

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF BUSINESS EDUCATION

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



BY: DANIEL MEKONNEN

JUNE 2008

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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES, ADDIS
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EDUCATION**

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APPROVED BY BOARD OF EXAMINERS

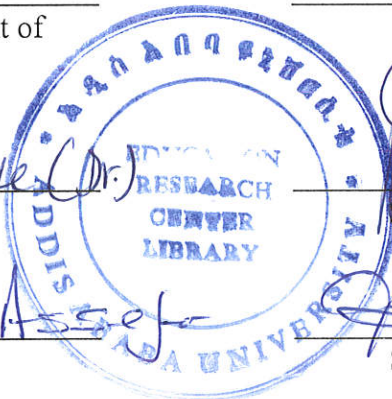
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Acronyms/Abbreviations

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

Abstract

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

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

CHAPTER ONE

1.1 Background

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.2 Statement of the Problem

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

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

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

1.3 The General Objectives of the study

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

1.4 Specific Objectives

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

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

1.5 Significance of the Study

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

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

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

1.6 Delimitation of the Study

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

1.7 Limitations

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

1.8 Organization of the study

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

Operational Definition

Attitude: a like or dislike of objects or ideas.

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

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

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

Entrepreneur: a person who is self-employed

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

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

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

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

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

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

CHAPTER TWO

REVIEWED RELATED LITERATURE

2.1 The Concept of Perception

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

MAJOR INFLUENCES ON THE PERCEPTION PROCESS

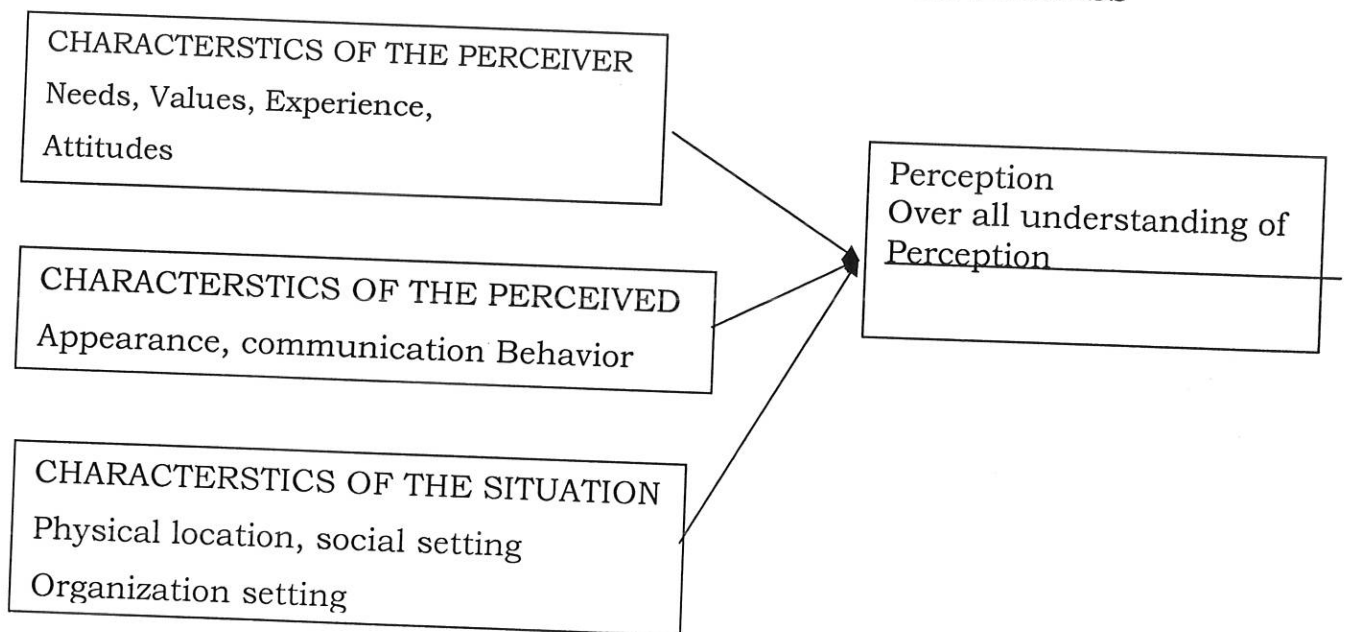


Figure1. Adapted from organizational behavior (Chandan, 1994)

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

2.2 The Concept of Entrepreneurship

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

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

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

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

2.2.1 Behavioral Science and Entrepreneurial Characteristics

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

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

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

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

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

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

2.2.2.1 The Importance of Entrepreneurship Lesson

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

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

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

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

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

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

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

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

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

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

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

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

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

2.2.2.2 Support of Money Capital to Trainees Perception to be Entrepreneur

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

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

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

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

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

The reasons of growth of the microfinance activities are

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

These activities are Accompanied by entrepreneurship lesson are:

- stream lined loan disbursement and monitoring
- securing saving products

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

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

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

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

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

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

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

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

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

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

2.3 Trainees Interest toward their Field of Study

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

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

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

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

2.4 Factors that Motivate or De-Motivate Entrepreneurship

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

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

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

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

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

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

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

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

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

2.4.1 The Educational Factor

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

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

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

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

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

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

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

2.4.2 The Social Factors

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

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

2.4.3 Political Factors

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

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

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

2.4.4 The Cultural Influence

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

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

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

2.4.5 Economic Factor

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

2.5 The Gender Effect in Perception towards Entrepreneur

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

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

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

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

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

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

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

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

2.6 Entrepreneurship on the context of Ethiopia

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

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

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

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

3.1 Design

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

3.2 Variables

3.2.1 Independent Variables

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

3.2.2 The Dependent Variable

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

3.3 Study Area

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

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

3.4 Participants and sampling techniques

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

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

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

Table3.1 Total Population with sex and department

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

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

Table3.2 Selected Participants

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

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

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

3.5 Instruments

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

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

3.6 Expert Judgment

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

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

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

The result of the experts rating indicates that, among 34 closed ended questions seven of them were discarded (item6,7,13,16,16,24,and 34,)(see appendix B) since they were below the mean score which was 2.58(76.4%). The positivity, negativity and neither of the two was taken in to consideration. The items contain 30 close-ended items and 6 open-ended supplementary items. All 36 items were employed for pilot test.

3.7 Pilot Study

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

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

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

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

Table 3.3 Reliability Statistics

Cronbach's Alpha	N of Items
0.708	30

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

3.8 Data Collection

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

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

3.9 Statistical Analysis

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

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

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

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

4.1 Description of the Sample Population

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

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

Table 4.1 Respondents by Sex and Departments

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

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

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

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

4.1 Description of the Sample Population

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

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

Table 4.1 Respondents by Sex and Departments

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Table 4.3: Perception of TVET Trainees toward Self-Employment

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

Note: Grand mean =3.45

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

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

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

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

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

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

Note

Grand mean =2.84

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

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

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

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

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

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

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

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

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

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

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

Note

Grand mean =2.87

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

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

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

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

Table 4.6: Trainees' perception towards entrepreneur (self-employment) with respect to sex

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

Note

Grand mean =2.67

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

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

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

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

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

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

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

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

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

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

The maximum possible score was 40

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

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

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

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

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

n.s Not significant

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

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

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

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

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

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

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

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

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

The maximum possible score was 25

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

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

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

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

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

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

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

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

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

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

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

The maximum possible score was 35

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The maximum possible score was 20

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

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

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

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

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

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

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

The high degree perception difference occurs within the departments.

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

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

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

The maximum possible score was 20

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

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

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

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

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

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

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

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

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

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

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

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

4.3 Trainees response to open-ended questions

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

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

4.4 Data Analysis Concerning Interview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary and Findings

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

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

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

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

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

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

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

5.2 Conclusion

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

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

5.3 Recommendation

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

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

interest could develop through orientation given by guidance and counselors.

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

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Appendix A

The background of trainers of entrepreneurship

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

The background of trainers of guidance and counselors

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

Appendix B

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

APPENDEX C

Addis Ababa University
School of Graduate Studies
Department of Business Education

Interview to guidance and counselors

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

Thank you

Part A. Background

The name of the college you work _____

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

Part B. open ended questions

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

Appendix D

Addis Ababa University

School of Graduate Studies

Department of Business Education

Interview to entrepreneur teacher

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

Thank you

Part A- background information.

1The name of the college you work

2. Sex: Male Female

3. Write your major study _____

4. Year of experience_____

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

Appendix E
Perceptions Sub-Scale Chi-square values

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

Critical Value (α .0.05)=9.8477

Appendix F

አዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ትምህርት የቢዝነስ ትምህርት ክፍል

በሰልጣኞች የሚሞላ መጠይቅ

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

በቅድሚያ አመሰግናለሁ

ክፍል 1 አጠቃላይ መረጃ

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

ክፍል 2

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

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

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

ክፍል 3

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

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

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

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

ለ. በገንዘብና ማተሪያ አካያ

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

33. ተጨማሪ አስተያየቶች ካልዎት

APENDIX G

Addis Ababa University

School of Graduate Studies

Department of Business Education

Questionnaire filled by trainees

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

Thank you for cooperation

Part A- background information

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

Part A: background information

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

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

Part C open-ended questions

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

What support must be added a) _____

b) _____

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

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

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

i) Curriculum _____


ii) Financial and material _____

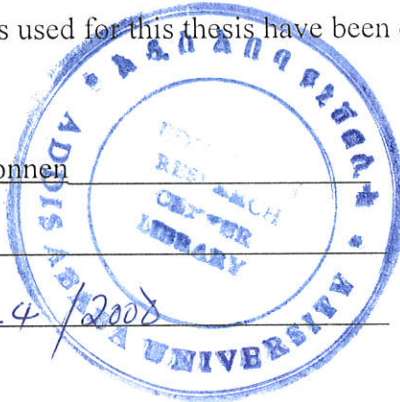
32. Is it possible to have separate female or male training centers? Why?

33. Others _____


DECLARATION

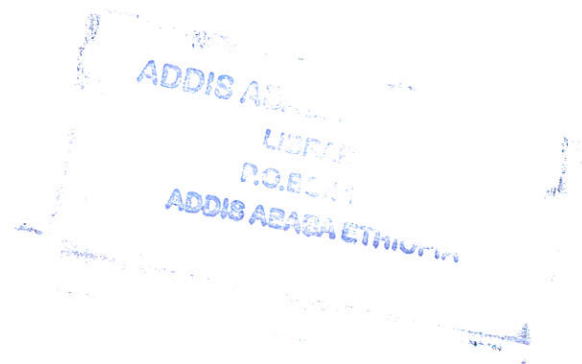
This Thesis is my original work and has not presented for a degree in any other university and that all sources of materials used for this thesis have been duly acknowledged.

Name Daniel Mekonnen
Signature 
Date June 24/2008



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

Name Wouye Kalsaye
Signature 
Date of approval June 24/2008



**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION AND
BEHAVIORAL STUDIES**

**THE PRACTICES IN THE MANAGEMENT OF FARMERS'
TRAINING CENTERS IN ABICHU GNAA WOREDA, NORTH
SHOA ZONE, OROMIA REGION**

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11 May 2011

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CHAPTER ONE

1. The Problem and Its Approach

This chapter deals with the background of the study, the statement of the problem, significance of the study, delimitation and limitations of the study. It also consists of definition of terms and organization of the study.

1.1. Background of the Study

The world is changing fast. The change is whirling towards globalization. As a result, today the world arena is becoming much more complex and dubious. This in turn is modifying institutional arrangement and demanding countries to tune their programs and activities to this changing situation. To fit into this changing situation, knowledge and information are key factors either to associate to or dissociate from it (Torres, 2003:122-123).

The best option for this changing situation is to adjust to the demands of the situation. No body and no country can afford to wait until the next generation arrives. Thus the situation foretells the need to empower adults as of today, also overcoming backlogs of dissociation from the global knowledge society. In conformity with the changing needs and circumstances, governments are designing policies, which can direct and show their commitment to adult learning. This is to prepare their adult population for the incoming knowledge based society, acknowledging the fact that only a learning society can survive and sustain in this world knowledge and cultural globalization (International Seminar, 2000:315 – 317).

A variety of adult education programs are provided by various organizations. They are offered in order to empower the trainees/learners and with the purpose to help them lead a meaningful life for themselves

and their communities, in other words, education and training is the key to development in order to reduce poverty in developing nations. The program also plays a crucial role in driving development and transformation as well as reducing poverty and empowering community. Adult education must not be understood to mean only literacy, basic education and skills for youth and adults. In today's fast changing society, adult education is part of the life – long education effort through which people keep up with changes and increasingly develop themselves and skills useful for other aspects of life, such as agriculture, health, civic education, cultural education and primary health care, prevention of diseases such as malaria, HIV/AIDS etc, family planning, environment, marketing, banking, etc (MoE, 2006:6).

Education provided to adults has the chance for immediate application. Development, both economic and social, depends on what the adult population accomplishes. Without the education of adults and the workforce there will be no progress. In countries like Ethiopia with economic and social underdevelopment the case for adult education is very strong. With the provision of effective education to adults, population explosion can come under control. Educated communities can promote sustainable development that can benefit the present and future generations. Research undertaken on agricultural productivity in some countries by the world Bank has revealed that a short period of intensive education and training given to adult farmers has raised their farm output by over 20 percent compared to their output before they have had the education and training (Sandhaas; 2005:158-159).

Agriculture has been practiced in Ethiopia for some 11,000 years (FAO, 2008:1). Ethiopia is endowed with natural resources, especially in agriculture, which sustained its inhabitants for thousands of years without receiving any technological support from outside (Habtemariam, 1997:3). Ethiopia has less than 11 million hectares of arable land that

become under cultivation annually and agriculture remains characterized by small-scale subsistence production system where crop and livestock yields are very low. Still, agriculture remains the country's most important economic sector, employing more than 85 percent of the country's 80 million people and accounting for more than 40 percent of total GDP and 90 percent of export earnings (<http://siteresources.worldbank.org/>). Within agriculture, about 64 percent of value added products come from crops, 23 percent from livestock, and 13 percent from forestry. Agriculture constitutes mainly cereals (83 percent), pulses (12 percent) and oil seeds (5 percent) (MoA, 2003:1).

In the history of Ethiopian agriculture, it is only recently that development interventions began to penetrate into rural areas with the aim of improving the life of the people. Especially, in the 21st century various extension intervention programs have began either in the form of full fledged programs or as pilot projects. Unfortunately, the impacts of all of these development interventions were not given much significance in terms of improving the life of the rural population in general and the mode of farming and productivity in particular (Habtemariam, 1997:2).

Agricultural change and development requires mobilization of human resources through such means as education and technical training. Agricultural education and training are key elements in the whole process of agricultural change and the achievement of rising levels of rural prosperity. It can function effectively only if the national system of education as a whole is geared effectively to the needs of development. Agricultural education and training can succeed in their objectives only when integrated into an overall development program (Assefa, 1991:12).

The government of the Federal Democratic Republic of Ethiopia has paid much attention to make its development strategy equitable. Since the livelihood of the majority of Ethiopians is based on agriculture, the government has to place maximum emphasis on this sector. That is why

the government developed a national development strategy which is known as Agricultural Development Led Industrialization (ADLI). ADLI is a strategy that uses labor extensively and land intensively. Therefore, in deducing this development alternative to our specific situation through the use of technologies that are labor intensive and land augmenting such as fertilizer and improved seeds, the government aims to transform Ethiopia's agrarian economy to a modern economy (MoE, 2008:16).

To attain the above – mentioned objective and emancipate our country from being a charity receiving tradition, the education and training of rural farmers has been given higher priority during the last decade. Millions of adult farmers benefited from the agricultural extension program, which is part of the national adult education endeavor (MoE, 2006:3).

In the same way, other interventions such as the establishment of agricultural Technical Vocational and Educational Training (ATVET) and Farmers' Training Centers (FTCs), development of Menu-based Household Packages, comprehensive Development Plan (Production to Market), Voluntary Resettlement, Water Harvesting, Cooperative Development, Research and Extension programs, small scale irrigation schemes have been launched and promotion of commercial farming have been encouraged. All these efforts are being coordinated and integrated under one national strategy-the National Adult Education Strategy of Ethiopia, which is recently endorsed by six government ministries including: Ministries of Education, Agriculture, Health, Social and Labor Affairs, Youth and Sport and Women's Affairs (MoE, 2008:16).

The Ministry of Agriculture and Rural Development leads the program in collaboration with the Regional Agricultural Bureaus. The Ministry established an Agricultural Extension, Technical vocational Education and Training Department to oversee the affairs of the program.

The Ministry of Agriculture training program seeks to provide “agricultural sector workers with skills more relevant to the evolving needs of employers and the economy” and “to create business oriented and environmentally conscious farmers who can make use of modern technologies and produce quality farm products” (Tefera, 2006:16).

The main aims of the Farmers Training Centers are to give specialized training on modern farming techniques; to provide agricultural extension services easily; to provide information/data and advisory services on market, entrepreneurship, ecological, demographical, social etc.; to serve as permanent exhibition centers to transfer technologies (Tefera, 2006:17).

There are currently 14,766 Farmer Training Centers in Ethiopia. As the centers are still being established, there is no concrete data available on enrollment. The farmer skills training centers offer various skill-oriented courses on how to improve farming techniques. More than 20 training modules had been prepared on different areas of agricultural (crop husbandry, animal husbandry, natural resource development, increasing agricultural productivity, how to use fertilizers, etc. (Tefera, 2006:19). Some of these centers are currently training farmers, but some are not yet furnished. The experts who teach at the Farmer Training Centers are graduates of the agricultural colleges, and have received technical training in various agricultural specialties.

The Farmers’ Training Centers expect a person to have literacy and numeracy skills to be eligible to participate in the courses. However, the vast majority of farmers who need the skills training courses do not have the requisite literacy skills to participate. The Ministry of Agriculture and Rural Development has 25 agricultural colleges that train grassroots development agents to be agricultural extension workers. The government’s plan is that each Farmer Training Center will have 3

Many of the objectives and strategies described in the Government of Ethiopia's Program for Accelerated and Sustained Development to End Poverty (PASDEP) emphasize development led by agricultural sector growth, improved governance and decentralization of delivery of services, and the reduction of vulnerability. Relative to the previous poverty reduction strategy, PASDEP places much emphasis on commercialization of agriculture, diversification of production and exports, private sector investment in order to move Farmers beyond subsistence Farming to small scale market oriented agriculture.

Under PASDEP, these objectives would be pursued through a range of policies and instruments including; modernization of the research and extension systems through investment in higher learning institutes, national and regional research, technical and vocational education and training, and farmer training centers; enhancing competition and increasing efficiency in agricultural input and output market; strengthening the rural credit system; improving irrigation and water management; increasing land tenure security; creating a conducive investment climate for commercial agriculture and; reducing the vulnerability of families living in regions prone to drought. The above points imply that farmers training center is the major instrument to bring change in agriculture sector. Since 2003, the Government of Ethiopia has been promoting plan in the realm of extension and advisory services establishment of 15,000 farmer training centers one in each kebele, and training for more than 45,000 development agents and each graduate is expected to train 120 farmers per year in his/her field of specialization (<http://www.resources.worldbank.org/>)

Agricultural production constraints began in past and continuing up to the present day, are affecting our honor to be self sufficient in food production. Low level of agricultural productivity is one of the causes for low living standard of the people for many reasons. Moreover agricultural

economic dependence, which comprises about 85 percent of labor force occupation and the greatest agriculture potential of the country are always spoken and advocated. Despite the potential opportunity (policy and strategy document) to facilitate target groups involvement of rural youths and adults the management of the under going training is still in question in this woreda. So, the systems of FTCs programs have sensitive problems in their overall management that seeks due commitment. To this effect, lack of management skills are some of the basic characteristics of planed training: identifying and defining training needs; defining the objective of training; planning training programs; decisions on the provision of training; implementation and evaluation of training. Thus, in view of the above statements the researcher is motivated to focus his study on the assessment of the practices in the management of farmers' training centers in Abichu Gnaa woreda, North Shoa Zone, Oromia Region.

