ASSESSING FACTORS AFFECTING ENTREPRENEURIAL PRACTICE OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING TRAINEES: THE CASE OF WEST GOJJAM ZONE ADMINISTRATION GOVERNMENTAL TECHNICAL AND VOCATIONAL COLLEGES

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July 2011

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A Thesis submitted to the School of Graduate Studies in Partial Fulfillment of the Requirements for the Degree of Masters of Art in Management of Vocational Education

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Assessing Factors Affecting Entrepreneurial Practice of Technical and Vocational Education and Training Trainees: The Case of West Gojjam Zone Administration Governmental Technical and Vocational Colleges

By Chalachew Gebeyehu Baye

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Acknowledgments

First and foremost I would like to address my deepest gratitude to my advisor Dr. Worku Mekonnen for his unreserved advice, constructive comments and useful suggestions.

My special thanks go to my families. It was not possible to come to an end of this thesis work without the encouragement and support I got from my families in general and my beloved wife Ricu, my brothers Mulat Admasu, Dawit, Fentahun, Andargachew, H/Mariamand Yibeltal and my sisters Aynalem, Tesfamariam, Selamawit, Bossie, Enanu and Amarech, my father Gebeyehu and my mother Ethun, in particular. They were helping me and worried more than myself throughout the time of my education. Thank you all from the bottom of my heart, you are special to me.

I would also like to address my deepest thanks to my colleagues and management body of Bahir Dar polytechnic college and Amhara Technical and Vocational Bureau and all my friends, who were assisting me in many ways.

My thanks also go to the department of Business education specially Ato Girma Zewdie (associate professor) and other staff members for arranging such program and for their unreserved support they provided.

I also would like to address my special thanks to my respondents who helped me to carry out my research work.

Last but not least, I would like to thank my classmates in general and my special friends Abay, Getu,and Mamo in particular.

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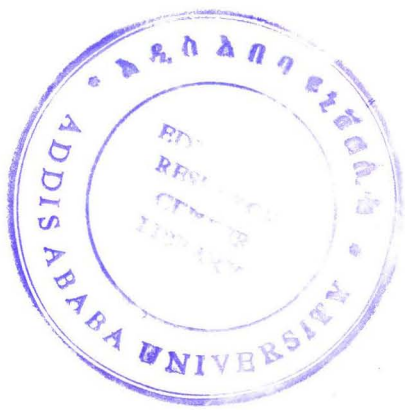

List of Acronyms

ACSI- Ahmara Credit and Saving Institution

ANRS- Amhara National Regional State

AU – African Union

BTEP - Botswana Technical Education Programme

COC- Center of competency

ECBP- Engineering Capacity Building Program.

EIST - Entrepreneurship and Informal Sector Training

ESDP- Educational Sector Development Program

ILO- International Labour Organization

LMI- Labour Market Information

LMIS- Labour Market Information System

MOE- Ministry of Education

MSEDA – Micro and Small Enterprise Development Agency

NGO – Non- Government Organization

OECD - Organization for Economic Cooperation and Development

QMS- Quality Management System

SSDS - Sector Skills Development Strategy

SPSS- Statistical Package for Social Science

TDP – Training Development Programme

TEVET - Technical Education, Vocational and Entrepreneurship Training

TVET- Technical and Vocational Education and training

TEVETA - Technical Education, Vocational and Entrepreneurship Training Authority

UNESCO- United Nations Educational, Scientific and Cultural Organization

Abstract

The purpose of this study was to assess the factors affecting entrepreneurial practice of TVET graduates of west Gojjam Zone TVET colleges/Bahir Dar and Burie polytechnic Colleges/.The participants of the study were 452(243 male and 209 female) graduating class trainees, 76(54 male and 22 Female) trainers, 76(50 male, 26 female) unemployed graduates of the year 2002 E.C., 10(2male and 8 female) self employed graduates of the year 2002 E.C., 3 employees of ACSI and 5 employees MSEDA, 2 vocational counselors, 5 department heads, and 6 entrepreneurship trainers. Trainees and trainers were selected using proportional stratified simple random simple random sampling, unemployed graduates, employees of ACSI and MSEDA, vocational counselors, department heads and entrepreneurship trainers were selected using available sampling method, and self employed graduates were selected using snowball sampling method. The data collection instruments were questionnaire, interview and focus group discussion. Percentages, mean, correlation and t- test has been applied to analyze the data. To check the reliabilities of the questionnaire pilot study had been done and the reliabilities of the questionnaire were checked using face validity and Cronbach Alpha statistical method. The findings of the study indicated that the trainings provided by TVET colleges/institution were guided by the labour market information system properly, however, trainees are found to be poor in practical experience and they are found to be lacking practical exposure. The finding of this study also showed that trainers have no interest and motivation to provide quality training. According to the findings of the study, the rules and regulation of ACSI, MSEDA and town municipalities were not convenient and responsive to the problem of TVET graduates. The commitment and motivation of workers of town municipalities, ACSI and MSEDA is rated as low. Even if the literature tells us that money can't be a precondition to start business, graduates and trainees have shown that, money is a decisive factor for them to begin business. Generally the findings of the study indicates that the major factors affecting entrepreneurial practice of graduates might be the unresponsiveness of rules and regulations of ACSI, MSEDA, and town municipality, Poor quality of training provided, obsolete machineries and insufficient provision of raw materials, and scarcity of text books and reference materials, insufficient support from supervisors of industries providing cooperative training, and unavailability of machineries according to the demand of the curriculum in industries and interest of families to make graduates wage employed rather than self employed.

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Chapter One

1. The Problem and Its Approach

1.1. Background of the Study

Self employment and technical and vocational education and training (TVET) are inseparable. This is because TVET is a system of transforming skill and knowledge that are essential for world of work in general and for self- employment in particular. In our country also, the major objective of TVET is to prepare trainees to equip with skills and knowledge for self employment and entrepreneurship (Ahmed, 2007, p.18).

According to the proclamation no. 391, 2004, *"the purpose of middle level technical and vocational education and training program is to prepare middle level skilled manpower in various trades"*

Ahmed (2007) citing King (1985, p.29-34) stated that self employment schemes came to the scene so as to complement the informal sector. The informal sector encompasses activities ranging from working in subsistence agriculture or petty production at street corner to the creation of small enterprises. Accordingly vocational training for self employment is carried out with the objective of empowering young people to create their own jobs in the formal and informal sector.

According to UNESCO (2006) many countries, particularly in Africa, consider that technical and vocational education and training (TVET) can equip young people with skills that enable them to engage in productive livelihoods. Yet in the past, TVET programmes have not led to increased employment, despite the obvious need in these countries for technical and vocational services. This has been due, in large part, to a dearth of wage employment opportunities for technically trained workers.

What is Entrepreneurship?

Different writers have forwarded different definitions of entrepreneurship emphasizing its different aspects. According to U.S. Department of State/Bureau of International Information Programs the concept of entrepreneurship was first established in the 1700s, and the meaning has evolved ever since. Many simply equate it with starting one's own business. Most economists believe it is more than that.

According to Worotaw (2010, p.9) *"entrepreneurship cannot be easily counted and measured, it can only be known after an output, it is hidden in individuals brain, and it is wisdom of creating job and wealth for those people who are needy, and for those who thinks and dreams for themselves, for their families, and for their country"*. (Translated by the researcher)

To some economists, the entrepreneur is one who is willing to bear the risk of a new venture if there is a significant chance for profit. Others emphasize the entrepreneur's role as an innovator who markets his innovation. Still others say that entrepreneurs develop new goods or processes that the market demands and are not currently being supplied.

U.S. department of state citing Schumpeter (1883-1950) focused on how the entrepreneur's drive for innovation and improvement creates upheaval and change. Schumpeter viewed entrepreneurship as a force of "creative destruction." The entrepreneur carries out "new combinations," thereby helping render old industries obsolete. Established ways of doing business are destroyed by the creation of new and better ways to do them.

ILO (1991, p.17) citing Drucker (1985, p.28) expressed entrepreneurship *"as perceptiveness to change and the entrepreneur as one who "always searches for change, responds to it, and exploits change as an opportunity"*. A quick look at changes in communications—from typewriters to personal computers to the Internet—illustrates these ideas. ILO (1991, p.17) citing Timmons (1989, p.1.) further defines entrepreneurship as *"the ability to create and build something from particularly nothing. It is initiating, doing, achieving, and building an enterprise or organization"*.

Most economists today agree that entrepreneurship is a necessary ingredient for stimulating economic growth and employment opportunities in all societies. In the developing world, successful small businesses are the primary engines of job creation, income growth, and poverty reduction. Therefore, government support for entrepreneurship is a crucial strategy for economic development.

The culture of a community also may influence how much entrepreneurship there is within it. Different levels of entrepreneurship may stem from cultural differences that make entrepreneurship more or less rewarding personally. A community that accords the highest status to those at the top of hierarchical organizations or those with professional expertise may discourage entrepreneurship. A culture or policy that accords high status to the "self-made" individual is more likely to encourage entrepreneurship. According to Mavoromoustakos (2005, p.3), entrepreneurship involves the recognition of opportunities

(needs, wants, problems, and challenges) and the use of resources to implement innovative ideas for new, thoughtfully planned ventures. Willingness to take the risks involved in starting and managing a business.

1.2. Statement of the Problem

According to Hailey (2007, p.42), "*Entrepreneurship is the dynamic process of creating incremental wealth*". It is the process of identifying opportunities in the market place, marshalling the resources required to pursue these opportunities and investing the resources to exploit the opportunities for long term gains.

The introduction of TVET program in the education system is, therefore, believed to be strategy to transform education system so that it effectively combats unemployment by offering the youth life skills that should not necessarily lead to only wage employment but certainly to self-employment that may have significant role in economic development and solving the problem of unemployment (Hoppers and Komba, 1995:219).

According to engineering capacity building program (ECBP) of TVET component, a significant aspect of the TVET reform is inspiring trainees with the confidence to succeed on their own. Giving more than just technical training, TVET prepares graduates with the motivation and the innovation for self- employment. Entrepreneurial and business guidance within TVET helps trainees relate their skills to the needs of society for the benefit of both.

According to Dewhurst & Burns (1993, p.11) setting up a business needs a business idea. The idea does not have to be original, but it does have to meet the needs of a clearly identified group of customers. It also has to be sufficiently different from products or services offered by competitors to have some chance of survival in the market place. It is that uniqueness that will make people buy your product or service.

That uniqueness may be confined to the fact that you are the only off- license in the area, but it has to be sufficient to make you stand out.

Most people base their business upon skills, experience or qualifications they have, perhaps gained in a previous Job, or through a hobby. Others spot gaps in the market, opportunities that are not being taken by existing businesses. Of course, the entrepreneur must ask himself whether he will like the work and whether he is willing to pat in the time needed to make the business successful (Dew Hurst & Burns, 1993,p.11)

Our country is one of the least developed countries in the world, with low social and economic development. Getachew (2010) citing Mulugeta (2007) said TVET plays a major role in the production and supply of skilled manpower for the economic development and the government has devised strategies to strengthen the provision of quality technical and vocational training programs.

The key role of TVET is to produce skilled man power that can play a great roll in the economic development of the country. The graduates of TVET can participate in the market in both wage employment and mainly in self employment.

The economic development of a country largely depends on its human resources (Haily, 2007, p.51). Hailay (2007) further said entrepreneurs serve as the catalysts in the process of industrialization and economic growth. According to Joseph cited in Haily (2007), the rate of economic progress of a nation depends up on its rate of innovation, which in return depends upon the distribution of entrepreneurial gaunt in the population. Technical progress done cannot lead to economic development, unless technological breakthroughs are put to economic use of entrepreneurs. It is the entrepreneur who organizes and pats to use capital, labour and technology.

TVET strategy of the year 2008 clearly shows that supplies for the demand of the market should focus on making graduates entrepreneurs not Job seekers (MOE, 2008). TVET institutions should focus not only giving the skills in the field of training but also the skill to become entrepreneurs. However different tracer studies conducted at each year showed that many graduates become Job seekers, who are looking for wage employment. The proportion of those who become self employed is very small. The tracer study conducted by Bahir Dar technical and vocational college to see the employment condition of the year 2000 E.C. graduates' shows that from 872 graduates: 514 are employed in government organizations, 49 are employed in non government organizations, 5 are self employed, 70 are self employed in cooperative scale (micro & small industries), and 234 Still have no Jobs

Generally out of 8.60 % only 0.57% self employed at individual level & 8.03% form cooperatives, (or collective entrepreneurs), and 26.84% are not yet employed. Even if 73.16% has been employed, it is only 8.03% of them become entrepreneurs. Hence this data shows that there is no good self employment.

The tracer study of the year 2001 E.C. and 2002E.C. graduates Bahir Dar Polytechnic College is also indicated below.

Table -1 Summary of government, private, self-employed and unemployed graduates of the year 2001E.C. and 2002 E.C.

No	Program	2001 graduates			Government employed			Private employed			Self employed			Unemployed		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	10+2	54	121	175	9	9	18	8	19	27	-	-	-	37	93	130
2	10+3	227	101	328	114	34	148	35	18	53	-	-	-	78	49	127
3	Level III	43	35	78	15	5	20	3	-	3	-	-	-	12	21	33
4	Level IV	20	9	29	5	2	7	-	-	-	-	-	-	15	7	22
Total		344	266	610	143	50	193	46	37	83	-	-	-	155	179	334
1	10+2	19	111	130	2	12	14	5	27	32	2	9	11	10	63	73
2	Level III	338	459	797	40	17	57	94	62	156	-	-	-	204	380	584
3	Level IV	224	166	390	36	18	54	60	40	100	-	-	-	127	109	236
Total		581	736	1317	78	47	125	159	129	288	2	9	11	341	552	893

Note that in Table one the first rows from 1- 4 are graduates of the year 2001 E.C. and the next rows from 1 – 3 are graduates of the year 2002 E.C.

From Table -1 we can see that more than 50% of the graduates are unemployed. The rate of self –employment is almost none. This is against the objective of TVET as TVET is preparing most of the trainees for self employment.

Getachew (2010) in his study in self employment practices of south wollo zone TVET graduates found out that the entrepreneur capabilities of TVET graduates is not encouraging by this time. In his study he found out the following as the major sources of the problem:-

- Graduates and trainees believe that entrepreneurial practice is full of risk and a sector of problem, that is the motivation & interest of trainees & graduates to become entrepreneurs is low, trainers have lesser practical knowledge.
- The training provided by TVET institutions were not of widely absorbed by the labour market, that is some fields of study are not demanded by the labor market

- the training program is not provided according to the standard (70% practical & 30% theoretical)
- The rules and regulations of Amhara Credit & Saving Institute (ACSI) and town municipality have its own problems.
- And the coordination of TVET institutions town municipalities and ACSI is not strong enough to help entrepreneurs.

- The question here to be answered is that, can wage employment alone absorb all TVET graduates? Definitely no, and the experience of other countries do not show this experience. Hence we should build the entrepreneurial abilities of TVET graduates, and only this happens for TVET to meet its target of producing a work force that can add value to the economy. Thus potential distracters or challenges for entrepreneurial abilities of TVET graduates should be studied.
- The regional tracer study conducted by the Amhara TVET Bureau in the year 2008 shows that from the 7220 government TVET graduates only 3201(44.34%) are found to get employment. And from the 3201 only 5.46% are entrepreneurs. From this study we can see that more than 50% of the graduates wasted their money time and effort. They are not property guided to become self-employed.
- As indicated in the TVET strategy, TVET graduates should not mainly be wage employed rather most are expected to be self-employed.

Therefore my rationale to study the challenges of entrepreneur abilities of TVET graduates is to answer:

1. To what extent the training programs of TVET institutions relevant to prepare the trainees / graduates creating their own jobs?
2. What kind of job do both Male and Female trainees prefer to join after graduation?
3. What are the possible bottlenecks in TVET institutions that impede entrepreneurial practices of graduates?
4. What level of support is given by ACSI and MSEDA to TVET graduates?

The research therefore will answer the above questions as leading questions of the research

1.3 Objectives of the Study

The general objective of this study is to investigate /assess the factors affecting the entrepreneurial practice TVET graduates in general & graduate of Wast Gojam Zone technical and vocational colleges in particular.

The following are some specific objectives of the study

The first is to dig out problems of entrepreneurial practices related to trainers, trainees, stakeholders, and problems related to training inputs.

The second is to assess possible recommendations given by the participants of the study

The third is to investigate internal and external sources of problems and to draw possible recommendations based on the findings.

1.4 Significance of the Study

Entrepreneurship is one key component of the training in TVET. This is because trainees are expected to be self –employed, than being wage employed. The biggest share of the graduates should have the skill of entrepreneurship. Knowing the problem is half done. Therefore studying the challenges would have great significance to the sector efficiency and effectiveness. In addition it could be one important resource to other researchers in the area of TVET and Entrepreneurship.

1.5 Delimitation

The study is delimited to graduates of Bahir Dar, and Burie polytechnic colleges. The reason for delimiting the study area is that, the topic is vast which could be difficult to manage for the researcher because it needs to study problems related to town municipalities Amhara credit and saving institution, graduates of previous years, graduating class students, teachers and vocational counselors. Therefore the study is delimited to Bahir Dar and Burie polytechnic colleges, and the targeted population includes trainers, trainees, unemployed 2002E.C. graduates, Vocational counselors, department heads, employees of ACSI, and MSEDA.

1.6 Limitation of the Study

While conducting this study, I have faced so many problems especially for collecting the data. It was very difficult to meet the self employed graduates, because there was no central place that I can collect the data. Secondly I face difficulty in collecting data from unemployed graduates. I tried to use the address of graduates that they gave while they

were in training, but I couldn't get them, some have changed their address and others were not voluntary to cooperate to fill in the questionnaire. Therefore I am forced to stay until the assessment program is started so as to get unemployed graduates while they come for registration, because there was no better method for collecting the data. Even if such difficulties has happened the researcher overcome the problem by collecting the necessary data at the time of assessment.

1.7 Operational Definition of Terms and Phrases:

Cooperative Training: - Cooperative training is a mode of TVET provided in partnership between enterprises and TVET institutions. Usually, the bulk of practical training takes place in an enterprise, while theory and initial practical exposure is provided by the TVET institution.

Entrepreneur- is a person who creates a job by himself individually or collectively. The word Entrepreneur and self employed are used interchangeably in this study.

Graduates – an individual who has satisfactorily completed all requirements of TVET training program and has been awarded a certificate.

Outcome based training: - is a kind of training that aims to create a competent and adaptable workforce to be the backbone of economic and social development and to enable an increasing number of citizens to find gainful employment and self-employment in the different economic sectors of the country. This means that identified competences needed in the labour market will become the final benchmark of teaching, training and learning.

Training – means any technical and vocational education and training provided through formal or non –formal program.

Trainee – means a person who participates in technical and vocational education and training program provided by a training institution with a view to acquiring or upgrading his technical and vocational skills.

Stakeholders- are concerning key bodies which provide the necessary support for TVET graduates to create their own jobs such as TVET institutions, ACSI, MSEDA, town municipalities.

Unemployment –is a phenomenon of being idleness or joblessness of TVET graduates.

Chapter Two

2. Review of Related Literature

2.1 Aim and Objective of Ethiopian Technical and Vocational education and Training System

Technical and Vocational Education and Training (TVET) in Ethiopia - seeks to create competent and self-reliant citizens to contribute to the economic and social development of the country, thus improving the livelihoods of all Ethiopians and sustainably reducing poverty.

According to MOE objectives of the National TVET Strategy is explained as follows:

The General Objective of the Strategy is

> to create a competent, motivated, adaptable and innovative workforce in Ethiopia contributing to poverty reduction and social and economic development through facilitating demand-driven, high quality technical and vocational education and training, relevant to all sectors of the economy, at all levels and to all people (MOE, 2008 p.12).

Again MOE (2008) stated the specific objectives of the TVET strategy as follows:

The first is to create and further develop a comprehensive, integrated, outcome-based and decentralized TVET system for Ethiopia strengthen TVET institutions in view of making them Centers for Technology Capability, Accumulation & Transfer. Secondly it aims to create a coherent framework for all actors and stakeholders in the TVET system. It also establish and capacitate the necessary institutional set-up to manage and implement TVET in ensuring quality management system (QMS). The other objective of the strategy is to improve the quality of TVET (formal and non-formal) at all levels and make it responsive to the needs of the labour market

Facilitate the expansion of relevant TVET offers which are crucial to national development. The sixth objective focuses on strengthening the private training provision and encourage enterprises to participate in the TVET system. The seventh objective aims to empower women and rural people through skills development. It also aims to ensure equal access of women and people with special needs to TVET. The strategy strengthens the culture of self-employment and support job creation in the economy, in particular in the emerging regions. And the last objective is to develop a sustainable financing system for TVET with efficient and cost-effective delivery systems and management structures and build the necessary human capacities to effectively manage and implement TVET

2.2 The link Between TVET and Entrepreneurship

According to ECPB ( ) TVET doesn't 'give' jobs, but it prepares trainees with all the skills they need to succeed in the world of work. A significant aspect of the TVET reform is inspiring trainees with the confidence to succeed on their own. Giving more than just technical training, TVET prepares graduates with the motivation and the innovation for **self- employment**. Entrepreneurial and business guidance within TVET helps trainees relate their skills to the needs of society for the benefit of both. TVET often provides services supporting graduates with set up their own businesses, such as consultation and networking to other support institutions (e.g. micro-finance).

