

THE ATTITUDE OF TVET TRAINEES TOWARDS SELF-EMPLOYMENT IN AFAR REGIONAL STATE

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL PLANING AND
MANAGMENT

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Abstract

TVET has become one of the tools for economic recovery and development. In the context of Ethiopia's national strategy, TVET is meant to contribute to a large scale dissemination of scientific and technological know-how, facilitate job creation and enhance the quality of life by expanding the students' technical capacity and promoting professional skills which would help them to improve their livelihoods.

Concerning the Afar regional state, the establishment of modern education is a recent phenomenon. Particularly, TVET Colleges were established very recently.

One of the discouraging factors for self-employment was lack of guarantee for the private enterprises in the face of unexpected crises. Lack of industriousness and low expansion of investment were the other discouraging factors for self-employment.

This study has attempted to explore the challenges and opportunities of self-employment to TVET trainees and graduates by collecting data from primary and secondary sources. Primary sources refer to information obtained from interviews, focus group discussions and document analysis. Such sources were pivotal since they depicted the actual phenomena in the study area. Secondary sources were also used to give a broader background of issues drawn from conceptual framework for the study. Most of such secondary sources were books and some materials that deal with the existing two TVET colleges in Afar regional state.

The findings revealed that the TVET trainees' have a negative attitude towards self-employment for several reasons. Such reasons are explained in detail. Also this study has found out that the institutional capacity of the TVETs is also too weak. Hence, this study has unearthed the challenges and opportunities of TVET and has provided a set of conclusions and recommendations in line with original data gathered in the study area. Hence, among other things, it is suggested that to tackle such problems working on attitudinal change towards TVETs and improving the institutional capacities and facilities of the TVET institutions suggested being mandatory.

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Acronyms

E.C	Ethiopian Calendar
ENAT	Ecol National des Arts Techniques
FEMSE	Federal Micro and Small Enterprises
GTZ	German Technical Support
GPA	Grade Point Average
ILO	International Labour Organization
JASPA	Job and Skills Program of Africa
MoE	Ministry of Education
MSE	Micro and Small Scale Enterprise
NGO	Non-Governmental Organization
OECD	Organization of Economic Cooperation and Development
Q T	Qualification Test
TGE,	Transitional Government of Ethiopia
TVET	Technical and Vocational Education Training
UNESCO	United Nation Education, Scientific and Cultural Organization

CHAPTER ONE

1.1. Background of the Study

Education is one of the most powerful means to improve the quality of life and to overcome poverty. Education in its essence opens doors to both personal and social development (UNESCO, 1999: 75). According to Good (1973: 202), education is the aggregate of all the processes by means of which a person develops abilities, attitudes and other forms of behavior of positive values in the society in which he/she lives. Education and training include attempts to bring about behavioral changes that will create harmonious relationship between theory and practice. Hence, integration of a sound general education with vocational studies is indispensable.

TVET is one tool for economic recovery and development. It has become a vital aspect of human resource development. Within the context of the Ethiopian national strategy, it is designed to contribute for the dissemination of scientific and technical knowledge, facilitate the transition from school to work, and enhance the quality of life by expanding the individual's general and technological know-how, promote professional skills and improve status (Atchoarena 1993: 1).

Even though modern education was introduced in Ethiopia nearly a century ago, the education and training offered during this period had highly limited positive impact on the lives of people and national development of the country. One reason for this problem was that up to the first half of the 20th century the development of vocational and technical education in Ethiopia was not given much emphasis or policy support (Gizaw, 2003: 19-20).

To alleviate the problems facing the education sector in Ethiopia, the 1994 education and training policy (TGE, 1994: 2-4) has brought fundamental change in the education sector in general and TVET in particular. Accordingly, the

number of schools and student enrollment has been on the increase since then (MoE, 2002).

According to this Policy, parallel to general education, diversified technical and vocational training will be provided for those who leave school from any level of education (TGE, 1994:16). Hence, the vision of TVET in Ethiopia seeks to create competent and self reliant citizens who contribute to the economy and social development of the country that encourage self employment.

Concerning the Afar national regional state, the establishment of modern education is a very recent phenomenon. Modern schooling was started in 1948 (1941 E.C) with the opening of Seblewongel primary school in Awash Sebat kilo town which is now renamed as Awash Primary School. (Wendiye, et.al. 1988). Before the introduction of modern education in the Afar region, Islamic education was provided.

Unlike the current regime, in the preceding history, governments did not give attention to vocational education. As a result of this there was no any TVET institution in Afar regional state. However, starting from 1994 E.C. all level of educational institutes (from kindergarten up to university) are available in the Afar regional state. The Afar regional government has established two TVET institutions namely:

1. Adadale TVET Institute, which is located in zone one, Aysaita town;
2. Lucy Water Construction and TVET College which is located in zone three, Amibera Woreda.