The following basic questions are designed to be answered by the study:

1. What are the current statuses of farmers training centers (the availability of facilities and existing realities: attractiveness of FTCs in terms of construction and compound, fulfillment of teaching materials and plot of demonstration, pure water, toilet, water for irrigation, electricity, residence and transportation for DAs) in Abichu Gnaa woreda ?
2. What is the opportunity for effective functioning of farmers' training centers (participation of community and stakeholders, existence of willing donors, favorable government policy, and availability of training programs and commitment of woreda administration) in the study woreda?

3. What are the major problems encountered in the management of farmers training centers (identifying and defining training needs, defining objectives of the training, planning the training programs, deciding who provides the training, implementing and evaluating the training) in the study woreda?

1.3 Objectives of the Study

The general and specific objectives of the study were the following.

1.3.1 General Objective

To asses the current practices and major problems in the management of farmers' training centers in Abichu Gnaa Woreda.

1.3.2 Specific Objectives

- To assess the current condition of Farmers' training centers in the study area.
- To assess the institutional and managerial capacities of the farmers' training centers to meet their purposes in the study area and
- To identify major factors that hinder the management of farmers' training centers in the study area.

1.4 Significance of the Study

This study is significant for the following reasons:

- A. It helps in creating awareness to decision makers and implementers about the persistent problems in the management of FTCs.
- B. It may inform the agricultural leaders about the major challenges in the performance of the training programs in farmer training centers.

C. It may serve as a springboard for other researchers to take in-depth study for further investigation in the filed

1.5 Delimitation of the Study

The study was delimited to assessing the practices and challenges of managing training programs in the farmers training centers in the aspects of identification and defining training needs, defining objectives of training; planning training programs; deciding who provides the training; and ways of implementing the training and evaluating the training programs. In the study, the data collected was delimited to adults who received their training programs in 2010 as well as trainers who were involved in that year. Above and beyond, the research was delimited to only 7 farmers' training centers i.e Gamo, Sokoru, Kardaga, Amante-gamo, Amante-goro, Gadula-moye and Mana-horo out of the 19 farmer training centers in Abichu Gnaa.

1.6. Limitations of the Study

In an attempt to produce this study the researcher encountered a number of problems. Out of these problems the major ones were time and financial resource constraints, shortage of up-to-date reference materials and inadequacy and non-availability of relevant information, written documents and statistical figures in the woreda agricultural office. Despite the prevalence of all these limitations, the researcher made at most efforts to overcome them.

1.7. Definitions of Key Terms

Farmers Training Centers: Local training centers in which farmers skill training courses are offered with the help of facilitators within a specified period of time.

Adult Education: any organized form of learning provided to matured men and women who have missed learning opportunities in their early age or young hood. The provision of learning is carried on outside the formal education system. It includes crop production, animal rearing and

the protection of natural resources which enable them to know all the necessary duties and tasks on specific kinds on agricultural production

Woreda- Refers to an area marked of and developed for administrative purposes.

1.8. Organization of the Study

This study is organized into five chapters. The first chapter deals with the problem and its approach. The second chapter presents the review of related literature and the third chapter deals with the research design and methodology. The fourth chapter deals with the presentation, analysis and interpretation of data. Summary of the findings, conclusion and recommendations are presented in the fifth chapter.

CHAPTER TWO

2. Review of the Related Literature

This part of the paper deals with the review of related literature. It consists of the conceptual framework of farmer training centers, historical background of farmer training centers, adult education and training, adult education and development, management of adult education and training and farmer training centers in Ethiopia.

2.1 Conceptual Framework of Farmer Training Center (FTC)

Farmer Training center (FTC) is one of the training centers as a means of enhancing development and agricultural transformation.

Framers training centers as models under the Agricultural and rural development program of the country, are the best functional plots where improved technologies can be transferred to farmers. These working plots are many in number and more access can be achieved. These FTCs are the ideal institutes and very near to most of the adults who need education and addresses the needs of target groups in the rural areas, that includes: training of farmers in improved agricultural and farming methods and diversification of agriculture production and the aim is to increase agricultural productivity.

According to Berhane, (2005:49) this could be mainly short courses and non-formal training programs in area such as crop production, conservation methods, modern bee- keeping, animal husbandry, farm management, poultry etc; training for the production of agricultural implements, such as improved appropriate technologies and processing of agricultural raw material.

FTCs will be very fruitful if the partners work together. These collaborative partners, including the MoARD, MoH, MoE etc and NGOs and international organizations need to work together in developing program with the participation of adults and youth in rural areas. Participation is very important to address the interests of adult farmers.

The role of each partner to address problem; when we go down to the grassroots level, most of the important activities are carried out by a family head. He or she is the planner, implementer (producers, marketing worker and coordinator), supervisor and evaluator for his farm. Any interference, on his or her work needs their participation to solve the problem. The roles of partners: who will work with adult needs to consider the interests of target groups in the project area to make the programme compatible with existing situation. Partners need to work closely together to plan and execute this programme on pilot FTCs (Gashaw, 2009: 170). .

Therefore, partnership within and between development actors is very important for effective adult education and agricultural transformation because the target group of adults/farmers is an ideal entry point for partners who wish to induce development of the area in: agriculture technology transformation; taking health preventive measures; providing education for adults; cultural development work and promoting indigenous knowledge.

2.2. Adult Education and Training

Farmers training are education that most often takes place outside formal learning institutions. It differs from education in schools because it is geared towards adult learning. The terms training and education as often used interchangeably making a distinction between training and education is nevertheless very important of curriculum development. Overall education and training are complementary and courses of

education and schemes of training should be planned jointly to achieve the closest coordination of both processes (Howe, 1985:28).

Ely (1985:17) also addressed the interrelation of training and education. He suggests the point in the form of comparisons as indicated follows: education belongs in schools and so does training, both education and training belong in business, agriculture, industry and government settings; the result of training is more immediate than the result of education, which tends to be less measurable; The instruction developer can contribute to the curriculum development both in education and training; education is usually general and theoretical, while training is more specific and practical and education and training are both important by maintaining the importance and “we plan training with education in mind and vice versa”.

Training is the process of providing knowledge and skills and bringing about desired change in attitudes in order to improve the competence of people being trained. The goal of training is to improve performance. Education also provides knowledge and skills and brings about changes in attitudes however, training difference from education in a number of ways. Training is short term, normally focused and specific, usually designed to meet a specific needs and has immediate application. Where as education is long term, broadly focused, and usually aimed at preparing people for the future (Youdeowei and Kwarteng, 1995:18). Effective training can help to manage change by increasing understanding of the reasons for change and providing people with the knowledge and skills they need in order to adjust to new situation; It can improve individual, team and corporate performance in terms of output, quality, speed and over all productivity and minimize learning costs.

The Practice of Education and Training of Adult

Education and training of adult lies at the heart of every development program. Without education and training of adult, all interventions will be ineffective (Rogers, 1992:118). The practice of education and training of adult may be used for a number of points as follows:

1. we ought not to treat, the participant group as if they were completely ignorant about the topic concerned: even illiterates know some thing about literacy. We should not ignore, let alone despise, what the people already know and what they do. We need to explore what they know, to confirm what is acceptable and to provide new knowledge and new skills needed. New learning will only effective if it is related to the existing knowledge and skill of the participants, not treated in a compartment by itself. New farming practices need to be related to existing practices, not imposed upon the earlier ones without making efforts to integrate the two. Much extension work seems to be based on the assumption that we are telling the participants something they have never thought about before. The development change agent has much to learn from the participants' indigenous knowledge, whether in farming or fishing (Brokensha and Warren, 1980:137).

2. New knowledge and skills are best learned if the learners acquire them for themselves rather than if the change agent-gives' them to the learners. Exploration of the environment, identifying and seeking a solution to a problem, discovering by trial and error, experimenting, practicing-These experiential forms of learning result in more permanent learning than listening to talks and watching demonstrations'. Participant groups need to act for themselves not just to listen and watch experts' (Rogers, 1992:138).

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to go wider to open doors, widen horizons, develop new perspectives, and increase the range of choices (Rogers 1992:139).

2.3. Adult Education and Development

Development is a process, which seeks to effect change. At the center of the developments process are people who most grow, develop and change. This implies the need for a program of education. Developing nations today need an education, which is responsive to their social, economical and cultural environment. Developing country focuses on adult education because the majority of people involved in development process are adults (Yalew, 2005:118).

Adult education it the basis all sorts of social advancement, further economic development, important contribution in relation to poverty reduction and factor for peoples' sustainable development especially, in developing country. In addition adult education is to help individual to obtain a more satisfying life. This act shall contribute to acquire knowledge; understanding and skill which improve the individual's sense of value and personal development and strengthen the basis for independent achievement (Rogers, 1992:43).

Lick wise, adult education plays a key role as an instrument of change in development. It is developmental in that organized learning enables learners to move from one state of knowledge to another state of knowledge, to move of their own pace and in their own way, to develop them sleeves, as individuals and as members of a community. It is also an instrument of change because it provides individuals or groups which purposeful learning experiences for constructive social and economic change (Brown, 1984:119). In addition Sandhaans(2007:118) claimed that adult education is a noticeable deriving force behind the accomplishment of social change because of the ability of the adult mind to learn and change. However, adult education can only bring about the

desired socio-economic change if it offers the type of education society needs, since, with the right type of education; a developing society can attain the satisfaction, harmony and comprehension that many elude a more prosperous community. Today, developing countries invest an increasing proportion of their scarce human and financial resources in education and consistent progress has been observed.

Finally, the importance of adult education for development, Rogers (1996:119) assists, whether we believe that development is to achieve economic growth or to achieve self reliance adult education is central to whole program. Adult education is not a peripheral subject, to be added on to a program of development if there is money to spare; rather it is the method by which those who are in need learn to control and develop their own environment. Therefore, the critical observations of the three educators mentioned above remind us that adult education is a prerequisite for development, which is aimed of the balances growth of the whole person, socially, economically and culturally.

The Role of Adult Education in Poverty Reduction

Adult education is an essential factor for poverty reduction and sustainable development. It leads to economic and social progress of the community as a whole rather than personal advancement of the individual. It results in better health and better living condition, improve or facilities and so on. A sustained and broad based economic growth is necessary for poverty reduction. Sources of economic growth are generally natural resource, human capital, physical capital and technology. Human capital (labor force) related to education especially adult education (Gebyehu, et al., 2007:158). This labor force particularly in the Ethiopia rural area is crucial for improving the agricultural sector and ensures a broad based economic growth. However, in the case of human capital, poor families, particularly in the rural area, have lower

levels of education, which are precious assets for improving agricultural production. Both rural adults and youth suffer from low levels of human capital. Currently about 70 percent of the working population is illiterate. Therefore, improving the educational status of the adult population through adult education and skill training showed receive considerable attention to realize the country's vision of poverty reduction (Sisay, 2003:33).

the "Ethiopian poverty reduction strategy paper" in the year 2000. This strategy renamed as "Sustainable Development and Poverty Reduction Program" (SDPRP) in year 2001 is built on four pillars (MoFED, 2003:1): agricultural development led industrialization; reform of the justice system The Ethiopian government has developed strategy to alleviate poverty. It prepared and the civil service, decentralization and empowerment and capacity building in public and private sectors. The objectives of the SDPRP were stated as reducing poverty to 40 percent by 2015 and increasing the Gross Domestic Product by 7 percent annually. The SDPRP regards adult and non-formal education as one of the keys of achieving its goals. Thus, it considers non-formal education for out of school children at primary school age, a literacy program for youth and adults above 15 years of age and the provision of skills training for youth and adults (Dessu, 2007:181).

Agricultural Development Led Industrialization with a view to improving the countries overall economy under the leadership of agriculture. As it has always been well known that agriculture involves the vast majority (over 85 percent) of the total labor force, it will remain to be considered the economy's back bone and thus given due emphasis towards strengthening and modernizing it. In this regard the Ethiopian government has opted for the Plan for Accelerated and Sustainable Development to End Poverty (PASDEP) to eradicate the existing development porters in the country. A capacity building program is set as

one of the pillars of this strategy and widely acknowledged as critical to the success of the country's long term development objectives of poverty reduction. Following this, the agricultural TVET program is laid out as one of the components of the capacity building strategy.

Acquisition of skill is vital for an economy to compete and grow particularly in an era of globalization, economic integration and technological change. Skill needs are widespread in most declining countries; they are not only demanded by the modern wage labor sector but also by the agricultural and informal sectors. Therefore, our government acknowledges skill development as an important factor in the drive to enhance productivity, stimulate competitiveness and pull people out of poverty. To this effect, the agricultural TVET program is considered as a means of providing the agricultural labor force with skills more relevant to the evolving needs of employed and the economy. In general, government policies to day are allowing access to basic education for all in the rural are as along with secondary education that will shape the foundation for later skills development provided by agricultural TVET colleges and FTCs (MoARD, 2006:26).

Likewise, the Ethiopia Ministry of Agricultural and Rural Development have set of development objective that target economic growth and reduce poverty. This economic growth and reduce poverty was developed a master plan to enhance market oriented production crop and livestock commodities. The objectives of the master plan are to: develop a plan enable use of modern technology to efficiently optimize production and productivity (at least doubling productivity of major crops); encourage selected woredas to specialize in one or two export commodities and gradually convert area of other commodities to selected export commodities; strengthen non selected woredas to double production and supply for the local market; use all means of mode of production such as water harvesting, irrigation really cropping, inter cropping to optimize

growth. Quality management brings economic progress to a society by designing a managerial approach or technique to take them in to account. As koontz (1972:89), stated.

We view management as the single most critical social activity in connection with economic progress. Physical, financial and man power resources are by themselves but passive agents; they must be effectively combined and coordinated through sound, active management if a country is to experience a substantial level of economic growth and development. A country can have sizeable natural and manpower resources including plentiful skilled labor and substantial capital but still be relatively poor because very few competent managers are available to put these resources efficiently together in the production and distribution of useful goods and services.

Therefore, in the farmer training centers management is vital role for quality training. These qualities training increase productivity and similarly constructing economic progressive.

Management establishes the environment for group effort that individuals will contribute to group objective with the least cost (money, time, materials (Koontz, 1972:6). So, management plays important role in the effective utilization of resource in farmer training centers programs. It deals with organizing and controlling of resources necessary for achievements of corporate training objectives. It has a great influence on the proper use of resource. In the farmers training centers context skillful management makes efforts for the allocation of sufficient budget from government treasures and it also searches from NGOs and donors etc. In addition, the management section mobilizes and coordinates the communities to contribute labor or money to strength the training centers.

2.4.1. Planning Adult Education Training

Adult education is needed to help us to change to acquire new knowledge and understanding in order to help us to mature, careful planning can set the condition for change (Bergevin, 1963:8). Planning is the process

and desirability of projects or events (Sparg, Winberg and Pointer, 1999:48).

Therefore, planning is making and acting upon a decision; as a conscious effort of deciding what needs to be done and eliminating the less important and focusing on the more important problems and needs. In this the preplanning phase involves, combining up with an idea to embark on a new program; and soliciting support and building commitment through consultations and negotiation.

2.4.1.1. Basic Principles of Planning

Adult education programmes address realistic problem/needs. Thus, when a proposal is made for a new programme: the initiators must ensure that their idea address problem experienced by a specific group of people. Therefore, when an idea of developing a new programme arises certain principles should be considered. These principles are:

1. Functionalism and Immediacy of Application: programmes that address realistic problems lend to promote the principle of functionalism or immediacy of application. Functionalism is a concept that indicates the need to focus programmes on skills, competencies, attitudes and values that can have an immediate application to the learners' life situation (home life, work life and commonalty life). Most adult learners would not like to sit in a programme and learn information that lacks relevance to their lives (Birkenholz, 1999:136). This principle of functionalism will eliminate negative attitudes or answers to the questions "what does this information have to do with me" or what is in here for me?

2. Problem Based and Relevant: programmes in adult education are developed because there is a problem to be addressed. The word "problem" here can be used synonymously with any thing that presents

itself as a challenge, concern or a gap. A programme is thus seen as way of addressing some of the problems of adult learners (Mbiti, 1988:224).

3. Participation and Collaboration: participation and collaboration is necessary with a wide range of interested parties. These people may include lay people, target clientele, programme planners, sponsors, administrators' advisory staff, evaluators and community members (Donaldson and Kozall, 1999:38).

In the planning process trainees should have a say in content pace, intensity, application and the environment of the skill training course. The facilitator should work in a spirit of community mobilization. Adult trainees should identify the needs that may promote community interests and all of them should be engaged in some form of participation in planning the will increase their motivation for learning skill training. The facilitator should understand the adult learners from a holistic perspective. This is particularly appropriate when working with adult trainees who have diverse reason for participating and who possess a multitude of learning styles (Gboku, 2007: 122). Therefore, planning play as crucial role in the management of farmer training center is by providing direction and creating framework for decision making.

The planning function requires managers to make decision about four fundamental elements of plans, objectives, action, resource and implementations. Here objectives specify future conditions that the manager hopes to achieve. Actions are the means or specific activities planned to achieve objective. Resources are constrainers on the course of action that is plan should specify the kinds and amounts of resources required as well as the potential resources and allocations of these resources (Amdeberhan, 2001:9). Finally a plan must include ways and means to implement the intended actions. Implantation involves the assignment and direction of personnel to carry out the plan. Therefore, it

2.4.1.2.1. Identify and Define Training Needs

This involves analysis of corporate, team, occupation and individuals needs to acquire new skill or knowledge or improve existing competencies. The analysis covers problems to be solved as well as future demands. Decisions are made at this stage on the extent to which training is the best and most cost effective way to solve the problem (Kenney and Reid, 1994:194).

Moreover, training need assessment is the process of determining if there is discrepancy between desired and actual performance of the trainees. The training need assessment is the beginning of a systematic approach to training (Hassen and Amdissa, 1993:89). If training is related to ones actual work situation that is a felt need or a problem that is in some other ways in experience as important or relevant, it will be more effective in bring the intended outcomes. Thus the beneficiaries need to be central and actively participated both in needs assessment and setting priorities.

The importance of needs assessment adult learners in programme development needs assessments potential adult learners gives programming staff the opportunity to assess learner needs and priorities impartially, free from the personal preferences and biases of the target groups; by conducting needs assessment, potential conflict and resistance can be avoided, especially if the need identification process involved the learners; need assessment if participatory in nature, can have a positive effect on motivation and improve levels of participation and commitment on the part of potential learners; needs assessment helps determine people's skills, attitudes and knowledge; specific efforts at needs identification are more likely to result in determining what the real needs are and will help avoid basing programmes on symptoms forms or assumptions only; a needs assessment process is a learning

over too short a time period, can result in a programme being deemed a failure when the objectives are not met (Gboku and Lekok, 2007:93).