The Asia Executive programs (AEP, 2010) on the 7th Annual National Technical and Vocational Education and Training Conference 2010 stated that, the contemporary workplace is dynamic and constantly evolving. The job security we enjoyed in the past is no longer a guarantee. Employees must continuously acquire new skills and training that will keep them marketable. Thus, one of the key education challenges today is the ability to equip students not only with high academic competence but also with broad-based transferable and technical skills required in the new workplace. The real tests of success in technical and vocational education and training (TVET) therefore, lie in the employability of its students and graduates, opportunities for career development and further education, public acceptance and ultimately, the capacity to contribute to nation building.

According to engineering capacity building program (ECBP) citing the state minister of MOE-TVET Wondosen, the reasons for providing TVET training and reforming the system are simple:

> The need to get people into employment, either working as employees for companies or as entrepreneurs, for their own benefit and for the benefit of the country. The goal of the TVET system is to create a competent, capable and adaptable work force, both female and male to be the foundation of economic and social development in Ethiopia. TVET seeks to raise the quality of the Ethiopian work force to international standards, to reverse the previous neglect of industrial professions in the TVET system, and to increase trainees' earning opportunities by emphasizing the practical skills demanded by the labor market. This will be achieved by putting a substantial focus on building a culture of entrepreneurship and by preparing trainees for self - employment.

2.3 Concept of Entrepreneurship

The term entrepreneur first of all appeared in French language. The word 'Entrepreneur' meaning to undertake. (Hailay, p. 1) Generally speaking entrepreneur refers to a person who establishes his own business or industrial undertaking with a view to making profit. An entrepreneur is considered to be an originator of a business venture.

Dawit Ayalew & Dawit Arega (2005, P.3) defined entrepreneurship as follows:

> Entrepreneurship is the process of identifying, developing, and bringing a vision to life. The vision may be an innovative idea, an opportunity, or simply a better way to do something. The end result of this process is the creation of a new venture, formed under conditions of risk and considerable uncertainty.

According to Stokes, Wilson & Mador (2010, p.7) there are three main "dimensions of entrepreneurship' which focus attention on behaviors, processes and outcomes. According to these people each dimension is defined as follows:

Entrepreneurship as process – is the process of creating something new of value by devoting the necessary time and effort ,assuming the accompanying financial psychic and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence. Entrepreneurship is the process by which individuals –either on their own or inside organizations –pursue opportunities without regard to the resources they currently control.

Entrepreneurship as Behaviors - Here entrepreneurship is the manifest ability and willingness of individuals, on their own in teams within and outside existing organizations to perceive and create new economic opportunities (new products, new production methods, new organizational schemes and new product-market combinations) and to introduce their ideas in the market, in the face of uncertainty and other obstacles, by making decisions on location, from and the use of resources and institutions.

Entrepreneurship as Outcomes – these definitions focus on the results of entrepreneurship (as a process set of behaviors). Outcomes are usually understood interims of new products and services, innovation, new ventures and/or the creation of value for society.

International labour organization (ILO) (1991) citing Juneja, (1990, p.ll) distinguished entrepreneurship depending on the degree of entrepreneurial activity as:

Administrative entrepreneurship- here the development of new products, process and techniques, or the improvement of existing ones has high priority and is attempted as a joint venture between scientific- technical personnel and managers administrators.

Opportunistic entrepreneurship- this approach emphasizes scanning and surveillance of both internal and external innovative technological development. The involvement of a "product champion" is generally an indication of on opportunistic approach to internal entrepreneurship.

Acquisitive entrepreneurship- In this case entrepreneurship is exercised through the acquisition of the technical capabilities of other companies through collaboration, contracts and consultancy, in order to gain access to innovative technological development.

Incubation entrepreneurship- this requires the creation of semi- autonomous units within existing enterprises to think up, initiate and nurture new ventures. As an incubator for innovative high- risk business endeavors, semi- autonomous units strengthen internal entrepreneurship.

Initiative entrepreneurship- In this approach the innovation is limited to imitation and to simple modification e.g.- in packaging, design.

- Generally entrepreneurship is a significant catalyst in the development of a country's economy. Some of the most important contributions of entrepreneurship to the economy include creation of Jobs development of better products and production methods, abolition of monopoly and enhancement of competition, increase in perception output and income, and generation of foreign currency (Dawit & Dawit, 2005,p.8)

2.4 Who can Become an Entrepreneur?

According to the U.S. Department of State/Bureau of International Information Programs(U.S.DSBIIP) (, p.2), there is no one definitive profile. Successful entrepreneurs come in various ages, income levels, gender, and race. They differ in education and experience. But research indicates that most successful entrepreneurs share certain personal attributes, including: creativity, dedication, determination, flexibility, leadership, passion, self-confidence, and "smarts."

Creativity is the spark that drives the development of new products or services or ways to do business. It is the push for innovation and improvement. It is continuous learning, questioning, and thinking outside of prescribed formulas.

According to Dawit & Dawit (2005, p.19) work experience not only positively impacts a person's decision to start an entrepreneurial career but also contributes significantly to the person's struggle to lead the new venture to success.

Dedication is what motivates the entrepreneur to work hard, 12 hours a day or more, even seven days a week, especially in the beginning, to get the endeavor off the ground. Planning and ideas must be joined by hard work to succeed. Dedication makes it happen.

Determination is the extremely strong desire to achieve success. It includes persistence and the ability to bounce back after rough times. It persuades the entrepreneur to make the 10th phone call, after nine have yielded nothing. For the true entrepreneur, money is not the motivation. Success is the motivator; money is the reward (U.S.DSBIIP, 2007, p.4).

Flexibility is the ability to move quickly in response to changing market needs. It is being true to a dream while also being mindful of market realities. A story is told about an entrepreneur who started a fancy shop selling only French pastries. But customers wanted to buy muffins as well. Rather than risking the loss of these customers, the entrepreneur modified her vision to accommodate these needs.

Hailay (2007, p.28-29) citing McClelland said that the drive for achievement is reflected in the ambitious individuals who start new firms and then guide them in their growth. In some families such entrepreneurial drive is evident at a very early stage. Further Hailay (2007, p.29) said individuals with high need for achievement also have moderate risk-taking propensities. This means that they prefer risky situations in which they can exert some control on the outcome, in contrast to gambling situations in which the outcome depends on pure luck.

Leadership is the ability to create rules and to set goals. It is the capacity to follow through to see that rules are followed and goals are accomplished.

Passion is what gets entrepreneurs started and keeps them there. It gives entrepreneurs the ability to convince others to believe in their vision. It can't substitute for planning, but it will help them to stay focused and to get others to look at their plans (U.S.DSBIIP, 2007, p.4).

According to Hailay (2007, p.30) Individuals who possess self- confidence feel they can meet the challenges that confront them. They have a sense of mastery over the type of problems they might encounter. Studies show that successful entrepreneurs tend to be self reliant individuals who see the problem in launching a new venture but believe in their own abilities. Self-confidence comes from thorough planning, which reduces uncertainty and the level of risk. It also comes from expertise. Self-confidence gives the entrepreneur the ability to listen

without being easily swayed or intimidated. Entrepreneurs need to have the confidence and belief in themselves and their business to bounce back and ask the question again, although perhaps to other people. They need a vision as to where they want to take the business (Dewhurst & Burns, 1993, p.12).

"Smarts" consists of common sense joined with knowledge or experience in a related business or endeavor. The former gives a person good instinct, the latter, expertise. Many people have smarts they don't recognize. A person who successfully keeps a household on a budget has organizational and financial skills. Employment, education, and life experiences all contribute to smarts.

Every entrepreneur has these qualities in different degrees. But what if a person lacks one or more? Many skills can be learned. Or, someone can be hired who has strengths that the entrepreneur lacks. The most important strategy is to be aware of strengths and to build on them.

Male versus Female Entrepreneurs – Generally, the characteristics of both male and female entrepreneurs are very similar. However, female entrepreneurs differ in terms of motivation, business skills and occupational backgrounds. The support system, sources of funds and problems faced by the two groups of entrepreneurs also differ (Dawit &Dawit, 2005, p.25)

These writers further said that men are often motivated by the drive to control their own destinies and to make things happen. The drive is mostly the result of the disagreements with their bosses or a feeling that they can mange things better. On the other hand for women the prime motivator tends to be the need for achievement arising from job frustration in not being allowed to perform and grow in their previous jobs.

According to Stoks, willson and Mador (2010) an entrepreneur should possess the following skills

THE GRADUATE ENTREPRENEUR SHOULD HAVE THE FOLLOWING:		
KNOWLEDGE	ATTRIBUTES	QUALITIES
• Marketing principles • Company law • Strategic • Basic cost accounting • Local • Product or service • People skills • Specialist knowledge • Networking • Microsoft Office Pro • Budgetary principles • Basic business acumen • Product • Communication skills • Technical skills • Youth market • Know your market • Know your self • Knowing where to find help and support	• Vision • Has had to fit in with wide mix of people at University • Creative • Specialist knowledge on a particular subject • "Workaholic" • Smart appearance • Planning and organisation • Risk taker • Creative • Leadership • Enterprising • Determination	• Conviction • Determination to succeed • Inventive • Flexible • Energetic • Staying power • Thoughtful • Transferable skills • Resilient • Stamina • Sense of humour • Flexibility • New ideas • Energy • Listener • Commitment • Vision • Resourceful • Be able to ASK • Loyalty • Confidence • Ambition • Outgoing

2.5 The Entrepreneurial Process and Challenges

2.5.1 The Entrepreneurial Process

During entrepreneurial process the entrepreneur carries out a number of related activities consisting of the following phases.

- Identifying and evaluating a business opportunity
- Developing the business plan
- Determining the Required Resources
- Managing the resulting enterprise (Dawit and Dawit,2005,p.10)

2.5.1.1 Identifying and Evaluating Business Opportunity

This phase is the first and the most difficult since most business ideas do not suddenly appear. Generally a new business opportunity may be the result of a technological change, market shift, government regulation, or competition. Good opportunities are often the result of the entrepreneur being alert to her or his environment or extra effort in establishing opportunity identification mechanism.

At this phase, as a matter of formal procedure, the entrepreneur may prepare an opportunity assessment plan. The plan, also referred to as opportunity analysis, focuses on the issues that

enable the entrepreneur to make the decision whether to act on the opportunity or not (Dawit and Dawit, 2005, p.11)

Hailay (2007, p.152) stated that *"the first and foremost step in starting a small business is to find out a suitable business idea and give a practical shape to the idea"*. Hailay (2007, p.152) further said that *"the search for an appropriate business idea is a complicated exercise because the entrepreneur comes across innumerable business opportunities."*

Dawit and Dawit (2005, p.11) said

> A business idea is not a business opportunity until it is assessed objectively and judged to be feasible. You may wish to choose one of the ideas that seem most promising for more detailed study. Trying to consider too many would make your time, energy and attention devoted to each too little devoted to each too little. At the same time, if you focus on only one business idea, you are more likely to fall in love with it, and could lose your objectivity.

The task of promotion begins with the search for a suitable business idea or opportunity. The idea may originate from various sources, e.g., success story of a friend or relative, demand for certain products, chances of producing a substitute for an imported article, visits to trade fairs and exhibitions, study of project profiles and industrial potential surveys, meetings with government agencies, etc.

According to Dewhurst and Burns (1993) setting up a business needs a business idea. The idea does not have to be original but it does have to meet the needs of a clearly identified group of customers. It also has to be sufficiently different from products or services offered by competitors to have some chance of survival in the market place.

2.5.1.2 Developing a Business Plan

Once the business idea is selected, the concept must be sharpened by an in depth planning process. The result of this step is a comprehensive business plan- the "blue print" for the implementation process.

According Hailay (2007, p.179) a business plan is a comprehensive set of guidelines for new venture. A business plan is also called a feasibility plan that encompasses the full range of business planning activities, but it seldom requires the depth of research or detail expected for an established enterprise.

A business plan can help the owner/manager crystallize and focus his ideas. A moment's reflection would alert a prospective entrepreneur to the danger of jumping into a business venture with a "half-backed" idea or "wild eyed" proposition. Any activity that is

initiated without adequate preparation tends to be haphazard and unsuccessful. (Hailay, 2007, p.180)

2.5.1.3 Determining the Required Resources

According to Dawit and Dawit (2005, p.12) the entrepreneur needs to identify the resources required for the business before embarking on the business opportunity. The entrepreneur starts this phase with an assessment of her/his present resources. Then, he/she carefully identifies all the resources required to get the business on its feet and run it successfully.

According to Dewhurst and Burns (1993, p.320) the importance of proper inventory management hardly needs underlining. Too much inventory means too much money tied up in stock: money earning nothing for business. This excess can be due to the retention of obsolete stocks; more likely it will be due to too high a level of the normal items currently being produced and sold. So proper inventory handling is crucial in business development.

2.5.1.4 Managing the Venture

Once the required resources for the business have been acquired, the entrepreneur will deploy them through the implementation of the business plan. At this stage, the entrepreneur examines the operational problems of the growing enterprise, a task that involves the implementation of an effective management approach and structure. An effective control mechanism also needs to be set up in order to identify and tackle emerging problems and challenges on time (Dawit and Dawit 2005, p.12). According to Hailay (2007, p.26) organization and management of enterprise are the main functions of an entrepreneur. It implies bringing together the various factors of production. The purpose is to allocate the productive resources in order to minimize losses and reduce costs in production.

2.5.2 Challenges of Entrepreneurship

The challenges faced by the entrepreneur can be classified as internal and external.

Generally the problems faced by businesses of all sizes, whether small, medium or large, are similar. However, the magnitude and impact of the problems on various organizations differ, the greatest influence being on small-scale businesses. Most entrepreneurs start their entrepreneurial careers by establishing small businesses which will bombarded with

myriad of problems starting from their birth. Given the limited financial resources and expert knowledge, the entrepreneur will soon be preoccupied with fighting the entire spectrum of problems in order to save the newly established business. According to Dawit & Dawit (2005, p.13) the internal and external problems are stated as follow

a/ Internal problems

- Choice of business idea
- Financial limitations
- Inadequate knowledge and experience
- poor project implementation
- Faulty pluming, lack of strategies and violin
- poor production and marketing
- poor product quality
- labor problems
- Lack of vertical of horizontal integration
- Capacity underutilization
- Inadequate connections

b/ external problems

- Infrastructure
- Fiancé
- Administrative hurdles and corruption
- Tax
- Raw material availability
- Environmental regulation
- Inspection
- Technology
- Government policy
- Competition
- Culture

2.6 The Entrepreneurial Journey

Stoke, Wilson & Mador, (2010) divided entrepreneurial journey in to a number of stages and steps. In practice everyone's journey is different, and these authors said individuals are not expected to exactly mirror this pattern. But a good way to start is at the beginning. The process of launching a new venture can be divided in to three key stages of: Discovery; Evaluation; and implementation. These can be further subdivided in to seven steps as follows:

I. **Discovery: identifying opportunities**
   - Discovering your entrepreneurial potential
   - Identifying a problem and potential solution

II. **Opportunity: Analyzing and selecting the opportunity**
   - Evaluating the idea as a business opportunity
   - Investigating and gathering the resources

III. **Implementation: launching and developing the enterprise**
   - forming the enterprise create value

- Implementing the entrepreneurial strategy
- Planning the future

What is an entrepreneurial Venture?

Entrepreneurship thrives in money different contexts. According to Stokes, Wilson & Mador (2010) there are "social entrepreneurs' who create value through success exploration of new ideas leading to social inclusion regeneration or some other kind of social benefit. There are creative entrepreneurs' who identify, evaluate and then exploit artistic, aesthetic or design- based opportunities.

Entrepreneurship is increasingly important in the environmental field. It is also very important for the continued development of new technology and associated product and process innovations.

2.7 The Roles of Entrepreneurship

It plays a significant economic, social and cultural role in the development of many countries in the world as a whole. The roles of entrepreneurship are explained in brief as follows.

2.7.1 The Role of Entrepreneurship in Economic Development

Entrepreneurs are the catalysts that play a crucial role in developing countries' economy. In general entrepreneurship plays a major role in lessening market imperfections and improving the living standards of citizens through increased production, job opportunities and better products and services (Dawit and Dawit, 2005, p.7-8).

Developing countries, where there are shortages of capital, managerial resources, and skilled labour, the promotion of entrepreneurial practice may be an important approach to economic development. It involves adopting imported equipment to meet local needs or producing entirely new capital goods which are relatively labour intensive. Moreover, it is believed to be a substantial contribution to income generation, particularly for low income population groups (Neck and Nelson, 1987, p.5)

In this connection, ILO (1999, p.21) forwarded a related idea that entrepreneurial practice empowers people to make choices and promotes cohesion and stability of societies. Wage employment must therefore, be supplemented by efforts to expand productive employment opportunities in entrepreneurial practice and hence growth income pre capita is to be achieved.

what is currently offered. It can be examined as the collective result of interactions among four variables: entrepreneurship, innovativeness, market orientation, and organizational leading. Among these variables, entrepreneurship represents the most influential and proactive means of developing a market based culture. Specifically, large and young organizations achieve strong performance by focusing directly on entrepreneurship

According to Stevenson (2008), with increasing international competition, it is important for enterprises to invest, more in new product development project and to develop their own innovative capabilities or more value-added edges which can't be substituted easily by their competitors. The continuous development and market introduction of new products can be an important determinant of sustained enterprise performance.

In general, employment creation is a means for the reduction of unemployment and poverty by using skilled manpower in TVET program. Employment creation is perceived as the main goal of most poor countries and self-employment of the standard living of large number of people.

2.8 Pre-Conditions and Facilitations of Entrepreneurial Practice

Entrepreneurial practice is the application of entrepreneurship or self employment. It is creating, innovating and building one-self his/her own firm or business in entrepreneurship (Bolton and Thompson, 2004, p.287)

Trainees may acquire the required knowledge and skills that make them graduated successfully and be self-employed. Despite these benefits, there are also many external constraints that they face to start-up their own employment. These include lack of credit and market access, lack of access to receive business, lack of interest, confidence, and limited experience of graduates in enterprise. (Nigma, 1986, p.88; Hoppers and komba, 1995, p.15).

In general, failure or retarded development of entrepreneurship can be related to unfavorable economic climate. Therefore, some of the required elements to make suitable environment for entrepreneurship are discussed below.

2.8.1 Providing Practical Training

Most jobs today and in the future will require formal training, and preparation for initial job entry. As a result, large amount of money and effort have been invested on TVET in

2.7.2 The Role of Entrepreneurs in Solving Social Problems

Most developing countries particularly African countries face difficulties in providing adequate employment for their rapidly increasing labor forces. This is because the formal sector can't absorb all labor forces which are increasing more from time to time. Moreover, the informal sector which is labor intensive and hence has a remarkable capacity to absorb large portion of the labor forces did not received adequate attention by governments. As a result many social problems including unemployment are now challenging for many developing countries (UNESCO, 1983 cited in Molla, 2008, p.27).

AU (2007, p.2) pointed out that there is now a fresh awareness among policy makers in many African countries and the donor community the critical role of employment opportunity in poverty reduction. As a result they are trying to provide entrepreneurial skills that make people be able to create jobs through TVET and other forms of training. Therefore, may African Countries in their poverty reduction strategy documents intend to develop TVET to facilitate integration to the labor market and emphasize the need to promote self-employment. This is because the key to poverty reduction is economic growth and the creation of employment for all, and poor people without employable skills can not benefit from the poverty reduction potential of economic development.

To reverse the situation, countries are now beginning to employment alternative development strategies which are aimed at reducing unemployment and redistributing economic opportunities and benefits more equitable among social groups within a country. A primary means of achieving this goal may be to prepare people for entrepreneurial practice through TVET programs. Moreover, most of the entrepreneurs' derived feelings of self-worth and status from their business, derived feelings of moral satisfaction, and independence, found interest from their business, and strengthen family cohesion and allowed the owner to provide employment for their family. Part of this challenge will be changing attitudes about work habit of in business as and revitalization of the entrepreneurial spirit in the country (Molla, 2008, p.27).

2.7.3 The Role of Entrepreneurs in Cultural Development

According to Getachew (2010) Cultural competitiveness is defined as the degree to which organizations are predisposed to defect and fill gaps between what the market desires and

developing countries, and many thousands of people particularly youngsters have been trained. This is because the current development of science and technology highly infer that acquiring relevant trainings and skills is the first and most important pre-condition to improve the probability of employment and hence improving the occupational practices and as a result improve the living standard of citizens. In other words, individuals without training face difficult to receive job even if other conditions are fulfilled, hence relevant training and quality skills become substantially important for employment (Haileselassie, 1997, p.67)

2.8.2 The Relevance of TVET Training to Entrepreneurial Practice.

In *a* fast changing world the need to ensure that people's skills match emerging employment opportunities has become a priority and hence training provision should kept employment relevant. This can be realized by making the training work related, demand driven or labor market oriented, and based on labor market information system (MOE, 2003, p.22).