The main objective of TVET in Ethiopia as well as in Afar region is to create competent and self-employing citizens who would contribute to the economic and social development of the country in general. Thus, in addition to the professional experience of the researcher, as there is no much study undertaken on TVET institutions in Afar region so far, the researcher is initiated to make a study on

these TVET institutes in the region. As a result, the researcher has found it essential to investigate the attitude of TVET trainees towards self employment in Afar regional state.

1.2. Statement of the Problem

Now a days, technical and vocational education and training is increasingly recognized as an effective means of empowering young peoples to engage in productive work and to promote the quality life by building skills for sustainable livelihood. Hence, TVET programs that respond to the demands of the labour market, both local and global, are viewed as central to equip the young with work skills that will enable them to escape the trap of poverty (World Bank, 2005).

Employment provides a sense of confidence to people and contributes a lot to positive mental health (ILO, 1978). It also increases social interactions at work and creates sense of personal identity (Middleton, 1993: 19-20).

Unemployment, however, has bad psychological effects on people especially on those trained but could not find employment. Hence, it becomes normal for students to have the tendency to enroll in types of education/training which they expect to give them immediate employment after training and reject others which they think to have poor/no employment opportunities (Kalleberg and Witter, 1995: 247).

Self employment plays an important role in developing and contributing to the economy of a country (Saravanauel, 1987: 240). Middleton (1993: 30) indicated that the growth of self employment has brought the most pronounced changes in labor markets throughout the world. ILO (1996) also showed that the promotion of self employment should be crucial component of antipoverty programs in developing countries. However, the emergence of self employment in all developing countries is not usually even (Mishra, 1990: 219).

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

On the other hand, the effectiveness of TVET depends fundamentally on the extent to which trained persons use their skills in employment. Thus, the objective of the training should be geared to enable the young people both for salary employment as well as for self employment in which they could positively value the program (Agarwal, 1997).

Abosetegn (2000:70) in his research finding in Ethiopia indicated that the discouraging factors for self-employment was concerned that there does not exist any guarantee for the enterprise in case a condition demands as susceptible to unexpected crises. Lack of industriousness and less expansion of investment were some of the discouraging factors for self-employment.

Prior to the promotion of self-employment, relevant and timely advice is required. The advice on self-employment must embody the kind of economic sectors, which is advisable to commence, a business, the possible places for securing comprehensive start-up training and the means for gaining the necessary financial support for establishing a business. Any program to motivate and inspire self-employment among unemployed graduates ought to take note of the factors that discourage self-employment (LeCompe, 1993: 63).

A GTZ study in Addis Ababa reported that lack of access to employment-relevant training in the modern and informal sector of the economy prevents most of the Ethiopian population from making full use of the existing potential in the

production and service sectors. To solve this problem it is necessary to make the existing Technical, Vocational and Education Training (TVET) system demand-led and employment-focused (GTZ, 2005: 3).

The same study shows that from the graduate TVET students, 36 TVET graduates were initially found unemployed until they involved in the pilot scheme for self-employment. In addition, they were not organized in such a manner that they could join hands to overcome common problems such as lack of finance, work premises and market. Since all of them were new graduates of the TVET system, it was not easy for them to create self-employment in an organized manner. Limited experience and lack of confidence in enterprise creation were also some of the constraints the graduates had to face (GTZ, 2005: 16).

1.3. Research Questions

All the problems discussed so far seem to have an adverse impact on the future self employment opportunities. However, efforts made so far are not sufficient to provide the TVET trainees to understand the possibilities of self employment. Therefore, the main purpose of this study is to assess the attitude of TVET trainees towards self employment in Afar Region.

Accordingly, the study will try to seek answers to the following basic research questions:

1. What are the factors that influence the attitude of TVET students towards self-employment?
2. What is the role of a vocational counselor in motivating the trainees towards self-employment?
3. To what extent is the present course delivery system proper in preparing the trainees towards self-employment?
4. How adequate are the teaching materials and machineries in the institutions to prepare the trainees towards self- employment?

1.4. Objectives of the Study

1.4.1. General Objective

The general objective of the study is to investigate the attitude of TVET trainees towards self-employment in AFAR national regional state.

1.4.2. Specific Objectives

The specific objectives of the study are:

1. To identify the attitude of trainees towards self-employment.
2. To analyze the role of vocational counselors in the trainees towards self-employment.
3. To examine appropriateness of the course delivery system at present in encouraging the TVET students towards self-employment.
4. To examine the adequacy of training inputs and materials in terms of preparing the trainees towards self-employment.

1.5. Significance of the Study

Since the main objective of the study is to assess the attitude of TVET trainees towards self employment in Afar national regional state, the study is believed to be significant from the following perspectives; the study:

1. will have importance in informing decision makers to take corrective measures on the negative factors that affect the attitude of TVET students towards self-employment
2. may become a base for vocational counselors to help TVET trainees to encourage towards self-employment
3. may be helpful to create conducive training situation and help the trainees to benefit from the program
4. may help the concerned education and training bodies to design or improve the training programs that encourage the TVET trainees towards self-employment and;
5. will provide other researchers some working knowledge to conduct further studies in this area.