F. Objective should be consistent: an adult educator is more likely to pursue programme goals that are consistent with his or her beliefs and values. Similarly, when the programme developer takes the needs, values and beliefs of learners into consideration, the learners will give approval to the programme and remain committed to the attainment of goals. To ensure acceptability of programmes therefore, the objective must be consistent with the needs, beliefs and values of all stakeholders, especially the adult learners (Gboku and Lekoko, 2007:93).

G. Objective should be relevant: relevance has two components: linkage to the organization's current strategic and operational priorities and overall value of the contribution to programme or entire organizational goals (Gboku and Lekoko, 2007:93).

H. Objectives should be congruent: if objectives are congruent this means that they co-exist without conflict or friction and are essentially compatible with one another's. It also means that the attainment of one objective does not prevent the attainment of the others (s) (Gboku and Lekoko, 2007:93).

I. Objective should be time bound: an objective must have a beginning and a proposed end. The end can be adjusted as situations within the organization change. Making an objective time bound allows the stakeholders to report on the progress that is being made in achieving the objectives (Gboku and Lekoko, 2007:93).

Therefore, characteristics of programme objective importance for farmer training centers because provide a sound basic for selection or designing of learning materials, content and methods of delivering content; provide

a basis for organizing the learners own efforts and activities for the accomplishment of learning activities; contribute to the achievement of programme goals and the goals can become measurable in terms of time, cost and of quality.

2.4.1.2.4. Planning Training Programs

These must be developed to meet the needs and objective by using the right combination of trainers, trainees, training inputs, training techniques and location (Kenney and Reid, 1994:194). In addition plan training programme holded training contents and training methods and materials.

A. Training contents: Training contents refer to the subject matters that are included in the training activity, which the trainees will be able to use to meet the training objective. As Gboke and Lekoko (2007:98-99) stated, the adult education content determination must be guided by a number of principles including, but not limited to, the following: the programme content must be based on needs of the leaner rather than the needs of the teacher or the institution; programme content must be flexible and also give the learner control over what, where, when and how to leaders. In this way, the teacher is not a source of knowledge but a facilitator or manger of learning situations; the progamme content should encourage independent and critical thinking and provide the capacity to enquire, reason, weight evidence in order to form judgments and achieve understanding; the focus or programme content should be on what the learner experiences in learning, subject matter included in the programme content must have relevance and meaning for the learner programme content must have reference and meaning for the learners programme content must allow for learner participation in order to effect educational change and learners awareness of the environment and their

relationship to it is also important as well as the need for them to become more activity involved in seeking solutions to their own problem.

The planning process of adult training therefore, requires defining the three important elements goals, objectives and content. Goals reflect the mission of the institution and provides basis for developing the more detailed objective. All stakeholders must agree on the goals and objectives to be achieved. Once objectives are formulated, they are sequenced. The sequencing and content determination process is affected by a number of influential factors such as including the expertise of program developer, educational facilities and equipments, resources (time, money and human) internal and external forces, government and organization requirement, skill needed by employing organization and beneficiaries of program content (Gboku, 2007:104). More to the point, in adult education and training content determination is based on the principle of full learner participation is suggested for training learning environment to make the content to be based on the real life need of the learner.

B. Training Methods and Materials: to be realized the special methods and materials should be used for adult learners. Adult have much accumulated experience, skill, knowledge, bias and prejudices and already a set and built up foundation and conceptual structures. It is both advantageous as well as disadvantageous. Mohanty (2007:108-110), stated the following characteristics should be reflected in the methods of teaching the adult learners adult learning should be participatory in planning executive as well as in evaluating the learning program, the learners themselves should be involved and the responsibility be shared to the maximum extent possible; self learning is the best learning since adults are responsible and they know their needs and requirements their abilities and interests they can choose their materials and subjects themselves and continue their learning accordingly; there should be

emphasis on group dynamism and group psychology. Group discussion and group activities can be effectively organizer with adult learners; adult education can not be effective if the content and materials are not made relevant to the realities and meaningful to the felt needs of the learners. Hence, realistic program should be drawn up and field trips, visits to farms, factories and hospitals, etc. should be organized; in adult learning, there should be closer contact, great sympathy and understanding, more of mutual trust, continuation of communication between the teachers and the taught both theory and practice should be amalgamated in the adult learners classes. Only the theoretical knowledge does not bring about the desired behavioral changes and as such practical should find an important place in the program and there must be flexibility regarding duration, time location, organization and instructional arrangement of the adult learners (Mohanty, 2007:108-110).

Therefore, the methods which are based on democratic and dynamic principles like group discussion, activities, initiative, co-operation, participation, responsibility should be adopted for teaching adult. The problem-solving and project methods will be found useful role-playing, simulation exercises, dramatization, demonstration, field trip, etc, are some of the techniques which will be effective; and various audio visual materials like films slides, film strips and good graphic materials will make adult learning more interesting and successful.

2.4.1.2.5. Decide Who Provides the Training

The extent to which training is provided from within or outside the organization needs to be decided. At the same time, the division of responsibility between the training department managers or team leaders and individuals has to be determined (Kenney and Reid, 1994:194).

Therefore, during provides the training, organizing is necessary because organizing allocating and arranging human and materials resources in

appropriate combination to implement plans and turns plans into action potential by defining tasks, assigning personnel and supporting them with resources (schermerhorn 1989:21). Thus, organizing is the second fundamental function of management and deciding how the work is to be done and who is to do it. In other word, once plans are created the managers task is to organize the human and physical resources properly carry them out organizing in adult education/training, is a process of dividing work in to components and coordinating results to serve a specific purpose (organizing, dividing up the work during training, assigning people to it, allocating resources and coordinating results).

2.4.1.2.6. Implement the Training

It references to doing what is necessary to achieve your goals and objectives. It is the process of putting the training program objective and instructional plans into operation (Gboku and Lekoko, 2007:162) and ensures that the time spent in worth it for the intended purpose. Equaley, ensure that the most appropriate methods are used to enable trainees to acquire the skills, knowledge, level of competence and attitudes they need (Kenney and Reid 1994:194).

Implementation is defined as a process to put into practice planned teaching learning and assessment exercise aimed at fulfilling the program goals and learners desires expectations. It consciously applies to adult training principles to explore the societal values, problems and needs of adult learners. It a way of turning plans in to reality. It involves two major aspects as; developing the implementation plan and put the plan into action. Implementation should concentrate on ways in which individuals and communities can respond to their present condition of living; this is a meaningful way of helping learners to adapt their environment and to be better prepared for eventualities of the future. Successful program implementation involved developing and putting the

information and orientation; involving relevant line ministries such as those responsible for capacity building as education sector, health sector and etc; involving target groups and the communities in planning and implantation; ensure community ownership for the active participation of the community: designing to training curriculum and content with a focus on livelihood skill; making the training programs market oriented and demand driven and to plan and evaluate programs; training coordinators according to the program needs.

2.4.1.2.7. Evaluate Training

This stage of the training refers to check in whether the intended objectives are met or not and where necessary, making changes to improve training activity results in the future (FAO, 2002:34).

Evaluation is about assessing the effectiveness of the various aspects of training. It is an interactive and systematic process of investigating the value and quality of a program in which various stages of training are an praise from the view point of their adequacy and contribution to achieve the training objective (Gboku and Lekoko, 2007:180). To make the training process effective the stages and sub stages of the cycle of training should be treated in the way that makes them productive and fruitful analysis of the various aspects of training should be undertaken by organizations, stake holders and beneficiaries. This deciding: on what and how to evaluate and by who are critical parts of the evaluation process. Thus, the effectiveness of training is monitored during programs and subsequently, the impact of training is assessed to determine the extent to which learning objectives have been achieved or (Kenney and Reid, 1994:194).

Monitoring is also a systematic and continuous process of collecting, analyzing and using information for the propose of programs management and decision making; it is an activity, which assess whether

the status of all the actives, so that they are jointly responsible for revising the implementation strategies before it is too late. Form the above basic principle, evaluation is carried out by teams form with in the community since monitoring is an ongoing process that can be conducted by a local committee while evaluation is a one-off process.

Lekoko (2007:185) stated that, the overall purpose of monitoring and evaluation is the measurement and assessment of performance in order to make more effectively manage the outcomes and outputs. Performance is a progress towards and achievement of results. Then evaluation is to conclude an important activity the at should be done in a professional and responsible manner, which focuses on a number of elements such as in put factors, process, context, and products. Thus, evaluation helps to ascertain whether farmer training centers objective have been achieved if not, why not; and determine what actions should be taken to achieve objectives better in the future. Thus, access to skill training in relation monitoring and evaluation is a vital instrument for the success of farmer training centers management. In connection, to the conceptual framework of monitoring and evaluation, this study asses whether monitoring and evaluations was practiced in farmer training centers and then to propose the future direction.

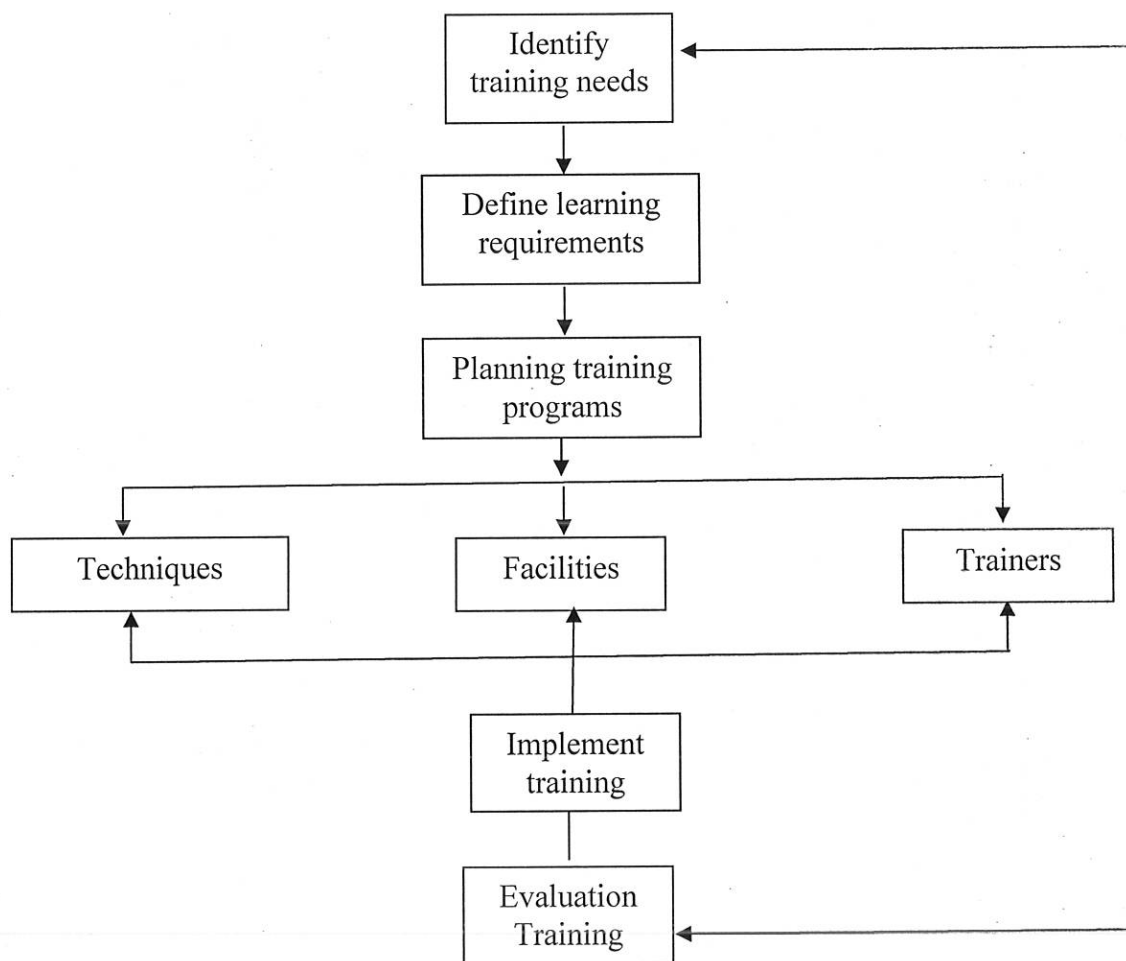
2.4.1.2.8. Amend and Extend Training as Necessary

Decide on the basis of evaluation, the extent to which the planned training program needs to be improved and how any residual learning requirements should be satisfy (kenney and Reid, 1994:194). Therefore, problems of farmer training centers and other training activities can be talked and minimized if advisory bodies having the role of giving processional advices are established. This can be realized by the direct participation of pertinent government representatives. Advisory bodies can be made up of from government sectors, non government and civic society organizations. Advisory body of each farmer training centers can

identify the ends of the target groups, review goals and objectives of training as necessary and encourage local sectors to work together prepare, plan for training and for budget allocation. Select appropriate trainees and trainers and conduct monitoring and evaluation of an exact time.

Based on the above basic characteristics of planned training study expected to cover Abichu Gnaa Woreda farmers training centers in the 2009/10 in which there were male 840 female 60 total 900 trainees were trained in the 19 farmers training centers. Thus, in the management of current farmers training centers perspective; this study is planned to identify to what extent the training centers are planned to serve their purposes.

Participatory training planning and development model



Source: Kenney and Reid (1994) training for transformation.

2.5. Farmer Training Centers in Ethiopia

Adult education program in Ethiopia implementation documents since the change of government in 1991 have indicated that education is one of the major tools to capacitate the rural population and overcome the poverty situation (MoE, 1994). The Philosophy enshrined in all documents, is to organize agriculture led programs (economic, social and cultural). All these programs through their strategic documents outline strategies to strengthen the working potential of the rural farmers through education and training.

In this respect, all ministries involved in development have pledged to assist the rural population in feeding themselves in any way within their respective plan periods and to cause planned change. For the purpose, especially the ministry of Agriculture established agricultural colleges all over the country and also plans to construct farmer training centers at local levels. The strategy is to train change agents in the colleges are required to train the rural farmers in the farmers training centers so that they would be able to increase productivity and eventually improve their life situation. Guidelines are being prepared for the operation of these FTCs and a number of task tasks have been identified of which the most relevant for the IPMS project are: Agricultural training; Extension services; provision of information and permanent center of exhibition (MoARD, 2005:1).

2.5.1 Agriculture Training

This (formal) training is provided to farmers based on a number of crop, livestock and natural resource management modules. With in each module, there are different courses and for each course there will be curriculum guideline (to be developed by the federal extension services in English and be translated by each region into local languages). The

following courses are envisaged for the different modules. (MoARD, 2005:20).

Livestock: Fish, poultry, beef, sheep and goat production, hides and skins, beekeeping, dairy production, camel production, animal nutrition and hygiene, animal health and breeding with more emphasis on practical skills.

Crop: Field crop, industrial crops, fruit crops, vegetable production, coffee/tea/spice production, crop protection.

Natural resource management: irrigation, alternative energy, non timber forest production, nursery management, water harvesting technology and plantation establishment.

As MoARD (2005), stated that the farmers training centers have training objectives, training methods, content of the training, duration of the training, training materials, evaluation and certification, each points are summarize as follows.

A. Objectives of the Training: Farmers training center target youth and adults, who have completed grade 8th or less and have the following major objectives: to produce farmers who have enough agricultural knowledge and skills and became the beneficiaries of modern technologies; the appropriate users of natural resources and competent enough in the market by the producing production highly demanded in the market; to produce farmers who apply the science of agriculture in to actual practices and change their minds to words market oriented production system rather than adhering to hand to mouth production system; to produce farmers who are well equipped with basic agricultural knowledge and take initiative to create various fields of works rating their live (MoARD, 2005:2).

B. Training Methods: methods of the training would be lecture, discussion (group discussion) inviting guests, field works and field trips visiting other farms to exchange experiences (MoARD, 2005:21).

C. Content of the Training: under this program over 80 percent practical and 20 percent theory. This training would give more emphasis on practical where trainees would learn by doing rather than class room learning. The theoretical aspect would be classroom training using verbal and written communication. The practical training will be on workshops (to make simple equipment) and in the field (to use implements and learn improved practices), and by visiting other farms to exchange experiences (MoARD, 2005:21).

D. Duration of the Training: the training for one module will take from 3-6 months according to the module size (normally 2 days) week at 6 hours day (4 practical hours, 2 theory hours (MoARD, 2005:21).

E. Training Materials: the training materials using blackboards, pictures, videos, book, manuals and handout (MoARD, 2005:21).

F. Evaluation: assesses the individual performance in group discussion, oral question, and formative evaluation would be employed practical exam and written exam (MoARD: 2005:22).

G. Certification: upon graduation, the farmers are expected to be a role model for other farmers and be market oriented and environmentally conscious. He/she is also expected to keep records and this will lead to a "module" certifications, once a farmer has completed all three modules he/she will be issued a "green certificate" (MoARD, 2005:22).

2.5.2 Extension Services

The general extension strategy to be followed is based on the following principles: improved crop and livestock productivity resulting in increased

income and improved livelihoods; sustained food security, and nutritional habits and maintain health; teach/encourage farmers to organize in associations by gender, age, and in different commodities; produce agricultural raw materials for industry/produce marketable and exportable crops to earn hard currency; protect the natural resources of their communities (soil, water, forest and wildlife) and help women to use new less labor- intensive technologies to improve their income and increase their role in agricultural development (MoARD, 2005:23-24).

The extension methodology is planned to be participatory in nature and based on the identification of farmer's problems and potentials using Participatory Rapid Assessment (PRA) methods. Emphasis will be on market oriented commodities, taking into consideration differences in agro-ecological potentials and individual farmers' resource base (household types)(MoARD,2004:8).

The approach used will be to contact individual farmers with the objective of forming groups based on interest. DAs will advise on crop production, livestock production and natural resource management and formation of associations. They will also provide advise on markets, loans and savings and farm management economics, post harvest, agro-processing. Cross cutting issues considered are: emphasis on mixed farming systems, increased role of women, record keeping, introducing saving culture and family based agriculture. Use will be made of radio, pamphlets, posters, exhibitions, demonstration equipment, field visits and exchange visits. The usefulness of these different methods will be assessed by farmers. In the technology transfer process, increased emphasis is put on feedback to and from farmers regarding the institutions concerned including research. The extension component also include the "package approach": however more care will be taken in involving only interested farmers and the socioeconomic and biophysical potentials of the farmers (MoARD, 2004:8-9).

2.5.3. Provision of Information

The FTCs will also be responsible for making information available to farmers on the following topics: weather information and predications. This will require the installation of some weather measuring equipment and synthesizing and posting of weather bulletins received through the radios (including early warnings); market information: this will involve information on marketable commodities, required quality, prices, time of delivery and quantities; environmental information: land use (crop area, yield/ha improved/ traditional), weeds, diseases, insects (samples), livestock types and numbers, internal and external parasites, census of population by age and religion, households, education level, number of profession/professions, institutions (schools, church, mosques, associations, finance), natural resources. This information is to be collected and put on charts. (MoARD, 2005:28-29)

2.5.4 Permanent Centre of Exhibition

The FTCs will have a permanent exhibition center containing improved crop seeds, improved implements, post harvest technologies, samples of different weeds, crop diseases (insects), and inputs for new technologies (MoARD, 2005:30).