Work related training-The integration of the training with the real world of work is very necessary that is between what is taught and the skills required. Work oriented training should be recognized as a means for individuals' fulfillment. No one should leave from TVET system without the ability to earn a living. Thus, the training that is provided to the trainees should involve the skills required to the real world of work (Nigma, 1986, p.88). TVET centers have to ensure that trainees are equipped with skills and knowledge in changing world at work. Thus, every existence of TVET depends up on its ability to provide meaningful instruction/training that meets the needs of the real world of work, this is because the primary purpose of TVET is to make training programs and services readily accessible to prepare trainees for the world of work through which they can generate income to themselves and contribute to the development of the country (MOE, 2005, p.53).

Labor-market/Demand driven training- one of the factors that determine the relevance of TVET is that it should be based on labor market demand. It can be relevant only if it achieves to equip people with the right skills for any type of employment. The training has to met the demand of the labor market and/or meeting the skill need to the economy, of society, and of individuals (Tuijman, 1996, p.4)

Yekunoamlak (2000, p.19) stated that in most developing countries there is unbalance between the skills provided by the training centers and the requirement of the labor market. This situation has resulted in developing countries like Ethiopia many TVET graduates not finding jobs or finding themselves in jobs for which they have had pervious training.

In general, in order to make demand driven TVET systems, it has to be more responsive to the demand of labor market through the establishment of stronger labor market-training centers linkage, involvement of stakeholders in training program design, employed labor market information system and tracer study which track the destination of graduates in the job market can provide useful feedback for the revision of training programs so as to enhance the employability of trainees.

Employ labor market information system-Training policies, strategies and program which are responsive to the labor market requires accurate, regular and update labor market information. In order to do this, mechanism together information on labor market is necessary so as to make linkage between the training provided and the needs of labor market and hence adjust the training program accordingly(Middlton and World Bank cited in Molla,2008, p.38)

However, according to ILO (1990, p.124-125) there are several deficiencies and constraints of labor market information system in Africa including Ethiopia, the most common of which are: first labor market information program are incomplete in coverage both with regard to the types of information as well as sectors of the economy covered. Second it is generally found that the data collected by different bodies are not comparable and hence cause confusion. And thirdly employment exchanges, which are supposed to be the main provider of labor market information, do not provide adequate and reliable information because of various reasons such as duplication in registration, problem in classification of occupation, and not all unemployed persons register etc.

In light of the above, since the ultimate objective of TVET is employability and employment promotion, it is necessary to link training to the needs of the labor market so as to make it relevant and driven rather than supply driven to this end. TVET centers should be given attention and aware the importance of labor market information for the relevance of the training and hence they have to solve the existing problems and improve

the process and procedures of tracer study and training need analysis which is currently the major source of labor market information of most training centers of our country.

Quality Training: The term quality in training may have a wide concept. However, it may relate to the quality of inputs (availability and adequacy of training equipments and tools, ability of trainees, competency and experience of trainers, and management etc), the extent to which the training focused on practice and the implementation of cooperative training properly. Graduates may have well performance in the world of work and have good job opportunity only if they can acquire the right kinds of skills for which quality training is important. And hence their living standard because improved and they can contribute to the development of the country (Alchoaena cited in Molla, 2008, p.39).

In this line MOE (2005, p.50) summarized that in order to realize the role of quality training in the coming five years of ESDP III, TVET programs of the country will focus on creating in the quality training system that can produce adequate skilled human power for the implementation of the sustainable development and poverty reduction strategy. Therefore, quality training can be discussed as follows:

Availability of Required inputs: - providing the required training inputs is one of the relevant measures to maintain quality of training. These inputs should have certain standards that relate to the objectives of the programs of instruction. Thus, no program can be effective unless the inputs such as the trainees, the trainers, the training equipment, workshops and instructional materials meet certain standards (Getachew, 2005, p.25).

Thus, the trainees must have the attitude, ability and the motivation necessary to be successful the program to which they are assigned rather than assign students who have been failures in all other educational activities. The trainers must have extensive training and experience in the occupation or technology on which there are train, the equipment and appropriate workshops, on time, and similar to the equipment and supplies to be used by the trainees when he/she is employed. Moreover, instructional materials such as textbooks, operating manual, job sheets etc. must be organized in a manner to give adequate curriculum for the specific program of institution (Streamer, 2006 cited in Molla, 2008, p.40).

In general, the quality of TVET can be affected by the inadequately trained staffs and instructors, inadequate recruitment of suitable trainees, poor training equipments and tools and inadequate supplies. Therefore, it is one of the critical areas that require attention and determine the capacity of TVET centers to provide quality training.

In school practical Training: - one of major objective of TVET is to make the trainees skilful and able to do things by themselves. The training must measure proficiency, rather than theoretical knowledge. So that the training must emphasize on proficiency so that trainees demonstrate their practical competencies rather than follow strictly examination and certification approach (Molla 2008, p.41).

As it is stated in the TVET strategy of MOE (2003, p.4) 70% of the training should be practical and 30% theoretical. Thus, trainees should trained more practically to acquire the necessary skills that they can be wage or self-employed.

In general, TVET could be effective only it can provide more place to practical training. This is because the first and most important aim of TVET is to prepare the trainees to be able to do things practically by themselves and adopt themselves to the world of work. Hence they can able to develop positive attitude forwards labor work and good work culture. TVET centers should be, therefore, give more attention to equip the trainees with practical knowledge to help them do things successfully after the training.

Cooperative Training: - Cooperative training is a mode of TVET provided in partnership between enterprises and TVET institutions. In most advanced TVET systems- for instance in many European countries- cooperative TVET schemes are organized as formal apprenticeship training, implying a work or apprenticeship contract between the trainee and the company. Through cooperative TVET schemes companies can able contribute to the further development of TVET system. At the movement, elements of cooperative TVET are included in the formal TVET pr0grammes in the form of workplace internships of several months. This represents an important step forward in making the TVET system more relevant (MOE, 2006, p.24-25).

However, cooperative training should be deepened to fully utilize its advantages for the TVET system. To this end, maximum flexibility is given to TVET provides to negotiate and develop relationship with individual employers, groups of employers or business/sector associations about the organization of cooperative delivery schemes. To

develop cooperative TVET programmers in accordance with specific needs and potentials of companies and trainees as long as training is oriented on the competences of a qualification or part of a qualification.

Cooperative training has more acceptance than apprenticeship at this movement, because cooperative training applies during school training before the trainees forget what they have trained in the school, but apprenticeship is applied at the end of the academic year. Thus, the current practice outside the training center is focused on Cooperative training than apprenticeship.

2.8.3 Credit/Capital Access

The provision of external finance, in particular institutional credit, is generally believed to be a corner stone of any entrepreneurial practice program, since most of the individuals who enter to entrepreneurial practice are poor and hence have shortage of money to start up their own business (Neck and Nelson, 1987:173).

By the same token, in Amhara National Regional state (ANRS), there are some micro financial institutions. Among these micro financial institutions Amhara Credit and Saving Institution (ACSI) is the largest and most known micro finance institution in the region and has large number of customers including TVET graduates (Molla, 2008:31).

In general, access to credit it is market credited social assistance strategy to help economically vulnerable people, particularly the unemployed who want to be engaging in entrepreneurial practice. It is, therefore, one of the most important elements to start-up business especially small enterprises in which most poor and unemployed people including graduates are engaged.

2.8.4 Business shelters

Small business enterprise that establish by entrepreneurial individuals may be realize and survive successfully, if they can receive the business shelters that should at the business center and customer are found , this is because first of all it enable them to undertake their business. Moreover, the place where the business shelter found is also important. Thus, the place where the business is conducted may bring interest and confidence to the individual to start the business, and in fact it has also high probability to be successful in

the business. Similarly providing the business shelter to the small enterprises should consider that they can be profitable and survive.

2.9 Legal Frameworks, proclamations, and Rules

Any government which is concerned to promote small enterprise that establish usually by entrepreneurial practice should first of all examine very carefully the impact of all its existing policies and programs on the small-enterprise sector. Everyone in government and in particular those responsible for employment and small-scale enterprise promotion must be persuaded to appreciate the economic significance of the smallest enterprise, this is because their problems usually need official assistance, and the most effective and single way of helping them, is to modify and withdraw existing legislation or programs which actively damage the interests of entrepreneurial practice (Harper, 1984:20).

ILO(2004:93-94) likewise stated that in order to create a supportive environment for the growth and development of entrepreneurial practice, countries should adopt and pursue poses that promote an optimal economic environment especially in areas affecting interest, taxation, exchange rates fair competition and improve the attractiveness of entrepreneurship.

Generally, the existing legal frameworks, proclamations, rules and regulations which are concerned about entrepreneurship should, therefore, be promising and supportive. They have to be attractive and favorable to the individuals who want to be entrepreneurs. Thus, rules and regulations which are important to start-up self-business such as to receive credit and business shelter, taxation, interest, and forming cooperatives etc. should be fair and encouraging unemployed individuals including TVET graduates who intend to be engaged in entrepreneurial business. This is because complex and unfavorable rules and regulations could be one of the reasons among others that may discourage individuals who want to be entrepreneurs and hence increasing unemployment.

2.10 Attitude Towards Entrepreneurial Practice

Graduates need to be made aware of the fact that jobs are no longer something they can get from somebody else and that it may be necessary, and profitable to create their own employment through their own effort (UNESCO, 1983:5 and Haper, 1984:41)

The attitude of individuals who engaged in entrepreneurial activities and other supportive bodies is an important element in order to start up and be successful in business. Therefore, this part of review of literature discussed about the attitude of TVET trainees and graduates, parents and the local community.

2.10.1 Attitude of Trainees and Graduates

In most countries TVET has become a very important aspect of human resource development. TVET prepares trainees having effective work habit, describable work attitudes, initiative as well as confidence which make the individual ready and have interest to self-employment are important to start up their own business and be successful later on(Shyam, 1986:47).

Thus, development and success in job creation is not completed until both skill effective work habits and positive attitudes have been learned and developed effectively.

2.10.2 Attitude of Parents

Family support is important in many ways, through helping with finance, providing advice, and other support in the business. This can be realized only if they are aware and have positive attitude towards entrepreneurial practice. However, most of them send their children after they tried any other alternatives and hence they see TVET as to keep low academic achievers. Moreover, they give more attention and respect for those who are white collars (office civil servants) rather than blue collars. And most parents expect their children become wage employed and hence they do not provide adequate support for their children who are graduated and intend to be engaged in entrepreneurial practice (UNESCO, 1983 cited in Molla, 2008, p.29).

2.10.3Attitude of the Community

ILO (2004, p.95) and Neck and Nelson (1987, p.101) stated that in order to make the community that appreciate self-employment, entrepreneurship concept must be integrated in to all educational programs at all education levels. Moreover, it is necessary create an environment that favor initiative, enterprise creation, productivity, reward successful self-employed. This can be relayed through awareness raising campaign about the value of self-employment for self-survival and development of the country. In this awareness-raising, two mutually supportive approaches may be used:

a) Generally awareness-raising campaign (TV programs) newspaper articles, seminars, workshops etc) and
b) Integrating the importance of entrepreneurship topic in to the curricula of schools and university as well as TVET centers.

Therefore, by taking community in to consideration, its potential contribution to the advisement of the social arisen from the attitudinal problem of the community towards entrepreneurial practice.

To sum up, interest and confidence of individual graduates that may develop through different ways has substantial impact to be self- employed that requires high personal interest, effort and motivation.

2.11 Support of Concerned Bodies

In order to enhance the growth and competitiveness of entrepreneurial practice, and its potential to create new jobs, consideration should be given to the availability and accessibility to a wide range of direct and indirect support services related to various aspects of business start-up and operation among others: preparing business plan, consultancy and information services, advisory services and support regarding technology and modernization marketing research and assistance. Thus, in addition to other facilities, the support of concerned bodies and intensive follow up is essential if entrepreneurial practice is to become feasible alternative to jobs in the modern sector (ILO, 2004, p.106).

Therefore, it is necessary to provide the required support to graduates from concerned bodies such as Woreda ACSI, Small and Micro Enterprise and Associations Promotion Offices, Municipalities and others. Hence, they may play a significant role in socio-economic development of the country.

2.12 *M*arket Accessibility.

According to Harper (1984, p.30) problems of market is not something which can be remedied by providing anything tangible, such as finance, machine or raw materials, and the nature of self-employed marketing problem must be clearly understood before any attempt is made to solve the problem. The problem therefore may arise from inadequate access, disadvantages of scale and the lack of skill and initiative in marketing. This gap

can be filled through different assistant program. For example government bodies may buy their goods and services from self-employed individuals, since governments particularly in Africa are the major buyer of consumable goods. Moreover, it would be necessary to have a strategy of diversifying the market in to the private sector.

2.13 Developmental Career Theories

Developmental orientations take the view that choosing a career and adjusting to work is a continuous process that carries on through life. Secondly, several theorists use concepts from developmental psychology to describe and explain the process of career development (kidd, 2006, p.19).

According to Kidd (2006, p.19) super is the best known proponent of developmental career theory, with his proposition that career development proceeds through stages. Kidd (2006, p.19) citing super (1957) portrayed career development as proceeding through five stages: growth, exploration, establishment, maintenance, and decline. A more recent formulation by Super, Thompson, lindeman, Myers & Jordan (1988) as cited in Kidd (2006, p.19-20) incorporated four stages, and within each, several sub – stages:

- Exploration – crystallization, specifying and implementing occupational preferences
- Establishment- setting down in a permanent position and advancing a career
- Maintenance – holding one's own and innovating a career
- Disengagement – deceleration, planning for retirement and living in retirement.

2.14 Experience of Some African Countries

A) Botswana-

Entrepreneurship Education in TVET is delivered through the Botswana Technical Education Programme (BTEP) which includes Key Skills components. There was extensive consultation in the development of BTEP, with industry playing a major role in the conceptualization of the content of training programs. The target group in these programs is young school leavers who have completed either junior secondary or secondary education. It is a modularized, outcomes-based vocational qualification that creates access, opportunity and pathways through a flexible mode of delivery (Swartland, 2008).

BTEP is offered at three levels: Foundation, Certificate and Advanced Certificate, currently available in six technical colleges, which are well resourced in terms of facilities. A well-defined training program was put in place before its introduction; this still continues in in-service mode. College tutors are involved in the development of teaching and learning materials.

Another important component of TVET is the involvement of Youth Brigades Centers. These were initiated by local communities but have recently been taken over by the Ministry of Education. They provide artisan training under the concept of "Training with Production".

B) Zambia- According to Nkanza (2003) Zambia's TEVET policy focuses on:

> Improving the productivity of the labour force in both the formal and informal sectors; promote entrepreneurship, entrepreneurship and economic participation in both the formal and informal sectors with the aim of increasing the efficiency of the national economy; Provide qualitative training for imparting appropriate vocational skills relevant to the socioeconomic development needs of Zambia. And promote the economic empowerment of the women in our society.

OBJECTIVES of Zambian TVET

Demand Driven Training: Review and develop curriculum to include informal sector by TEVETA **and** Conduct regular tracer studies

Quality: Registration of institutions and accreditation of training programs by TEVETA, increase investment in training institutions to include rehabilitation and provision of equipment and upgrading of instructors

Equitable: Improve access of all groups to include women and all vulnerable groups including those in the informal sector

Sustainable: Diversify sources of funding, establish a Training Fund to be administered by TEVETA, and institute a training levy

According to Nkanza (2003) The Government of Zambia, through the Ministry of Science, Technology and Vocational Training have launched the Technical Education, Vocational and Entrepreneurship Training (TEVET) Training Development Programme (TDP) aimed at the reform of the training system to make it responsive to the demands of the labour market. The fundamental principles of the reform process are that the training system should:

- Enhance the capacities of the training system to develop curricula that will provide skills useful to the labour market and those which would enable such graduates to enter the productive sector;
- Facilitate the acquisition of the necessary technical skills, i.e. supportive production-oriented skills and basic business and entrepreneurial skills;
- Enhance the development and dissemination of technologies which can be used efficiently by small scale enterprises to stimulate both productivity and employment; and
- Enhance the development of training opportunities for vocational skills at technical education and vocational institutions and increasing the supply of manpower to the productive sector of the economy.

In the context of these reforms, the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) has developed the Sector Skills Development Strategy (SSDS) as an appropriate response to the requirement that the technical education, vocational and entrepreneurship training system should be demand-driven. The thrust of SSDS is that training should reflect the needs of the labour market, both formal and informal. In turn, this will add value to the quality of training in training institutions.

C. Rwanda

According to MOE (2008) of Rwanda, TVET in Rwanda has been delivered by different providers at various qualification levels. Technical education is offered at upper secondary school level; both by public and private schools and those belonging to faith based organizations.

The government of Rwanda is committed to investing in the development of human resources in order to meet the major objective of Vision 2020 which is to create a knowledge based and technology led economy. Comprehensive human resources development is considered to one of the necessary pillars to reach the status of a middle income country.

Rwanda's economy is characterized by a serious lack of qualified people in the workforce, particularly in the technical sectors. The goal of education and TVET is therefore to fight ignorance and illiteracy so as to produce competent human resources for economic and social development. To address the critical shortage of qualified technical and vocational manpower in the labor market, there is a need to link TVET policy with employment and other sectors' development policies.

Chapter Three

3. Methodology of the Study

3.1 Research Participants

The participants of the study are unemployed graduates of the year2002 E.C. and some self employed graduates of the year 2002 E.C., graduating class trainees of the year 2003 E.C., trainers, Vocational counselors, and department heads of the Bahir Dar and Burie Polytechnic Colleges and concerned individuals in micro and small enterprise development agency, credit and saving institutions.

Stratified random sampling method had been used to select trainees, and trainers of the two colleges. Snow ball sampling method had been applied to select some self employed graduates of the year 2002 E.C. for interview, and unemployed graduates of the same year for filling in questionnaire. Available sampling was used to select department heads and vocational counselors of the two colleges for focus group discussion, and employees of ACSI and MSEDA for interview

Trainers and the graduating class trainees were selected using proportional stratified simple random sampling method at each department. There were 254 trainers in the two colleges. From the 254 trainers when we take 30% we totally get 76. Here 30% is taken to represent the total population of trainers. Then from Bahir Dar polytechnic college 45 and from that of Burie 32 were made to participate in the study. From all those participants 22 were females and 54 were male trainers.

Totally 465 participants were included by taking 25% of the total 2003 E.C. graduates of the two colleges /i.e. 1345 from Bahir Dar and 514 from Burie totally 1859/. And from the 467 samples only 452 (243 male and 209 female). I took 25% of the trainees because the number is a large number that can be represented by this percentage of the total population and it is supported by literatures. The method used to select the 2003 E.C. graduates was proportional stratified simple random sampling. The participants are selected on the 7 sectors, Electricity/electronics, Manufacturing, Hotel and tourism, Garment and textile, Auto mechanics, Construction, and Information technology.

Data were collected from 2002 E.C. 80 graduates of the two colleges while they come for registration to take assessment. 54 were graduates of Bahir Dar polytechnic college and

26 were graduates of Burie polytechnic college from the total 80. 3 from Bahir Dar and 1 from Burie polytechnic college totally four respondents did not return the questionnaire. As we have seen the number of participants, it was relatively small because it was very difficult to get the graduates as there is no central place to meet them. It was tried to use the address they have given while they were attending training, but most of them are found to change their address and others were not cooperative to fill in the questionnaire.

Some 10 self employed graduates of the year 2002E.C. have participated for an interview. The method used to select the 10 participants were snowball sampling. This method was preferred because, there was no other means of getting these self employed graduates. From the 10 (2 male and 8 female) participants, 3 (1 male 2 female) were from Burie polytechnic college and 7 (1 male, and 6 female) were from Bahir Dar polytechnic college.

Two employees of ACSI and 3 employees of MSEDA and 1 employee of ACSI and 2 employees of MSEDA that of Bahir Dar and Burie town municipalities respectively have voluntarily cooperated for an interview.

The focus group discussion has been conducted at only Bahir Dar polytechnic college. 2 vocational counselors, 5 department heads, and 6 entrepreneurship trainers have participated in the discussion program. The reason for conducting the discussion at Bahir Dar only was to minimize the repetition of ideas.

3.2 Instruments of Data Collection

Both closed & open ended questionnaires, interview, and focus group discussion were the major data collection instruments used. Un structured interview were used to collect data from employees of micro and small enterprise development agencies, credit and saving institutions of the Bahir Dar and Burie town Municipalities. A questionnaire were used to collect data from previous year unemployed graduates and the would be graduates of the year 2003 E.C. trainees of the two colleges. An interview had been conducted to collect data from some 10 self employed graduates of the year 2002 E.C. In addition to questionnaires and interviews focus group discussion had been used to collect data from entrepreneurship trainers, department heads and vocational counselors of the respective colleges.

3.3 Materials

Ordinary materials like paper, pen, computers and printers were used for conducting the study. Additionally SPSS 16 software was used to analyze the data.