1.6. Scope and Limitations of the Study

Thematically, the research is delimited to investigating a set of factors that affect the attitude of TVET trainees towards self employment. Spatially, the study focuses on the experience of TVET in the selected training institutions in the Afar National Regional State.

The researcher faced many problems that undermined the depth and substance of the research. One of such problems had to do with insufficient literature that deals with the experience of TVET in the Region and issues related with self employment. Hence, the researcher was unable to made adequate analysis of the subject matter in light with the broader realities in the country. Furthermore, the researcher found it difficult to get organized data from concerned bodies in the research area. Lack of extensive research experience is the other factor that posed limitation on the quality of this research.

1.7. Organization of the study

This study is organized under five chapters. The first chapter is the introductory part which deals with the background of the problem, statement of the problems, significance of the study, and limitations. The second chapter is the review of related literature. Chapter three deals with the research methodology and design. The fourth chapter is about presentation and analysis of data and the last chapter, chapter five, deals with summary, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This part of the study deals with the review of literature. The theoretical part has two tasks. First, it clarifies the main concepts related to the subject of this research paper. In particular it deals with the concepts of: attitudes and its influence; employment; types of Employment that includes self-employment, wage employment in formal sectors and employment in non-formal sectors. Secondly, it discusses on: objectives and experience of TVET in relation to the global context and the Ethiopian Government policy framework and strategy; factors that influence the attitudes of TVET trainees toward self-employment, which includes the role of attitude in self-employment; the existing institutional capacities and facilities for self-employment, such as qualified experienced trainers, relevant courses deliveries, training facilities and materials, guidance and counseling, and organizational and managerial efficiency of TVET institutions.

2.1. Concepts and Definitions

2.1.1 The Attitudes and its Influence

Different researchers have offered many definitions of attitude and the term lacks universally agreed meaning mainly among scholars. In this regard Papalia and Sally (1985: 36) defined attitude as "a learned predisposition to respond positively or negatively to a certain object, situation or person. This notion implies that an attitude is a stable state of mental action to evaluate a person, thing or idea either as relatively good or relatively bad. It is also defined as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (Hilgard, 1996). According to them, the

psychological tendency refers to a state that is internal or within the individual person.

Hence, from the above definitions it can be inferred that attitude is a tendency which implies internal state of mind that lasts for at least a short time. Moreover, the concept include the idea of evaluation which refers to evaluating something favorable or unfavorably.

Since attitude includes feelings, beliefs, convictions, and opinions of peoples, it affects the way these peoples or individuals perceive, judge, interpret and react to issues. Thus, the study of attitude is important because there is a general belief that human behavior and actions influence by our attitudes, whereby attitudes are seen as the cause a behavior and its effect. Accordingly, Chernet (1999: 25) states that:

...Attitudes are such an important area because they influence so much of our personnel and social lives. Attitudes beliefs, convictions, desire, feeling, hopes, judgments, opinions sentiment and wishes people have on specific issues...

Attitudes are necessarily developed from evaluative an issue in line of which one responds in some way. Thus, individuals do not have an attitude until they first encounter the object of attitude and respond to it on affective, cognitive, or behavioral basis (Gilbert and others; 1988, Dwortzky; 1988, Reardon; 1991, cited in Tsigie: 2004). The idea that attitudes develop based on evaluative responding implies that, an attitude involves the direct and indirect experiences attached to the objective of attitudes in the perceivers' mind, these perceivers would acquire mental association.

According to Abdulkarim (1997), factors that influence people's choice of their decision to join a given field of study include personal factors, such as the social background of the person and the importance given to training versus direct employment in a family, or the choice of training for white-collar jobs versus to

blue-collar jobs. Other factors include the educational qualifications needed for access to vocational training and physical access to training (distance matter) and the perceived quality of training (private and public) available in the vicinity.

Relevance of vocational courses delivery, competence of institutions; financial sources etc... have their own impacts in preparing trainees towards self-employment. In other words, there is no an overwhelming single influence for every one, rather a combination of influences, each contributory but not conclusive in it self (Maxwell, Cooper, & Biggs, 2000). Therefore, it can be concluded that there are several social, educational and occupational factors for preferring TVET as a field of study (Esters and Bowen, 2004; Maxwell, Cooper & Biggs, 2000). In assessing the state of attitude of TVET trainees, one needs to consider of these independent variables.

2.2. Entrepreneur

2.2.1. Definition

An Entrepreneur is a person who recognizes an opportunity, raises the money and other resources needed to exploit that opportunity, and takes some risk associated with the implementation of his/her plans (Barrow; 2004). The *Oxford Dictionary for International Business* states that:

... An entrepreneur is a person who undertakes to supply a good or service to the market for personal profit, usually investing personal capital in the business of taking on the risks associated with investment. It has been said the initiatives of entrepreneurs creates a society's wealth and that governments should therefore establish conditions in which the will thrive...

As stated above, since entrepreneurs are the creators of wealth, the government policies and strategies should be aspire to create conducive conditions for entrepreneurs.