2.5.5. Management of Farmer Training Centers

According to FTC working guideline to fulfill the objectives for which the FTC stands and to help their beneficiaries achieve expected outcomes the centers organizational structure and management hierarchy should be short and clear (MoARD, 1997:31-34). Some relevant points related to organization from the above mentioned guide are summarized as follows: Ministry of Agriculture and Rural Development is responsible for policy provision and the designing of initial curriculum guideline for the extension training; the region Bureau of Agriculture and Rural

Development is committed for giving various decision on the FTC issues including where and how many of them should be build. This is in addition to its responsibilities of adapting the federally designed curriculum guide to the regional training needs, the provision of on job training for DAs and the approval of financial and material inputs for the implementation of the training and the Woreda Office of Agriculture and Rural Development allocates for FTCs budget and regulates their activities. The FTCs are entitled to care their own internal management and needed to report to the woreda. There are three DAs (development Agents) assigned in every FTC and one of them will be appointed as a coordinator by the woreda administration but he reports to be head of woreda. Depending on the objective reality of each locality a center is proposed to be established for serving 800-1000 farmers on average. The DAs should select farmers who are diligent, representative to and accepted by the community and who are able and willing to teach what they have learnt in the centers back to their community in order to extend the extension education to the farming community since the DAs could not reach are of education to the farming community in a locality (MoARD, 2005:32).

2.5.6. Challenges of Farmer Training Centers

The countries like Ethiopia were the majority of productive population was lacking basic education and basic skills training, with few technical/vocational schools prompting national development was found hard to bear, because the majority labor force was out of education and skills necessary for producing wealth. Hence, to over come this situation, the government has designed an alternative way to equip adults and youths with skill training (Girma, 1994:10-11). Thus, poverty reduction strategy which clearly states the importance of improving the living condition of the people, urges the necessity of looking into all possible options, which may bring about sustainable economic growth.

Farmer training centers which gives better emphasis to adult education creates fertile ground for skills training. However, these farmers training centers have several constraints.

The constraints which pose challenges to implement this program are too many to list. Here are the major ones: lack of suitable technologies compatible with the system; recurrent drought which usually decreases the efficiency of farmers; lack of participatory approaches to extension and training that involve female and male farmers; very weak linkage between planners and implementers; lack of clear communication between federal and regional, regional and zone/ woreda offices to work together; lack of an inter disciplinary approach; absence of efficient linkage and feedback systems between research and extension; inadequate coverage of adult (female and male formers) education to work with the technology; delaying in decision making throughout the ladders of hierarchy; lack of commitment to work to the end; restructuring frequency is very high for confident work (Gashaw, 2009:168). Therefore, these constraints created universal effect on all zones and woredas

CHAPTER THREE

The Research Design and Methodology

This chapter deals with research design and methodology. It consists of research method, source of data, sample population and sampling techniques, instruments of data collection (Questionnaire and interviews), pilot study, procedures of data collection, and methods of data analysis

3.1 Research Method

The main aim of this study was to assess the practices in the management of farmers' training centers in Abichu Gnaa woreda, North Shoa Zone, Oromia Region. To achieve this goal, the student researcher used descriptive survey method. This method was preferred because it is used to indicate a clear picture of the situation from the existing environment and practices with relatively minimum resource. It is also to make effective justification for improving, the practices in the management of Farmers' training centers.

3.2 Sources of Data

The data were collected from Development Agents (DAs), woreda agricultural experts, supervisors and trainee farmers. In addition to this, secondary data were collected from Agricultural and Rural Development offices documents (regional, zone and woreda), books, agricultural journals and the internet.

3.3 Sample Population and Sampling Techniques

For this study sample population were all farmers training centers, Development Agents, woreda agricultural experts, supervisors and trainee Farmers in the woreda. Out of the 19 farmers training centers found in the woreda 7 (36.84%) were selected by simple random method.

There were a total of 55 development Agents, 14 agricultural experts, one agricultural supervisor and 900 trainee farmers in 2002 E.C. Among these 45(81.81%) Development Agents, 14 (100%) agricultural experts, one supervisor and 42(4.66%) trainee Farmers and a total of 102 sample population were involved in the study .Concerning farmer trainees and facilitators simple random sampling technique was used. This is because this technique gives equal chance to all respondents. On the other hand with regard to agricultural experts and supervisor availability sampling technique was used because of their manageable size. (See tables 1 & 2).

Table 1: Summary of sample population and sampling techniques

No	Projected samples respondents	Total sample population	Sample size		Sampling techniques
			No	%	
1	Farmers Training Centers	19	7	36.84	Simple random sampling
2	Agricultural experts	14	14	100	Availability sampling
3	Agricultural supervisor	1	1	100	Availability sampling
4	Developing Agents	55	45	81.81	Simple random sampling
5	Trainee Farmers	900	42	4.66	Simple random sampling

N.B: Out of 900 trainees 42(4.66%) in the 7 training centers were literate (reading and writing).

Table 2: Summary of sample Trainee farmers in seven farmer training centers.

No	Name of FTCs	Number of trainee farmers		
		male	female	total
1	Gamo	3	1	4
2	Adare – ejersa	4	2	6
3	Kardaga	7	3	10
4	Amante - gamo	6	2	8
5	Amante- goro	3	1	4
6	Gadala- moye	5	1	6
7	Mana- horo	3	1	4
Total		31	11	42

3.4 Instruments of Data Collection

Three basic instruments were used for collecting data for this study. These are questionnaire, interview and observation.

3.4.1 Questionnaire

Two kinds of questionnaires were prepared originally in English. They were later translated into Amharic to be filled out by trainees and facilitators (DAs and supervisor).

The questionnaire designed to collect information from the trainee farmers had two parts. The First part was about the respondents' demographic profile. The second part consisted of closed ended and open ended questions about aspects of identification and defining training needs, defining objectives of training, planning training programs, deciding who provides the training, and ways of implementing the training and evaluating the training programs.

The questionnaire designed to collect information from the facilitators had also two parts. The first part was about the respondents' demographic profile. The second part contained closed ended and open ended questions that dealt with: opportunity for effective functioning, identifying and defining training needs, defining the objective of training; planning training programs, deciding who provides the training as well as ways of implementing the training and evaluating training program.

3.4.2 Interviews

The structured interview questions were administered to agricultural experts. The total numbers of interviewees were 14 (male 13 female 1). The interview questions prepared were to alleviate problems and mechanism of improving the practices and problems in the farmer training centers.

The content of interviews were about: the community participation, stakeholders, NGOs, commitment of woreda administration and relation of research institution and agricultural technical vocational educational training with farmers training centers; participation of trainees in need assessment; criteria of selected trainees; attractiveness of farmers training centers; budget allocation; facilities of DAs; causes of drop out of trainees; major challenges of farmers training centers and ways of alleviating the challenges.

3.4.3 Observation

It was designed to observe events in their natural settings which may reveal information that respondents do or do not provide. It provided the researcher with a wide scope for witnessing the training centers, the availability of facilities and existing realities. The key elements observed in the study areas were the availability of facilities (fulfillment of teaching materials, pure water, toilet, and water for irrigation, electricity and the attractiveness of FTCs in terms of construction and compound). Observation was used to cross check the responses provided by the respondents through questionnaire and interviews. Checklists were prepared to assess the actual situations of farmer training centers programs in the seven (7) centers.

3.5 Pilot Study

The draft questionnaire was first provided to 14 woreda agricultural experts, 8 facilitators and 10 trainees in the woreda. After the completed questionnaires were returned each questionnaire was examined critically to see if there were unclear and blurred statements and items. In addition, the questionnaires have been given to one MA graduate student in Adult Lifelong Learning who has knowledge and skills in the area of farmer skill training to get additional information. By the pilot study, the items improved in the questionnaires were grammatical errors like items related to art of teaching adults and need assessment etc. After the necessary corrections were made the final version was prepared and administrated.

3.6. Procedures of Data Collection

The study incorporated different procedures. The student researcher visited the Oromia National Regional State Bureau of Agriculture and Rural Development, North Shoa Zone and Abichu Gnaa Woreda

Agricultural and Rural Development Office to secure relevant document and information as preliminary survey.

Before the investigator enters to the process of data collection, student researcher contacted DAs, Farmer training centers coordinators, agriculture experts and discussed with them about the purpose of the research and the tasks to be carried out. Also at the beginning of each session the researcher gave oral informed consent and orientation on how to fill in the questionnaire. On average, filling the questionnaire took 30 minutes and interviews took about 45 minutes.

Hence, the research questionnaire has been administrated and collected and interviews and observation have been conducted. After a while the questionnaires were collected and analyzed both qualitatively and quantitatively.

3.7 Methods of Data Analysis

Respondents were mainly grouped into three categories, i.e. adult trainees, facilitators (DAs and Supervisor), and agricultural experts. The purpose of this grouping was to make comparisons possible between different groups of respondents on the current state of participation of rural farmer's trainees and youths in the farmer skills training programs. Besides, the grouping was hoped to show whether or not each of the groups has orientation and awareness about adults and youths skills training programs planning, implementation and evaluation. The data was organized, analyzed and interpreted by grouping similar items in one table, and review of related literature.

Depending on the nature of the basic questions and the data collected, the percentage, mean, standard deviation, and chi-square were employed. After quantitative and qualitative data were collected from the respondents, they were organized, interpreted, and analyzed accordingly.

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of Data

This chapter deals with the presentation, analysis and interpretation of the data gathered. This chapter has two major sections: characteristics of the respondents and presentation, analysis and interpretation of the data collected from the respondents.

The data and information obtained through interview with agricultural experts were used in the analysis of the study. Besides, information obtained from unstructured interview and observations obtained under pertinent basic research questions were used to enrich the discussions.

4.1. Characteristics of the Respondents

All the required information for this study was obtained from 46 facilitators (45 trainers and 1 supervisor) and 42 trainees. Questionnaires were prepared and distributed to the above respondents. Out of these, 43 (93.48 percent) of the trainers and 41 (97.62 percent) of the trainees had completed and returned the questionnaires. In addition 14(100 percent) of woreda agricultural experts were involved in interview.

The analyses of the data were made based on the responses obtained from the groups of respondents. Most of the data gathered were organized using tables followed by discussion.

Table 3: Farmer trainees by sex, Age, Marital status and educational level

No.	Item	Farmer trainees respondents	
		No	%
1	Sex		
	A. male	35	85.4
	B. Female	6	14.6
	Total	41	100
2	Age		
	A. 15-20 Years old	3	7.3
	B. 21-25 years old	5	12.2
	C. 26-30 Years old	4	9.8
	D. 31-35 Years old	11	26.6
	E. 36 Years old and above	18	43.9
	Total	41	100
3	Marital status		
	A. Married	34	83
	B. Unmarried	6	14.6
	C. Divorced	1	2.4
	Total	41	100
4	Educational level		
	B. Reading and writing	18	43.9
	C. Grade 1-4	10	24.4
	D. Grade 5-8	11	26.8
	E. Grade 9-10	2	4.9
	Total	41	100

As can be seen from Table 3, 35 (85.4 percent) of trainees were male and 6(14.6 percent) were female.

In terms of the respondents age, 18 (43.9 percent) and 11(26.8 percent), were 36 years old and above, and 31-35 years old respectively. This shows that, most farmer trainees are fairly adult group. They are matured and experienced and they may provide reliable information for what they were asked in the questionnaires. Concerning the marital status, 34(83 percent) and 6(14.6) percent) of the trainees were married and unmarried respectively. On the other hand, 1(2.4 percent) of them were divorced. Regarding trainees education level 18 (43.9 percent), 10 (24.4 percent), 11(26.8 percent) and 2(4.9 percent) were able to read and writing, 1-4 grade, 5-8 grade, and 9-10 grade respectively.

Table 4: Facilitators and agricultural experts by sex, Age, Educational level, years of services and field of specialization.

No.	Item	Respondents			
		Facilitators		Agri. Experts	
		No.	%	No.	%
1	Sex				
	A. male	38	88.4	12	85.71
	B. Female	5	11.6	2	14.29
	Total	43	100	14	100
2	Age				
	A. 18-25 Years old	31	72.1	2	14.29
	B. 26-30 years old	12	29.9	5	35.71
	C. 31-35 Years old	-	-	7	50.00
	Total	43	100	14	100
3	Educational level				
	C. Diploma	42	97.7	9	64.29
	D. BA/BSC	1	2.3.	5	35.75
	Total	43	100	14	100
4	Years of services				
	A. 0-5 years and below	43	100	6	42.86
	B. 6-10 years	-	-	2	14.29
	C. 11-15 years	-	-	6	42.85
	Total	43	100	14	100
5	Field of specialization				
	A. Crop science	16	37.2	3	21.43
	B. Animal Science	14	32.6	1	7.14
	C. Natural resource science	13	30.2	3	21.43
	D. Other	-	-	7	50.00
	Total	43	100	14	100

The data in Table 4 reveals that from the overall respondents of facilitators 38(88.4 percent) were male and 5 (11.6 percent) were female while from the agricultural experts, 12 (85.71 percent) and 2 (14.29 percent) were male and female respectively. In both classes the vast majority are males.

In terms of age the majority of facilitators 43 (100 percent) were between 18-30 years old. With regard to agricultural experts 7(50 percent), 5(35.71 percent) and 2(14.29 percent) were 31-36 years old, 25-30 years old and 18-25 years old respectively. Concerning the education level, 42(97.7 percent) of facilitators were diploma while 1(2.3 percent) is a first degree holder. Regarding woreda agricultural experts 9(64.29 percent) were diploma holders while the rest 5(35.71 percent) posses BA/BSC.

With regards to experience all of the facilitators had served 5 years or less. On the other hand, 6(42.86 percent), 2(14.29 percent) and 6(42.85 percent) of the woreda agricultural experts had 0-5 years, 6-10 years and 11-15 years respectively. Generally, concerning the field of specialization, 16 (37.2 percent) of facilitators were from crop science, 14(32.6) were from animal science and 13 (30.2 percent) were from natural resources science.

4.2. Presentation, Analysis and Interpretation of Data

Under this sub topic the study tried to address the basic questions of the study from the data obtained from all groups of respondents through questionnaire, interview and observation quantitatively and qualitatively. Accordingly, the following topic and contents were presented, analyzed and interpreted.

Table 5: An opportunity for effective functioning as perceived by respondents (Facilitators)

No	Item	Number and percent	strongly disagree	Disagree	Un certain	Agree	strongly agree	Total	mean	Std Dev.
1.	Local community are willing to contribute their money and labor for the FTCs	No	-	29	5	9	-	43	2.53	0.827
		%	-	67.4	11.6	20.9	-	100		
2	The stake holder of FTCs like education office, health office, women's affairs and social and labor affairs participate actively in planning, implementation and evaluation activities of FTCs in term of: A Technical	No	4	12	5	14	8	43	3.23	1.306
		%	9.3	27.9	11.6	32.6	18.6	100		
	B. material	No	3	24	5	7	4	43	2.65	1.131
		%	7.0	55.8	11.6	16.3	9.3	100		
	C, information	No	3	23	3	9	5	43	2.77	1.212
		%	7.0	53.5	7.0	20.9	11.6	100		
	D. Finance	N	6	26	4	4	3	43	2.35	1.066
		%	14.0	60.5	9.3	9.3	7.0	100		
3	NGOs participate actively in planning, implementation and evaluation activities of FTCs in terms of : A. Technical	No	9	19	2	8	5	43	2.56	1.333
		%	20.9	44.2	4.7	18.5	11.6	100		
	B. Material	No	9	20	2	7	5	43	2.51	1.316
		%	20.9	46.5	4.7	16.3	11.6	100		
	C. Information	N	9	19	3	7	5	43	2.53	1.316
		%	20.9	44.2	7.0	16.3	11.6	100		
	D Finance	N	9	19	3	6	6	43	2.56	1.351
		%	20.9	44.2	7.0	14.0	14.0	100		
4	Woreda administration has commitment and willingness to make FTCs more effective and efficient to meet their purposes.	N	2	5	6	8	22	43	4.00	1.254
		%	4.7	11.6	14.0	18.6	51.2	100		
5	Research institutions have a sound relation with FTCs	N	9	24	5	3	2	43	2.19	1.006
		%	20.9	55.8	11.6	7.0	4.7	100		
6	Agricultural TVET have a sound relation with FTCs.	N	4	9	3	6	21	43	3.72	1.485
		%	9.3	20.9	7.0	14.0	48.8	100		
7	favorable government policies increase the demand of the training in FTCs.	N	-	6	3	14	20	43	4.12	1.051
		%	-	14.0	7.0	32.6	46.5	100		

As it is indicated in item 1 of table 5, 29 (67.4 percent) facilitators (trainers and supervisor) said that the local community is not willing to contribute their money and labor for the farmer training centers. Besides, the interview made with woreda agricultural showed that, the participation and willingness of the local community to contribute their money and labor for the farmer training centers was very poor. In addition, the calculated mean for the item is 2.53 which is below 3.00 with the standard deviation of 0.827 that indicate local community are not willing to contribute their money and labor for the FTCs. This means, there is a problem of participation of the local community for the FTCs.

As the data in item 2 of table 5 above indicate, the stakeholders of FTCs like education office, health office, women's affairs and social and labor affairs active participation in planning, implementation, evaluation activities and in terms of technical, 14 (32.6 percent) and 8 (18.6 percent) of facilitators response agree and strongly agree respectively. In material 3 (7 percent) and 24 (55.8 percent) of the facilitators in information 3 (7percent) and 23 (53.5 percent) of them, in finance 6(14 percent and 26(60.5 percent) of the facilitators responded as strongly disagree and disagree respectively.

As the data in item 3 of table 5 above show, NGOs active participation in planning, implementation, evaluation activities and in terms of Technical, 9(20.9 percent) and 19 (46.5 percent) of facilitators, in material 9(20.9 percent) and 20(46.5 percent) of them, in information 9 (20.9 percent) and 19 (44.2 percent) of facilitators and in finance 9(20.9 percent) and 19 (44.2 percent) of them strongly disagree and disagree respectively. Similarly, the interview made with woreda agricultural experts (12 male and 2 Female) showed that, the involvement of stakeholders and NGOs in Technical, materials, information and Finance and also in planning, implementation and evaluation in Farmers training centers were almost absent. Gashaw (2009:17) stated that, FTCs will

be fruitful if the partners work together. These collaborative partners, including the MOARD, MOH, MOE etc and NGOs and International organizations need to work together in developing program with the participation of adults and youth in rural areas.

Therefore, participation is very important to address the interests of adults /local community, and also MOE (2008:16) stated that, Farmers training centers efforts are being coordinated and integrated under one National Strategy-the National Adult Education Strategy of Ethiopia, which is recently endorsed by six government ministries including: ministries of education, Agricultural, Health, social and Labor Affairs, Youth and sport and Women's Affairs.