3.4 Design of the Study

This study is both qualitative and quantitative. The data gathered using a matrix type questionnaire is analyzed quantitatively using SPSS 16 Computer software, whereas the data gathered using interview, focus group discussion and open ended questionnaire is analyzed qualitatively using narrations.

3.5 Procedure of the Study

The participants of the study were graduating class students, and previous year graduated students entrepreneurship trainers, department heads, concerned experts and leaders of Bahir Dar city administration and west Gojam zone administration Micro and small industry promotion Agency and Credit and saving institutions. Stratified random sampling method was applied to select participants from graduating class students of the two cluster colleges. Snowball sampling was used to collect data from previous year graduates of the respective colleges. Entrepreneurship trainers, vocational counselors and department heads of the two colleges were all participants using available sampling. Purposeful sampling was used for selecting participants from Bahir Dar city administration and west Gojam zone administration Micro and small industry promotion Agency and Credit and saving institutions. Different data gathering tools were developed. Basically both open ended and closed ended questionnaires, questions for interview, and important and basic ideas for focus group discussion were developed.

A pilot study had been conducted to check the reliability of the data collection instruments. 20 graduating class water technology students and 10 water department trainers were taken as participants for pilot study. In the pilot study, 4 questions from the questionnaire distributed and 3 questions from the teachers are rejected because they are found to be unrelated to the subject of study. Face validity is applied to reject the un related questions. In addition to the face validity to check the reliability of the response **Cronbach Alpha** is applied on data collected from trainees and trainers. Cronbach alpha is calculated using the following formula

$$\alpha = \frac{k}{k-1}\left(1 - \frac{\sum s_i^2}{s_k^2}\right)$$

- where k is the maximum value given in this case it is 5 /likert scale of 5 alternatives valued from 1 to 5/
- s_i^2 variability of respondents for each question and it is calculated using $s_i^2 = \frac{\sum(I-\bar{I})^2}{n-1}$
- *where I is response of participants for each question*
- $\bar{I}$ is the mean result of the respondents for each question
- *n is the number of participants*

In this pilot study 20 trainees and 10 unemployed graduates have participated and hence *n =20, k = 5 and others are calculated from the data gathered and the final result is as shown below*

$\sum s_i^2 = 24.23 \;\; s_k^2 = 60.45$

$\alpha = \frac{k}{k-1}\left(1 - \frac{\sum s_i^2}{s_k^2}\right) \quad \alpha = \frac{5}{5-1}\left(1 - \frac{24.23}{60.45}\right) = 0.75$

α is expected to be between 1 and 0 and a coefficient of $\alpha = 0.75$ shows high reliability. With the above method we have also calculated the reliability coefficient of the matrix questionnaire distributed for the pilot testing for teachers. Eleven water department teachers have participated for the pilot study. In the teachers questionnaire after pilot testing 3 questions were rejected by face validity and the Cronbach is calculated α = 0.81which implies that it has strong reliability. Both teachers and students participated in this pilot study are purposefully ignored for the final data collection to reduce possible baizes of response.

The data gathered were analyzed both qualitatively and quantitatively. quantitative analysis were used for data gathered using closed ended questionnaire or the matrix questionnaire, whereas the data gathered using focus group discussion, open ended questionnaire and interview were analyzed qualitatively.

The quantitative data were analyzed statistically using percentages, mean, t-test and correlation coefficients using SPSS computer software. The qualitative data gathered were analyzed in narrations. One limitation of the study was its manageability as the concerned bodies in the study are many.

3.6 Data Analysis

Data which were gathered were two types, qualitative and quantitative. Hence the data were analyzed statistically and in narrations.

Narrations were used for the qualitative data's' and Percentages and means, t-test and correlation were used to analyze the quantitative data. The quantitative data is mainly collected using the matrix questions. Five alternative matrix questionnaires were prepared for all concerned bodies. Hence three different matrix questionnaires with 5 alternatives were prepared for TVET trainees, unemployed graduates, and Trainers of the two colleges. Two unstructured questions were prepared for small and micro industries promotion agency and credit and saving institutions, and self employed graduates of the two colleges.

Percentages, and means were applied to analyze the quantitative data and narrations are used for analyzing qualitative data's. The qualitative data's are those which were gathered using interviews, and focus group discussions.

Chapter Four

Data presentation and Analysis

The participants of the study are the would be graduates of the year 2003 E.C., trainers, the unemployed graduates of the year 2002E.C. and self employed graduates of the year 2002E.C., vocational counselors, department heads of the two colleges and employees of ACSI and MSEDA. The data collection tools were questionnaire, interview and focus group discussion.

From 1345(641 Male and 704 female) from Bahir Dar and 514 (338 male and 176 female) from Burie totally 1859 graduating class trainees 25% that is 465 were included in the study. From the 465 only 452 returned the questionnaire. See Appendix D for Details. The method used to select the 2003 E.C. graduates was proportional stratified simple random sampling.

Data was collected from 2002 E.C. graduates of the two colleges while they come for registration to take assessment. 54 were graduates of Bahir Dar polytechnic college and 26 were graduates of Burie polytechnic college. From the total 80 unemployed graduates 3 from Bahir Dar and 1 from Burie polytechnic college totally four respondents did not return the questionnaire. As we have seen the number of participants, it was relatively small because it was very difficult to get the graduates as there is no central place to meet them. It was tried to use the address they have given while they are in training, but most of them are found to change their address and others were not cooperative to fill in the questionnaire.

2 employees of ACSI and 3 employees of MSEDA and 1 employee of ACSI and 2 employees of MSEDA that of Bahir Dar and Burie town municipalities respectively have voluntarily cooperated for the interview part.

The focus group discussion has been conducted at only Bahir Dar polytechnic college, 2 vocational counselors, 5 department heads, and 6 entrepreneurship trainers have participated in the discussion program. The reason for conducting the discussion at Bahir Dar is to minimize the repetition of ideas.

A pilot test was administered for teachers and students in Bahir Dar polytechnic college to see the reliability of the questionnaire. The questionnaire which was prepared for the students was distributed for 20 water technology graduating class students and 10 unemployed graduates. Depending on the pilot study four questions are rejected using face validity because it was found that the questions do not have relevance for self employment practices of graduates. In addition after those questions are rejected the reliability of the rest questions was checked by Cronbach alpha. The researcher used this method of reliability because Cronbach alpha is recommended to be applied for matrix questions having 1-5 alternatives.

4.1 Presentation and Analysis of data collected from trainees

4.1.1 Presentation of Quantitative data

Table -2 Distribution of Respondents by Field of Study, Sex, and Name of Training College

Name of Training college			sex		Total
			Male	Female	
Bahir Dar polytechnic college	Field of study	Electricity/electronics	12	11	23
		Manufacturing	34	24	58
		Garment and Textile	7	10	17
		Information Technology	20	11	31
		Auto mechanics	28	9	37
		Construction	52	35	87
		Hotel and tourism	6	69	75
	Total		159	169	328
Burie polytechnic college	Field of study	Electricity/electronics	13	8	21
		Manufacturing	3	2	5
		Information Technology	2	4	6
		Auto mechanics	10	1	11
		Construction	46	15	61
		Hotel and tourism	10	10	20
	Total		84	40	124

As can be seen from the Table-2 above 159 male and 169 female totally 328 participants of the study are selected from Bahir Dar polytechnic college, and the rest that is 84 male 40 female totally 124 respondents are selected from Burie polytechnic college.

The first question raised was "have you selected the field of training by your own interest?" then from 452 respondents 230 male and 199 female totally 429 (94.91%) respondents agree that they have selected the field of training by their own choice. This perhaps encourages trainees to continue in their career for future. A person who is not interested in his profession can never be creative rather will need retraining.

From 452 respondents 281 or (65.5%) who have joined the fields of training by their own interest are learning by the support of their families that is most trainees are family dependant. Only 57 or 12.6% of the participants are helping themselves.

Table -3 Cross Tabulation of Sex with Entrepreneurship Training and the Match between Labor Market Demand and the Field of Training

			Do you believe that the training you have taken in the college helped you to know enough about entrepreneurship		Total
	Sex	Alternatives	Yes	No	
Is your field of study demanded by the labor market?	Male	Yes	79	128	207
		No	4	27	31
		undecided	3	2	5
	Total		86	157	243
	Female	Yes	60	117	177
		No	6	24	30
		undecided	1	1	2
	Total		67	142	209

From the Table-3 above we can see that 81.5% male 82.4% of female respondents are not satisfied with the entrepreneurship training provided in TVET colleges. In addition to that out of 243 male participants 207 that is 85.15% and out of 209 female participants 177 that is 84.68% of the participants said that the field in which they are taking part is demanded by the labor market. This may lead us to say that there should not be problem of employment opportunity. If the labor market needs professionals, the human resource

trained in that profession should be easily absorbed unless there are other problems in the training given in the colleges. From table 5 below we can see that 157male and 142 female totally 299 (or 63.39 % of the respondents believe that the training they have taken in the college didn't helped them to know enough about entrepreneurship. This leads us to say that the method of giving the course entrepreneurship should be revised as the majority of the respondents are not able to create their own job.

To analyze the data that is collected from Matrix questions, the researcher wants to divide the questions in to two. The first groups of questions are those which have direct relationship with self – employment /entrepreneurship practice/. The second group deals with cases which have indirect influence for self-employment practices.

As we know the quality of training has influence on trainees' entrepreneur abilities. That is why the indirect questions are included in the study.

The first groups of questions are number 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.17, 5.18, and 5.19. The second groups of questions are number 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, and 5.16.Table- 4 below summarizes the responses of all participants and the mean value for each item.

The weighted mean for the two groups is calculated and it is found to be: Group one /for directly related questions to entrepreneurship practice/ $\overline{x_1}$=2.48 and that of group two /indirectly related questions to entrepreneurship practices/ $\overline{x_1}$ =2.40

The two groups have almost the same mean value, however to be sure let's calculate the t- test value.

Where $\overline{x_1} = 2.48\ and\ \overline{x_2} = 2.40$ are aggregate means of group one and group two respectively, $n_1 = 10\ and\ n_2 = 9$ are the number of questions from group one and two respectively. $s^2_{1=0.59\ and}$ $s_2^2 = 0.59$ are the variance of group one and group two participants respectively.

When the t- value is calculated using the formula in page 41, it is found to be t = 0.82

Now this is a two tailed test with degree of freedom (10+9)-2=17 and at $\propto = 0.001$, the t-table value is found from table t- table =3.965.

The t- table value is greater than the t- obtained value. This implies that there is no significant difference in response between group one and group two questions. The

importance of checking the two groups is to assure that there wouldn't exist an influence in result while analysis is done by combining the groups of items.

To summarize the data, value for each question had been assigned as follows in Table 4

Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = 2, Strongly Disagree= 1

Table 4- Summary of Response for all Matrix Items

No	Items related to Self Employment	Frequency					Mean $= \overline{x_1}$
		Strongly Ageree5/	Agree/4/	Undecided /3/	Disagree/2/	Strongly Disagree	
5.1	Enough time is allotted for entrepreneurship course	136	172	12	77	55	3.57
5.2	Entrepreneurship Trainers have enough knowledge and experience to provide training	119	153	101	55	24	3.64
5.3	Entrepreneurship trainers have the interest and motivation in providing quality training	13	60	41	217	121	2.17
5.4	Equipments and Machineries necessary to provide entrepreneurship course are fully available in the college	26	118	74	125	109	2.62
5.5	Vocational counselors have the necessary knowledge, skill and attitude about self employment	48	207	97	60	34	3.39
5.6	After completing the training in the college, I have gained enough knowledge, skill and attitude about entrepreneurship	7	54	25	147	219	1.86
5.7	I have gained enough awareness, interest and motivation on entrepreneurial practice or self employment as a TVET graduate	21	43	48	143	197	2.00
5.8	Training materials, equipments and machineries available in the college are up to date and are in line with current technologies	8	9	26	172	237	1.63
5.9	There are enough industries for cooperative training	68	156	72	119	37	3.22
5.10	The time allotted for practical training is enough	24	17	49	151	211	1.88
5.11	Supervisors assigned by industries for cooperative training are motivated to give support to trainees	3	32	48	178	191	1.85
5.12	Equipments, and machineries are according to the need of the curriculum	2	25	35	103	287	1.57
5.13	Trainers of the college have enough practical knowledge	86	147	91	70	58	3.29
5.14	Trainers have the interest and motivation to transfer their skills and knowledge to trainees	4	31	106	169	142	2.08
5.15	The college provides enough training raw material	61	97	52	133	109	2.71
5.16	Training shops are conducive for work and are standardized	122	122	66	74	68	3.35
5.17	My families encourage me to create my own work than be wage employed	19	17	48	188	179	1.91
5.18	I have got the necessary knowledge, skill and attitude about job creation and therefore I am ready to create my own job individually or in groups.	3	15	29	185	220	1.66
5.19	I believe that money is not a decisive factor for job creation or self employment	32	31	28	166	195	1.98

If we consider the mean results of the total items the result was 2.44 which is less than 2.5, which means the majority of the respondents are on the side of disagreement. Since the items are all stated in positive sense, the reduced value refers to the poor (or insufficient) practice of entrepreneurship.

The researcher further wants to investigate different issues in the questionnaire.

With regard to the time given for the course entrepreneurship, the mean value is $\bar{x} = 3.57$ which implies more than half of the respondents agree that the time allotted for the course is enough. Hence time constraint can't be a decisive factor for the unsatisfactory result of self employment practices. If we also see the response rate of the professional competency of entrepreneurship trainers, the mean $\bar{x} = 3.64$. or 272 out of 452 or 60.17% of the respondents agree that entrepreneurship trainers have enough knowledge about the subject matter.

When we see the efforts of entrepreneurship trainers in providing the training - As can be seen in Table -5 below, from the male respondent 63 that is25.92% and 111that is 45.68% responded strongly disagree and disagree respectively for the question about the efforts done by entrepreneurship trainers. So from the table we can understand that most of entrepreneur trainers are not motivated to use their maximum potentials on teaching the course. Hence this greatly hampers trainee's performance in their entrepreneurial practice.

When we see the knowledge, skill and attitude of vocational counselors in helping trainees the following result was observed.

From Table -5 below, 207 out of 446 respondents agreed that the vocational counselors have the knowledge, skill, and attitude, and 48 out of the 446 strongly agreed. When we sum up those who have responded as "agree" and "strongly agree" we have 57.17% of the response as vocational counselors have enough knowledge, skill, and attitude to give and guide trainees about self employment. The role of vocational counselors is to facilitate employment opportunities and to assess the labor market study. Hence the skill and knowledge of these experts, is very crucial to self employment practice.

Table -5 The Belief of Trainees competency and the support given by Vocational counselors and Trainers

	Alternatives	Sex		Total
		Male	Female	
vocational guidance and counselors have enough knowledge, skill and attitude to give advice about self employment	strongly disagree	19	15	34
	Disagree	43	17	60
	Undecided	47	50	97
	Agree	99	108	207
	Strongly Agree	35	13	48
Total		243	203	446
Do you believe that the training you have taken in the college helped you to know enough about entrepreneurship	Yes	86	67	153
	No	157	142	299
Total		243	209	452
Trainers are interested and motivated to give training	strongly disagree	63	58	121
	Disagree	111	106	217
	Undecided	25	16	41
	Agree	36	24	60
	Strongly Agree	8	5	13
I have developed the necessary knowledge, skill and attitude about self employment after taking the training in the college	strongly disagree	23	27	50
	disagree	76	66	142
	undecided	33	13	46
	Agree	78	82	160
	Strongly Agree	33	21	54

From Table 5 we can also see that, only 33.89% students responded that the training given in the college help them to know enough about entrepreneurship. However the majority that is 66.15% of them said that they didn't get enough knowledge about entrepreneurship. In table 5 we have seen that entrepreneurship trainers have enough knowledge about the subject matter, however in the same table respondents rated that entrepreneurship trainers do not use their maximum potential in giving training. In other words the trainers are not motivated and interested in providing training. This could be one possible reason for poor entrepreneurial practice.

Trainees also responded that, they want to be self employed after they graduate. 252 out of 452 or (55.75%) of the respondents want to be entrepreneurs. The rest that is 33 of them would like to be employed in nongovernmental organizations, 89 wants to be employed in governmental organizations and the remaining 78 wants to be engaged in other works.

This result is a good result as TVET is preparing trainees for self employment rather than for wage employment. The result shows also that there is a slight difference in response rate for self employment among male and female respondents. That is 60.49% of males wants to be self employed whereas 50.24% of females wants to be self employed. Hence there is a 10% difference between the male and female respondents. However to check whether this result is significant or not other statistical method should be applied. For this case, t-test could be a better statistical method for checking significance of the difference. The following table-9 will help us to find out the t- value.

Table 6- preference of Male and Female on the kind of work they want to engage after graduation

	Sex	N	Mean	Std. Deviation	Variance
after graduation, in what kind of job you want to be engaged	Male	243	1.81	1.107	1.23
	Female	209	2.18	1.281	1.64

From the above summarized data we can calculate the t- test which is appropriate to our case. Where $\overline{x_1} = 1.81$ and $\overline{x_2} = 2.18$ are means of males and females respectively, $n_1 = 243$ and $n_2 = 209$ are the number of participants of female and male respectively. $s^2_{1=1.23}$ and $s_2^2 = 1.64$ are the variance of the male and female participants respectively. When the t- value is calculated using the above formula, it is found to be t = 3.33

Now this is a two tailed test with degree of freedom (243+209)-2=450 and at $\propto = 0.001$, the t- table value is found from table t- table =3.37.

The t- table value is less than the t obtained. This implies that there is significant difference between male and female trainees in the kind of work they want to participate. i.e. female respondents show a lower interest to become self employed as compared to males. However this doesn't mean that female trainees do not want to be self employed.

The next significant number (46 males and 43 females totally 89respondants) is those who want to be employed in governmental organizations. When this number is computed in percentages it becomes 19.69%which is a tolerable number that can be entertained by a government organization.

With regard to the belief of trainees that they have developed themselves with the necessary knowledge, skill and attitude to become self employed, Table 5 above indicates that 42.47% of them are in the side of disagreement and 47.34% of them are in the side of agreement. This indicates that nearly half of the respondents need additional training to fill the anticipated gap in the training program so as to make them equipped with the knowledge, skill and attitude to become entrepreneurs.

Table - 7 Frequency of Response for Items Related to Cooperative Training

questions	Frequencies of responses for q5.8, 5.10, 5.11, 5.12					
	Strongly disagree/1/	Disagree/2/	Unable to diced /3/	Agree/4/	Strongly agree/5/	mean
5.8	237	172	26	9	8	1.6
5.10	211	151	49	17	24	1.9
5.11	287	103	35	25	2	1.85
5.12	191	178	48	32	3	1.57

From the matrix questions 5.8, 5.10, 5.11 and 5.12 are related to industries which are expected to give cooperative training. The mean results for each question is $\overline{x_1}$ =1.6, 1.9, 1.85, and 1.57 respectively.

Question number 5.8- refers to the availability of enough industries for cooperative training. As can be seen in table 7, the mean result of responses is 1.6 which implies that the majority of respondents conclude that there are no enough industries for cooperative training. When we see it in percentages, 237 strongly disagreed, 172 disagreed that is totally 409 (or 90.48%) participants are on the side of disagreement. This means that there are no enough industries; however giving the training without the help of cooperative industries greatly hampers the quality of the training. In the TVET strategy of Ethiopia it is indicated that *"Usually, the bulk of practical training takes place in an*

enterprise, while theory and initial practical exposure is provided by the TVET institution"(MOE,2008, p.30).

Question number 5.10 is about the knowledge, skill and attitude of supervisors which are assigned in industries which provide cooperative training. From Table -7 we have 211 respondents strongly disagreed and 151 disagreed, totally 362 (80.1%) are in the direction of disagreement. Here in one side there are no enough cooperative training centers and in the other hand the supervisors assigned to support trainees are not competent in knowledge, skill and attitude. So the TVET colleges themselves needs to work on building the capacity of the industries using in- company training system. The existence of good and cooperative industries has many advantages. For example trainees can get role models on being self employed, can use machineries which are not available in training institutions, trainers can get more practical exposure, can minimize the expense of the institution and many other.

Question number 5.11 refers to the willingness or interest of the supervisor in industries and the mean value is $\overline{x_1} = 1.85$. From all the three mean results we can see that they are very far from the expectation. The training given by industries is very critical for the quality of training. Hence it has its own contribution to the entrepreneur practice of trainees, as quality is concerned with self employment practice.

So the concerned bodies regarding cooperative training needs to create awareness that the role of training the human resource is not only the task of the training institutions.

With regard to the support and encouragement given by families, 367 of the respondents (81.19%) encourage trainees to be wage employed than being self employed. However the government can't provide a job for all graduates, and it is not the objective of TVET to prepare graduates for wage employment. Most of the graduates are expected to be self employed. This result is against the interest of the trainees because from table -5 it is found that the majority of trainees would like to be self employed after graduation.

