs. However, after they started learning about entrepreneurship, significant number of the trainees' responses (64.88% and 57.07) indicated that the training could have a positive impact on their future career life. Besides, the training may give them an opportunity to consider self-employment as a career option. As to the trainees' motivation, the instructors pointed out, they showed high motivation (42.5%) and (47.5%) expressed their motivation was medium to the training. On the learners' part, they rated their motivation as high (82.08%).

#### **Concerning Curriculum Design and Preparation**

- a. There are two curricula/syllabi used in the TVET institutions. 62.5% of the instructors reported the curriculum was prepared by the MoE and the others 32.57% indicated the curriculum was designed and prepared by GTZ, a donor organization. It was learnt that neither of these make stake-holders involve in the preparation.

- b. Both respondents 62.5% of the instructors and 60.79% of the trainees pointed out that the curriculum currently in use is relevant to entrepreneurship training particularly the MoE according to some of the instructors' response. On the other hand, CEFE, the GTZ's curriculum needs change or improvement as it is now under capacity. In addition, the contents of the curriculum were found adequate with response rate 12.5% highly adequate and 60% adequate.

### **Regarding Instructors' Qualification, Knowledge and Experience with Respect to MSE**

The instructors' knowledge and experience is generally related to MSE with response rate 10% and 62% as highly related and related respectively. Majority of the instructors (82.5%) had entrepreneurship education in higher institutions and their learning was rated as partially adequate and inadequate with percentages (42.5% and 22.5%) respectively.

### **Provision of Skill Upgrading Training**

The number of instructors who had taken different trainings after their higher learning is not much greater than from those who didn't take. Accordingly, 52.5% had trainings and 47.55% didn't get any. In connection to this, those who got the training about 32.5% and plus disclosed the training gave them much help.

### **Concerning Training Method**

- a. The data reveal that lecturing method is a popular means of training entrepreneurship. Regarding site visits to local markets and conducting survey, most of the respondents noted, it was never used. As far as presenting realistic personal experiences in the training session, it was sometimes used.

b. There is a start in creating micro and small enterprises in the institution for real work experience, but it is not satisfactory. Guest instructors' or experts' training was never used. Moreover, training through role-play and drama was sometimes used. Teaching practical skills require actual practice but the instructors are teaching it through lecture method due to the existing problems.

### **Regarding Training Exercises**

An exercise of business plan preparation from the data show, there is a good start but needs to be strengthened. Besides this, library assignments are more or less possible means of entrepreneurship training exercises. The others are least used.

### **Regarding Classroom Organization and Time Allotment**

- a. The instructors' response indicated that the classrooms are a bit flexible and can be arranged but the trainees' response showed the unsuitability of the classrooms. Hence, it can be said that the trainees are attending the training in an unsuitable environment
- b. The time allotted for the training is sufficient and enables to acquire the necessary skills with response rate 55% for the instructors and 61.46% for the trainees.

### **Concerning Staff- administration Relationship**

- a. The TVET institutions have not prepared forums so far to discuss on issues related to education and training with the instructors and trainees.
- b. There is material support from the TVET institutions for all types of trainings, however, there was no particular assistance given to entrepreneurship training

- c. It was also found out that according to the words of the vice deans, entrepreneurship training has got little attention from pertinent bodies.
- d. There is a start in establishing partnership with stake-holders (donor organizations) for the different trainings. With regards to entrepreneurship training, 77.5% of the instructors confirmed there is no link with donor organizations to assist this training.

### **Concerning Facilities**

According to the response, most of the training facilities are not adequate except for light, stationery materials, classrooms as well as chairs and tables and water. Due to this, the trainings (including entrepreneurship) are not given to the level they are expected to.

### **Challenges to Entrepreneurship Training**

- a. Both the instructors and trainees outlined that the problem of teaching and learning materials are in the front position. These include reference books, textbooks and teaching aids.
- b. Lack of in-service (skill-upgrading) training is the problem of most of the instructors. Because of this, the instructors are not confident about the training skill they have and their training as well.
- c. Trainees with poor academic background face difficulty in following and understanding the lessons and they are also the sources of indiscipline in the classroom. In addition, the two hours long and continuous training made the trainees unable to strictly attend the instruction.
- d. Uncooperativeness on part of the organizations i.e. whenever trainees are given training attachment to actually observe the work and report to the class, most of the time, the organizations are unwilling to cooperate.