Then again, the calculated mean for the item stakeholders of FTCs in term of technical is (3.23 which is above 3.00 with the standard deviation of 1.306), in materials (2.65 which is below 3.00 with the standard deviation of 1.131), in information (2.77 which is below 3.00 with the standard deviation of 1.212) and in finance (2.35 which is far below 3.00 with the standard deviation of 1.066)

Besides, the calculated mean for the item of NGOs in term of technical is (2.56 which is far below 3.00 with the standard deviation of 1.333), in material (2.51 which is below 3.00 with the standard deviation of 1.316), in information (2.53 which far blow 3.00 with the standard deviation of 1.316) and in finance (2.56 which below 3.00 with the standard deviation of 1.351). From the above point we can infer that the participation of stakeholders of FTCs and NGOs almost absent.

As the data in item 4 of table 5 above clearly indicate concerning woreda administration commitment and willingness to make FTCs more effective and efficient to meet their purposes, 8(18.6 percent) and 22 (51.2 percent) of

facilitators (trainers and supervisor) responded as agree and strongly agree respectively. The interview held with woreda agricultural experts (12 male and 2 Female) showed that, the commitment of woreda administration in allocation of budget, fulfillment of teaching materials and to assign DAs was very low. Supplementing, to this item MOARD (1997:31-34) stated that, the woreda office of Agriculture and Rural Development allocates budgets for FTCs and regulates their activities. The FTCs are entitled to care their own internal management and needed to report to the woreda. Then again, the calculated mean for the item is 4.00 which is far above 3:00 with the standard deviation of 1.254 that indicate, the commitment and willingness of woreda administration to make FTCs more effective and efficient to meet their purposes was not enough.

As the data in item 5 of table 5 above depict, research institutions have a sound relation with FTCs, 9 (20.9 percent) and 24(55.8 percent) of facilitators responded strongly disagree and disagree respectively. Similarly, the interview held with woreda agricultural experts (12 male and 2 Female) showed that, the research institution had no direct sound relation with FTCs. Supplementing to this item, MOARD (2005:23-24) stated that, in the technology transfer process, increased emphasis is put on feedback to and from farmers regarding the institution concerned including research. The extension component also include the “package approach”; however more care will be taken in involving only interested farmers and the socio-economic and biophysical potentials of the farmers. In addition, the calculated mean for the item is 2.19 which is far below 3:00 with the standard deviation of 1.006. From the above point we can infer that the sound relation of research institution with FTCs is very poor.

As it is indicated in item 6 of table 5, agricultural TVET have a sound relation with FTCs, 6(14.0 percent) and 21(48.8 percent) of facilitators responded to agree and strongly agree respectively. The interview held with woreda agricultural experts (12 male and 2 female) showed that, agricultural colleges

that train grassroots development agents to be agricultural extension workers. Besides, MOADR (2005:1) stated that, all ministries involved in development have pledged to assist the rural population in feeding themselves in any way with in their respective plan periods and to cause planned change. For the purpose, especially the ministry of agriculture established agricultural college all over the country and also plans to construct farmer training centers at local levels. The strategy is to train change agents in the colleges are required to train the rural farmers in the farmers training centers. So, they would be able to increase productivity and eventually improve their life situation. Similarly the calculated mean for the item is 3.72 which far above 3:00 with the standard deviation of 1.485. From the above point we can infer that the sound relation of agricultural TVET with FTCs was strong.

As it is indicated in item 7 of tables 5, favorable government policies increase the demand of the training in FTCs, 14(32.6 percent) and 20(46.5 percent) of facilitators (trainers and supervisor) agree and strongly agree respectively. Besides, MOFED (2003:1) stated that, under PASDEP, these objective would be pursued through a range of policies and instruments including: modernization of the research and extension systems through investment in higher learning institutes, national and regional research, technical and vocational education and training and farmer training centers: enhancing competition and increasing efficiency in agricultural input and output market, strengthening the rural credit system; improving irrigation and water management; increasing land tense security; creating a conducive investment climate for commercial agricultural; and reducing the vulnerability of families living in regions prone to drought. The above points imply that, farmers training centers is the major issue to bring change in agriculture sector. In addition, the calculated mean for the item is 4.12, which is far above 3:00 with the standard deviation of 1.051. From the above point we can infer that, Favorable government policies increase the demand of the training in FTCs.

Table 6 : on identify and define training needs as perceived by respondents (Facilitators and trainers)

No.	Item	Resp onde nt	Strongly disagree		Disagree		Uncertain		Agree		Strong agree		Total		mean	Std. dev.	X ²
			N	%	N	%	N	%	N	%	N	%	N	%			
1.	The need assessment is made in a coordinated manner to address the felt needs of the trainees in a participatory planning approach	fac	0	-	9	10.7	6	7.1	21	25	7	8.3	43	51.2	3.60	1.003	* 14.638
		tra	3	3.6	21	25	2	2.4	9	10.7	6	7.1	41	48.8	2.85	1.276	
		tot	3	3.6	30	35.7	8	9.5	30	35.7	13	15.5	84	100	3.24	1.199	
2.	The trainees will get involved in deciding their felt needs to set, to comment, to modify and to formulate plan cooperatively so as to realize the training objective in the training program	fac	0	-	9	10.7	7	8.3	20	23.8	7	8.3	43	51.2	3.58	1.006	4.100
		tra	1	1.2	13	15.5	3	3.6	20	23.8	4	4.8	41	48.8	3.32	1.105	
		tot	1	1.2	22	26.2	10	11.9	40	47.6	11	13.1	84	100	3.45	1.057	
3.	There is an analysis of problem to be solved as well as future demand needs assessment before the training commenced	fac	3	3.6	5	6.0	7	8.3	21	25	7	8.3	43	51.2	3.56	1.119	5.130
		tra	4	4.8	9	10.7	11	13.1	14	16.7	3	3.6	41	48.8	3.07	1.127	
		tot	7	8.3	14	16.7	18	21.4	35	41.7	10	11.9	84	100	3.32	1.142	
4.	The training determines discrepancy between desired and actual performance of the trainees	fac	2	2.4	6	7.1	8	9.5	22	26.2	5	6.0	43	51.2	3.51	1.032	5.021
		tra	2	2.4	26	31.0	0	-	11	13.1	2	2.4	41	48.8	2.63	1.090	
		tot	4	4.8	32	38.1	8	9.5	33	39.3	7	8.4	84	100	3.08	1.143	

Grand mean = 3.2738

Grand std. Deviation = 0.87521

As it is indicated in item 1 of table 6, the need assessment made is a coordinated manner to address the felt needs of the trainees in a participatory planning approach, 30(35.7 percent) and 13(15.5 percent) of facilitators and trainees who responded to the item agree or strongly agree respectively.

Similarly, Baker (1984) stated that, a need assessment process is a learning experience for participants and need assessment ensures early ownership of the program by a range of stakeholders who came with a variety of roles to play. So, if participants input are welcomed agreement on need assessment finding addressing problem and formulating improvement plans is more likely.

However, the calculated value of chi-square ($\chi^2 = 14.638$) does exceed the table value ($\chi^2_{c.v} = 9.49$) for 4 degrees of freedom at 5 percent level significance which means that the difference of the two averages is significant. Like wise, the mean for the item is 3.60(Facilitators) which is far above 3.00, 2.85 (trainees) which is far below 3.00 and total mean is 3.24 which is far above 3.00 the total of standard deviation of 1.199 that indicate need assessment to address the felt needs of the trainees the participatory planning approach is very high.

As it is indicated in item 2 of table 6, the trainees will get involved in deciding their felt needs to set, to comment, to modify and to formulate plan cooperatively, so as to realize the training objective in the training program, 40(47.6 percent) and 11(13.1 percent) of facilitators and trainers responded agree and strongly agree respectively. In addition, Hassen and Amdissa (1993) stated that, if training is related to ones actual work situation that is felt need or a problem, that is in same other ways in bring the intended outcome. Thus the beneficiaries need to be central and made actively participate both in needs assessment and setting priorities.

More to the points, to all of the items the interview results from woreda agricultural experts (12 males and 2 females' total 14) revealed that there were practices of making need assessment in training programs.

However, the calculated value of chi-square ($X^2= 4.100$) does not exceed the table value ($X^2_{c.v} = 9.49$) for 4 degrees of freedom at 5 percent level of significance, which means that the difference of the two averages is not significant. Like wise, the mean for the item is 3.58 (facilitators) and 3.32 (trainees) which is far above 3.00 with the total of standard deviation of 1.057 that indicate trainees involvement in deciding the felt needs to set, to comment, to modify and to formulate plan cooperatively to realize the training objectives in the training program.

As the data in item 3 table 6 above shows, there is an analysis of problem to be solved as well as future demand needs assessment before the training commenced, 35 (41.7 percent) and 10(11.9 percent) of facilitators and trainees responded to agree and strongly agree respectively. Similarly, Baker (1984) stated that, the important of need assessment adult /learners in program development needs assessment potential adult learners give programming staff the opportunity to assess learners' needs and priorities bases of the target groups, potential conflict and resistance can be avoided.

However, the calculated value of chi-square ($X^2= 5.130$) does not exceed the table value ($X^2_{c.v} = 9.49$) for 4 degrees of freedom at 5 percent level of significance which means that the difference of the two averages is not significant. Like wise, the mean for the item is 3.56 for facilitators and 3.07 for trainees which is far above 3.00 with the total standard deviation of 1.105 that indicate, there is analysis of problem to be solved as well as future demands needs assessment before the training commenced.

As the data in item 4 table 6 above indicate, the training determined was discrepancy between desired and actual performance of the trainers, 33(39.9 percent) and 7(8.3 Percent) of facilitators and trainees responded to agree and strongly agree respectively. Similarly, Hassen and Amdissa (1993) confirmed that, training need assessment is the process of determining if there is discrepancy between desired and actual performance of the trainees. The training need assessment is the beginning of a systematic approach to training.

However, the calculated value of chi-square ($X^2 = 5.021$) does not exceed the tabulated value ($X^2_{c.v} = 9.49$) for 4 degrees of freedom at 5 percent level of significance which means that the difference of the two averages is not significant. Like wise, the mean for the item is 3.51 (Facilitation) which is above 3.00, 2.63 (trainees) which is far below 3.00 and the total mean is 3.08 which is far above 3.00 with the total standard deviation of 1.143 that indicated, there is determining discrepancy between desired and actual performance of the trainees. Regarding, identifying and defining training needs the grand mean is 3.2737 which is far above 3.00 with the grand standard deviation of 0.87521 that indicate, identifying and defining training need was well applied.

Table 7: Define the Objective of training as perceived by respondent (facilitators and trainees).

	Item	Responde nt	Strongly disagree		disagree		Un certain		agree		Strongly agree		total		mean	Std. der	X ²
			N	%	N	%	N	%	N	%	N	%	N	%			
1.	There is participation of trainees in setting priorities of the need identified	fac	0	-	8	9.5	7	8.3	21	25.0	7	8.3	43	51.2	3.63	.976	9.075
		tra	1	1.2	18	21.4	4	4.8	16	19.0	2	2.4	41	48.8	3.00	1.072	
		tot	1	1.2	26	31	11	13.1	37	44	9	10.7	84	100	3.32	1.066	
2	Before the inception of the program there are awareness sensitization on the objective of FTC	fac	0	-	7	8.3	4	4.8	16	19.0	16	19.0	43	51.2	3.95	1.068	*20.916
		tra	6	7.1	13	15.5	0	-	19	22.6	3	3.6	41	48.8	3.00	1.304	
		tot	6	7.1	20	23.8	4	4.8	35	41.7	19	22.6	84	100	3.49	1.275	
3	There is a trend of making agreement on objective and content of the training program at the beginning	fac	0	-	5	6.0	4	4.8	20	23.8	14	16.7	43	51.2	4.00	.951	*14.008
		tra	2	2.4	14	16.7	2	2.4	20	23.8	3	3.6	41	48.8	3.20	1.145	
		tot	2	2.4	19	22.6	6	7.1	40	47.6	17	20.2	84	100	3.61	1.120	
4	Farmers' expectation about the benefit of the training as FtC is very high	fac	2	2.4	24	28.6	8	9.5	5	6.0	4	4.8	43	52.2	2.65	1.066	5.021
		tra	3	3.6	21	25.0	3	3.6	11	13.1	3	3.6	41	48.8	2.78	1.157	
		tot	5	6.0	45	53.6	11	13.1	16	19.0	7	8.3	84	100	2.70	1.106	
5	The time and program schedule is flexible to suit the interest of the trainees	fac	1	1.2	12	14.3	5	6.0	13	15.5	12	14.3	43	51.2	3.53	1.241	7.155
		tra	3	3.6	14	16.7	4	4.8	17	20.2	3	3.6	41	48.8	3.07	1.170	
		tot	4	4.8	26	31.0	9	10.7	30	35.7	15	17.9	84	100	3.31	1.222	
6	you give the chance to decide about the duration and types of the training to coincide with interest for the trainees	fac	0	-	12	14.3	2	2.4	11	13.1	18	21.4	43	51.2	3.81	1.258	4.521
		tra	2	2.4	11	13.1	4	4.8	13	15.5	11	13.1	41	48.8	3.49	1.287	
		tot	2	2.4	23	27.4	6	7.1	24	28.6	29	34.5	84	100	3.65	1.275	
7	Trainees give priority for training rather any problem	fac	4	4.8	26	31.0	6	7.1	6	7.1	1	1.2	43	51.2	2.40	.929	5.003
		tra	5	6.0	24	28.6	1	1.2	8	9.5	3	3.6	41	48.8	2.55	1.165	
		tot	9	10.7	50	59.5	7	8.3	14	16.7	4	4.8	84	100	2.45	1.046	

Grand mean = 3.2194 and Grand std. deviation = 0.80092

As it is indicated in item 1 of Table 7, there is participation of trainees in setting priorities of the need identified, 37 (44 percent) and 9(10.7 percent) of facilitators and trainees responded agree and strongly agree respectively. In addition, the interview held with woreda agriculture experts (12 male and 2 female) showed that, setting priorities of the need identified is an important step in the development process of adult education training program. Therefore, participation of trainees in setting priorities of the need identified was very high. In line with responses obtained on this item, FAO (2002) are of the view that, the program will be formulated based on the priority problems need participations. Unless training objectives are developed a training activity can not be systematically designed to achieve particular outcomes. Objectives are statement of what trainee will able to do after training. However, the calculated value of chi-square ($X^2= 9.075$) does not exceed the tabulated value ($X^2_{c.v} = 9.49$) for 4 degrees of freedom at 5 percent level of significance which means that the difference of the two averages is not significant. Like wise, the calculated mean for the item is 3.63 (facilitators) which are far above 3.00.

As it is indicated in item 2 of table 7, before the inception of the program there were awareness sensitization of the objective of FTC, as 35(41.1 percent) of facilitators and trainees agree and 19(22.6 percent) strongly agree. In line with responses obtained on this item, Kenney and Reid (1994) are of the view that it is necessary to specify as clearly as possible what skills and knowledge have to be learned, what competencies need to be developed and what attitudes need to be changed and these aware for trainees. However, the calculated value of chi-square ($X^2= 20.916$) does exceed the tabulated value ($X^2_{c.v} = 9.49$) for 4 degree of freedom at 5 percent level of significance which means that the difference of the two averages is significant. In addition, the mean for the item is 3.95 Facilitators and 3.0 for trainers. This indicated that before the inception of the program there are awareness sensitization on the objective of FTC.

As the data in item 3 table 7 above show, there is a trend of making agreement on objective and content of the training program of the beginning, 40 (47.6 percent) and 17 (20.2 Percent) of facilitators and trainees responded agree and strongly agree respectively. Similar to these, Gboku and Lekoko (2007:93) stated that, if objective are congruent this means that they co-exist with out conflict or friction and are essentially compatible with one another. It also means that the attainment of one objective does not prevent the attainment of the other. However, the calculated value of Chi-square ($X^2= 14.008$) does exceed the tabulated value ($X^2_{c.v} = 9.49$) for 4 degree of freedom of 5 percent level of significance which means that the difference of the two averages is significant. In addition, the mean for the item is 4.00 (Facilitators) and 3.20 (trainees) which is far above 3.00 with the total standard deviation of 1.120, that indicates there is a trend of making agreement on objective and content of the training program at the beginning.

As the data in item 4 tables 7 above, farmers' expectation about benefit of the training of FTC is very high. This is further strengthened by 5(6.0 percent) and 45(53.6 percent) of facilitators and trainees who responded as strongly disagree and disagree respectively. Beside, Gboku and Lekoko (2007:93) stated that, failure to be realistic about what is to be achieved is another common problem in programme development. Unrealistic objectives, which set out to achieve higher level of change over too short time period, can result in a program being deemed a failure when the objectives are not met. However, the calculated value of chi. Square ($X^2=5.021$) does not exceed the tabulated value ($X^2_{c.v} = 9.49$) for 4 degrees of freedom at 5 percent level of significance which means that the difference of the two averages is not significant. In addition, the mean on the item is 2.65 for facilitators and 2.76 for trainees which is far below 3.00 with the total standard deviation of 1.106 which indicates that farmers' expectation about the benefit of the training at FTC is very low.

As the data in item 5 of table 7 above indicate, the time and program schedule is flexible to suit the interest of the trainees. This is witnessed 30 (35.7 percent) and 15(17.9 percent) of facilitators and trainees who responded as agree and strongly agree respectively. Besides, Gboku and Lekoko (2007:92) stated that, flexibility means programme objective can be reviewed and modified to suit prevailing conditions, especially if the conditions specified some objectives have changed. However, the calculated value of Chi-square ($X^2= 7.155$) does not exceed the tabulated value ($X^2_{c.v} = 9.49$) for 4 degree of freedom at 5 percent level of significance which means that the difference of the two average is not significant. In addition, the calculated mean for the item is 3.53 (facilitators) and 3.07 (trainees) which is above 3:00 that indicate the time and program schedule is flexible to suit the interest of trainees.

As it is indicated in item 6 of table 7, you give the chance to decide about the duration and types of the training to coincide with interest for the trainings, 24(28.6 percent) of facilitators and trainees responded agree and 29(34.5 percent) of them strongly agree. In addition, Gboku and Lekoko (2007:93) stated that, an adult education is more likely to pursue programme goals that are consistent with his or her beliefs and values. Similarly, when the programme developer takes the needs, values and beliefs of learners in to consideration, the learners will give approval to the programme and remain committed to the attainment of goals. To ensure acceptability of programs therefore, the objective must be consistent with the needs, beliefs and values of the stakeholders, especially the adult learners.

Interview made with woreda agricultural experts showed that, trainees were informed about the duration of the training program that considers their interest and there were trends of coordination both horizontal and in vertical ways within and among concerned groups to share tasks, responsibility, experience and information exchange. However, the

calculated value of chi-square ($X^2=4.521$) does not exceed the tabulated value ($X^2_{c.v}=9.49$) for 4 degrees of freedom at 5 percent level of significance which means that the difference of the two averages is not significant. In addition, the calculated mean for the item is 3.81 (facilitators) and 3.49 (trainees) which is far above 3.00 with the total standard deviation of 1.275 that indicate to give the chance to decide about the duration and types of the training to coincide with interest for the trainees were enough.

As it is indicated in item 7 of table 7, trainees give priority for training rather than any problem, 9(10.7 percent) and 50 (59.5 percent) of facilitators and trainees responded strongly disagree and disagree respectively. Besides, the interview results made with woreda agricultural exports showed that trainees were not given priority for training rather than any problem due to lack of awareness on the parts of local community. However, the calculated value of chi-square ($X^2= 5.003$) does not exceed the tabulated value ($X^2 C.V= 9.49$) for 4 degree of freedom at 5 percent level of significance which mean that the difference of the two averages is not significant. In addition, the mean for the item is 2.40 for facilitators and 2.51 for trainees which are far below 3.00 with the total standard deviation of 1.046 that indicate the trainees didn't give priority for training rather any problem. Regarding, defining the objective of training the grand mean is 3.2194 which is far above 3.00 which is an indication, that defining the objective of training in FTC was practiced.