It is true that money is necessary for someone to have an enterprise; however it should not be taken as a determinant factor to begin business. From Table 8 below 79.9% of the respondents consider that money is a decisive factor to begin business. The mean result ($\overline{x_1}$ = 1.98) of the response from trainees shows that, most trainees (361 out of 452) argue that money is a decisive factor to start up business. This could be one reason that

most graduates become jobless by this time. The literature says that money and facility are not decisive factors for someone who wants to be an entrepreneur.

Table 8 Response of Trainees About the Necessity of Money and Facilities for Self Employment

Alternatives	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	195	42.9	43.1	43.1
Disagree	166	36.5	36.7	79.9
Undecided	28	6.2	6.2	86.1
Agree	31	6.8	6.9	92.9
Strongly Agree	32	7.0	7.1	100.0
Total	452	99.3	100.0	

For any type of business committed, and endurance character is more expensive than money. The problem of many people is that money can't buy them committed behavior. Commitment is a behavior that we can acquire it trough training and experience, however we can't buy it using money (Worotaw, 2003 E.C., and p.83). A study conducted by management systems international in the year before 1985 E.C. indicated that when people are asked why they don't create their own job, they respond they don't have money. However more than 80% of successful people started business from emptypocket. These people begin their business with great ideas that can create /produce/ money cited in Worotaw (2003E.C. p.83). [Translated from Amharic by the researcher]

However the response of trainees in this case is to the contrary. 42.9% and 36.5% of the participants strongly disagree and disagree respectively for the question stated as "money and facility are not decisive factors for self employment. In this case we can understand that even if trainees have taken entrepreneurship courses, they didn't understand the basic objective of the course or they are not exposed to practical role models.

To sum up the result found from graduating class trainees:-They don't understand the purpose of giving the course entrepreneurship, because the result shows that most trainees want to be entrepreneurs, however they put preconditions for example money as a decisive factor to begin a business. The training has quality problems that has its own

influence on the entrepreneurial practice of graduates. There are no enough industries for cooperative, hence trainees have less exposure to get role models and they can't get quality training. Supervisors in industries are motivated to give the necessary support for trainees. Industries have no enough machineries and equipments according to the need of the occupational standard. Trainees expect that money is basic input for self employment. There is problem in the labor market demand. The labor market can absorb the graduates, however the interest of families was found to be wage employment which is against the interest of the trainees. The trainers have the capacity for teaching the course, however they are found to be unmotivated to use their maximum potentials.

4.1.2 Qualitative Data presentation and Discussion

When we come to the qualitative data collected from trainees, the following results were obtained.

The first question is concerned with how the college was working on promoting self-employment as the best resort for trainees, and the following ideas were forwarded from respondents. 40.65 % of the respondents from Bahir Dar polytechnic college said that the college is working its best on promoting self employment; and for that it has arranged different programs and tried to arrange programs with the concerned bodies like ACSI and MSEDA and other stakeholders. According to the respondents the college is working actively on cooperative training which is one means for self employment and it is trying to make the training more practical oriented. However the remaining 59.35% of the respondents from Bahir Dar polytechnic college said that, the college is not working by focusing on promoting self employment as the first primary objective on TVET training. The reasons given for this were the motivation and interest of trainers is very low, they don't use their maximum potentials. Hence the colleges need to study the basic causes of dissatisfaction. Only 20.23% of the respondents from Burie polytechnic college forwarded positive response. Others said that the college has never tried to give orientations on self employment, did not assign vocational counselors who have the commitment on making trainees entrepreneurs. Career orientations should be provided to trainees starting from elementary grades. The second question asked was "what should be done so as to enhance the concept of entrepreneurship on trainees by the TVET colleges, entrepreneurship trainers, vocational counselors, and trainers?"

The following ideas were forwarded by respondents: *TVET colleges should do the following to enhance the concept of entrepreneurship on trainees:* - Assign competent trainers, fulfill workshop machineries and equipments, work in collaboration with stake holders, to bring role models so as to share experience with trainees about how they become entrepreneurs, arrange credit and saving services for starting new business, give skill gap training.

Entrepreneurship trainers should also carry out the following so as to enhance entrepreneurial practice of trainees: As TVET is preparing trainees for self employment, entrepreneurship trainers should focus on how graduates can build their own business, Should be committed enough on sharing experience of role models, Should upgrade themselves in knowledge, skill and attitude, and Should devise good methodology of training.

Vocational counselors should: Give advises especially before trainees select an occupation, *s*elect best role models and prepare programs to share experience for trainees, *s*upervise and follow-up graduates.

Trainers should also: Be committed enough to give practical training, share good experience and focus on practical training, be strong enough to work with enterprises in cooperative training and should know that the role of a teacher in outcome based TVET is not only teaching but to give support up to employment.

4.2 Presentation and Analysis of Data Collected from Unemployed 2002 E.C. graduates

4.2.1 Quantitative Data Presentation and Analysis

From the 80 participants 76 have returned the questionnaire, the rest 1 from Burie and 3 from Bahir Dar polytechnic college didn't return the questionnaire. 31 from Bahir Dar and 19 from Burie totally 50 are male and 21 from Bahir Dar and 5 from Burie totally 26 are female participants.

From Table- 9 below we can see that 72 out of 76 or (94.4%) of the respondents have selected their profession by their own interest and the same result was found on data collected from trainees. 66 out of 76 (or 86.84%) respondents said that their field of training is demanded by the labor market. However 51out of 76 (or 67.1%) of the

respondent's didn't agree that the entrepreneurship training they have attended didn't enable them to have enough knowledge.

Table 9- Summary of Results for Closed Ended Three Alternative Items

no	Items	Frequency of response		
		Yes	no	Unable to decide
1	Have you joined the field of training by your own interest?	72	4	0
2	Do you believe that your field of training is demanded by the labour market?	66	6	4
3	Do you believe that the training you have attended enabled you to have enough knowledge, skill and attitude about entrepreneurship?	25	51	0
9	Have you ever consulted other stakeholders individually or collectively to create your own job?	14	62	0

Even if these graduates still have no job yet, they have never tried to communicate with the concerned bodies to form micro and small enterprise. Respondents were asked to give reasons and the following were forwarded:

They don't want to take the risk of the business failure, they don't trust each other in forming collective entrepreneurs, they are unable to meet each other to form an enterprise; in addition we need to be 10 in number to form micro or small enterprise /or collective entrepreneurs and some also said we cannot get working place to start business.

A matrix questionnaire with 5 alternative which is similar to the questionnaire given for the would be graduates of the year 2003 E.C. had been administered on unemployed graduates of the year 2002E.C, and the correlation of response was computed is found to be r_{xy}= 0. 67 which shows that the unemployed graduates and the trainees have similar response for the items.

When we see the response given for each alternative of the 19 items the following result had been found. Respondents highly disagreed for items 11.3, 11.7, 11.10, 11.14.

Item number 11.3 is about motivation of entrepreneurship trainers. 40+27 =67 respondents out of 76 were not satisfied with interest and motivation of trainers in providing training. This is a critical point that should be underlined by the TVET

managers. The key of making trainees entrepreneurs is on the hand of these trainers. So the causes of dissatisfaction should be studied.

Table -10 Summary of Response From Unemployed Graduates

No	Items related to Self Employment	Frequency					Mean $= \overline{x_1}$
		Strongly Agree5/	Agree/ 4/	Undecided /3/	Dissgeree2/	Strongly disagree/1/	
11.1	Enough time is allotted for entrepreneurship course	30	33	-	13		4.01
11.2	Entrepreneurship Trainers have enough knowledge and experience to provide training	8	48	8	2	10	3.53
11.3	Entrepreneurship trainers have the interest and motivation in providing quality training	3	4	2	27	40	1.74
11.4	Equipments and Machineries necessary to provide entrepreneurship course are fully available in the college	2	30	16	16	12	2.94
11.5	Vocational counselors have the necessary knowledge, skill and attitude about self employment	-	27	25	7	15	2.89
11.6	After completing the training in the college, I have gained enough knowledge, skill and attitude about entrepreneurship	16	12	19	7	22	2.95
11.7	I have gained enough awareness, interest and motivation on entrepreneurial practice or self employment as a TVET graduate	2	2	14	17	41	1.84
11.8	Training materials, equipments and machineries available in the college are up to date and are in line with current technologies	-	11	8	22	25	2.01
11.9	There are enough industries for cooperative training	2	18	14	18	24	2.51
11.10	The time allotted for practical training is enough	-	4	8	16	48	1.69
11.11	Supervisors assigned by industries for cooperative training are motivated to give support to trainees	6	12	13	24	21	2.56
11.12	Equipments, and machineries are according to the need of the curriculum	4	14	16	22	20	2.6
11.13	Trainers of the college have enough practical knowledge	16	6	20	8	26	2.84
11.14	Trainers have the interest and motivation to transfer their skills and knowledge to trainees	2	-	13	23	38	1.91
11.15	The college provides enough training raw material	2	33	22	10	9	3.27
11.16	Training shops are conducive for work and are standardized	13	30		24	9	3.35
11.17	My families encourage me to create my own work than be wage employed	9	18	15	16	18	2.97
11.18	I have got the necessary knowledge, skill and attitude about job creation and therefore I am ready to create my own job individually or in groups.	2	12	4	28	30	2.26
11.19	I believe that money is not a decisive factor for job creation or self employment	13	3	7	33	20	2.64

Item number 11.7 – is about developing the capacity of entrepreneur ability depending on the training provided in the college. Out of 76 respondents (17+41) 58 have disagreed on developing the capacity of being an entrepreneur. So one basic quality expected from graduates is missing. For an institution to be effective should fulfill its basic objectives. As it is stated in the TVET strategy the objective of TVET is to create human resource that can employ themselves rather than expecting job from the government (MOE, 2008).

Item number 11.10 – refers to the time given for practical training. The result shows that enough time was not allocated for practical training. In this case trainers might not be providing enough practical training due to different reasons. May be raw material constraint, lack of reference materials, lack of commitment of trainers, unavailability of conducive teaching environment, nature and interest of trainees, location of the institute and others.

Item number 11.14- refers to the interest and motivation of trainers. According to this result trainers have no interest and motivation in training students. 64 out of 76 respondents stated that trainers have no interest in providing training. According to the response found from trainers' one reason for this could be the salary they are getting. Teachers who are teaching at the same level and having the same qualification, have no equal pay. On the focus group discussion entrepreneurship trainers and department heads strongly mention that they don't have the moral to teach with this variation in salary, and they lack motivation and interest of teaching.

Respondent's show a better agreement for Item number 11.01, 11.2, 11.15, 11.16. The mean result for each of these items is 4.01, 3.53, 3.27, and 3.35 respectively.

Item 11.01 refers to the time allotted for entrepreneurship course. 63 out of 76 respondents (82.89%) agreed that enough time is given for the course. A similar result had been given by the would be graduates of the year 2003 E.C. So time constraint can't be mentioned as the determinant factor for lack of entrepreneurial practice of graduates.

Item number 11.2 is about the knowledge of entrepreneurship trainers. According to these respondents trainers have the knowledge, however they don't have the interest and motivation of teaching as stated above in page 52. This result is also similar to what the graduating class trainees have responded.

Number 11.15 refers to the provision of raw materials. 35 out of 76 (46.05%) responded that enough training materials are provided by the colleges, however from the qualitative data and interview with trainers and trainees, the provision of raw materials is not enough in Burie polytechnic college. Even if we cannot say that Bahir Dar polytechnic college is providing enough training materials. The provision of materials is a key component of providing quality training.

Number 11.16 is about the shop organization of the colleges. 43 respondents (56.57%) agree that the shops are up to the standard and comfortable for training. From the interview results it was found that relatively the shop organization of Bahir Dar is up to the international standard, and is also conducive for training, far better than Burie polytechnic college.

Most of the graduates 53 out of 76 (69.73%) consider money as a decisive factor to become an entrepreneur. The same result was observed on trainees.

Table – 11 job preference of unemployed graduates

Sex		I believe that I have developed the basic skills for self employment and I am ready to create job individually or in cooperatives					
		strongly disagree	disagree	undecided	Agree	strongly agree	Total
	Male	23	14	1	10	2	50
	Female	7	14	3	2	0	26
Total		30	28	4	12	2	76

Sex		what kind of job were you been aspiring to join after graduation				
		self employed	joining nongovernmental organization	employed in governmental organization	other	Total
sex	Male	5	4	34	7	50
	Female	1	0	19	6	26
Total		6	4	53	13	76

From Table 11 above we can see that the majority of the respondents believe that they luck skills to create their own job individually or in cooperatives. Additionally 34 out of the 76 respondents prefer to be self employed. However most of the trainees would like to be self employed rather than being wage employed.

4.2.2 Qualitative data presentation and discussion

Four open ended questions were given for the participants and the following results were obtained: The first question was *"what are the reasons that you are unemployed up to this time?"* the following responses were forwarded as reasons of unemployment : From the 76 respondents, 11 said that I am unemployed because there is no job, my profession doesn't match with the labor market, 17 said that money is necessary to start up a business, but I am an-able to get initial capital, 5 said that I am in fear that self employment is full of risk, I can't compete in the existing market, 15 others said that since I didn't pass the COC assessment I am unable to get employment, 6 didn't give response to the question, 14 said that "to be an entrepreneur I need to form an enterprise by forming cooperative, but I am not able to get people who can work with me. I am not able to develop trust with trainees who have graduated with me, and the rest 14 said I have joined a certain cooperative and finished all the preconditions, but I am an able to get support from stakeholders like ACSI and MSEDA"

The second question was *"if you said that the training you have undergone in the college didn't help you to become self employed /or create your own job/, what are the problems that hinder you from becoming entrepreneur?"* and the following responses were forwarded: No support from MSEDA, ACSI, and the college after graduation, Enough practical training was not provided in the college, the trainers are not motivated to give the training and we are not introduced to the world of work as required by the curriculum

The third question was *"what other reasons do you have that makes you unemployed?"* and the following reasons were forwarded: 25 participants said that my families do not encourage me to be self employed, 31 participants did not give response for the question, 17 have stated that I don't have beginning or initial capital to start business and 3 said that I don't want to be self-employed

The forth question was *"did you form cooperative to create job and consulted the concerned bodies? If you say yes what difficulties have you faced and if no why?"*

18 from 76 respondents reported that "even if they have formed cooperatives, enough support was not given by the concerned bodies. The other 58 reported that, they did not form cooperatives and they forwarded their reasons as follows: They don't have trust to each other, they don't get facilitators, and they are not confident on their competencies,

their families do not encourage them to work in cooperatives, and mentioned all the they do not have full information whom to communicate. This indicates that graduates have no enough knowledge on becoming entrepreneurs, because they are mentioning reasons which could not stop them from creating their own business.

4.3 presentation and Analysis of Data Collected from Trainers

4.3.1 Presentation and Analysis of Quantitative Data

76 trainers were taken to represent the whole trainers by taking 30% of the total trainers. The questionnaire given for trainers has 10 closed ended questions with three alternatives, 14 items with 5 alternative matrix questions and 5 open ended questions. The 5 open ended questions were analyzed qualitatively. Now let's see the matrix questions with 5 alternatives first. The frequency of respondents and the mean result when rated from 1-5 is also described. The value attached to each option is, strongly disagree -1, disagree-2, unable to decide – 3, agree - 4, strongly agree -545 (i.e. 58.4%) of the respondents said that the fields of training in which the college is providing training are demanded by the labor market. And 20 of them don't have information. Only 11 participants rated as the fields of training are against the demand of the labour market. This result is similar to what the trainees has responded. Most of the items are general and refers to the training provision among the institutions.

The overall mean value is $\bar{x}$ = is 3, this can tell us that the respondents took a neutral position or prefer to take undecided position.

To see some items which have either a smaller or higher mean value, the researcher selects question numbers 2.1, 2.2, 2.11, and 2.12. The following result was observed

Q2.1- adequate time is given for practical training. As can be seen in Table 12 in the next page, the mean result for the allocation of enough practical training time is 3.74 and out 76 respondents 54 have agree (19 strongly agree and 35 agree i.e. 70%) only the rest selected the other 3 options. Hence the time allotted for practical training is enough in this case. The result could be surprising if it happens to be the contrary. Because the outcome based TVET training system doesn't depend on time rather the outcome of the training.

Q2.2 – cooperative training is expected to familiarize trainees to the world of work. 64 out of 76 respondents (16 strongly agree and 45 agree) have agreed on the contribution of

cooperative training for introducing trainees with the world of work. The mean value is 3.8 which show that, the majority of the respondents know that cooperative training enhances the skill of trainees and also creates employment opportunity for graduates and familiarizes them to the world of work.

Table 12- Summary of the Matrix Questionnaire

No.	Statements describing the implementation of the training that contribute to entrepreneurship practice	Strongly agree	Agree	unable to decide	Disagree	Strongly disagree	Mean value $\bar{x}$
2.1	adequate time is allocated for practical training	19	35	9	9	4	3.74
2.2	cooperative training familiarizes trainees to the world of work	16	45	4	6	5	3.8
2.3	Trainers have practical knowledge & experience	7	31	17	25	6	3.24
2.4	graduates make a project of entrepreneurship at the end of the training	3	25	24	16	8	2.99
2.5	Enough training materials are available	8	6	23	28	11	2.63
2.6	There is appropriate size of trainees according to the size of the workshop and machineries available	12	14	12	23	15	2.80
2.7	Proper guidance and counseling is provided for trainees in their stay in the college	0	34	18	19	5	3.07
2.8	There is good co- curricular activities practice	0	33	21	20	2	3.12
2.9	The curriculum is suited to the need of the students and the labor market	0	23	20	17	16	2.66
2.10	There are enough enterprises for cooperative training	4	27	18	20	7	3.01
2.11	Enough text books and other reference materials are available	4	13	8	39	12	2.45
2.12	There is fast communication in the college among trainers and the administration	6	12	6	32	20	2.37
2.13	E everybody is aware of the TVET strategy	2	16	28	19	11	2.72
2.14	Enough time is allocated for entrepreneurship course	6	44	11	7	8	3.43

Q2.11 – refers to the availability of enough text books and reference materials in the college. 51 out of 76 (67.1%) of the respondents argues that enough text books and reference materials are not available. The mean result is also 2.45 which is less than 2.5. The majority of the respondents did not agree that there are enough reference materials and text books. This has influence on trainers and trainees directly and the quality of the

training indirectly. When the quality of the training depreciates the entrepreneurial practice of trainees also depreciates.

Q2.12 – is about the communication between the management body and trainers. From the 76 respondents 52 i.e. 67.53% consider that there is no fast communication between the trainers and the administration. This of course slows dawn the rate of decision making which indirectly lowers the quality of training provided. From Table 12 above we can see that the time allocated for entrepreneurship course is enough and we have also found the same result from trainees and unemployed graduates. To make the analysis easily, the following values are attached to the alternatives of the items.

Besides the matrix questions there are other open ended questions. 1-Represents -Wage employment for Q3&4, Satisfactory for Q 5-9 and yes for Q10. 2-Represents -Self employment for Q3&4, unable to decide for Q5-9 and unknown and for Q10 and 3-represents - Others for Q3&4, not satisfactory for Q5-9 and no for Q10

Table 13- Summary of Response of Trainers for 3 alternative Closed Ended Items

No.	Questions	Frequency of respondents		
		1	2	3
3	In your opinion, what do most parents and the local community expect from the trainees after the training?	62	13	1
4	In your opinion, what do most graduates want to be?	51	22	3
5	How do you rate the responsiveness of rules and regulations of Amhara Credit and Saving Institution (ACSI) and MSEDA to TVET graduates?	12	36	28
6	How committed and cooperative heads and employees of ACSI and MSEDA to do their duties regarding TVET graduates?	15	38	23
7	In your opinion, appropriateness of the rules and regulations of town municipalities for the effort of graduates to create their own business are:	22	26	28
8	How committed and cooperative heads and employees of town municipality to do their duties regarding TVET graduates?	14	25	37
9	How do you rate the experience and competence of Micro and Small Enterprise and Association Promotion Offices heads and employees to provide professional support to TVET graduates?	5	24	47
10	Did micro and small Enterprise development agency/ offices/ have regular Program/schedule to have meeting with graduates on job creation?	15	19	42

According to trainers view as can be seen from Table 13, the community would like TVET graduates to be wage employed than creating their own jobs. Out of 76 respondents 60 (78.94%) selected wage employment, and only 13 (16.9%) selected self employment. This response is against the outcome based TVET strategy. The government can only employ few of the graduates most are expected to create their own job. Similar response was found from unemployed graduates. So the college needs to create awareness on the community and the trainees that TVET do not prepare trainees for wage employment rather enables trainees to become their own employees.

From 76 respondents 51 (67.1%) give their judgment that graduates wants to be wage employed. Hence the idea of entrepreneurship is not deep rooted not only on the community but also on trainees.

When we come to the responsiveness of rules and regulations of Amhara Credit and Saving Institution (ACSI) and Micro and Small enterprises Development Agency, 36 out of 77 had undecided position and 28 of them rate not satisfactory. Here from this result we can understand that, in one side trainers do not have full information about the rules and regulations, on the other hand those who have the information rated as the responsiveness of rules and regulations as unsatisfactory. Hence trainers needs to gather information how responsive the rules and regulations of ACSI and MSEDA, and these organizations should revise their rules and regulations so as to give the necessary support to TVET graduates.