## 5.2 Conclusions

In light of the above findings of the study, the following conclusions can be forwarded. Entrepreneurship education and training is an important tool for the youth to become self-employed. To do this, components of the training should be given due attention. Generally, the study has come up with the following conclusions:

The trainees did not have prior information about entrepreneurship education, nevertheless, after taking the training they showed positive attitude towards it. The trainees also revealed relatively high motivation and good attitude to self-employment. Though this aspect appears encouraging, it requires much effort to achieve a tangible result.

A curriculum must be revised and updated periodically to ensure its adequacy and relevance to the training. The current entrepreneurship training curriculum has not had any revision so far to check its effectiveness. This severely affects the training output.

To make entrepreneurship training effective, trainers must have the relevant qualification and experience. It was found out that all instructors are from business-related fields of study. No instructor with entrepreneurship major. Their experience in the field is not sufficient. Some of them have just started teaching. Periodic skill-developing trainings were not given for entrepreneurship instructors but for the other trainings were better. This indicates little attention given by concerned bodies

Entrepreneurship training was entirely given through one mode of teaching/training i.e. lecturing. The other methods are least used. The instructors lack practical skills. Due to this, it can be said the trainees hardly obtain the necessary skills and knowledge.

Creating partnership with donor organizations and other allies can help for smooth run of the training and its better outcome. However, regarding entrepreneurship training, there is hardly any cooperation with organizations.

Teaching and learning materials are not sufficiently available. Reference books, training text books and manuals as well as teaching aids are the major constraints which are highly affecting the training.

### **5.3 Recommendations**

Based up on the above conclusions of the study, the following recommendations were made to improve the existing practices of entrepreneurship training and to make the results better.

#### **1. Conducting Research and Tracer Study**

Conducting research and tracer study are essential tools in TVET institutions in order to improve the delivery of the trainings. Through research, it is possible to obtain different information on the training activities that can assist to improve the training and achieve better results. Similarly, carrying out tracer studies will help to understand the whereabouts of the TVET's outputs (graduates). This can also give the institutions certain information on the extent of their training success. Hardly any research and tracer study were made in the TVET colleges under study. Therefore, these TVET institutions should consider these issue seriously and start to implement them quickly.

#### **2. Updating / Revising Curriculum**

A curriculum is an important component of teaching and learning aspect. A good curriculum must be relevant to the particular training given and its contents should be adequate to provide the necessary knowledge and skills. To maintain this, it needs periodic updating or revision because the environment is dynamic. What we have at hand today may not be important for tomorrow.

Thus, it requires be checking and rechecking every time. Similarly, the curriculum for entrepreneurship should be seen with this assumption. Updating the curriculum with a given period of time is very valuable and recommended. Therefore, pertinent officials in the MoE should look forward to put this aspect into consideration.

### **3. Enhancing Instructors' Qualification and Experience**

Trainers need to have the relevant qualification and experience towards the training they provide. Instructors must come from the particular field in which they are expected to train. Instructors from related fields of study may not bring the desired results as their knowledge and skills would generally incline to the particular field they are trained. Therefore, like other fields of study, entrepreneurship department must be opened in higher institutions so that learners can join them and get the necessary knowledge and skills which can highly assist the TVET institutions in overcoming the problem of entrepreneurship instructors and their training activities. The Kenyan experience also supports this idea.

Moreover, attending entrepreneurship instruction in higher institution can not make the provision of entrepreneurship training sufficient. The instructors should get continuous skill-developing trainings in order to improve the training and reap better results from their learning. Thus, pertinent bodies which work with TVET institutions should consider these issues seriously.

### **4. Establishing Partnership**

TVET institutions from their set up require involvement of different stakeholders. The partners are allies to the various trainings in the institution. Each stakeholder has its own contribution to the particular training provided and will have a positive effect on the results. If the partnership be established designed in a way that helps the two partners benefit i.e the TVET institutions and the stake-holders is very important. For example, if the stake-holders are

given the opportunity to contribute their share be it in the preparation of the curriculum, provision of apprenticeship training, giving guidance, etc and the TVET institutions in turn provide their skilled trainees to the partners on request, their relationship could be strengthened and generally help to improve the delivery of the training. Therefore, TVET institutions should be aware of involving stake-holders and creating partnership with them has paramount importance to entrepreneurship training.