Table 8: on plan training program as perceived by respondents (Facilitators and trainees).

No	Item	Respo- ndents	strong disagree		Dis Agree		Un Certain		Agree		Strongly Agree		Total		Mean	std.Dev.	x ²
			N	%	N	%	N	%	N	%	N	%	N	%			
1	There is long term and short term planning programs in the FTC	Fac	1	1.2	10	11.9	3	3.6	20	23.8	9	10.7	43	51.2	3.60	1.137	*14.546
		tra.	4	4.8	22	26.2	4	4.8	8	9.5	3	3.6	41	48.8	2.61	1.137	
		tota	5	6	32	38.1	7	8.3	28	33.3	12	14.3	84	100	3.12	1.1236	
2	There is adequate budget of provision For the operation of the planned training programs	Fac	16	19	23	23	3	3.6	1	1.2	-	-	43	51.2	1.742	0.693	4.942
		tra.	8	9.5	27	32	3	3.6	1	1.2	2	2.4	41	48.8	2.07	0.905	
		tota	24	29	50	60	6	7.1	2	2.4	2	2.4	84	100	1.90	0.816	
3	The time allotted to complete the learning tasks under each module is adequate to cover it without rush	Fac	0	-	13	15.5	7	8.3	16	19	7	8.3	43	51.2	3.40	1.094	*16.678
		tra.	9	10.7	15	17.9	9	10.7	6	7.1	2	2.4	41	48.8	1.44	1.141	
		tota	9	10.7	28	33.3	16	19	22	26.2	9	10.7	84	100	2.93	1.210	
4	The training modules are attractive that invite trainees to used them.	Fac	0	-	13	15.5	4	4.8	16	19	10	11.9	43	51.2	3.53	1.162	*17.159
		tra.	6	7.1	16	19	10	11.9	6	7.1	3	3.6	41	48.8	2.61	1.137	
		tota	6	7.1	29	34.5	14	16.7	22	26.2	13	15.5	84	100	3.08	1.234	
5	The learning contents in training modules are sequences in a suitable order For learning	Fac	12	14.3	5	6.0	8	9.5	12	14.3	6	7.1	43	51.2	2.88	1.451	*13.565
		tra.	5	6	18	21.4	9	10.7	7	8.3	2	2.4	41	48.8	2.59	1.072	
		tota	17	20.2	23	27.4	17	20.2	19	22.6	8	9.5	84	100	2.74	1.281	
6	Trainees are involved in the preparation of the training modules	Fac	12	14.3	6	7.1	6	7.1	13	15.5	6	7.1	43	51.2	2.88	1.467	*13.967
		tra.	5	6.0	16	19	12	14.3	6	7.1	2	2.4	41	48.8	2.61	1.046	
		tota	17	20.2	22	26.2	18	21.4	19	22.6	8	9.5	84	100	2.75	1.279	

Grand mean = 2.7540

Grand std. Deviation = 0.80305

The respondents were asked to show their level of agreement to the first item which reads "There is long-term and short-term planned program in the FTC 28(33.3%) facilitators and 12(14.3%) of trainees agreed with the statement. The mean values for the two groups were subjected to statistical test that yielded chi-square value ($\chi^2=14.546$). This value is much greater than the critical value ($\chi^2_{c.v}= 9.49$) at 4 degrees of freedom. The calculated value, therefore, was found to be significant at .05 alpha levels. Based on the calculated values for different groups of respondents, it can easily be concluded that the facilitators (mean=3.60) had a better perception than did the trainees (mean= 2.61) concerning the existence of short and long-term plans in the FTCs.

The data item 2 table 8 above, There is adequate budget provision for the operation of the planned training programs, 24 (28.6 percent) of facilitators and trainees responded strongly disagree and 50 (59.5 percent) of them said disagree. Besides, the interview made with woreda agricultural experts and the observation made in 7 centers showed that, all of the FTCs do not have permanent budget for FTCs but, this year used from extension budget. However, according to MoARD (1997:31-34) the implementation of the training and the Woreda Office of Agriculture and Rural Development allocate budget for FTCs and regulate their activities. Like wise, the calculated value of chi-square ($\chi^2=4.942$) does not exceed the tabulated value ($\chi^2_{c.v.} =9.49$) at 4 degrees of Freedom of 5 percent level of significance which means that the difference of the two averages is not significant and also, the mean for the items is 1.74 (Facilitators) and 2.07 (trainees) which is far below 3.00 with the total standard deviation of 0.816 that indicate, there is shortage of budget for the operation of the planned training programs.

As it is indicated in item 3 of table 8 above, the time allotted to complete the learning tasks under each module is adequate enough to cover it with out

rush, 9(10.7 percent) and 28 (33.3 percent) of facilitators and trainees responses strongly disagree and disagree respectively. Similarly, the calculated value of chi-square($x^2=16.678$) does exceed the tabulation value ($x^2_{c.v.} = 9.49$) at 4 degrees of freedom at 5 percent level of significance which means that the difference of the two averages is significant. Like wise, the mean for the item is 3.40 (Facilitators) which is far above 3.00, 2.44 (trainees) which is far below 3.00 and the total mean is 2.93 which is below 3.00 with the total of standard derivation of 1.210 that indicate the time allotted to complete the learning tasks under each module is not adequate enough.

As it is indicated in item 4 table 8 above, the training modules are attractive that invite trainees to use them, 22(26.2 percent) and 13(15.5 percent) of facilitators and trainees responses agree and strongly agree respectively. Like wise, the calculated value of chi-square ($x^2=17.159$) does exceed the tabulated value ($x^2=9.49$) at 4 degrees of freedom at 5 percent level of significance which means that the difference of the two averages is significant. In addition, the mean for the item is 3.53 (facilitators) which are far above 3.00, while it is 2.61 for trainees, which is far below 3.00. The total mean is 3.08, which is far above 3.00 with the standard deviation of 1.234 that indicate the training modules are attractive to the trainees to use and invite them.

The data in item 5 table 8 above, the learning contents in training modules are sequenced in a suitable order For learning, 17(20.2 percent) and 23(27.4 percent) of facilitators and trainees, were responded strongly disagree and disagree respectively. But according to Gboku, (2007:104) the planning process of adult training requires defining the three important elements goals, objectives and content. Goals reflect the mission of the institution and provides basis for developing the more detailed objective. All stakeholders must agree on the goals and objectives to be achieved. Once objectives are

formulated, they are sequenced. The sequencing and content determination process is affected by a number of influential factors such as including the expertise of program developer, educational facilities and equipments, resources (time, money and human) internal and external forces, government and organization requirement, skill needed by employing organization and beneficiaries of program content.

Like wise, the calculated value of chi- square($x^2=13.565$) does exceed the tabulated value ($x^2_{c.v.} = 9.49$) For 4 degrees of freedom at 5 percent level of significance which men that the difference of the two overages is significant. In addition, the mean for the item is 2.88 (facilitators) and 2.59 (trainees) which is far below 3.00 with the total of standard deviation of 1.281 that indicate the learning contents in training modules are not sequence in suitable order For learning.

The data in item 6 of table 8 above, trainees are involved in the preparation of the training modules, 17 (20.2 percent) and 22(26.2 percent) of facilitators and trainees responses were strongly disagree and disagree respectively. Besides, the calculated value of chi-square ($x^2=13.967$) does exceed the tabulated value ($x^2_{c.v.} =9.49$) for 4 degrees of freedom at 5 percent levels of significance which means that the difference of the two averages is significant. Like wise, the mean for the item is 2.74 (Facilitators) and 2.88 (trainees) which is far below 3.00 with the total of standard deviation of 1.279 that involved trainees are not include in the preparation of the training modules. Regarding, planning training program the ground mean is 2.7540 which is far below 3.00 with the grand standard deviation of 0.80305 that indicate, planning training program was not enough.

Table 9: on decide who provides the training as perceived by respondents (facilitators and trainees).

	item	resp ond ents	Strongly disagree		disagree		Un certain		agree		Strongly agree		total		mean	Std. dev.	X ²
			N	%	N	%	N	%	N	%	N	%	N	%			
1.	The trainer took a course of the way of adult teaching (andragogy)	fac	6	7.2	20	24.1	3	3.6	7	8.4	7	8.4	43	51.2	2.74	1.347	*18.267
		tra	4	4.8	8	9.6	12	14.5	15	18.1	2	2.4	41	48.8	3.03	1.050	
		to	10	12	28	33.7	15	18.1	22	26.5	9	10.8	84	100	2.88	1.214	
2	The committee of FTC is strength	fac	8	9.6	22	26.5	6	7.2	1	1.2	5	6.0	43	51.2	2.36	1.186	*14.602
		tra	11	13.3	16	19.3	2	2.4	11	13.3	2	2.4	41	48.8	2.44	1.285	
		to	19	22.9	38	45.8	8	9.6	12	14.5	7	8.4	84	100	2.40	1.229	
3	Majority of the Facilitators are resourceful they have adequate knowledge in the specific disciplined they are trained	fac	1	1.2	10	11.9	6	7.1	11	13.1	15	17.9	43	51.2	3.67	1.248	*15.341
		tra	6	7.1	12	14.3	4	4.8	17	20.2	2	2.4	41	48.8	2.93	1.233	
		to	7	8.3	22	26.2	10	11.9	28	33.3	17	20.2	84	100	3.31	1.289	
4	The DAs assigned in every FTC enough	fac	1	1.2	24	28.6	4	4.8	6	7.1	8	9.5	43	51.2	2.91	1.250	*15.430
		tra	8	9.5	11	13.1	9	10.7	10	11.9	3	3.6	41	48.8	2.73	1.245	
		to	9	10.7	35	41.7	13	15.5	16	19.0	11	13.1	84	100	2.82	1.243	
5	DAs have residence in FTCs area, transportation facilities and enough incentive	fac	18	21.4	22	26.2	3	3.6	-	-	-	-	43	51.2	1.65	.613	2.076
		tra	19	22.6	20	23.8	1	1.2	1	1.2	-	-	41	48.8	1.61	.666	
		to	37	44	42	50	4	4.8	1	1.2	-	-	84	100	1.63	.636	
6.	The coordinator of FTC appointed by criteria	fac	6	7.1	23	27.4	4	4.8	3	3.6	7	8.3	43	51.2	2.58	1.295	*9.750
		tra	6	7.1	18	21.4	5	6.0	11	13.1	1	1.2	41	48.8	2.59	1.117	
		to	12	14.3	41	48.8	9	10.7	14	16.7	8	9.5	84	100	2.58	1.204	

Grand mean = 2.6036

Grand std. deviation= 0.693

The respondents were asked to show their level of agreement to the first item of table 9 above whether the trainers took a course related to method of teaching adult learners, 10 (12 percent) and 28 (33.7 percent) of facilitators and trainees responses were strongly disagree and disagree respectively.

The mean values for the two groups were subjected to statistical test that yielded value chi, square ($\chi^2 = 18.267$) does exceed the table value ($\chi^2_{c.v} = 9.49$) for 4 degrees of freedom. The calculated value, therefore, was found to be significant at 0.05 alpha levels. Based on the calculated mean values for different group of respondents, it can easily be concluded that the facilitators (mean = 2.74) had no better perception concerning the existence of the trainers took a course related to method of teaching adult learners.

The respondents were asked to show their level of agreement to the second item of table 9 above whether the committee of FTC is strength, 19(22.9 percent) and 38 (45.8 percent) of facilitators and trainees were responded strongly disagree and disagree respectively. Like wise, the interview made with Wareda Agricultural expects and the observation of made in 7 centers showed that, in most of the FTCs, the committee of FTC is un-functional. The mean values for the two groups were subjected to statistical test that yielded value ($\chi^2_{c.v} = 9.49$) for 4 degrees of freedom. The calculated value, therefore, was found to be significant at 0.05 alpha levels. Based on the calculated mean values for different group of respondents, it can easily be concluded that the facilitators mean= 2.36 (facilitations) and 2.44 (trainees) which is far below 3.00. From the above point, we can infer that, the participation of FTC committee was very poor.

The respondents were also asked to show their level of agreement to the third item in table 9, majority of facilitators are resource fill they have adequate knowledge in the specific disciplined they are trained, facilitators and trainees were responded 28 (33.3 percent) was agree and 17 (20.2

percent) was strongly agree. In addition, the interview made with Wareda agricultural experts and the observation of made in 7 centers showed that, most of the facilitators have a sound relation with the trainee farmers, this indicated the facilitators have adequate knowledge in there disciplined.

The mean values for the two groups were subjected to statistical test that yielded value chi-square ($x^2 = 15.345$) does exceed the tabulated valve ($x^2_{c.v} = 9.49$) for 4 degrees of freedom. The calculated value, therefore, was found to be significant at 0.05 alpha levels. In addition, the mean for the item is 3.67 (facilitators) and which is far above 3.00, 2.93 (trainees) which is far below 3.00 and the total means 3.31 which is far above 3.00 with the total standard deviation of 1.289 that indicated the majority of DAs have an adequate knowledge in the specific disciplined they are trained.

The respondents were also asked to show their level of agreement to the fourth item As it is indicated in item table 9, the DAs assigned in every FTC was enough, 9 (10.7 percent) and 35 (41.7 percent) of facilitators and trainees responses were strongly disagree and disagree respectively. Besides, MOE (2008,17) stated that, the government's plan is that enrich farmer training center will have 3 development agents one plant science expert, one animal science expert and one natural resource management. In addition, the interview made with worda agricultural experts and the observation of made in 7 centers showed that, there is a shortage of DAs in different specific discipline.

The mean values for the two groups were subjected to statistical test that yielded value chi- square ($x^2 = 15.430$) does exceed the tabulated value ($x^2_{c.v} = 9.49$) for 4 degrees of freedom. The calculated value, therefore, was found to be significant at 0.05 alpha levels. In addition, the mean for the item is 2.91(facilitators) and 2.73 (trainees) which is far below 3.00 with the total standard deviation of 1.243 that indicated there is shortage of DAs in different centers and specialization.

The respondents were also asked to show their level of agreement to the fifth item of table 9, DAs have residence in FTCs area, transportation facilities and enough incentive, 37 (44 percent) and 42 (50 percent) of facilitators and trainees were responded strongly disagree and disagree respectively.

Similarly, the interview made with woreda agricultural experts and the observation of made in 7 centers showed that, lack of transportation facilities, residence, and incentives for extension agents. The mean values for the two groups were subjected to statistical test that yielded value of chi-square ($\chi^2=2.071$) does not exceed the calculated value ($\chi^2_{c.v} =9.49$) for 4 degrees of freedom. The calculated value, therefore, was found to be significant at 0.05 alpha levels. In addition, the mean for the item is 1.65 (Facilitators) and 1.61 (trainees) which is very far below 3.00 with total standard deviation of 0.636 that indicated there is lack of residence in FTCS area, transportation facilities and incentive.

The respondents were also asked to show their level of agreement to the sixth item of table 9, the coordinator of FTC appointed by criteria, 2 (14.3 percent) and 41 (48.8 percent) of facilitators and trainees responses were strongly disagree and disagree respectively. In addition, MOARD (1997:31-34) stated that, there are three DAs (development agents) assigned in every FTC and one of them will be appointed as a coordinator by the woreda administration but he reports to be head of woreda.

The mean values for the two groups were subjected to statistical test that yielded value of Chi-square ($\chi^2=9.750$) does exceed the tabulated value ($\chi^2_{c.v} =9.49$) for 4 degrees of freedom. The calculated value, therefore, was found to be significant at 0.05 alpha levels.

In addition, the mean for the item is 2.58 (facilitators) and 2.59) trainees) which is far below 3.00 with the total standard deviation of 1.204 that indicated the appointed of coordinator of FTC was not by criteria. Regarding,

deciding who provides the training; the grand mean is 2.6036, which is far below 3.00 with the grand standard deviation of 0.69354 that indicate deciding who provides the training was poor.

Table 10: On Implement of the training as perceived by respondents (facilitators and trainees)

NO	Items	respondents	Strongly disagree		Disagree		uncertain		Agree		Strongly Agree		Total		mean	Std.	X ²
			N	%	N	%	N	%	N	%	N	%	N	%			
1	There are relevant assessments and follow up strategies assigned (planned) for the program implementation by the trainers	Fac	-	-	14	16.7	4	4.8	17	20.2	8	9.5	43	51.2	3.44	1.140	*14.777
		tee	6	7.1	13	15.5	11	13.1	8	9.5	3	3.6	41	48.8	2.73	1.162	
		total	6	7.1	27	32.1	15	17.9	25	29.8	11	13.1	84	100	3.10	1.199	
2	There is well organized use of training facilities materials, equipments and tools in class room and workshop like teaching materials, charts, picture and video	fac	11	13.1	29	34.5	3	3.6	-	-	-	-	43	51.2	1.81	.546	6.354
		t.ee	5	6	32	38.1	1	1.2	3	3.6	-	-	41	48.8	2.05	.669	
		total	16	19	61	72.6	4	4.8	3	3.6	-	-	84	100	1.93	.617	
3	There is enough land for demonstration	Fail	15	17.9	26	31.0	2	2.4	-	-	-	-	43	51.2	1.70	.558	*12.276
		t.ee	16	19	15	17.9	1	1.2	9	10.7	-	-	41	48.8	2.07	1.149	
		total	31	36.9	41	48.8	3	3.6	9	10.7	-	-	84	100	1.88	.911	
4	Trainees activity participate in the class room learning and practical learning activities	fas	6	7.1	31	36.9	3	3.6	3	3.6	-	-	43	51.2	2.07	.704	*10.985
		t.ee	11	13.1	17	20.2	2	2.4	8	9.5	3	3.6	41	48.8	2.59	.282	
		total	17	20.2	48	51.1	6	6	11	13.1	3	3.6	84	100	2.23	1.034	

Grand mean = 2.2827

Grand std. Deviation =10.71324

The respondents were also asked to show their level of agreement to the first item of table 10, whether there are relevant assessments and as Follow up strategies assigned (planned) for the program implementation by the trainers, 11(13.1 percent) and 25 (29.8 percent) of facilitator and trainees responses were strongly agree and agree respectively.

The respondents were also asked to show their level of agreement to the second item of table 10 whether there is a well organized use of training facilities materials equipments and tools in class room and works hop like teaching materials, charts, picture and video, 16 (19 percent) and 61(72.6 percent) of facilitators and trainees were responded strongly disagree and disagree receptivity. In addition interview held with woreda agricultural experts and observation made in seven centers in the study area showed that, there were many factors that affect planning organizing and implementation is the management of farmer training centers programs such as absence of training material and equipments lack of development of training materials needed for helping adults and youth.