According to Pasut (2005) and Markmann and Baron (2003), some of the sources of funding for start-ups for an entrepreneur include:

- Friends and family,
- Business angels (rich individuals),
- Government grants and loans,
- Partnership with large company, and
- Venture capitalists (companies that mobilize resources from business angels and offer loan for entrepreneurs with certain commission)

2.2.2. Job Opportunity

Investment by the entrepreneur provides job opportunity to the citizens of a country, especially from TVET. Unfortunately the job opportunity for wage is not promising in relation to the ever increasing TVET graduates; it is advisable to encourage the youth and adult graduates to start their own business. To this end, the availability of inputs, such as capital, business training and working area are very important to start a new business. Hence, these inputs are scarcest and a new graduate lack them. The provision of financial and technical support is helpful regarding self-employment.

Studies indicate that micro and small scale enterprise (MSE) provide most jobs in the industrial sector of many developing countries (MSE) which involve businesses with informal characteristics. These enterprises are expected to comprise employees from the lower limit of one person to the maximum of ten persons. Developed countries set the maximum US dollar to promote these types of enterprises.

2.3. Micro and Small Scale Enterprises

2.3.1. Definition

Micro enterprises are defined as those firms with less than ten workforces and with a paid up capital of not exceeding birr twenty thousand. Small scale enterprises are defined as those ventures with less than ten workforces and with

a paid up capital of not exceeding birr Five hundred thousand (Ministry of Trade and Investment, 1997).

2.3.2. Government Strategy

The Ethiopian government has focused on creating micro and small scale enterprises, based on their potential to create employment opportunities, as spelled out in the industrial development strategy of the country. The strategy identifies the important role that these enterprises could play in absorbing the young people graduating from schools and colleges. The federal Micro and Small Enterprises Development Strategy Agency (FEMSEAD) oversees the promotion of micro and small enterprises development, while the direct support and promotional activities are carried out by institutions established at the regional states (REMSEDA). REMSEDA has finance and credit facilities, organizational, support, production and marketing space, market facilities and raw material supplies (Berhanu et al. 2005).

2.3.3. Stakeholders

Various stakeholders are needed to support start up businesses> For instance the Ethio-German MSE development project coordinated various private and governmental agents and assisted (TVET) graduates from various training institutes in Addis Ababa. The partners involved in this pilot project supported the self-employment of TVET graduates from public, private and other development programs as well as individuals.

The graduates were supported with issues relevant to initiate business i.e. entrepreneurship training, business plans, enterprise formation, business license and legal form of business. Moreover, they have also introduced to Official Qualification Test (QT), access to finance and upgrading technical skills in a large scale construction company and equipment supply. In addition, supports in

the areas of workshop organization, experience sharing and training in business management and marketing were also provided for the new business starters.

2.4. Employment

2.4.1. Definition

Employment and work could often be used synonymously. Nevertheless, if wage is used as distinguishing criteria, it is possible to differentiate between work and employment. In such case, employment refers to engagement in activities to accomplish some thing in exchanged for a wage.

2.4.2. Attributes of Employment

Employment has different attributes. According to Sen (1975), (as cited in Yekunuoamlak Alemu, 2006), employment has the following aspects:

- It gives an income to the employed;
- It yields an output and;
- It gives a person the recognition of being engaged in something worthwhile.

2.4.3 Types of Employment

Three types of employment are be discussed here under in detail which may have direct correlation to his study. These are: self-employment; wage employment (government/private) formal sectors and employment in the informal sector.

2.4.3.1 Self-Employment

Self-employment encompasses different groups of people including professionals, technicians, businessmen or women, traders, farmers, and so on in a variety of areas. In this, respect, Cave (1994) has identified the following areas of self-employment.

- Retail operations, including a wide cross-section of wayside vendors who sell products to the local population as well as tourists.
- Provision of services, including cosmetology, photography, education and training, video tape rentals, travel services, restaurant and food services, transportation including hired car and taxi operators, and garment making.
- Agriculture.
- Small-scale manufacturing.

2.4.3.2. Wage Employment Formal and Informal Sectors

Wage-employment notably indicates employment in public (government or private) enterprise (Middlton, 1993: 30). It may be permanent or temporarily. According to (McKenna, 1995: 209), the distinction between the modern and informal sector is generally considered to be industrial regulation that are found in agriculture, industry, commerce and services in both urban and rural areas. In developing countries, including Ethiopia, the formal employment sector accounts for a relatively small proportion of total employment and shows little growth potentials (ILO/JASPA, 1986: 41-42).

2.4.3.2.1. Employment in the Informal Sectors

According to BNET Business Dictionary (2010: 1) informal economy is the economy that runs in parallel to the formal economy but outside the reach of the tax system, most transactions being paid for in cash or goods. According to Hussmanns (2010: 1), the informal sector is a dynamic segment of the economy and the labour market. In a context of jobless economic growth, recurrent financial crises, economic downturns and highly-skilled labour demands by formal sector enterprises, in many countries around the world the informal sector not only continues to growth, but has also altered its characteristics in order to be able to adapt to changing conditions. In parallel to the transformation processes of the informal sector, there is a trend towards an increasing informalization of the formal sector. One reason is that formal sector enterprises respond to competitive pressure by resorting to mixed-mode labour arrangements in which

observance of labour regulations for a number of workers is combined with the use of non-standard, atypical, irregular, precarious, etc. types of labour or various forms of sub-contracting.