### **5. Improving the Supply of Materials and Facilities**

Training materials and facilities are important means for running a given training. If there are sufficient materials and better facilities, they would possibly bring improved results. Therefore, officials of the TVET institutions should work hand in hand with their immediate bosses to alleviate material constraints and improve facilities. Besides, entrepreneurship instructors themselves should show their best endeavor to improve the supply of training resources.

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**Appendix 1**  
**Addis Ababa University**  
**School of Graduate Studies**  
**College of Education**  
**Department of Education Planning and Management**

**A questionnaire to be filled by instructors of TVET**

The purpose of this questionnaire is to assess the practices and problems of entrepreneurship training in five government TVET colleges of Addis Ababa.

Besides, it is also the intention of this instrument to appreciate and value the strong points that would be obtained and there by foreword possible manses and solutions in order to improve the existing practices of entrepreneurship training and overcome the problems encountered. Hence, the success of this study heavily depends on your sincere and frank responses.

Thank you in Advance

- N.B. i. There is no need to write your name  
ii. Circle your answer where there are choices. If there are more than one answer for some questions show them also by circling  
iii. Put a tick (✓) mark for the boxes and tables.

**Part one**

**Personal data**

1. Name of the TVET college: \_\_\_\_\_
2. Sex:            Male                       Female
3. Age: 20-25                       26-30   
          31-35                       36-40                       41 and above



6. If your answer for question number 5 is “yes”, what have you made in accordance with the trainees interest and attitude?
- a. I have revised the syllabus
  - b. I have modified my mode of teaching/training
  - c. It helped me to understand the trainees; background towards entrepreneurship training
  - d. It helped me to search and supply useful training materials
  - e. I have made known the findings to the concerned bodies
  - f. If there are other, please mention \_\_\_\_\_

**II. Questions related to syllabus design and preparation**

1. The syllabus for entrepreneurship training is currently in use was prepared by
- a. The Ministry of Education
  - b. the TVET institution itself
  - c. Entrepreneurship course instructors of the institution themselves.
  - d. Donor organizations
  - e. Other than these, please specify \_\_\_\_\_
2. Did any one of the organization or could be instructors mentioned above make different stake-holders involve while preparing the syllabus? (Please mention if you happen to know)
- \_\_\_\_\_
- \_\_\_\_\_
3. How do you assess the relevance of the syllabus to entrepreneurship training?
- a. Highly relevant
  - b. Relevant
  - c. Poorly relevant
  - d. Completely irrelevant
4. How do you rate the adequacy of the contents of the syllabus?
- a. Highly adequate
  - b. Adequate
  - c. Inadequate
  - d. Extremely inadequate

5. How do you evaluate the contents of the syllabus in terms of theory and practice?
- Extremely theoretical
  - Much theory and little practice
  - Both have equal opportunity
  - Much practice and little theory
  - Extremely practical
6. To what extent does the syllabus content promote self-employment
- Very high
  - High
  - Moderate
  - Low
  - Very low
7. To what extent is the availability of reference or support materials that help to understand the curriculum contents more clearly?
- Extremely available
  - Available
  - partially available
  - unavailable

**III. Question related to instructors qualification and experience**

1. To what extent do your knowledge and experience related to the Micro, Small and Medium Sector development?
- Highly Related
  - Related
  - Partially Related
  - Poorly Related
  - Never Related
2. Did you have any entrepreneurship education/lesson in higher institutions?
- Yes
  - No
3. If your answer for question number 2 is "yes", how adequate it was?
- Extremely Adequate
  - Adequate
  - Partially Adequate
  - Inadequate
  - Extremely Inadequate
4. What opportunity (ies) have you got so far to upgrade your qualification and broaden your experience regarding entrepreneurship?
- In-Service Training
  - Work Shops
  - Formal Training
  - Colleges/ institutions visit to share experiences
  - Distance learning

f. Any other \_\_\_\_\_

5. If you have got one or more than one opportunity, to what extent is that helping you to conduct entrepreneurship training?