In table 10 of item 1 and 2 Lekoko (2007: 163,164,167) stated that, implementation referred to doing what is necessary to achieve your goals and objectives. It is the process of putting the training program objective and instructional plans into operation. The plan includes on out pine of resources to be used, the learning/training activeness to be used, the leering/ training actives to be done; as well as the time required for each activity; other Factors that need to be out liners in the implementation plan are the use of training/learning facilities and teaching/learning materials. The component of planning in the implementation process is content (specific objectives learning activities; content sequencing strategic facilitators' knowledge of content; facilities and equipment, logistics, resource auxiliary services: administration, recognition of accomplishments program evaluation and methods. In addition, item 1 of table 10 above the

calculated mean for the item is 3.44 (facilitators) which is far above 3.00 2.27 (trainees) which is far below 3.00 total mean is 3.10 which is far above 3.00 with the total of standard deviation of 1.199. From the above point, we can infer that there are relevant assessments and follow up strategies. The mean values for the two groups were subjected to statistical test that yielded value of chi-square $X^2= 6.354$) does not exceed the tabulated above $x^2_{c.v} = 9.46$) for 4 degrees of freedom. The calculated value, therefore, was found to be significant at 0.05 alpha levels. In addition, the calculated mean for the item is 1.81 (facilitators) and 2.05 (trainees) which is far below 3.00 with the total of standard deviation of 0.617. From the above point we can infer that lack of organized use of training facilities materials, equipments and tools in class room and workshop.

The respondents were also asked to show their level of agreement to the third item of table 10, whether there is enough land for demonstration, 31 (36.9 percent) of facilitators and trainees were responded strongly disagree and 41 (48.8 percent) of them disagree. Like wise, the interview made with woreda agricultural experts and observation of made 7 centers showed that, all FTCs not fulfilled the recommended amount of demonstration land. The mean values for the two groups were subjected to statistical test that yielded value of chi-square ($x^2=14.777$) does excess, the tabulated value ($x^2_{c.v.} =9.49$) for 4 degrees of freedom. The calculated value, therefore, was found to be significant at 0.05 alpha levels. The calculated mean for the item is 2.70 (facilitates) and 2.02 (trainees) which is far below 3.00 the total standard deviation of 0.911. From the above point we can infer that there is shortage of land for denotation in farmers training centers.

The respondents were also asked to show their level of agreement to the fourth item of table 10 above, frames actively participate in the class room and practical learning activities, 17 (20.2 percent) and 48 (51.1 percent) of facilitators and trainees were responded strongly disagree and disagree

respectively. The mean values for the two groups were subjected to statistical test that yielded value of chi-square ($\chi^2=10.985$) does exceed the tabulated value ($\chi^2_{c.v} =9.49$) for 4 degrees of freedom. The calculated value, therefore, was found to be significant at 0.05 alpha levels. In addition, the calculated mean for the item is 2.07 (facilitators) and 2.39 (trainees) which is far below 3.00 with the total standard deviation of 1.034. From the above point we can infer that, the participation of trances in class room and practical learning was very poor. Regarding implementing of the training the grand mean is 2.2827 which are very far below 3.00 with the grand standard deviation of 0.71324 that indicate implementing of the training was very poor.

Table 11: on Evaluating of training as perceived by respondents (facilitators and trainees).

NO	Items	respondents	Strongly disagree		Disagree		uncertain		Agree		Strongly Agree		Total		mean	std. dev	X ²
			N	%	N	%	N	%	N	%	N	%	N	%			
1	There is a tired of respecting trainees ideas to correct errors	Fac	9	10.7	17	20.2	3	3.6	7	8.3	7	8.3	43	51.2	2.67	1.410	*12.893
		tra	6	7.1	13	15.5	9	10.7	13	15.5	-	-	41	48.8	2.71	1.078	
		total	15	17.9	30	35.7	12	14.3	20	23.8	7	8.3	84	100	2.69	1.251	
2	There is a discussion on the planning, organizing and implementation of FTC programs with trainees and local community annually	fac	10	11.9	25	29.8	3	3.6	3	3.6	2	2.4	43	51.2	2.12	1.005	5.680
		t.ra	6	7.1	20	23.8	2	2.4	10	11.9	3	3.6	41	48.8	2.61	1.222	
		total	16	19	45	53.6	5	6.0	13	15.5	5	6.0	84	100	2.36	1.137	
3	There is a triend of follow up communication for trainees after completion of the training program	Fail	11	13.1	23	27.4	3	3.6	2	2.4	4	4.8	43	51.2	2.19	1.160	7.882
		t.ra	6	7.1	23	27.4	2	2.4	9	10.7	1	1.2	41	48.8	2.41	1.072	
		total	17	20.2	46	54.8	5	6.0	11	13.1	5	6.0	84	100	2.30	1.117	
4	The impact assessment of the training is made in the FIC to determine the extent to which the training objectives have been achieved	fas	9	10.8	23	27.7	3	3.6	4	4.8	4	4.8	43	51.2	2.33	1.190	9.110
		tra	12	14.5	13	15.7	2	2.4	12	14.5	2	2.4	41	48.8	2.43	1.279	
		total	21	25.3	36	43.4	5	6	16	19.3	6	7.2	84	100	2.37	1.227	
5	Trainees are involved in the evaluation facilitators relation of fascinators	fac	-	-	29	34.5	4	4.8	10	11.9	-	-	43	51.2	2.56	.854	*12.652
		tra	7	8.3	23	27.4	-	-	10	11.9	1	1.2	41	48.8	2.39	1.115	
		total	7	8.3	52	61.9	4	4.8	20	23.8	1	1.2	84	100	2.48	.988	
6	Trainees do participate in assessment and evaluation program	fac	-	-	27	32.1	3	3.6	10	11.9	2	3.6	43	51.2	2.74	1.049	*16.446
		tra	9	10.7	13	15.5	2	2.4	16	19.0	3	1.2	41	48.8	2.68	1.274	
		Total	9	10.7	40	47.6	5	6.0	26	31.9	4	4.8	84	100	2.71	1.157	

Grand mean = 2.4833

Grand std. deviation =0.85754

The respondents were asked to show their level of agreement to the first item of table 11 above 9 (10.7 percent) Facilitators and 6 (7.1 percent) trainees were replied that, a trend of respecting trainees ideas to current errors was strongly disagree. Similarly, 17 (20.2 percent) facilitators and 13 (15.5 percent) trainees were replied that, a trend of respecting trainees' ideas to correct errors was disagreeing. Contrary to this Lekoko, (2007:182) argued that evaluation is also a continuous and purposeful exercise that permits stakeholders to know how to make, a weak program stronger or an effective program even more effective, or perhaps more efficient. The information obtained during this exercise will guide programmers in making decisions about continuations, modifications or terminations are good candidates for evaluation. Evaluation provides an ideal opportunity of practitioners to learn form their experiences. It provides important information about issue of quality, accountability, practicality, suitability of content and approaches, efficient use of sources, and effective program managements and administrations.

The mean values for the two groups were subjected to statistical test that yielded value ($\chi^2_{c.v} = 9.49$) for 4 degrees of freedom. The calculated value, therefore, was found to be significant at 0.05 alpha levels. The calculated mean for the item is 2.67 (facilitators) and 2.17 (trainees) which is far below 3.00 with the total of standard deviation of 1.251 that indicated, there is no a trend of respecting trainees ideas to correct errors.

The respondents were also asked to show their level of agreement to the second item of table 11 above, 10 (11.9 percent) facilitators and 6 (7.1 percent) trainees were replied that, a discussion on planning, organizing and implementation of FTC programs with trainees and local community annually was strongly disagree. Similarly, 25 (29.8 percent) facilitators

and 20 (23.8 percent) trainees were replied that, a discussion on planning, organizing and implementation of FTC programs with trainees and local community annually was disagreeing. The mean values for the two groups were subjected to statistical test that yielded value of chi-square ($\chi^2=5.680$) does not exceed the tabulated value ($\chi^2_{c.v}=9.49$) for 4 degrees of freedom. The calculated value, therefore, was found to be significant at 0.05 alpha levels. Regarding, the calculated mean for the item is 2.12 (facilitators) and 2.16 (trainees) which is far below 3.00 with the total of standard deviation of 1.137 that indicate, There is no discussion on the planning, organizing and implementation of FTC programs with trainees and local community annually.

The respondents were also asked to show their level of agreement to the third item of table 11 above, 11 (13.1 percent) facilitators and 6(7.1 percent) trainees were replied that, a trend of follow up communication for trainees after complete of the training program was strongly disagree. Like wise 23 (27.4 percent) facilitators and 23 (27.4 percent) trainees were replied that, a trend of follow up communications for trainees after completion of the training program was disagree.

The mean values for the two groups were subjected to statistical test that yielded value of chi-square ($\chi^2=7.882$) does exceed the tabulated value ($\chi^2_{c.v} =9.49$) for 4 degrees of freedom. The calculated value, therefore, was found to be significant at 0.05 alpha levels. Regarding, the calculated mean for the item is 2.19 (facilitators) and 2.41 (trainees) which is far below 3:00 with the total of standard deviation of 1.117 that indicated there is no a trend of follow up communication for trainees after completion of the training program.

The respondents were also asked to show their level of agreement to the fourth item of table 11 above, 9 (10.8 percent) facilitators and 12 (14.5 percent) trainees were replied that, the impact assessment of training is

made in the FTC to determine the extent to which the training objectives have been achieved was strongly disagree. In addition, 23 (27.7 percent) facilitators and 13 (15.7 percent) trainees were replied that, the impact assessment of training is made in the FTC to determine the extent to which the training objectives have been achieved was disagreeing. The mean values for the two groups were subjected to statistical test that yielded value of chi-square ($\chi^2=9.110$ does not exceed the tabulated value ($\chi^2_{c.v} =9.49$) for 4 degrees of freedom. The calculated value, therefore, was found to be significant at 0.05 alpha levels. Regarding, the calculated mean for the item is 2.33 (facilitators) and 2.43 (trainees) which is far below 3.00 with the total of stander deviation of 1.227 that indicated the impact assessment of the training is made in the FTC to determine the extent to which the training objectives have been achieved very poor.

The respondents were also asked to show their level of agreement to the fifth item of table 11 above, 7 (8.3 percent) trainees were replied that, trainees are involved in the evaluation of facilitators was strongly disagree. Similarly, 29 (34.5 percent) facilitators and 23 (27.4 percent) trainees were replied that, trainees are involved in the evaluation of facilitators was disagree. The mean values for the two groups were subjected to statistical test that yielded value of chi-square ($\chi^2=12.652$) does exceed the tabulated value ($\chi^2_{c.v} =9.49$) for 4 degrees of freedom. The calculated value, therefore, was found to be significant at 0.05 alpha levels. Regarding, the collated mean for the item is 2.56(facilitators) and 2.39 (trainees) which is far below 3:00 with the total of standard deviation of 0.988 that indicated trainees are not involved in the evaluation of facilitators.

The respondents were also asked to show their level of agreement to the sixth item of table 11 above, 9 (10 .7 percent) trainees were replied that,

the trainees participate in assessment and evaluation program was strongly disagree. Similarly 27 (32.1 percent) facilitators and 13 (15.5 percent) trainees were replied that, the trainees participate in assessment and evaluation program was disagreeing.

The mean values for the two groups were subjected to statistical test that yielded value of chi-square ($\chi^2=16.446$) does exceed the tabulated value ($\chi^2_{c.v} =9.49$) for 4 degrees of freedom. The calculated value, therefore, was found to be significant at 0.05 alpha levels. Regarding, the collation mean for the item is 2.74 (facilitators) and 2.68 (trainees) which is far below 3:00 with the total of standards deviation of 1.157 that indicated trainees did not participate in assessment and evaluation program.

Regarding evaluating of training the grand mean is 2.4833 which are very far below 3:00 with the grand standard deviation of 0.85754 that indicated evaluating of training was very poor.

CHAPTER FIVE

5. Summary, Conclusion and Recommendations

This chapter summarizes the major findings of the study and draws conclusion on the basis of findings. At the end, recommendations are suggested. The major purpose of this study was to identify the practices in the management of farmers' training centers, towards basic characteristics of planned training: identifying and defining training needs; defining the objective of training; planning training programs; deciding who provides the training; implementing and evaluating the training in Abichu Gnaa worada, North Shoa Zone, Oromia Region. To achieve this goal the student researcher used descriptive survey method and there are 19 farmers training centers in Abichu Gnaa woreda and for this study 7 farmers training centers were selected by simple random method (Gamo, Adarejersa, Kardaga, Amante-gamo, Amante-goro, Gadula- moye and Manahoro). There are total 55 development agents, 14 agricultural experts, 1 agricultural supervisor and 900 trainee farmers (in 2002 E.C trained) among this 42 development agents, 14 agricultural experts, 1 agricultural supervisor and 41 trainee farmers total 98 sample population were involved in the study.

The data were collected from the above groups' through questionnaire, interview and observation. Besides, observation was made in 7 farmers training centers. The data collected were analyzed using statistical tools such as frequencies count, percentages, means, standard deviation and chi-square test. Qualitative data were used to supplement or to (triangulate) quantitative data.

In the course of the study, attempts were made to answer the following basic questions.

1. What are the current statuses of farmers' training centers in Abichu Gnaa woreda?
2. What is the opportunity for effective functioning of farmers training centers in the study woreda?
3. What are the major encountered in the management of farmers' training centers in the study area?

Based on the results of data and analysis done, the following main Findings were obtained:

5.1 Summary of the Major Findings

1. The Current Statuses of Farmer Training Centers:

To enhance rural development and agricultural transformation in the woreda different development activities have been implemented by government, NGOs and community. Among these developmental activities carried out is the establishment of FTCs in all kebeles of Abichu Gnaa woreda. Continuous training is vital to increase production and productivity by building the capacity of the rural community through extension education. Starting 2004 up to 2009, 19 FTCs are currently have been constructed in the woreda and currently 16(84.21 percent) of them are functional and semi- functional. The other 3 (15.79 percent) FTCs are currently un functional as the interview held from woreda agricultural experts indicates.

In addition, the interview and observation results disclosed that, the construction design of all FTCs is the same; they have one wider class-room, one office and store. Toilets with two partition holes were also separately constructed in the compound. Nevertheless, all FTCs do not have residence for DAs as planned. Facilitators and trainees, about 79(94

percent) responded that there was no residence for DAs even outside of FTCs. Like wise, the mean value of the item for both groups is 1.63 that shows it is below the average 3.00 that calls for attention. Then again, the interview and observation made showed that, some FTCs lack qualities in construction, all farmer training centers were built by iron sheet. Few floors of them have started to crack and ruin before achieving their goal and some of them do not have toilet at all. Besides, most of the buildings of FTCs were in middle of the villages and near by the schools and (tena kela) health centers. Trainees and facilitators, 72(85.7 percent) disclosed that all FTCs have lack of demonstration sites. On the other hand, the mean value of the item for all group is 1.88 that shows it is below the average 3.00. This data indicated that there was absence of demonstration land. Some of the area given for FTCs lack fertility, the land provided for demonstration area was sloppy, degraded and rocky with a hard pan. The attractiveness of the FTCs compound was very poor. Most of the FTCs are not fenced and even, those which were fenced are not strong enough to protect entrance of livestock in to their compounds. Only one (Amante-goro) of them has garden and the rest don not have garden because of shortage of water for irrigation.

Nonetheless, to the organization of teaching materials, facilitators and trainees 77 (91.6 percent) responded that there are shortage of teaching materials. Moreover, the result of interview and observation made showed the same ideas. In addition, the mean value of the item for all groups is 1.93 that is below the average 3.00. Therefore, all data including mean value infer that there are shortage of training facilities, materials, equipments and tools in classrooms and workshops like charts, pictures, desks, videos, teaching modules etc. Similarly, concerning the facilities of DAs, 79 (94 percent), facilitators and trainees showed that there is a shortage of pure water, electricity and transportation. The result of interview and observation also support the above quantitative result.

B. The participation of stakeholders in FTC (education office, health office, women's affairs and social and labor affair) in planning, implementation and evaluation activities of FTCs in terms of materials, 27(62.8 percent) of facilitators and trainees responded with a mean value of 2.65, information 26(60.5 percent) of facilitators and trainees responded with a mean value of 2.77 and finance 32 (74.5 percent) of facilitators and trainees also responded with a mean value 2.35 were indicated participation of stakeholder in FTC planning, implementation and evaluation activities in term of materials, information and finance were very poor. The result of interview and observation made showed that, the participation of stakeholder in FTC in terms of materials, information and finance was ineffective.

C. Concerning the participation of NGOs in planning, implementation and evaluation activities of FTCs in terms of Technical 28(65.1 percent) of facilitators and trainees with a mean value of 2.56, materials 29(67.4 percent) of facilitators and trainees with a mean value of 2.51, information 28 (65.1 percent) of facilitators and trainees, with a mean value of 2.53, finance 28(65.1 percent) of facilitators and trainees with a mean value of 2.56 were indicated that, the participation of NGOs in FTCs in terms of technical, materials, information and finance is impoverished. In addition, the result of interview and observation made supported the above idea.

D. With regard to Research Institution and FTCs relation, 33 (76.7 percent) facilitators and trainees were responded as low and the mean value of the item for both groups is 2.19 which were below the average of 3.00 that indicated the relation of research institution and FTCs was very poor.

3. Major Problems Encountered in the Management of Farmers Training Centers.

The management of training program must be planned ahead and with the aim of making envisaged trainings as effective as possible, in the farmers' training centers and management is playing vital role for quality training. The qualities of training increase productivity and similarly constructing economic progressive. Based on this point, the study reveals that, in defining the objective of training: about farmers' expectation and the benefit of the training at FTC, 50(59.6 percent) of facilitators and trainees responded, with a mean value of 2.70 that shows below the average of 3.00 indicated very low. Similarly, 59(70.2 percent) of facilitators and trainees responded and interview made with woreda agricultural experts showed that trainees were not given priority for training.

Concerning, planning training program 74(88.1 percent) of facilitators and trainees, responded, with a mean value of 1.90 showed that, there is no adequate budget provision for the operation of the planned training programs. Similarly, trainees concerning the completion of learning tasks under each module with out rush, in training module contents sequences and involvement in preparation of training modules, 37(44 percent) of facilitators and trainees, 40(47.6 percent) of facilitators and trainees, and 39(46.4 percent) of facilitators and trainees with a mean value of 2.93, 2.74 and 2.75 responded very low respectively.

Regarding, the organization of training, way of adult teaching (andragogy), the strength of committee of FTC, the assignment of DAs in every FTC, and the coordinator of FTC appointed use criteria, 38(43.7%) of facilitators and trainees, 57(68.7 percent) of facilitators and trainees, 45(52.4 percent) of facilitators and trainees and 53 (63.1 percent) of facilitators and trainees

with a mean value of 2.88, 2.40, 2.82 and 2.58 respectively, reveals poor attention which indicates all points call for attention.

Finally, under evaluation of training: the trend of follow up communication for trainees after completion of the training program; the involvement of trainees in the evaluation of facilitators and assessment and evaluation programs; impact assessment of the training, 63(75 percent) of facilitators and trainees, 59(70.1 percent) of facilitators and trainees, 49(58.3 percent) of facilitators and trainees, and 56(68.7 percent) of facilitators and trainees with a mean value of 2.30, 2.48, 2.71 and 2.37 respectively, show very poor attention which need due attention to minimize the problem. In addition, trend of respecting trainees' ideas to correct errors and discussion on the planning, organizing and implementation of FTC programs with trainees and local community, the interview made with woreda agricultural experts reveals the same idea.