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

2.5. Objectives of TVET

2.5.1 TVET in Global Context

Based on the premises of international classification, UNSECO (1997) defines TVET as education which is mainly designed to lead participants to the practical skills, know-how, and understanding necessary for employment in a particular occupation or trade or class occupation or trade (UNSECO, 1997). Since the end of the second world war such education, with an option of formal and non-formal trainings, has been provided by public and private sectors in many Sub-Sahara African countries in order to produce skilled work forces for the countries development (Kawachi, 2007).

As it has been summarized by Altineylken (2007), the trend of TVET has controversies from the beginning to the current in the context of international development agencies. Initially, in 1960s and 1970s, this is known as a post colonial era, TVET used to enjoy a favorable position in Sub-Sahara African countries. International development agencies, particularly World Bank, had also played a significant role in popularizing the TVET system in various African countries. However, in the following decades TVET has become under strong criticism for several reasons and support for TVET expansion has been on the decline by both national and international institutions. In the last decades due to unprecedented development related to globalization,

technological changes and increased competition, the role of TVET has become more crucial than ever seen before. Consequently, in the recent years, TVET has become important to many international development agencies (Altineylken, 2007).

2.5.2 TVET in Ethiopia: an Overview

Education in Ethiopia has a long history. The pioneers in providing the educational service were that of religious institutions such as the church and mosques (Poluha, 2004). The subjects they offered were those which for prayers and for the services of the institutions to which they were affiliated. Concerning church education Tekeste (1996: 31) has explained as follows:

...the great monasteries like those of medieval Europe have been the centers of art and higher learning. Church education was of a very long duration taking up to 28 years full time study before ambitious candidates could earn the title of learned man...

In addition concerning the issues of accessibility of church education Tekeste described its weakness as "...it is most probable that the location of the monasteries (virtually all of them situated in the most in accessible part of the country) had contributed to the low out reach of the church to the community..."

As other policies and measures Emperor Tewodros II had attempted to take, also appear unique in the sector of education in Ethiopian History. He attempted to introduce skill subjects in the training institution at Gafat with the help of the British's and the French expatriates who were willing and forced to lend their hands to modernize Ethiopia mostly in the sphere of making weapons.

Modern public education made modest entry to the history of the country in the beginning of 1900s with the establishments of the Menilik School in Addis Ababa. The major objective of the school was teaching of foreign languages the proficiency of which was essential for maintenance the country's independence (Tekeste: 1996).

The second government school was established by Regent Taffari Mekonen in 1925. Like Menilik School, Taffari Mekonen School functioned as school for the teaching of foreign languages with the difference that Ethiopian religion was supposed to be thought in latter by the founders that "...educated person who has not properly masters the language and literature of his own country is like a boat without a rower..." The brief Italian occupation 1936-41 seriously disrupted the educational system owing to the death of educated persons and destructions of the already existing few educational institutions which were either closed or changed into military centers.

The first post war school was opened 1941 under the name of Ecol National des Artes Techniques popularly known as ENAT. But before this period individuals such as Dr. Wariqnh Martin (Hakim Workineh) organized craft school under the name of an association called *Ya fiqirina Agalgiot mahiber* (Love and Service Association) in 1924 and 1932 another school named Saint Saviors School. These opened schools had forgotten a section of societies such as librated slaves and orphans. In addition, the school of radio and telegraph was opened in 1933 by ENAT 1941. Since 1962 successive self-schools called comprehensive schools were opened up to 1984.

The current vocational education system, called TVET system, is defined as combination of theory and practice; elements of education such as specific acquisition of knowledge for certain materials gains and so on combined with practical training through instruction in the workshop of a training institution or practical work in an enterprise. While the T (technical) in TVET appeals to different and higher level (above higher education). The V (vocational) is linked with specific practical occupations which include training and upgrading in all occupational fields of agriculture, industry, crafts and the service sector (ecbp, 2006).

2.5.3. TVET and Policy Direction in Ethiopia

TVET is a tool for economic recovery and development. It has become a vital aspect of human resource development. The overall objective of the National TVET Strategy

is to produce competent, motivated, adoptable workforces that can play their role in reducing poverty in the country. Following the national policy and strategy framework, TVET is organized within the Education Bureau of the Afar regional state from which it derives funding and policy directives. The legal status of TVET emanates from the policy of the government which seeks promoting skill development through TVET. The two TVET Colleges which are the focus of this study are under the governance of the education bureau of the Region (Please, note that there is no separate commission for TVET in Afar Region).