- a. Too much help                      c. Some help                      e. No help all  
 b. Much help                              d. Little help

6. To what extent is your teaching experience significant to entrepreneurship training?

- a. Extremely Significant                      c. Less significant  
 b. Significant                                  d. Insignificant

**IV. Questions related to teaching Methods (modes of training delivery) organizational set up and time**

1. Which of the following teaching methods/modes of training delivery do you apply in your class? Rate their frequency.

Items	Frequency				
	Always	Frequently	Sometimes	Rarely	Never
a. Traditional classroom teaching					
b. Site visits to local markets and conducting market study					
c. Realistic personal experiences					
d. Mandatory work placements to get work experience					
e. The student enterprise approach i.e. creating Micro and Small Enterprises in the institution to give real work experiences					
f. Through guest instructors' or experts; teaching					
g. Through role play and drama					

2. How would you teach practical skills in your classroom?

- a. Through demonstration  
 b. Through practical exercise i.e. Learning by doing

- c. Through lecture method
  - d. Through role-play and drama
  - e. If there are other, please mention \_\_\_\_\_
3. Which of the following exercise and assignments for entrepreneurship training are applied in your class? Rate their frequencies?

Items	Frequency				
	Always	Frequently	Sometimes	Rarely	Never
a. Preparation of business plan					
b. Carrying out market survey and reporting to the class					
c. Visits to local enterprises and reporting to the class					
d. Role playing and dramatizing					
e. Library assignments					
f. If there are other ones, please mention and rate them					

4. How does the organization of the classes in your institutions look like?
- a. Quite rigid/inflexible
  - b. Some how flexible and can be arranged
  - c. Very flexible and easily arranged
5. How do you see the time allotted for entrepreneurship training?
- a. More than required
  - b. Sufficient
  - c. Some how sufficient
  - d. Insufficient

**V. Questions related to training resources and facilities**

To what extent are the following training resources and facilities found in your college? Show their adequacy by putting a tick (✓) mark

Items				
	Extremely Adequate	Adequate	Partially Adequate	Inadequate
a. Training Hand tools				
b. Training machines				
c. Light				
d. Stationery materials				
e. Teaching aids				
f. Computers				
g. Classrooms + chairs and table				
h. Water				

**VI. Questions related to constraints/problems of entrepreneurship training**

1. what are the constraints/problems that hinder you to conduct entrepreneurship training

Major

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

Minor

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

2. Which of the following constraints prevent trainees/graduates from establishing and running their own business or works?

- a. Access to credit/finance
- b. Access to materials and equipment
- c. Lack of sufficient entrepreneurial knowledge and skills
- d. Lack of support services (infrastructure, guidance, etc)

3. Which do you think is/are the major constraint (s) for establishing Micro and Small Enterprises from those constraints mentioned above?

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## **Appendix 2**

**Addis Ababa University  
School of Graduate studies  
College of Education**

**Department of Educational planning and Management**

### **A questionnaire to be filled by trainees of TVET**

The purpose of this questionnaire is to assess the practices and problems of entrepreneurship training in government TVET colleges of Addis Ababa.

In addition, the data that would be obtained from this area will help the researcher to examine the existing practices and problems thoroughly and there by provide some solutions which may help improve the practices and overcome the problems faced.

Thank you in Advance

Remember the following

- There is no need to write your name
- Circle the letter (s) of your choice. If you assume that there are more than one answer, you also indicate them by circling.
- Put a tick (✓) mark where boxes appear

### **Part One**

#### **Questions related to background of the trainees**

1. Sex:            Male                       Female
2. Age:            15-20                       21-25                       26 and above
3. Field of study \_\_\_\_\_