5.2 Conclusions

The study was intended to assess the practices in the management of farmers' training centers that were raised in the basic question such as the problems encountered in the management of farmers' training centers. Therefore, pertaining to end result deduced from the study the following conclusion was drawn.

The study disclosed that there were financial, community participation, participation of stakeholders and NGOs participation constraints, which made the activities of farmers training centers, lag behind the standard expected. As the result, objectives of the farmers training center were not addressed that needs serious attention.

Evaluation of the training in FTCs, such as, lack of trend of respecting trainees ideas to correct errors, lack of trend of follow-up communication for trainees after completion of the training program, lack of impact

assessment of training the FTC to determine the extent to which the training objectives have been achieved made the training ineffective. This necessitates consideration to revitalize farmers training centers.

Finally, the identified constraint was the implementation of training such as, unfulfillment of DAs in every field of specialization, lack of training art in teaching adults for DAs; the DAs that have been assigned in every FTC are not enough and the criteria of appointing coordinators were not clear for most of the DAs. Lack of involvement of trainees in preparation of training modules, the learning contents in training modules are not sequenced in suitable order and the time allotted to complete the learning tasks under each module is not adequate to cover it without in hurry. Therefore, from the above point most of FTCs were not able to realize the governments' program in to practice. While, the study area has ample of opportunities to make FTCs management more effective, however, the training programs lack sustainability. Even if, the level varies, all of the FTCs have a lot of constraints and weakness in implementing their tasks.

5.3 Recommendations

Based on the findings of this study, the following issues are forwarded as recommendations that assist to improve the effective management of farmers' training centers in implementing their mandatory roles.

1. Financial assistance should be sought to renovate and to furnish instructional facilities as well as equipments to fulfill transportation facilities, incentives and residences for DAs and to quality construction such as toilets, fence etc and which is needed for the accomplishment of the activities of the farmers' training centers. Therefore, it is recommended that the woreda administration to allocate enough permanent budget,

woreda Agricultural office and FTC committee have to search other income option, for example, to create income generating agricultural activities in the FTC compounds which can be used at the same time for teaching farmers.

2. Changing the mind and behavior of human being is not an easy task to bring about behavioral and attitudinal changes it needs patience. Therefore, before execution of any program, in farmers training center change the attitude of people by a continuous awareness creation work has to be through woreda and Kebele cabinets, woreda agricultural experts, DAs and woreda stakeholders of FTC.

3. Mechanisms have to be devised to train the practitioners in the zone and woreda agricultural office to improve performance and to achieve good results in the centers through providing continuous capacity building on planning, implementation evaluation, and including way of teaching adult through organized training venue, in the form of frequent workshops and seminars to the facilitators so as to create a fertile condition for the centers as well as to promote the current managerial practices of the training centers.

4. In the study area there is no involvement of stakeholders and NGOs in planning, implementation and evaluation activities of FTCs in terms of: technical, materials, information and finance. From the result of the study, we can understand that in order to make training generally sustainable and demand oriented, stakeholders and NGOs need to play decisive parts for the activities of the centers. In addition, stake holders have to work in collaboration for the transformation of agriculture and rural development. In this regard, if there is commitment, in the side of all stakeholders the woreda has a bright future and ample opportunities to bring about change in short period of time. Therefore, it is recommended that woreda administration, zone and woreda agricultural office have to work hard to words stakeholders and NGOs for the achievement of the intended

objectives of the farmers training centers and woreda office of agriculture and rural development has to create a strong relation with agricultural research center and other institution to use the FTC compounds for technologies development.

5. Farmer training courses must be need centered or courses must be offered after a training need is identified. These needs and interests differ from individual to individual from village to village and from one agro ecology to another agro-ecology. Therefore, to make the adult training program more effective and fruitful as methods of teaching adult learners principles, the training must be designed according to farmers' needs and interests by woreda agricultural office so that, the trainees have to be involved in the preparation of the training modules, training methods and programs.

6. Regarding, to development agents, the effectiveness of the work of farmers' training center is almost entirely dependent upon the quality, ability, competence and commitment of extension agents. They have to be provided by the necessary incentives (like salary payment, education, housing, transportation, promotion etc) to keep their morale and turnover. Therefore, it is recommended that woreda agricultural office has to take over the responsibility of providing necessary incentives. Finally, the researcher believes that to make FTC management effective and efficient, it is better to start with a few trainees based on sufficient financial support, facilities, teaching materials and facilitators who graduated with necessary field of specialization.

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4. Marital status

- A. Married B. Unmarried C. Divorced

5. Educational level

- A. illiterate B. reading and writing
 C. 1-4 (Basic education) D. 5-8 grade
 E. 9-10 grad F. 11-12 grad

6. What is your occupation?

- A. Farmer
 B. Daly laborer
 C. Others _____

Instruction II. Status of trainees participation in: identify and define training needs; define the objective of training; plan training programs; decide who provides the training; implement the training and evaluate training as well as in the management of farmer training center. Please reply to item under the content by putting “x” that shows the degree to which the stakeholders participate (involve) in the issue.

No.	Contents	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
	1. Identify and define training needs					
1.1	The need assessment is made in a coordinated manner to address the felt needs of the trainees in a participatory planning approach.					

No.	Contents	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
1.2	The trainees will get involves deciding their felt needs to set, to comment, to modify and to formulate plan cooperatively so as to realize the training objective in the training program.					
1.3.	There is an analysis of problem to be solved as well as future demand needs assessment before the training is commenced.					
1.4.	The training determining is discrepancy between desired and actual performance of the trainees.					
	<u>2. Define the objective of training</u>					
2.1	There is a participation of trainees in setting priorities of the need identified.					
2.2.	Before the inception of the program there are awareness sensitizations on the objective of FTC.					
2.3.	There is a trend of making agreement on objective and content of the training program at the beginning.					
2.4.	Farmers' expectation about the benefit of the training at FTC is very high.					

No.	Contents	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
2.5	The time or program schedule is flexible to suit the interests of the trainees.					
2.6.	You give the chance to decide about the duration and types of the training to coincide with interest for the trainees.					
2.7	Trainees give priority for training rather any problem.					
	3. Plan training programs					
3.1	There is long term and short term planned programs in the FTC.					
3.2	There is adequate budget provision for the operation of the planned training programs.					
3.3	The content of the learning modules is highly related to the objective reality of the community trainee farmers.					
3.4.	The training modules are attractive that invite trainees to used them.					
3.5	The learning contents in training modules are sequenced in a suitable order for learning.					

No.	Contents	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
3.6	The time allotted to complete the learning tasks under each module is adequate enough to cover it without rush.					
	4. <u>Decide who provides the training</u>					
4.1	The trainers took a course of the way of adult teaching (Andragogy).					
4.2	The committee of FTC is strength.					
4.3	Majority of the facilitators are resourceful they have adequate knowledge in the specific disciplines they are trained.					
4.4	The DAs assigned in every FTC enough.					
4.5	DAS have residence in FTCS area, transportation facilities, enough incentive.					
4.6	The coordinator of FTC appointed by criteria.					

No.	Contents	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
	5. <u>Implement the training</u>					
5.1	There are relevant assessments and follow up strategies assigned (planned) for the program implementation by the trainers.					
5.2	There is well organized use of training facilities materials, equipments and tools in class room and workshop like (teaching materials, charts, picture and videos).					
5.3	There is enough land for demonstration.					
5.4	Trainees actively participate in the class room learning and practical learning activities.					
	6. <u>Evaluating training</u>					
6.1	There is a trend of respecting trainees ideas to correct errors.					

No.	Contents	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
6.2	There is a discussion on the planning, organizing and implantation of FTC programs with trainees and local community and annually.					
6.3	There is a trend of follow up communication for the trainees after completion of the training program.					
6.4	The impact assessment of the training is made in the FTC to determine the extent to which the training objectives have been achieved.					
6.5	Trainees are involved in the evaluation of facilitators.					
6.6	Trainees do participate in assessment and evaluation program					

Instruction III. Read carefully and write short answer on the space provided.

1. What was type of training you attended?

2. Did you participate in the planning process of the training program?

A. Yes

B. No

3. If your answer is "No" why? _____

4. If your answer is "Yes" to what extent did you participate?

5. Did you get enough skill during training period?

A. Very high

B. Height

C. Average

D. Low

E. Very low

6. If you say "very low" to question above what are the problem?

7. Is time (day, week and month) going well with your interest?

Appendix II

Addis Ababa University
College of Education and Behavioral Sciences
Department of Curriculum and
Teacher's professional Development Studies
(Adult and Life Long Learning Unit)

A questionnaire to be filled by Development Agents (DAs) and supervisor

This questionnaire is prepared to gather necessary information concerning the practices in the management of farmer training centers in Abichu Gnaa Woreda, North Shoa Zone, Oromia Region. The finding of the study will benefit in the planning and management of farmer training centers.

Thus, your sincere cooperation in answering each question is highly important since the success of this study entirely depends upon your earnest and genuine response to the question. Writing your name in any part of the questionnaire is not required. Individual data will be kept confidential.

Thank you in Advance!

Personal Information

Instruction I. Please circle in the alternatives provided.

1. Name of Kebele _____
2. Sex: A. male B. female
3. Age: A. 18 – 25 B. 26 – 30 C. 31 – 35 D. 36 and above

No.	Contents	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
1.3.	NGOs participate actively in planning, implementation and evaluation activities of FTCs interms of: A. Technical.					
	B. Material.					
	C. Information.					
	D. Finance.					
1.4.	Woreda Administration have commitment and willingness to make FTCs more effective and efficient to meet their purposes.					
1.5.	Research Institution have a sound relation with FTCs.					
1.6.	Agricultural TVET have a sound relation with FTCs.					
1.7.	Favorable government policies increase the demand of the training in FTCs.					
	2. <u>Identify and define training needs</u>					
2.1	The need assessment is made in a coordinated manner to address the felt needs of the trainees in a participatory planning approach.					
2.2	The trainees will get involves deciding their felt needs to set, to comment, to modify					

No.	Contents	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
	and to formulate plan cooperatively so as to realize the training objective in the training program.					
2.3.	There is an analysis of problem to be solved as well as future demand needs assessment before the training is commenced.					
2.4.	The training determining is discrepancy between desired and actual performance of the trainees.					
	<u>3. Define the objective of training</u>					
3.1	There is a participation of trainees in setting priorities of the need identified.					
3.2.	Before the inception of the program there are awareness sensitizations on the objective of FTC.					
3.3.	There is a trend of making agreement on objective and content of the training program at the beginning.					
3.4.	Farmers' expectation about the benefit of the training at FTC is very high.					

No.	Contents	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
3.5	The time or program schedule is flexible to suit the interests of the trainees.					
3.6.	You give the chance to decide about the duration and types of the training to coincide with interest for the trainees.					
3.7	Trainees give priority for training rather any problem.					
	4. <u>Plan training programs</u>					
4.1	There is long term and short term planned programs in the FTC.					
4.2	There is adequate budget provision for the operation of the planned training programs.					
4.3	The content of the learning modules is highly related to the objective reality of the community trainee farmers.					
4.4.	The training modules are attractive that invite trainees to used them.					

No.	Contents	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
4.5	The learning contents in training modules are sequenced in a suitable order for learning.					
4.6	The time allotted to complete the learning tasks under each module is adequate enough to cover it without rush.					
	<u>5. Decide who provides the training</u>					
5.1	The trainers took a course of the way of adult teaching (Andragogy).					
5.2	The committee of FTC is strength.					
5.3	Majority of the facilitators are resourceful they have adequate knowledge in the specific disciplines they are trained.					
5.4	The DAs assigned in every FTC enough.					

No.	Contents	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
5.5	DAS have residence in FTCS area, transportation facilities, enough incentive.					
5.6	The coordinator of FTC appointed by criteria.					
	6. <u>Implement the training</u>					
6.1	There are relevant assessments and follow up strategies assigned (planned) for the program implementation by the trainers.					
6.2	There is well organized use of training facilities materials, equipments and tools in class room and workshop like (teaching materials, charts, picture and videos).					
6.3	There is enough land for demonstration.					
6.4	Trainees actively participate in the class room learning and practical learning activities.					

No.	Contents	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
	7. Evaluating training					
7.1	There is a trend of respecting trainees ideas to correct errors.					
7.2	There is a discussion on the planning, organizing and implantation of FTC programs with trainees and local community and annually.					
7.3	There is a trend of follow up communication for the trainees after completion of the training program.					
7.4	The impact assessment of the training is made in the FTC to determine the extent to which the training objectives have been achieved.					
7.5	Trainees are involved in the evaluation of facilitators.					
7.6	Trainees do participate in assessment and evaluation program					

Instruction III. Read carefully and write short answer on the space provided

1. What are the major challenges that are currently influencing (affecting) the management of the FTCs? _____

2. What are the major causes of drop out of trainees? _____

3. What measures do you recommend to be taken to overcome the causes you have mentioned _____

4. What are the major problems of DAs facilities? _____

5. What measureless do you recommend to be taken to overcome the problems you have mentioned? _____

Appendix III

Addis Ababa University
College of Education and Behavioral
Sciences Department of Curriculum
and Teachers Professional Development Studies
(Adult and Life Long Learning Unit)

Interview Questions for Woreda Agricultural Experts

The following interview questions are designed to know the current state of practices in the management of farmer training centers in Abichu Gnaa Woreda, North Shoa Zone, Oromiy Region.

1. What are the practices regarding collaboration and coordination among stakeholders (education office, health office, NGOs etc)? What are the participation of community look like? What are the roles of FTCs committees? What about land of demonstration in FTC?
2. Describe the participation of trainees (community) in need assessment planning, implementation and evaluation of training.
3. What are major criteria by which trainees are selected for attending the training at FTC? In what ways an illiterate trainees help during lecture time?
4. Before admission, do you ask the trainees about their need? How many trainees do you admit at a time in each FTC? How many FTC functional? Do you have enough DAs according FTCs and professional?
5. Will you please explain the attractive of FTCs in terms of
 - Construction of FTC.
 - Fulfillment of materials (video, books for trainer facilities comfortable classrooms etc).
 - Pure water and toilet.
 - Water for irrigation.
 - Fulfillment of necessary equipment in workshop.
 - Electricity.
6. Do you think the budget allocated to FTCs is enough to carry out the training program and other mandatory roles of FTCs?
7. Describe the facilities of DAs (about residence in FTC area, transportation facilities, about incentive)?
8. What are the causes of drop out of the trainees?
9. Currently, what are the major challenges of FTC?
10. To alleviate the challenges in FTCs, what measures do you suggest to be taken?

Thank you!

Appendix IV

Addis Ababa University
College of Education and
Behavioral Sciences
Department of Curriculum and
Teacher's professional Development
Studies (Adult and Life Long Learning Unit)

Observation check list was developed to be used in checking the present condition of farmers' Training centers

No	item	The status in terms of their availability				
		Very high	High	Average	low	Very low
1.	Construction					
	• Building as all					
	• Residence					
	• Fence					
	• Classroom					
2.	Facilities					
	• Toilet/latrines					
	• Electricity					
	• pure water					
	• transportation					
3.	Teaching materials					
	• Charts					
	• Videos					
	• Teaching modules					
	• Models					
	• Blackboards					
4.	Demonstration field for practical activities					
	• Demonstration land					
	• Water for irrigation					
	• Tools and equipments in work shop					

No	item	The status in terms of their availability				
		Very high	High	Average	low	Very low
5.	Participation					
	➤ community					
	• In labor					
	• In money					
	➤ NGOs					
	• In information					
	• In materials					
	• In finance					
	• In technical					
	➤ Stakeholders					
	❖ MOE					
	• In information					
	• In materials					
	• In finance					
	• In technical					
	❖ MOH					
	• In information					
	• In materials					
	• In finance					
	• In technical					
	❖ Social and labor Affairs					
	• In information					
	• In materials					
	• In finance					
	• In technical					
	❖ Women's Affairs					
	• In information					
	• In materials					
• In finance						
• In technical						
❖ Youth and sport Affairs						
• In information						
• In materials						
• In finance						
• In technical						

Appendix V

Performance of FTCs in Abichu Gnaa woreda

No	Name of kebele	No of FTC	Number of Development Agent/DA With their specialization			No of Model farmers			No of Model DA	Land/demonstration by FTC /Hect.	Functional FTC	Non functional FTC	Semi functional FTC
			Crop science /No/	Livestock /No/	Natural resource /No/	Male	Female	Total					
1	N/Mendida	1	1(F)	1(F)	-	71	4	75	-	0.125	1		
2	G/Moye	1	1	1	1	137	11	148	2	1	1		
3	S/Krdaga	1	1	1(F)	2	97	13	110	1	-	1		
4	A/Ejersa	1	1	3	1	90	8	98	2	0.75	1		
5	Baso	1	1	-	1(F)	84	5	89	1	0.25	1		
6	Dayole	1	1	1	1	50	5	55	-	-	1		
7	A/Cole	1	1	1	1	-	-	0	1	-	1		
8	A/Lugo	1	1	1(F)	1	-	-	0	-	-	1		
9	B/Bilat	1	1	1	1	9	-	9	2	0.125	1		
10	D/Dawe	1	1	1	1	52	7	59	-	0.5	1		
11	A/Akabdo	1	1	1	1	161	22	183	-	-		1	
12	Muxi	1	1	2	1(F)	69	6	75	2	1.5	1		
13	N/Xirign	1	1	-	-	61	4	65	1	-	1		
14	A/Teklo	1	1	1	1	-	-	-	1	-		1	
15	Dirma	1	1	1	1	68	3	71	-	0.125		1	
16	N/M/Horo	1	1	1	-	42	2	51	1	0.125			1
17	A/goro	1	1		1	24	2	26	-	1	1		
18	A/Gamo	1	1	1(F)	1	138	14	152	-	0.125			1
19	Gamo	1	1	1	1	123	29	152	1	0.5	1		
	Total	19	19	19	17	1283	135	1418	15	6.125	14	3	2

F = Female DA

Appendix-VI

Agriculture Technical and Vocational, Education Training in Ethiopia

No.	Name of ATVET Colleges	Name of the Region where the College is located
1.	Alagie ATVET College	Federal
2.	Agarfa ATVET College	"
3.	Ardaita ATVET College	"
4.	Bekoji ATVET College	"
5.	Assela Bako ATVET College	Oromia
6.	Bako ATVET College	"
7.	Chiro Bako ATVET College	"
8.	Holeta ATVET College	"
9.	Kombolcha ATVET College (Harer)	"
10.	Nedjo ATVET College	"
11.	Bure ATVET College	Amhara
12.	Kombolcha ATVET College	"
13.	Mersa ATVET College	"
14.	Mertule M. ATVET College	"
15.	Wereta ATVET College	"
16.	Maychew ATVET College	Tigray
17.	Shire ATVET College	"
18.	Wukro ATVET College	"
19.	Dilla ATVET College	S.N.N.P.R
20.	Mizan ATVET College	"
21.	Wolaita ATVET College	"
22.	Assosa ATVET College	Beanishagul
23.	Gambella ATVET College	Gambella
24.	Gewane ATVET College	Afar
25.	Gode ATVET College	Somalia

DECLARATION

I declare that this thesis is my own original work and has not been presented for any other degree and that all source of material used for the study have been dully acknowledged.

Name _____

Signature _____

Date _____

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

Name Ayalew Shubekhi

Signature [Handwritten Signature]

Date 19/04/2011