TVET is a means to contribute a wide dissemination of scientific and technological knowledge that facilitates the transitions from school to work, and enhance the quality of life by expanding the individuals, general and technological knowledge: promote professional skills and improves status (Atchoarena, 1993: 1). TVET has a pivotal role to a country's economic development where there is a need for trained work force. Conforming this the MoE (2004, 5-6)

...[S]tated that the rural development strategy, the capacity building strategy, the industrial development strategy, as well as education and training policy and strategy clearly indicate the need for large number of knowledgeable and skilled human capital in several areas of specification...

These strategies focus on the need for knowledgeable, skill and civic human resources for the success and sustainability of achievement their stated goals such as transforming the agricultural sector, developing the rural economy and livelihood, making the country competitive in the global economy or market, and building overall capacity. It is imperative to have large number of qualified human resources, such a human resource needs to be capable, skilled, knowledgeable, as well as committed and dedicated to transform the country toward its mission and vision MoE (2004, 5-6).

Therefore, TVET is a necessary investment for those countries seeking to operate successfully in highly competitive global market economy. Countries who have invested most heavily in TVET tend to be the most productive.

Unemployment and underemployment are among the central issues of the poverty reduction strategy for national development, which calls for comprehensive investments, especially, in the education, agriculture, road and health sectors. These four sectors are reviewed as crucial sectors for achieving the Millennium Development Goal (MDG). As fundamental prerequisite for this, emphasis is placed on the availability of an adequate number of trained workers that involves vocational training to a significant degree (Ethio-Germen TVET programme, 2003:3). Thus, the provision of technical-vocational educational and training program in Ethiopia seems to be the reciprocal effect of the need for the country's economic development. However, to do all these challenge presented by the work place and the acquisition of appropriate skills is indispensable. Because, as UNESCO (2005: 6) stated:

...The acquisition of appropriate skill-both technical and social is required to cope with the challenges percentile by the evolving needs to the work place. Education and training system that respond and equality to these demands will contribute to the efforts to over come the growing unemployment and marginalization of yang people and adults in the industrialized well as the developing world..

Further evidence from the newly industrializing countries show that TVET is largely responsible for providing a pool of skilled human resources essential for such critical sector of the economy as agricultural manufacturing, construction, communication, transportation and commerce (Kerre,1997: 25).

Thus, to make education in general and TVET in particular effective to development one should work in co-operation without which the nation economic development could be hampered. According to MoE (2001: 9), in order to make TVET an effective human resource development tool for promotion of economic development,

"...it must be designed as a system that is demand oriented, responsive to the needs to labor market and socio economic development to adequately address the special requirement of the different segments of the various economic sector and its target groups..."

However in reality the system faces various problems among which the attitude of trainees and other stakeholders appear the most critical. Concerning this MoE (2008) express it as follows:

“...In Ethiopia, as in many African countries, TVET suffers from a relatively poor public image. TVET is usually associated with low status job, low salary and lack of personal development opportunities, partly due to the low quality of previous TVET programmes that did not allow TVET graduates to successfully compete in the labour market. TVET is generally perceived as a place of last resort for those students who failed to get into higher education. This misconception needs to be rectified...”

Hence, these interrelated factors inevitably affect the attitude of TVET trainees towards TVET system in general and self-employment in particular. In addition, the attitude of trainees towards self-improvement can put its own influence on addressing the aforementioned bottlenecks and gaps between the educational; system and the world of work.

2.6. Factors that Influence the Attitude of TVET Trainees toward Self-Employment

Technical and Vocational Education and Training prepares students not only for employment in industry and business but also for self employment, especially when a great closures of manufacturing plants, self employment and job creation could be a strategy to cope with such a crisis. The entrepreneur attitudes need to be properly managed and factors that affect the attitude the TVET students should be identified. In today's global environment contributing factors on job creations self-employment developments have increased considerably (John, 1994: 105). Identifying and analyzing more number of such factors and using them in the developmental programs is helpful.

Personal attitude; institutional capacities and facilities, such as qualified and experienced trainers, relevant curriculums, training facilities, the role of vocational guidelines and counseling and organization and management efficiency of TVET

Institutions will be discussed as some of basic factors which affect the attitude of TVET trainees toward self-employment.

2.6.1. Personal Attitudes

Self employment plays an important role in developing and contributing to the economy of a country (Seravanaue, 1987: 240). Middleton (1993: 30) indicated that the growth of self employment is one of the most pronounced changes in labor markets through the world. ILO (1996) also showed that the promotion of self- employment should be crucial component of antipoverty programs in the developing countries. However, the emergence of self employment in all developing countries is not promising (Mishra, 1990: 219).

The study of OECD countries revealed that self-employment is not a panacea for unemployment. This is because programs aimed at the establishment of enterprises for the self-employed generally serve less than 5% of the unemployed. Limitation of financial resource for the self-employment program and interference or bias of public officials during screening necessitated self-screening mechanisms. These self-screening mechanisms incorporate: applications, use of pre-entry business advisory services and training, and requirements for business plans that incorporate company overview (vision statement, features and benefits); management team and talent; description of products and services; marketing strategy and budget (Wilson & Adams, 1994; Pasut, 2005). Designing a beautiful business plan is not sufficient by itself for self-employment. The attitudes of prospective entrepreneurs matters to a great extent. Hence, assessing the status of trainee's attitude and taking the corrective measures is needed from TVET institutions.