The commitment and cooperativeness of employees of ACSI and MSEDA as rated by trainers was not satisfactory even if the majority (38 out of 76) of respondents took neutral position. of As can be seen from Table 13, 29.87% of the respondents are not satisfied with the responsiveness of the rules and regulations of ACSI and MSEDA. The numbers of participants who rate as satisfactory are less than those who responded unsatisfactory.

Trainers were also asked to rate the responsiveness of rules and regulations of town municipalities. 22 have rate as it is satisfactory, 26 unable to decide, and 28 unsatisfactory. Even if the number of respondents who selected unsatisfactory is higher, the difference is not significant, however we can't say that, they have responsive rules and regulations.

With regard to the commitment and cooperativeness of employees Out of 76 participants 37 (48.68%) of the respondents are not satisfied. Graduates need to get support from town municipalities with regard to getting working place, taxations, and other privileges allowed by the government.

MSEDA needs to assign extension agents who give professional support and consultancy on issues like business development service, entrepreneurship, basic skills of accounting and other related matters. With regard to this out of 76 trainers 47or 61.84% were not satisfied with the professional support given by MSEDA employees.

Trainers were also asked about availability of regular meetings between graduates and MSEDA on issues of self employment.

42 or 54.54% of the participants answered no. So the majority of the respondents have never deal with MSEDA on common issues regarding employability of respondents.

4.3.2 Presentation and Analysis of Qualitative Data

The first question asked was "what are the major factors that affect entrepreneurial practices of your college graduates?" Most teachers mentioned the following as factors affecting graduates entrepreneurial practice: Lack of trainees confidence on self employment because they are not sure their effectiveness on their job, shortage of beginning capital to start a job by their own lack of support from families, lack of information, coordinating bodies do not give proper support for example ACSI and MSEDA do not address all trainees in all fields of training and most who have formed cooperatives whereas do not continue working because of lack of supervision and support, enough professional support is not provided, graduates do not have efficient practical training, TVET Colleges do not have enough machineries and equipments, some teachers are not committed to give quality training , most Students are not interested to learn. They are considering TVET as the last option and enough cooperative enterprises or industries are not available and some are not cooperative. i.e. industries do not consider that they have responsibility of giving cooperative training

The other interview question was "what are your suggestions to solve the challenges that TEVT graduates are facing to be entrepreneurs?" And the following suggestions were forwarded from participant teachers

Quality training should be given to trainees, proper counseling and continuous supervision should be given to new self employers families should give beginning capital, TVET Institutions should fulfill the necessary machineries and equipments according to the occupational standard of training, students should be informed the best ways of becoming entrepreneurs, financial institutions should give credits by minimizing their bureaucracies, MSEDA should play their role in coordinating graduates to form cooperatives and to facilitate working shops and students who join TVET should be advised that it is a means for job creation or self employment

Third question – "What do you think the responsibilities of the trainees, the administration body, trainers, ACSI and MSEDA, and other stakeholders to enhance self employment practices of TVET Graduates?" The following were stated as the responsibilities of those indicated bodies

Trainees should: first know the objective of TVET training, join an occupation which they are interested, know the importance of self employment, focus on the training with full commitment

Trainers should: have the necessary knowledge, skill and attitude, capacitate students entrepreneur abilities, always be prepared to give the required training, teach students based on the available resource /try to re-use raw materials/ and have the discipline for teaching

Administration body should: Assign well qualified trainers on time, fulfill the necessary machineries and equipments, furnish the campus with the necessary materials, create conducive working environment, give timely decision, develop inter and intra personal communication skill and Should act as liaison personnel /should form a bridge between and the college and outsiders or stakeholders/

Amhara Credit and saving Institute /ACSI/ should: Formulate its rules and regulations considering the special needs of TVET graduates, create awareness about its rules and regulations for graduates, allocate enough money for credit according to the demand of graduates, regular supervision and follow-up for graduates who took credit, develop strong link that can enable them to Work with TVET and MSEDA.

Micro and small enterprise development agency /MSEDA/ and town municipalities should: Allocate working zones for micro and small enterprises in collaboration with

town municipalities, help graduates to form micro and small enterprises (cooperatives), create awareness on the basic support issues for graduates, give training and consultation for graduates on basic skills for self employment, working and selling places which are appropriate for marketing, build communal service areas that can be given in fair rent and solve obstacles that hinder them.

Other stakeholders should: Work in-collaboration with TVET colleges, ACSI, and TVET bureau to enhance self employment opportunities, give cooperative training and know the TVET strategy so as to give proper support for TVET trainees.

4.4 Interview Results

a) Interview Result from ACSI and MSEDA

Three Employs of ACSI and five employees of MSEDA are target groups for the interview. From the three interviewee of ACSI 2 are from Bahir Dar and 1 is from Burie Branch. And from the 5 interviewee of MSEDA 3 are from Bahir Dar 2 are from Burie MSEDA. To minimize bluffing of responses some unstructured questions for both groups (ACSI and MSEDA employees) were prepared and interviewed. The following are the questions and the results found from the interview. 8 questions were basically prepared for interview.

The first question for interview was "*Do you think that all TVET graduates can be absorbed by the local Market currently?*"

Both the eight interviewee said yes. And further they said, if graduates can form enterprises without segregation of jobs, all can be absorbed by the local market. However from experience most of those who apply to form cooperatives are not committed enough to consistently follow-up the rules and regulations of both ACSI and MSEDA. The result from students and unemployed graduates also showed that the field of training they are attending and they have attended is demanded by the labor market. Every TVET intuition in the region needs to make labour market study. It is depending on the study result that the fields of training are opened at all colleges. All TVET in Ethiopia has to respond to the competence needs and qualification requirements in the labour market (MOE, 2008, p.13).

Secondly with regard to the support provided by ACSI and MSED, the interviewee reported that "they are working their best level; however the support provided is not

enough as more than 50% of the graduates having no jobs". They said, they need to give awareness on rules and regulations, the prerequisites to form cooperatives, and the kind of support that they can get from the MSEDA and ACSI.

Thirdly the interviewee were asked whether they have regular interaction and scheduled meetings with TVET graduates or not, and they said that there was no regular meeting. According to the participants they prepare meetings only once in a year when the demand comes from the Training colleges. And they said that, there are no personnel who are assigned to facilitate communication among the graduates and the agency. However the interviewee from Burie said that, "anyone in need to get support should come and consult, hence there is no need to design special orientation programs". Although the need should come from the graduates, awareness creation, and orientations should be a regular duty of the two Organizations. Participants from ACSI especially said "rules and regulations should be strictly followed because the credit given for the graduates should be returned.

Fourthly the participants were asked to give elaborations for the following issues. The first is about the competency, experience and interest of employees of ACSI and MSEDA to provide professional support to TVET graduates. The interviewee said, "as a worker in governmental organization, we try to give trainings in relation to their duties so as to make them competent. But there is turnover of workers and this is disadvantageous for the organization, because the organization is losing experienced workers. Even if it is difficult to judge workers, they are interested in the work they are doing". With regard to the major services or supports provided by ACSI and MSEDA, and the interviewee elaborated below:

To give credit service by ACSI, to give consultancy service on credit and saving by ACSI which is rarely done, to organize in forming an enterprise by MSEDA, to help how to prepare a business plan by MSEDA and to give consultancy service on business development service

The participants have been also asked to comment the competency and interest of TVET graduates towards creating their own job. According to their response "most TVET graduates are not interested to form enterprises and they lack practical exposure. The interest of some graduates is to be wage employed rather than being self employed"

The interviewee were also asked to list the difficulties they faced while working with TVET graduates and the following problems were perceived by employees of MSEDA with regard to TVET graduates:

- After taking credit by the guarantee of the Municipality and the MSEDA, some enterprises dissolve due to different problems
- Some enterprises fail to continue because of financial crisis. Most of the time such problems happen, because of wrong business plane and poor management of enterprises.
- Some are an able to trust each other after they begin working together and even before starting business
- Some are not interested to be self employed; rather they want to be wage employed.
- Some do not have the competency, they lack practical experience.
- Most families do not want to let their children's to begin their own business, because they are not sure of the children's competency to run the business. For that reason, rather than giving them initial capital, they want the graduates to get credit from financial institutions.
- Enterprises don't want to participate when trainings are prepared, and even those who participate only wants to get the certificate than the output of the training.

The participants were also asked to list the *major problems that affect entrepreneurial practice of TVET graduates in your community and the following problems were listed below:*

- Lack of enough knowledge, skill and attitude of graduates about self employment
- Lack of proper practical exposure and training
- Lack of proper vocational guidance counseling
- Loosely working behavior of TVET, MSEDA and ACSI

- Wrong assumption of graduates and families about credit. Most families have the capacity to give initial capital to their children's, however they prefer to get credit from financial institutions like ACSI
- Lack of proper follow-up of responsible bodies

The following list of solutions to the above mentioned problems were listed by the interviewee:

- TVET, MSEDA, and ACSI should work together to bring the graduates to work
- Proper counseling should be given to bring the interest of the graduates on self employment.
- Graduates should be given proper entrepreneurship training supported by practical exposures and role models.
- The training should be more practical oriented. To state the response of one interviewee word by word "informally trained professionals who did not get formal TVET training are by far better than TVET graduates in practical competency"
- To enhance the practical experience of graduates, the college should fulfill the necessary raw materials and should standardize workshops.
- Trainees should be exposed to the world of work before they graduate.

4.5 Presentation and Analysis of Data collected through Interviewee from Self Employed Graduates

Totally 10 self employed graduates had been interviewed using snowball sampling method one referring to the other. 3 are from Burie town municipality who graduated from Burie polytechnic college and the rest 7 are from Bahir Dar town municipality who graduate from Bahir Dar polytechnic college.

The first question presented was "what was your intention towards self-employment when you completed training in TVET College/institution?"

According to these people the intension they have was; 6 out of 10 said they want to be self employed and the rest said they want to be wage employed but because they did not get job from the government they establish their own work.

According to the interviewee the skill acquired by graduates in the college/institution was not full and not fully relevant and did not enable them to create your own job and the reasons were, first the practical training given in colleges is very shallow and unplanned. 8 from the 10 interviewee said that the rules and regulations of ACSI and MSEDA are too much rigid and unresponsive to the need of the graduates. However the remaining 2 have not commented because they did not ask support from any of them. Actually only 3 of them get support from ACSI and MSEDA.

The interviewees also commented the competence experience and motivation of ACSI, MSEDA, and town municipality employees to give professional support to TVET graduates. Since all did not get support that is 3 of them said that both employees of MSEDA and ACSI don't give decision on time and let us suffer in bureaucracy. Especially those who are working in areas of finance don't have interest to work.

*With regard to the relationship between SMEDA and ACSI with TVET graduate, a*ll have said that while they are in training they don't have enough information on how to get credit, and what kind of support can be given by MSEDA and ACSI and they generalize that "the linkage between the three organizations is very loosely, hence should be strengthened. The training institution should create awareness trainees, on how they can get any kind of help.

Interviewees forwarded their opinion, what the major problems (factors) that are affecting entrepreneurial practice of TVET graduates in your locality. To them the following were the major bottlenecks for becoming an entrepreneur:

- The interest and motivation of trainers in exposing them for practical experience and getting idea from role models
- Proper guidance and counseling service is not provided
- The method how the entrepreneurship course is given is not that much attractive
- There is no information what kind of support can be given by MSEDA and ACSI.
- Many students consider initial capital as a basic step of starting business, however they should be advised that they should prioritized best idea before thinking about money. Money is a secondary matter.
- In some fields it is difficult to give practical training

- The support of family is the other critical factor in building interest and motivation to become an entrepreneur

To the question "What initiates you to be an entrepreneur?" 2 from the 10 interviewee, first they were interested to become wage employed, but they couldn't get a job, then they are forced to become self employed. So to this people the initiation comes from the life challenges. The others said that "from the initial while they join TVET, intrinsically they were motivated to begin their own business. Additionally these entrepreneurs said that, there are enough jobs for people who are committed enough and can take risks. To be an entrepreneur it is a must to take risk, and to be hop full about the future. According to Dewhurst & Burns (1993, p.12) people set up businesses for many reasons, there are two important factors influencing their decision:

The first is Push factors: factors such as unemployment, job dissatisfaction, life changes or lack of income that 'push' a person into self employment.

The second is Pull factors: Factors such as perception of un opportunity or a desire to be rich which 'pull' the person into self employment.

According to Dawit, A. & Dawit, A. (2005, p.5) entrepreneurship can be classified into opportunity – driven and necessity driven based on the drive that led that entrepreneur to start the business.

According to 7 of the participants, the role of their families was very weak and they did not get support while starting their business. However the remaining three get initial capital from their families. But all the 10 explained that the role of family encouragement is mandatory. Families should motivate trainees to be self employed while they are in training, and should build positive interest on self employment rather than wage employment.

Finally the participants have suggested some possible solutions to problems related to self employment:

The first thing is self commitment and setting objective while learning and the second idea forwarded by these people is the way of approaching the entrepreneurship course should be changed so as to capacitate trainees with the idea of self employment as the first priority of trainees. Thirdly the colleges should give attention to practical training and should provide necessary inputs both human and material. The idea of forming an

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enterprise, getting credit from financial institutions, the development of a business plan, and other basic skills should be taught while training is going on. Fourthly the teachers should be motivated and should have the interest of teaching. And lastly trainees should concentrate on training while attending their training, because some trainees join TVET as a last option.

4.6 Focus Group Discussion

The focus group discussion has been conducted at only Bahir Dar polytechnic college. 2 vocational counselors, 5 department heads, and 6 entrepreneurship trainers have participated in the discussion program. The reason for conducting the discussion at Bahir Dar only is to minimize the repetition of ideas.

6 Guiding topics for focus group discussion for, vocational counselors, department heads, and entrepreneurship teachers were prepared for discussion,

Provision of quality training:

With regard to provision of quality training as one determinant factor for entrepreneur abilities of trainees, the participants have reflected the following ideas: The participants come to a conclusion that the quality of training is very low, hence to provide quality training competent and motivated trainers are necessary. In addition standardized workshops and machineries should be arranged. Generally both human and material inputs should be available and used properly. For that, TVET colleges should fill the skill gaps of trainers. By this time many trainers are not motivated due to difference in salary without a change in the kind of work they are doing and without a difference in qualification. Trainees should be oriented the objective of TVET education and should follow up the training strictly. To create entrepreneurs, quality education should be provided. However, currently the passing rate of graduates in the national assessment is very minimal not more than 25%. And the percentage of self employed graduates is almost none. Hence a breakthrough is necessary in bringing change on the current status.

Career counseling service

With regard to career counseling, the following generalizations were reached among participants of the discussion. Students should be provided career counseling starting from elementary education. But now the case is very much different. In general education, there is no information for students about technical and vocational education. In general there is no career Exploration – crystallization, specifying and implementing occupational preferences. All these stages should be explored in general education before joining TVET colleges. Due to this students are facing difficulties in selecting fields of training. Most of the trainees select without knowing whether their interest lies on that field or not. Most of the time they choose fields depending on government job opportunity.

Facilities and infrastructure of the college

The conclusion reached in this case was, the facilities available in the college are not enough. Even though the facilities are limited there are many types of machineries which are being under used and misused by trainers and trainees. TVET as a system is very expensive, due to this trainers and trainees must use those which are available very wisely.

Contribution of stakeholders for self employment practice of trainees

The contribution of stakeholders in the outcome based TVET system is very crucial. This is because in outcome based TVET system the owner of the occupational standard and assessment is the industry. In addition the government alone cannot afford the financial expenditure of the TVET system.. Hence the biggest contribution expected from stakeholders is to understand and implement cooperative training. In addition stakeholders like ACSI and MSEDA are part and parcel of the system. They are expected to assist in many aspects of the training. However only few stakeholders understand the responsibility they are given. Cooperative training introduce trainees with the actual world of work. And thereby they are sharing experience on how they can become entrepreneurs in addition to the job opportunity they get.

Teacher's competency to carry out their duties

The participants of the discussion mentioned, the curriculum is changing now and then, for that the competencies expected from trainers is changing. Therefore many skill gap

training programs should be prepared so as to enhance the quality of the training. Since technological change is unavoidable, the change in curriculum is also unavoidable. The other idea is some teachers are giving training beyond the level they are expected to train. Therefore to give quality training there always should be skill gap trainings, unless trainers cannot carry out their duties at the expected level of standard.

The much between Labor market demand and fields of training

Depending on an anticipated demand creates a gap in the supply and demand of graduates. Therefore by now the fields of training are opened depending on the labor market study and the result of the tracer study. This minimizes the wastage of time and resource and at large brings a much between the supply of graduates and the labor market study. The participants observation at the discussion was, many graduates are not employed because they don't want to be entrepreneurs. Graduates should not expect other people to arrange a work for them. The market needs the service, but the number of enterprises working to satisfy the demand are not enough. Hence we need to help graduates to understand the advantages of becoming self employed.

Chapter Five

Summary, Conclusions and Recommendations

5.1 Summary

This study had been conducted on two polytechnic colleges of west Gojam zone administration. The colleges were Bahir Dar polytechnic college and Burie Polytechnic College. The study was carried out to assess the factors affecting entrepreneurial practices of TVET graduates. The participants of the study were 452 graduating class students, 76 unemployed graduates of the year 2002 E.C., 76 trainers, 15 department heads, vocational counselors and entrepreneurship trainers. 10 self employed graduates of the year 2002 E.C., 3 employees of ACSI, and 8 employees of MSEDA. The data collection tools were questionnaire, interview, and focus group discussion.

5.1.1 The match between the fields of training and the labor market Demand, and competency of vocational counselors

429 out of 452 (i.e. 94.91%) of the graduating class trainees and 72 out of 76 or (94.4%) of the unemployed graduates of the year 2002E.C. confirmed that, there is no problem in the labor market demand in the field of training which are being provided by the colleges, and the result is confirmed by other parties who have participated in this study.

5.1.2 Competency, Interest and Motivation of Trainers

Trainees, who have participated in the study, understood that, trainers have the knowledge and skill necessary to give the training; however they were not motivated and interested to give training. Most of the trainees i.e. 299 out of 452 (66.15%) of the trainees and 51 out of 76 (67.10%) graduates stated that the entrepreneurship training did not make them know enough about the course. The trainers in the focus group discussion seriously mentioned that, the variation and unfairness of salary, absence of incentive mechanisms and unfavorable working conditions forced them to be unmotivated, and loss interest in providing efficient and effective training. Highly competent, qualified, motivated, flexible and creative TVET teachers and instructors are the backbone of any TVET system, capable of adjusting to changing technological environments and creating conducive learning environments for different target groups.

5.1.3 The Time Allotted for Entrepreneurship Course

308 out of 452 (68.14%) of the trainees and 63 out of 76 (82.89%) of the unemployed graduates reported that the time given for entrepreneurship course is enough. Hence time constraint can't be taken as a reason for inefficient provision of the course.

5.1.4 Job Preference in General and Difference in Males and Females Trainees

252 out of 452 (55.75%) prefers to be self employed, however the result is different in unemployed graduates. 34 out of 50 and 19 out of 26 prefers to be wage employed. The result from interview on employees of ACSI and MSEDA shows that, TVET graduates don't want to be self employed and those who wants to form cooperatives are not efficient as compared to those who didn't attend the formal TVET training. 367 (81.19%) of trainees and 34 (44.73%) of unemployed graduates, responded that their families would like students to be wage employed. So the role of families in motivating trainees to make them self-employed is very week.

5.1.5 Workshop, Machineries and Facilities

409 from 452 (90.48%) respondents from trainees and 47 out of 76 (61.84%) of unemployed graduates, disagree on the up to datedness of training machineries. And 242 out of 452 (53.54%) trainees disagree with the provision of enough training raw materials. In the contrary 35 (46.05%) of the unemployed graduates agreed that the raw materials provided are enough for training. Here when the 35 participants agree on the issue 22(28.94%) have neutral position. 244 (53.98%) of the trainees and 43 (56.57%) of the unemployed graduates agreed on conduciveness of workshops and facilities.

5.1.6 Status of Industries for Cooperative Training

Even if 72 participants are unable to determine their position 224 out of 452 (49.55%) of the trainees agreed that there are enough industries for cooperative training. However 42 out of 76 (55.26%) unemployed graduates believe that there are no enough industries for cooperative training. Supervisors in industries are not motivated to support trainees. 226 (50%) of the trainees and 46 (60.52%) rated the supervisors support in the industries while trainees are in cooperative training as unsatisfactory. With regard to the relationship of the machineries in industries with the curriculum 390 (86.28%) trainees and 42 (55.26%) of unemployed graduates believe that the machineries which are required by the curriculum are not sufficiently available. From this we can say that the

status of industries to provide cooperative training is not efficient and effective. This badly hampers the quality of the training and this in turn reduces graduates entrepreneurial practice.