## Part Two

### Questions related to entrepreneurship training

1. Did you have any information/knowledge about entrepreneurship training before you joined this college?
  - a. Yes
  - b. No
2. If your answer for question Number '1' is "yes", where could be the source of information?
  - a. In the high school
  - b. From my own family enterprise
  - c. From the surrounding neighbors
  - d. From exhibitions visit
  - e. From the different mass media
  - f. If there are other, please mention \_\_\_\_\_
3. How do you see/consider your entrepreneurship training?
  - a. It is something that gives me good opportunity for my future career
  - b. It is something that I take as career option besides wage employment
  - c. It is similar to the other training courses
  - d. I don't have clear understanding about it
4. How do you rate your motivation and interest towards entrepreneurship training?
  - a. Very high
  - b. High
  - c. Medium
  - d. Low
  - e. very low
5. What is your overall attitude towards self-employment?
  - a. Highly positive
  - b. Positive
  - c. Some how positive
  - d. Negative
6. If your answer for question number 5 is "negative", what would be the possible reason (s)?
  - a. Due to high aspiration (ambition) to get a job with attractive salary (income)
  - b. Due to their families background i.e the families may not have good attitude towards self-employment
  - c. Due to the low wage they might expect to earn from the sector.

- d. Due to lack of confidence in their technical skills
- e. Due to fear of the constraints they may in the sector
- f. If any other, please mention, \_\_\_\_\_

**Questions related to course syllabus, learning materials and equipment, teaching method and time allotment**

1. To what extent is the syllabus related to entrepreneurship training?
  - a. Highly related
  - b. Related
  - c. Poorly related
  - d. Completely unrelated
2. Do you have your own learning material(s) for entrepreneurship training?
  - a. Yes
  - b. No
3. If your answer for question number '2' is "Yes", how adequate it is/they are?
  - a. Extremely adequate
  - b. Adequate
  - c. Inadequate
  - d. Extremely inadequate
4. if your answer for question number 2 is "No", what would be the reason(s)
  - a. Because it is given little attention
  - b. It is also the same for other course
  - c. There is budget shortage
  - d. I don't know exactly, why
5. To what extent is the availability of support materials for the training?
  - a. To a large extent
  - b. To some extent
  - c. Only few
  - d. None of all
6. Is the organization of the classroom suitable for attending the training?
  - a. Yes
  - b. No
7. Is the time allotted for entrepreneurship training sufficient to get the necessary skills and information?
  - a. Yes
  - b. No
8. If your answer for equation number 7 is "No" to what extent is the time allotment differ from the other courses?
  - a. Too much difference
  - b. Some difference
  - c. Little difference

9. How do you assess the teachers methods of teaching?
- a. Highly appropriate and attractive
  - b. Appropriate and motivating
  - c. Some how appropriate and motivating
  - d. Inappropriate and demotivating
10. Does the teacher use different methods of teaching?
- a. Yes
  - b. No
11. Have you ever got any help from other areas which will assist the training?
- a. yes
  - b. No
12. If "Yes" for the above question, how often is it?
- a. Always
  - b. Frequently
  - c. Sometimes
  - d. Rarely

**III. Questions related to entrepreneurship training problem**

1. What are the problems that you face during your training sessions?

\_\_\_\_\_

2. What measures are taken so far to alleviate the problems encountered? \_\_\_\_\_

- \_\_\_\_\_
3. What do you suggest as a trainee towards entrepreneurship training?

\_\_\_\_\_

\_\_\_\_\_



8. If "yes", what was /were the college's contribution (s)?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

9. Are there sufficient training manuals / materials or books in the college particularly for entrepreneurship training?

- a. Yes
- b.No

10. If "No", what could be the reasons?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

11. Does the college prepare discussion sessions for the instructors to discuss on education & training?

12.What help has been given /will be given to upgrade and improve the teacher's (entrepreneurial) professional competency?

13.Are there any ways that the college makes contact with the students to discuss on issues related to job opportunities?

14.Does the college make any follow up after the students have graduated from the institution? (on the types of employment they are engaged in)

- a. Yes
- b.No

15.If "yes", what would be the support given to those who started their own work?

16.What role does the college generally play in alleviating the problems encountered in entrepreneurship training?

# Declaration

I, the undersigned, declare that this thesis is my work and that all the sources of materials used for the thesis have been fully acknowledged.

**Name of Student**    Daniel Ketema Yifru

**Signature**

  
\_\_\_\_\_

**Date**

July 16, 2009

## Submission Approval Sheet

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

**Name of Advisor**

Wanna Getta

**Signature**

  
\_\_\_\_\_

**Date**

16 July 2009  
July 2009

**Addis Abeba University**