In addition to profit orientation and freethinking, prospective entrepreneurs need to develop values that can draw the attention of funding agencies or arouse the interest of potential customers. This is

further strengthened by Pasut quoting as saying: "Sell the sizzle not the steak" which further explained the value of orientation expected from entrepreneurs (Pasut, 2005). A study conducted to identify why some people successfully start companies than others revealed that individual skills and characteristics are necessary for identifying opportunities and founding new firms are a major determinants for entrepreneurs.

2.7. Institutional Capacities and Facilities

2.7.1. Qualified and Experienced Trainers in TVET Institutions

TVET largely needs the allocation of adequate and quality resources. Of all resources required for this programmer, trainers are the major component who plays the decisive role in successfully completing the task. The quality of the training programme largely depends upon the trainers. They occupy an important place in the modern society in that they link the society and the educational system.

Thus, the quality of trainers and a training institution could have a direct impact on the academic achievement of trainees in the institution. Fafunwa in (UNESCO, 1973: 14) has summarized the importance given to teachers by stating that:

.... the training and procurement of teachers must precede all other consideration: the development of any educational level presupposes the availability of teachers in sufficient number to man the institutions...

Trainers of TVET need to have the necessary educational background that will enable them, among other things, to understand human behavior- and especially how the individual trainees increase their academic achievement and must also be competent to understand the subject matter. In relation to this, World Bank (1986) has stated that the quality of any training program is determined to a very large extent by the personal qualities, professional competence, attitudes and insights of trainers. The full involvement of trainers in the process of improvement of training programme is essential because good training is partly the result of

the trainer's total experiences, not merely the classroom experiences with trainees. As a result, the major responsibility for the educational and training of allied workers and technicians lies on trainers.

Therefore, TVET trainers must possess a thorough knowledge of their field and should have some experience in the world of work for which they are preparing their trainees. Regarding this MoE (1995: 5) indicated that competencies required for TVET trainers include all areas of professional, general and social knowledge and skills such as: technology expertise, skills in their specific discipline, and global perspective. According to UNESCO (1983: 85, 1907: 93) and Danker (1998: 5) the technical vocational trainer should have a bachelor degree, an adequate general education, theoretical and practical training in prospective fields.

Confirming the above view MoE (2004: 42-43) stated that the teaching staff for the education of technicians should possess a degree qualification in an appropriate field and should have industrial or comparable experiences in their particular discipline.

Moreover, TVET trainers must have a firsthand knowledge of real world of work and possess skills within their fields of training. UNESCO (1997: 12) further suggests that: "The training personnel within technical vocational institutions need to be well qualified in both their area of specialty and pedagogical skills, and need to have sufficient and relevant world of work experience."

Thus, the availability of qualified TVET trainers is one of the most important variables needed to the success of the TVET system. The quality of the trainers has also direct implication in the state of TVET trainee's attitude towards the TVET system and the world of work. This factor also affects trainee's self-confidence as their cognitive and psychological makeup is highly influenced by the people who taught and guided them.

2.7.2. Relevance of Courses in TVET Institutions

TVET institutions have to respond towards enhancing the competitiveness of all economic sectors through competent workforces and towards improving people's to self-employment. However, as stated by Kawachi (2009) many studies refer to a mismatch between the training offered and the skills needed in the labour market (Kawachi (2009).

In most TVETs' the training offered to the trainees is not market oriented and becomes obsolete (Yemada: 2002). Therefore, it is crucial to make sure what TVET institutions' teaching and training should meet with the needs and opportunities in the labour market to gear self-employment (Fluitman: 1992).

As has been discussed above, the current studies shows that the traditional TVET curriculum favors theoretical instruction and it is not labour market oriented which adversely affects the quality and relevance of TVET institutions.

2.7.4. Training Facilities in TVET Institutions

TVET requires more facilities than any other educational system and is among the most expensive to equip each department or field of study. This is, because, each department is unique in its nature and the facilities needed by the training institutions differ in what they have to work with. Concerning this, Reilly (1990: 96) expressed that the development of effective training programme of technical and vocational education in TVET institution requires a great deal of attention to facilities needed for viable and lovely programmes. It is known that trainees' activity in technical and vocational training institutions involving work with materials is a dominant characteristic in this area. Besides, many reference materials should be put for use by TVET institutes to furthering such training programmes. Hence, it should be recognized that no programmes could be successful, if the training facilities are limited to what may be available outside

the training institution. Therefore, facilities may either limit or help to develop a training programme, depending upon their adequacy.

In addition to this, the training institutions have to use resources such as training facilities, which trainers and trainees can make use of in relation to their own training programme. Because, as ILO (1999: 39) disclosed, if training institutions are to utilize more fully the training facilities already existing in the local communities, their programmes of vocational education and training should be much more significant than they are. Obviously, it is impossible for training institutions to provide all the facilities for teaching all phases of all occupations. But some training institutions have made great stride in developing teaching aids for teaching purposes (UNESCO, 1996).