5.1.7 The Role of ACSI and MSEDA and Town Municipalities

Data was collected from trainers to assess the role of ACSI and MSEDA. 36 out of 76 trainers had undecided position and 28 of them rate the support given not satisfactory. Only 13 of them had rated the responsiveness of rules and regulations to TVET graduates as satisfactory. The responsiveness of rules and regulations of town municipalities was not satisfactory, 22 have rate as it is satisfactory, 26 unable to decide, and 28 unsatisfactory. Even if the number of respondents who selected unsatisfactory is higher, the difference is not significant. In addition when we see the commitment of workers in municipalities, Out of 76 participants 37 that is 48.05% of the respondents are found to be unsatisfied. MSEDA and TVET should work together; however, the result shows that, 42 or 54.54% of the participants answered no. So the majority of the respondents have never deal with MSEDA on common issues such as employability of graduates and providing labor market information and other issues.

5.1.8 Money as a Factor for Self Employment

Literature tells us that money and facility are not decisive factors for self employment. However, 361(79.86%) of trainees and 53 (69.73%) of unemployed graduates argue that money and facility as decisive factors to start business. Worotaw (2003E.C., p.83) said that commitment is much better and expensive than money for someone to a business man. [Translated by the researcher from Amharic to English].To further strengthen this idea he cited the Holly Bible "ታካች እጅ ችግረኛ ታደርጋለች። ትጉ እጅ ግን የበለፀገ ታደርጋለች። መ.ም 10:4"

5.1.9 Provision of Quality Training

In the focus group discussion, the participants seriously mentioned that the quality of training is unsatisfactory. The professionals in the informal training system are far better than those who attended the regular TVET training program. Interview result of self employed graduates shows that, the training provided in the colleges was not fully enough, even through the basic skills are mastered well. To the self employed graduates from experience the precision can be mastered.

5.2 Conclusions

The following conclusions are drawn from the findings and basic questions of the study:
The TVET strategy states that *"TVET is geared towards enhancing the competitiveness of all economic sectors through a competent workforce and towards improving people's employability in the labour market and with regard to self-employment"* (MOE, 2008, p.13).

1. The findings of the study indicated that the trainings provided by TVET colleges/institution were guided by the labour market information system properly, however more than 50% of the graduates are found unemployed. Even if there is no gap in the labor market study and the fields of training, trainees are found to be poor in practical experience and they are found to be lacking practical exposure.
2. The finding of this study showed that trainers have no interest and motivation to provide quality training. The study showed also that vocational counselors are competent and motivated to help graduates.
3. The result showed that trainees prefer to be self employed after graduation, whereas unemployed graduates are found to prefer wage employment. Female trainees are found to show less interest than male trainees for self-employment. The families of graduates are found to prefer wage employment than self employment. The reason given was expectation of business failure. The study showed that there are no role models or role models were not exemplified for trainees so as they can learn from them how they come up with effective and efficient enterprises. Role models also help graduates how they can form cooperatives.
4. In this study the status of machineries and equipments had been assed and are found to be obsolete. The machineries don't go in line with the current technological innovations. However, the training shops are conducive for training.
5. With regard to provision of raw materials, different result had been found from trainees and unemployed graduates. Trainees consider that enough training materials are not provided, however, unemployed graduates consider that the provision of raw materials was faire.

6. According to trainees there are enough industries for cooperative training especially in Bahir Dar. However unemployed graduates believe that those which are available are not enough. And the supervisors are not cooperative and motivated to provide support to trainees. The machineries required by the curriculum are not sufficiently available in the industries. Hence the industries for cooperative training needs to be higher in number, up to date in technology, and should have cooperative and motivated supervisors.
7. According to the findings of the study, the rules and regulation of ACSI, MSEDA and town municipalities were not convenient and responsive to the problem of TVET graduates. The commitment and motivation of workers of town municipalities, ACSI and MSEDA is rated as low. TVET, MSEDA and ACSI needs to work very closely, however the result of the study reviled that, there is no regular meeting, and as well the relation is very loss.
8. The graduates are expecting to be wage employed, and those who try to form cooperative, will disappear after getting credits. The graduates show sense of dependency on others especially on the government. Dispersing after taking credit, dissolving of enterprises (cooperatives) due to financial crisis, coming up with wrong business plan and Inefficient support from families etc. were some problems noticed by ACSI and MSEDA employees while working with graduates.
9. Even if the literature tells us that money can't be a precondition to start business, graduates and trainees have reviled that, money is a decisive factor for them to begin business. However it should be understood that money can't alone make us entrepreneurs. Rather the skill of managing the money and developing idea and a feasible business plan, that can help us produce additional money should be mastered. To this end there are many individuals and cooperatives /enterprises/ which have taken credits but fail to continue in the business world due to financial crisis. So money should not be a decisive factor for self employment. This is also confirmed by self employed graduates.

5.3 Recommendations

On the basis of the findings obtained and conclusions reached the following suggestions are forwarded to further improve the opportunity of unemployed graduates to engage in entrepreneurial practice.

1. TVET training program currently needs to be revised, in terms of creating conducive working environment for trainers. It is recommended that motivated and interested trainers should be assigned and salary variation which dissatisfies trainers should be solved, incentive mechanisms should be arranged. The machineries need to be up to date according to the requirement of the curriculum.

   Enough number of industries should be available for cooperative training. And the industries should assign competent, motivated, interested supervisors should be allocated.

2. Since the opportunity of wage employment is limited, self-employment should become the best alternative to individuals particularly to TVET graduates who are equipped with the required knowledge; skills and attitude to create once own jobs. On the other hand, parents, and graduates themselves had the expectation and interest for wage employment after the training. Hence, it is recommended that wide awareness creation about the benefits of self employment should be given by concerned bodies including TVET colleges, TVET bureau, MOE and media through different means such as making meetings with parents and local community, printing and disseminating pamphlets, preparing exhibitions.

3. More attention should be given to the quality and relevance of trainings offered by the colleges through:

   Supplying the required and adequate training inputs on time, make trainers more competent through on and off job trainings, focus on practical training by providing adequate time and the required training materials, providing faire salary and adjusting incentive mechanisms. Cooperative training providing industries should allocated motivated and competent supervisors. Enable trainees master the knowledge, skill and attitude that can make them efficient and effective entrepreneurs. Attention should be given to practical competency of trainees.

Therefore, it would be advisable for colleges to provide great emphasis on the quality and relevance of the training.

4. It is recommended that the rules and regulations of ACSI, MSEDA and town municipalities should be made responsive to the problems of graduates, and motivated and competent employees should allocated. MSEDA, ACSI, town municipalities and TVET institutions should work very closely so as to provide efficient and effective services.

   New jobs created by TVET graduates is often directly linked to the level of support provided by concerned bodies like MSEDA, ACSI and town municipalities. Hence, it is recommended that these bodies should have committed and cooperative employees. All the concerned bodies including the colleges should form a team at the college level that may help to discuss on the problem of graduates to devaluate and to measure on the activities of the offices and do things in coordination regarding to TVET graduates. Rules and regulations which are important to start-up self-business such as to receive credit and business shelter, taxation, interest, and forming cooperatives etc. should be modified by the concerned bodies and should be encouraging unemployed TVET graduates who intend to be engaged in self employment practices.

Finally, since the study was limited to come up with critical problems in relation to entrepreneurial practice prospects, it is the researchers hope that further in depth and uncovered study has to be carried out to touch questions/problems that were not touched by this study.

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ኢፌዴሪ መንግስት የኮንስትራክሽንና ከተማ ልማት ሚኒስቴር:: (2003ዓ/ም):: የጥቃቅንና አነስተኛ ኢንተርፕራይዞች ልማት ስትራቴጅ የድጋፍ ማህቀፍና ማስፈፀሚያ ስልቶች:: አዲስ አበባ፤ ብርሃንናሰላም ማተሚያ ድርጅት::

ወሮታው በዛብህ::(2003ዓ/ም):: **በኢንተርፕረነርሽፕ መበልፀግ ምርጫም መብትም ግዴታም ነው::** አዲስ አባባ፤ አልፋ አታሚዎች::

ያለው እንዳወቀ::(2006):: የምርምር መሰረታዊ መርሆዎችና አተገባበርአዲስ:: አባባ፤ አልፋ አታሚዎች::

--------::(2008):: **የ1998 ፐ.ም. ምሩቃግ የትህረ ስልቷጋ ያዮዮል ዓ ጆ::** ባህር ዙር፤ ጫፀያመ ጸ/መ/ዮ/ስ/ማስ/ጫዲማሲ::

Appendix –A

አዲስ አበባ ዩኒቨርሲቲ

የትህረ ምረቃ ዮምህርዮ ቤት

በቢዝነስ ኢዱኬሽን ትምህርት **የዮምህርት** ክፍል የቮኬሽናል ማኔጅሜንት ዘርፍ

በጸያ/ሙጸ ኦለጀጪሠልጣዋጪየሚምላ::

በቈሜራ ብሔራዊ ያልላዊ መግዕስዮ በተለጁም በምህራብ ጎጃም መስተቴትር ዞግ ስር በሚቱጅ የመግዕስዮ ጸያኟያጋ ሙጸ ዮምህርዮ ስልቷጋ ኦሌጀጪበሰልቷጋ ላጁ በሚቱጅ ሠልጣዋጪየሚሞላ መቷጁቅ::

ውድ ሰልጣኝ ተማሪዎች:-

የዚህ መቷጁቅ ፕላማ:- በቈሜራ ብሔራዊ ያልላዊ መግዕስዮ በምህራብ ጎጃም መስተቴትር ዞግ ስር ባሉ ጓብር የጸያኟያጋ ሙጸ ዮምህርዮጋ ስልቷጋ ኦሌጀጪ ስልቷጋ ወስደዉ ከተመረቁ በኋላ ተመራቂዎች የራሳቸው ስራ ለመፍጠር የሚያጋጠሙ ችግሮች ለማዓጉ ታስቦ የሚካሄት ጥናት ጓዉ::

ጁህም ወቷኡዮ ጪሮጮማ ለመቅረአ ለሚደረቱዉ ዓረዮ ጫተቸሸአ ጸደርፉል ተብለሙ ጁታመጋል:: ስለሆጓም እጋነተ የምዮሰቷዮ ዮያያለገ መረጽ ለዓጋቱ መሳካዮ ቦአተገ ጫተቸሸአ ጫዉ::

በመሆጓም ቲዜጸጪሉግጋ ጫምሯጪሉግ መስቸሸዮ በማትረፅ መቷጁቁግ በመሙላዮ ለጫደረፉጪሉልፏ ዮብብር በቅትሚጸ ጫመሰፅጋለሁ::

መመሪጸ:-

- ስም መነአ ጫጄስፈልፅም
- ምርጫ ላላቸዉ መቷጁቆጪበሳዓጉ ወቷስዓ (✔) ምልያዮ በማትረፅ ይመልሱ
- ምርጫ ለሌላካ ወቷጋ ተፊ ማሪ መልስ ለሚያስፈልጋቸው ዓያቄዎች መልሱግ በተሰቷዉ ያአዮ ቦታ በጎሁአ ጫአሩ::

<u>ሀ. ግላዊ መረጃዎች</u>

1. የሚማሩበትን የሙያ ዓይነት ----------
2. ያታ----------
3. ዕድሜ ----------
4. የሚሰለጥኑበት የሙያ ደረጃ

   10+3 ☐ ደረጃ 3 ☐ ደረጃ 4 ☐
5. በኮሌጁ ውስጥ ስልጠና የጀመሩበት ዓ/ም ----------
6. የኑሮ ሁኔታ

   በቤተሰብ ድጋፍ ☐ ራስን በመርዳት ☐

   ራስን በመርዳትና በቤተሰብ ድጋፍ ጭምር ☐ በረጅ/አጋዥ/

   ድርጅት በመታገዝ ☐ የተለየ ካለ ይገለፅ ----------
7. የራስም ሆነ የቤተሰብ ወርሃዊ ገቢ /በብር/ ----------

ለ. የቀረቡ ጥያቄዎች

እባክዎ ለሚጠየቁት ጥያቄ ከተሰጡት አማራጮች ውስጥ የሚስማሙበትን የ√ ምልክት በማድረግ ይምረጡ

1. የምትማረውን/ሪውን/ የስልጠና መስክ በፍላጎት ነው የገባኸው/ሸው/ ?
   አዎ ☐ እይደለም ☐
2. እየተከታተልክ ያለኸው/ሸው/ ስልጠና በአካባቢው ገበያ ተፈላጊ ነው ብለህ /ሽ/ ታምናለህ/ሽ/
   አዎ ☐ እይደለም ☐ አላውቅም ☐
3. በኮሌጅ ቆይታየ ስለ ስራ ፈጣሪነት የወሰድኩት ስልጠና በቂ እውቀተ እንዲኖረኝ አስችሎኛል ብለህ/ሽ/ ታምናለህ/ሽ/ ☐ አይደለም ☐
4. ከተመረቅክ/ሽ/ በ|ላበምን አይነት ስራ መሰማራት ትፈልጋለህ/ሽ/
   ሀ. በራሴ ስራ ፈጥሬ መስራት እፈልጋለሁ ☐
   ለ. የግል ቀጣሪ ድርጅት ፈልጌ ተቀጥሬ መስራት እፈልጋለሁ ☐
   ሐ. በመንግስት መስሪያቤት ተቀጥሬ መስራት እፈልጋለሁ ☐
   መ. ሌላ ካለ ይግለፁ ----------
5. የሚከተሉት አረፍተ ነገሮች ለስራ እድል ፈጠራ ግብዓት ናቸው ተብሎ ይታሰባል እባክዎ የስምምነት ደረጃዎን የ√ ምልክት በማድረግ ይግለፁ

ተ.ቁ	ከስራ እድል ፈጠራ ጋር ቁርኝት ያላቸው ሃሳቦች	በጣም እስማማለሁ	እስማማለሁ	መወሰን አልችልም	አልስማማም	በጣም አልስማማም
5.1	ለኢንተርፐርነር ትምህርት የተሰጠው ሰአት በቂ ነው					
5.2	ስለ ስራ ፈጣሪነት ስልጠና የሚሰጡ መምህራን በሙያው በቂ ዕውቀት አላቸው					
5.3	መምህራን ያላቸውን ሙሉ አቅም በመጠቀም ተገቢ ስልጠና ይሰጡናል					
5.4	ስለ ስራ ፈጣሪነት ለማስተማሪያ የሚያስፈልጉ የስለጠና መሳሪያዎች የተሟሉ ናቸው					
5.5	ስለ ስራ ፈጣሪነት የስለጠና አማካሪዎች በቂ ዕውቀት አላቸው					
5.6	በግቢ ውስጥ የተሰጠኝን ስልጠና ከወሰድኩ በኋላ ስለ ስራፈጣሪነት አስፈላጊ የሆነ እውቀት ክህሎትና በአመለካከት ይጎለበሁ					
5.7	ስለ ስራ ፈጣሪነት የተሰጠኝን ስልጠና ተጠቅሜ በቂ ግንዛቤ ፈጥሬለሁ					
5.8	በግቢ ውስጥ ያለው የስልጠና መሳሪያ ከወቅቱ የቴክኖሎጅ ፍላጎት ጋር የሚጣጣም ነው					
5.9	በቂ የትብብር መስኮ ኢንተርፕራይዞች አሉ					
5.10	በስርዓተ ትምህርቱ ላይ ለተግባር ስልጠና የተሰጠው ሰዓት በቂ ነው					
5.11	በትብብር መስኮ ኢንተርፕራይዞች ውስጥ ያሉ ሱፐርቫይዘሮች እገዛ ለማድረግ ዝግጁ ናቸው					
5.12	በትብብር መስኮ ኢንተርፕራይዞች ውስጥ ያሉ የስልጠና መሳሪያዎች ከስርዓተ-ትምህርቱ ጋር የተጣጣሙ ናቸው					
5.13	የኮሌጁ መምህራኖች በቂ የተግባር እውቀት አላቸው					
5.14	መምህራኖች ያላቸውን ዕውቀትና ክህሎት ለሰልጣኞች ለማስተላለፍ ተነሳሽነቱና ፍላጎቱ አላቸው					
5.15	ኮሌጁ በቂ የስልጠና ጥሬ እቃ ያቀርባል					
5.16	የስልጠና ሾፖች ደረጃቸውን የጠበቁና ምቹ ናቸው					
5.17	ቤተሰቦቼ ተቀጣሪ ከመሆን ይልቅ በራሴ ስራ ፈጥሬ እንድሰራ ያበረታቱኛል					
5.18	ስለስራ ፈጣሪነት አስፈላጊውን ትምህርት ያገኘሁ ስለሆነ ከስልጠና በኋላ በግሌም ሆነ ተደራጅቼ መስራት የሚያስችል የአእምሮ ዝግጅትአድርጌለሁ					
5.19	የገንዘብና ፋሲሊቲ ማነስ ስራ ፈጣሪ ከመሆን እንደማያግድ አምናለሁ					

6. ኮሌጁ የስራ ፈጣሪነት አስተሳሰብ በሰልጣኞች ዘንድ እንዲስፋፋ ምን ያህል እየሰራ ነው ብለው ያምናሉ ----------
7. ስራ ፈጣሪነትን በሰልጣኞች ዘንድ የበለጠ ለማስረፅ ምን መደረግ አለበት ይላሉ
   - በኩሌጁ በኩል ----------
   - በኢንተርፕርነር መምህራን በኩል ----------
   - በስልጠና አማካሪዎች በኩል ----------
   - በሌሎች የኮሌጁ መምህራኖችና ሰራተኞች በኩል ----------
8. ተጨማሪ አስተያየት ካለዎት ----------

አዲስ አበባ ዩኒቨርሲቲ

የትህረ ምረቃ ዮምህርዮ ቤት

በቢዝነስ ኢዱኬሽን ትምህርት **የዮ ምህርት** ክፍል የቨኬሽናል ማኔጅሜንት ዘርፍ

በጸ ያ/ሙጸ ኦለጀጪተመርቀው ወደ ስራ ባልተሰማሩ ሠልጣዋጪየሚምላ::

በሜማራ ብሔራዊ ያልላዊ መግዕስዮ በተለጁም በምህራብ ጎጃም መስተቴትር ዞግ ስር በሚቶጅ የመግዕስዮ ጸ ያኟያጋ ሙጸ ዮምህርዮ ስልቷጋ ኮሌጀጪተመርቀው ስራ ባልያዙ ሠልጣዋጪየሚሞላ መቷጁቅ::

የዚህ መቷጁቅ ፕላማ:- በሜማራ ብሔራዊ ያልላዊ መግዕስዮ በምህራብ ጎጃም መስተቴትር ዞግ ስር ባሉ ጓር የጸ ያኟያጋ ሙጸ ዮምህርዮ ጋ ስልቷጋ ኮሌጀጪ ስልቷጋ ወስደዉ ከተመረቁ በኋላ ተመራቂዎች የራሳቸው ስራ ለመፍጠር የሚያጋጠሙ ችግሮች ለማጳ ጆ ታስቦ የሚካሄት ጥናት ጓዉ::

ጁህም ዉቷኦ ጪዉሮጮማ ለመቅረአ ለሚደረቶዉ ዓ ረዮ ጫተሻሽአ ጸደርፉል ተብሎ ጁታመጋል:: ስለሆጋም እጋንተ የምዮሰቷዮ ዮ ያያለገ መረጽ ለዓ ጋቱ መሳካዮ ቦአተገ ጫተሻሽአ ጫዉ::

በመሆጉም ቷዜጸጪሁግጋ ጫምሯጪሁግ መስሻፅዮ በማትረዕ መቷጁቁግ በመሙላዮ ለጫፈረፉጪሁልፏ ዮ ብብር በቅትሚጸ ጫመሰዕ ጋለሁ::

መመሪጸ:-

- ስም መነአ ጫስፈልዕም
- ምርጫ ላላቸዉ መቷጁቆጪበሳዓ ጉ ዉስዓ (✓) ምልያዮ በማትረዕ ይመልሱ
- ምርጫ ለሌላካ ዉጋ ተፌ ማሪ መልስ ጸስፈልፉካ ሻል ብላጪሁ ለምዮ ቶምቱዮ ዓ ጸቁ መልሱግ

በተሰቷዉ ያአዮ ቦታ በንሁአ ጫአሩ::

ሀ. ግላዊ መረጇ

1. የተማርክበት/ሽበት/ የሙ.ያ ዓይነት ግለዕ /ጭ/ ----------
2. ዖታ----------
3. ዕድሜ ----------
4. የሰለጥኑበት የሙ.ያ ደረጃ

   10+3 ☐ ደረጃ 3 ☐ ደረጃ 4 ☐
5. በኮሌጁ ውስጥ ስልጠና ያጠናቀቁበተ ዓ/ም ----------
6. የኑሮ ሁኔታ

   በቤተሰብ ድጋፍ ☐ ራስን በመርዳት ☐ ሐ ራስን በመርዳትና በቤተሰብ ድጋፍ ጭምር በረጅ ድርጅ☐መታገዝ

   የተለየ ካለ ይገለዕ ----------
7. የቤተሰብ የስራ ሁኔታ ----------
8. የራስም ሆነ የቤተሰብ ወርሃዊ ገቢ በብር ----------

ለ. የቀረቡ ጥያቄዎች

እባክዎ ለሚጠየቁት ጥያቄ ከተሰጡት አማራጮች ውስጥ የሚስማሙበትን የ√ ምልክት በማድረግ ይምረጡ

1. የተማርከውን /ሽውን/ የስልጠና መስክ በፍላጎት ነው የተማርከው/ሽ ው/ ?
   አወ ☐ እይደለም ☐
2. የተከታተልከው /ሽው/ ስልጠና በአካባቢው ገበያ ተፈላጊ ነው ብለህ /ሽ/ ታምናለህ/ሽ/
   አዎ ☐ እይደለም ☐ አላውቅም ☐
3. በኮሌጅ ቆይታየ ስለ ስራ ፈጣሪነት የወሰድኩት ስልጠና በቂ እውቀተ እንዲኖረኝ አስችሎኛል ብለህ/ሽ/ ታምናለህ/ሽ/ አዎ ☐ አላምንም ☐
4. ከተመረቅ/ሽ/ በኋላ በምን አይነት ስራ መሰማራት ነበር የፈለከው/ሽው/
   በራሴ ስራ ፈጥሬ መስራት ☐
   የግል ቀጣሪ ድርጅት ፈልጌ ተቀጥሬ መስራት ☐
   በመንግስት መስሪያ ቤት ተቀጥሬ መስራት ☐
   ሌላ ካለ ይግለፁ ----------
5. ስራ ያልያዝክበት/ሽበት/ ምክንያት ምንድን ነው ብለህ/ሽ/ ታምናለህ/ሽ/ ----
   ----
6. በኮሌጅ ቆይታህ/ሽ/ የወሰድከው/ሽው/ ስልጠና ለራስ ስራ እድል ፈጠራ በቂ እውቀት ሰጥቶኛል ብለህ ታምናለህ/ኛል ☐ አዎ ☐ አምንም
7. ከላይ ለተጠየቀው ጥያቄ መልስህ/ሽ/ አላምንም ከሆነ የገጠመህን/ሽን/ አስቸጋሪ ሁኔታዎች ብትጠቅስ/ሽ/ ----------
8. ስራ እንዳትይዝ/ዥ/ ምክንያት የሆነህ ወይም ስራ እናዳትይዝ/ዥ/ ያደረገህ /ሽ/ ምንድን ነው? ብታብራራው/ሪው/ ----------
   ----
9. ስራ ለመያዝ በማህበር ተደራጅተህ/ሽ/ ከሚመለከታቸው ክፍሎች ጋር ተገናኝተህ/ሽ/ ነበር?
   አወ ☐ አልሄድኩም ☐
10. ከላይ ለተጠየከው/ሽው/ ጥያቄ መልስህ/ሽ/ አዎ ከሆነ ምን ችግር ገጠመህ/ሽ/ አልሄድኩም ከሆነስ ለምን ብታብራራው /ሪው/ ----------
    ----
11. የሚከተሉት አረፍተ ነገሮች ለስራ እድል ፈጠራ ግብዓት ናቸው ተብሎ ይታሰባል እባክዎ የስምምነት ደረጃዎን <u>የ√ ምልክት</u> በማድረግ ይግለፁ

ተ.ቁ	ከስራ እድል ፈጠራ ጋር ቁርኝት ያላቸው ሃሳቦች	በጣም እስማማለሁ	እስማማለሁ	መወሰን አልችልም	አልስማማም	በጣም አልስማማም
11.1	ለኢንተርፕርነር ትምህርት የተሰጠው ሰአት በቂ ነበር					
11.2	ስለ ስራ ፈጣሪነት ስልጠና የሚሰጡ መምህራን በሙያቸው በቂ ዕውቀት ነበራቸው					
11.3	መምህራን ያላቸውን ሙሉ አቅም በመጠቀም ተገቢ ስልጠና ሰጥተውናል					
11.4	ስለ ስራ ፈጣሪነት ለማስተማሪያ የሚያስፈልጉ የስለጠና መሳሪያዎች የተሟሉ ነበሩ					
11.5	ስለ ስራ ፈጣሪነት የስለጠና አማካሪዎች በቂ ዕውቀት አላቸው					
11.6	የስልጠና አማካሪዎችስለ ስራ እድል ፈጣሪነት አስፈላጊ ምክር ሰጥተውናል					
11.7	ስለ ስራ ፈጣሪነት የተሰጠኝን ስልጠና ተጠቅሜ በቂ ግንዛቤ ፈጥሬ ነበር					

ተ.ቁ	ከስራ እድል ፈጠራ ጋር ቁርኝት ያላቸው ሃሳቦች	በጣም እስማማለሁ	እስማማለሁ	መወሰን አልችልም	አልስማማም	በጣም አልስማማም
11.8	በግቢ ውስጥ ያለው የስልጠና መሳሪያ ከወቅቱ የቴክኖሎጅ ፍላጎት ጋር የሚጣጣም ነው					
11.9	በቂ የትብብር መስጫ ኢንተርፕራይዞች አሉ					
11.10	በስርዓተ-ትምህርቱ ላይ ለተግባር ስልጠና የተሰጠው ሰዓት በቂ ነው					
11.11	በትብብር መስጫ ኢንተርፕራይዞች ውስጥ ያሉ ሱፐርቫይዘሮች እገዛ ለማድረግ ዝግጁ ናቸው					
11.12	በትብብር መስጫ ኢንተርፕራይዞች ውስጥ ያሉ የስልጠና መሳሪያዎች ከስርዓተ-ትምህርቱ ጋር የተጣጣሙ ናቸው					
11.13	የኮሌጁ መምህራኖች በቂ የተግባር እውቀት አላቸው					
11.14	መምህራኖች ያላቸውን ዕውቀትና ክህሎት ለሰልጣኞች ለማስተላለፍ ተነሳሽነቱና ፍላጎቱ አላቸው					
11.15	ኮሌጁ በቂ የስልጠና ጥሬ እቃ ያቀርባል					
11.16	የስልጠና ሾፖች ደረጃቸውን የጠበቁና ምቹ ናቸው					
11.17	ቤተሰቦቼ ተቀጣሪ ከመሆን ይልቅ በራሴ ስራ ፈጥሬ እንድሰራ ያበረታቱኛል					
11.18	ስለስራ ፈጣሪነት አስፈላጊውን ትምህርት ያገኘሁ ስለሆነ በግሌም ሆነ ተደራጅቼ መስራት የሚያስችል አቅም አለኝ					
11.19	የገንዘብና ፋሲሊቲ ማነስ ስራ ፈጣሪ ከመሆን እንደማያግድ አምናለሁ					

12. ኮሌጁ የስራ ፈጣሪነት አስተሳሰብ በሰልጣኞች ዘንድ እንዲስፋፋ ምን ያህል እየሰራ ነው ብለው ያምናሉ ----------

13. ስራ ፈጣሪነትን በሰልጣኞች ዘንድ የበለጠ ለማስረፅ ምን መደረግ አለበት ይላሉ

- በኩሌጁ በኩል ----------

- በኢንተርፕርነር መምህራን በኩል ----------

- በስልጠና አማካሪዎች በኩል ----------

  በሌሎች የኮሌጁ መምህራኖችና ሰራተኞች በኩል ----------
  ----

14. የራስህን/ሽን/ ስራ ለመፍጠር ምህ ያህል ጥረት አድርገሀል ----------
  ----

15. የግልህን/ሽን/ ስራ ለመስራት ስትሞክር/ሪ/ ምን አስቸጋሪ ሁኔታዎች ተፈጠረብህ/ሽ/ ----------
  ----

16. ተጨማሪ አስተያየት ካለዎት ----------

Addis Ababa University

School of Graduates Studies

Department of Business Education /Management of Vocational Education/

A Questionnaire to be filled by Instructors/Trainers of TVET Colleges/Institution

The purpose of this questionnaire is to gather information and opinion about the problems of entrepreneurial practice of Government TVET Colleges/Institution graduates of Amhara National Regional State particularly in West Gojam Administrative Zone. Thus your frank and sincere responses to the items in the questionnaire help to meet the objective of the study. Be sure that the information you provide will be confidential and used only for the academic purpose.

Instruction:-

- No need of writing your name
- Where alternatives answers are given, Please mark your answer by ticking "√" in the Corresponding boxes.
- Give precise and brief answers on the space provided for the open-ended questions.

THANK YOU IN ADVANCE FOR TAKING TIME TO FILL COMPLETE ANSWER AND RETURN ON TIME THIS QUESTIONNAIRE!

I. Personal Data

1. Name of TVET College you are working in _____

2. Sex a. Male ☐ b. Female ☐

3. Age a. 21-25 ☐ b. 26- 30 ☐ c. 31-35 ☐ d. 36-40 ☐ e. >40 ☐

4. Major Field of study

A. Electricity/Electronics ☐ C. Garment ☐

B. Manufacturing ☐ D. Textile ☐

5. The field you are teaching now

A. Electricity/Electronics ☐ C. Garment ☐

B. Manufacturing ☐ D. Textile ☐

E. Others---------- ----------

6. Your qualifications and respective total years of services.

Qualification	**Years of Services**				
	0-5	6-10	11-15	16-20	above 20
1. Diploma	☐	☐	☐	☐	☐
2. BA/BSC	☐	☐	☐	☐	☐
3. MA/MSC	☐	☐	☐	☐	☐
4. PHD	☐	☐	☐	☐	☐

7. Level you are training now **A. level 3** ☐ B. level 4 ☐

II. General Questions

1. Is there any close relationship between the assessments of labor market information in the local community and training provided by TVET colleges?

A. Yes ☐ B. unknown ☐ C. no ☐

2. The following are statements which refers to the training provided in the college in relation to entrepreneurship practices. please rate your level of agreement by putting "√" mark at your level of agreement

No.	Statements describing the implementation of the training that contribute to entrepreneurship practice	Strongly agree	Agree	undec ided	Disa gree	Strongly disagree
1	adequate time is allocated for practical training					
2	cooperative training familiarizes trainees to the world of work					
3	Trainers have practical knowledge & experience					
4	graduates make a project of entrepreneurship at the end of the training					

No.	Statements describing the implementation of the training that contribute to entrepreneurship practice	Strongly agree	Agree	undec ided	Disa gree	Strongly disagree
5	Enough training materials are available					
6	There is appropriate size of trainees according to the size of the workshop and machineries available					
7	Proper guidance and counseling is provided for trainees in their stay in the college					
8	There is good co- curricular activities practice					
9	The curriculum is suited to the need of the students and the					
10	There are enough enterprises for cooperative training					
11	Enough text books and other reference materials are available					
13	There is fast communication in the college among trainers and the administration					
14	E everybody is aware of the TVET strategy					
15	Enough time is allocated for entrepreneurship course					

3. In your opinion, what do most parents and the local community expect from the trainees after the training?

A. wage employed ☐ B. self-employed ☐ C. If other, explain --------

4. In your opinion, what do most graduates want to be?

A. Be wage employed ☐ B. Be self-employed ☐ C. If others, explain--

5. How do you rate the responsiveness of rules and regulations of Amhara Credit and Saving Institution(ACSI) and MSEDA to TVET graduates?

A. satisfactory ☐ B. undecided ☐ C. not satisfactory☐

6. How committed and cooperative heads and employees of ACSI and MSEDA to do their duties regarding TVET graduates?

A. satisfactory ☐ B. undecided☐ C. not satisfactory☐

7. In your opinion, appropriateness of the rules and regulations of town municipalities for the effort of graduates to create their own business are:

A. satisfactory ☐ B. undecided ☐ C. not satisfactory☐

8. How committed and cooperative heads and employees of town municipality to do their duties regarding TVET graduates?

A. satisfactory ☐ B. undecided ☐ C. not satisfactory ☐

9. How do you rate the experience and competence of Micro and Small Enterprise and Association Promotion Offices heads and employees to provide professional support to TVET graduates?

A. satisfactory ☐ B. undecided ☐ C. not satisfactory ☐

10. Did micro and small Enterprise development agency/ offices/ have regular Program/schedule to have meeting with graduates on job creation?

A. yes ☐ B. unknown ☐ C. no ☐

11. If your answer for the above question is "Yes", can you mention the topics you have discussed in the meetings?

_____

12. What are the major factors that affect entrepreneurial practice of your college/institution of graduates? ----------
---

13. What are your suggestions to solve the challenges that TVET graduates are facing to be entrepreneurs?

_____

14. What do you think the responsibilities of the following bodies to enhance the entrepreneur practices of TVET graduates

a. From trainers ----------
---

b. From the administration ----------
---

c. From the trainees ----------
---

d. From Amhara Saving and credit institution ----------
---

e. From micro and small scale enterprise development agency ---------
---
---

f. From other stockholders ----------
---

15. Do you have any other suggestion that can contribute to the self employment practices of TVET graduates ? ----------
---

Thanks Again

Appendix – B

Interview Questions

Interview Guide to Amhara Credit and Saving Institution (ACSI) and Micro and small enterprises development Agency

1. Do you think that all TVET graduates have been treated properly by your institution?
2. How far appropriate the rules and regulation of your organization to provide support to TVET graduates to create their own firm?
3. What do you say about the commitment and competency of employees of your organization to do their duties regarding TVET graduates?
4. Would you comment the competency and interest of TVET graduates about the creation of their own job?
5. Do you know how many TVET graduates get help from your organization each year?
6. Have you faced a problem while working with TVET graduates? If "yes" can you list some major problems?
7. What are the major problems that affect entrepreneurial practice of TVET graduates in your locality?
6. What do you suggest for the solutions to these problems?

Interview Guide to Self-Employed Graduates

1. What was your intention towards self-employment when you completed training in TVET College/institution?
2. Do you think that the skill you acquired in the college/institution is relevant and enable you to create your own job? If your answer is "no", why?
3. How do you explain the appropriateness of the rules and regulations of ACSI, SMEDA and town municipality?
4. Would you comment the competence, experience and interest of SMEDA and ACSI and town municipality heads and employees in providing professional support to you/TVET graduates?
5. Please explain the relationship level of SMEDA , ACSI and town municipality with TVET graduates?
6. In your opinion, what are the major problems (factors) that affect entrepreneurial practice of TVET graduates in your locality?
7. What initiates you to be an entrepreneur?
8. What was the role of your families? What was your family's interest while you are a student?
9. What do you suggest for the solution to these problems?

Appendix C-

Questions for Focus Group Discussion

Guiding Topics for focus group discussion for college deans, vocational counselors, department heads, and entrepreneurship teachers

- *Provision of quality training*
- *Carrier counseling service*
- *Facilities and infrastructure of the college*
- *Contribution of stakeholders for self employment practice of trainees*
- *Teachers and other supportive employees competency to carry out their duties*
- *The much between Labor market demand and fields of training*

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Appendix – D

Table -14 Total population and sample taken from Bahir Dar and Burie Polytechnic College

No	Field of Study	Population						Total Population			Sample		
		Bahir Dar			Burie								
		M	F	T	M	F	T	M	F	T	M	F	T
1	Construction Technology	223	142	365	189	66	255	412	208	620	103	52	155
2	Information technology	52	72	124	7	16	23	59	88	147	15	22	37
3	Hotel Management	30	279	309	39	40	79	69	319	388	17	80	97
4	Manufacturing	143	88	231	12	9	21	155	97	252	39	24	63
5	Garment and Textile	18	48	66				18	48	66	5	12	17
6	Electricity/ Electronics	53	44	97	56	36	92	109	80	189	27	20	47
7	Auto mechanics	122	31	153	35	9	44	157	40	197	39	10	49
	Total	641	704	1345	338	176	514	979	880	1859	245	220	465

Table -15 Samples taken from unemployed graduates of the year 2002E.C.

Sex / Training / Institution			Field of study						Total
			Electricity	manufacturing	garment and textile	IT and business	Auto mechanics	Construction	
male		Bahir Dar polytechnic college	8	2	1	2	5	13	31
		Burie polytechnic college	4	4	4	0	0	7	19
	Total		12	6	5	2	5	20	50
Female		Bahir Dar polytechnic college				14		7	21
		Burie polytechnic college				4		1	5
	Total					18		8	26

Appendix- E -Frequency of response of trainees and unemployed graduates for Matrix questions

ተ.ቁ	ከስራ እድል ፈጠራ ጋር ቁርኝት ያላቸው ሃሳቦች	ሰልጥነው ስራ ያልፈጠሩ የሰጡት መልስ ድግግሞሽ					በስልጠና ላይ ያሉ የሰጡት መልስ ድግግሞሽ				
		በጣም እስማማ ለሁ/5/	እስማ ማለሁ /4/	መወሰን አልችል ም/3/	አልስማ ማም/2/	በጣም አልስማ ማም/1/	በጣም እስማማ ለሁ/5/	እስማማ ለሁ/4/	መወሰን አልችል ም/3/	አልስ ማማ ም/2/	በጣም አልስማ ማም/1/
11.1	ለኢንተርፕርነር ትምህርት የተሰጠው ሰአት በቂ ነበር	30	33		13		136	172	12	77	55
11.2	ስለ ስራ ፈጣሪነት ስልጠና የሰጡኝ መምህራን በሙያው በቂ ዕውቀት አላቸው	8	48	8	2	10	119	153	101	55	24
11.3	የኢንተርፕርነርሽፕ መምህራን ያላቸውን ሙሉ አቅም በመጠቀም ተገቢ ስልጠና ሰጥተውናል	3	4	2	27	40	13	60	41	217	121
11.4	ስለ ስራ ፈጣሪነት ለማስተማሪያ የሚያስፈልጉ የስልጠና መሳሪያዎች የተሟሉ ነበሩ	2	30	16	16	12	26	118	74	125	109
11.5	ስለ ስራ ፈጣሪነት የስልጠና አማካሪዎች በቂ ዕውቀት አላቸው	-	27	25	7	15	48	207	97	60	34
11.6	በግቢ ውስጥ የተሰጠኝን ስልጠና ከወሰድኩ በኋላ ስለ ስራፈጣሪነት አስፈላጊ የሆነ እውቀት ክህሎትና በአመለካከት ይዣለሁ	16	12	19	7	22	7	54	25	147	219
11.7	ስለ ስራ ፈጣሪነት የተሰጠኝን ስልጠና ተጠቅሜ በቂ ግንዛቤ ፈጥሬለሁ	2	2	14	17	41	21	43	48	143	197
11.8	በግቢ ውስጥ ያለው የስልጠና መሳሪያ ከወቅቱ የቴክኖሎጅ ፍላጎት ጋር የሚጣጣም ነው	-	11	8	22	25	8	9	26	172	237
11.9	በቂ የትብብር መስመሮ ኢንተርፕራይዞች አሉ	2	18	14	18	24	68	156	72	119	37
11.10	ለተግባር ስልጠና በቂ የልምምድ ጊዜ ተሰጥቶናል		4	8	16	48	24	17	49	151	211
11.11	በትብብር መስመሮ ኢንተርፕራይዞች ውስጥ ያሉ ሱፐርቫይዘሮች እገዛ ለማድረግ ዝግጁ ናቸው	6	12	13	24	21	3	32	48	178	191
11.12	በትብብር መስመሮ ኢንተርፕራይዞች ውስጥ ያሉ የስልጠና መሳሪያዎች ከስርዓተ-ትምህርቱ ጋር የተጣጣሙ ናቸው	4	14	16	22	20	2	25	35	103	287
11.13	የኮሌጁ መምህራኖች በቂ የተግባር እውቀት አላቸው	16	6	20	8	26	86	147	91	70	58
11.14	መምህራኖች ያላቸውን ዕውቀትና ክህሎት ለሰልጣኞች ለማስተላለፍ ተነሳሽነቱና ፍላጎቱ አላቸው	2	-	13	23	38	4	31	106	169	142
11.15	ኮሌጁ በቂ የስልጠና ጥሬ እቃ ያቀርባል	2	33	22	10	9	61	97	52	133	109
11.16	የስልጠና ሾፖች ደረጃቸውን የጠበቁና ምቹ ናቸው	13	30		24	9	122	122	66	74	68
11.17	ቤተሰቦቼ ተቀጣሪ ከመሆን ይልቅ በራሴ ስራ ፈጥሬ እንድሰራ ያበረታቱኛል	9	18	15	16	18	19	17	48	188	179
11.18	ስለስራ ፈጣሪነት አስፈላጊውን ትምህርት ያገኘሁ ስለሆነ ከስልጠና በኋላ በግሌም ሆነ ተደራጅቼ መስራት የሚያስችል የአእምሮ ዝግጅትአድርጌለሁ	2	12	4	28	30	3	15	29	185	220
11.19	የገንዘብና ፋሲሊቲ ማነስ ስራ ፈጣሪ ከመሆን እንደማያግድ አምናለሁ	13	3	7	33	20	32	31	28	166	195

Appendix - F

Declaration

This thesis is my original work and all sources of materials used for this thesis have been dually acknowledged.

Name: Chalachew Gebeyehu Baye

Sign. _____

Date: July 2011

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

Name: Worku Mekonnen (PhD)

Sign. _____

Date: July 2011