Similarly, technical and vocational education quality training mainly depends on providing quality curriculum materials for the trainers who are the implementers of the programme. If used effectively and efficiently resources can help the trainer in bringing about the intended behavioral change in individual trainee. Finch and Crunkilton (1979) identified print materials, audiovisual materials and manipulative aids as few of the curriculum materials that can assist in creating a conducive training environment. Thus, to make training programmes effective and to enhance trainees' academic achievement these materials need to be readily and sufficiently available. Seeing this issue in the Ethiopian context, the TVET system of the country adopts module system as viable way of delivering the training.

Generally, TVET training must ensure that TVET learning materials are appropriate to the target group. Because, these centers differ in their organizational set up and course offerings, facilities needed for the smooth implementation of the TVET institutions can also differ. Nevertheless, availability of adequate and modern training facilities in any training institution is one of the paramount important factors if quality training is expected. This in turn can

enhance trainees' academic achievement and for providing skilled manpower for the labor market as required.

2.7.4 Vocational Guidance and Counseling in TVET Institutions

The vital purpose of occupational guidance is to provide job seeker with the information and skills needed to make wise decisions on problems of occupational adjustment (Sharf, 1993). The day-to-day change of conditions in the educational system calls for a well organized and systematized vocational guidance. The Ethio-German TVET programme (2001: 1) states that:

...Vocational guidance is more than providing information; it is blend of self-employment to adapt to changing cultural and economical situation and of Learning and assimilation of career, providing educational labor market and economic opportunities information...

The cultivation of trainees with the aims and advantages of TVET at the secondary school level help students succeed in their training. In connection to this, Crites (in Herr and Cramer, 1972: 4), describes vocational guidance as "the process or programmes of assistance designed to aid the individual in choosing and adjusting to a vocation." Therefore, vocational guidance is a continuous process carried out at all levels of education. It should not be one-time work applied during the post high school training programme.

Hence, vocational guidance is also one factor that, if not more than trainers, equally affects the overall performance of trainees mainly in their attitude towards various dynamics of TVET and the world of work. Crow, (1960) and Yusuf Omer (1986) state some of the significant principles of occupational guidance as follows:

1. Every aspect of complex personality pattern constitutes a significant factor for the total display of attitudes and forms of behavior, and individual differences must be recognized and considered in any effort.

2. The function of guidance is to help a person and should be regarded as a continuous process of serving to an individual, and should be extended to all persons of all age.
3. Existing social, economic and political unrest create mal-adjustment that requires the co-operation of experienced and trained guidance officer and the individual to deal with a problem.
4. Curriculum material and teaching procedures should evidence a guidance point of view.
5. The accepted areas of guidance include concern with the extent to which an individual's physical and mental health interferes with his adjustment to home, school, occupational and social demands and relationship.
6. Parents and teachers have guidance responsibilities.
7. Specific guidance problems on any age level should be referred to persons who are trained to deal with particular areas of adjustment.
8. To administer guidance programmes of individuals, evaluation and research should be conducted and an organized guidance programme should be flexible according to individual and community needs.
9. The responsibility of the administration of a guidance programme should be centered in a qualified and trained head of guidance.
10. Periodic appraisal should be made of the existing guidance programme.

Most of the above elements are included in Ethiopian TVET system, which consider the guidance councilor as significant actor in helping the trainees choosing the right career starting from the pre TVET level to the life long contact between the TVET system and the trainees. In doing so "The TVET authorities will develop a concept for the introduction of appropriate vocational guidance and counseling structures within the TVET system, including a system of aptitude assessment to support personal career choices" (MoE 2008: 30).

According to UNESCO (1977: 32), the primary purpose of vocational guidance is to enable students to avoid wasting time in training for vocations for which they are unsuited: Rather it aims at a better use of the training system by allowing only those who are competent enough to enter and benefit from it.

According to a document presented to vocational counselors by MoE and Ethio-German TVET programme experts, the general objectives of vocational guidance are to:

- Encourage an understanding of the process of vocational choice
- Encourage clients to assess their own interests and motivation
- Encourage clients to actively collect and consider all information required for the complex decision
- Provide overview of occupations and occupational fields
- Inform people on the labor market in various occupations and careers and;
- Inform people about entry requirements into certain fields of training, and what is expected of applicants (2005).

The document tried to emphasize the need to have vocational choices, individual interest, and motivation, system to collect information and make decision so as to make the trainees successful in TEVT system. Besides, it also underlined how important to provide an overview of occupations and occupational fields to the trainees is before they made their own choices.

To sum up, the guidance programme needs to consider the standard guidance services such as: counseling, information, individual inventory, placement and research services. The functions of the counselor include these five basics guidance services-sometimes under different names-as well as other functions deemed- appropriate (Hones, Streffire and Stewart; 1970). Therefore, the vocational counselor should provide vocational orientation, individual vocational counseling and job research assistance services to trainees to attain the

objectives of TVET institutions in general and to enhance trainees' academic achievement in particular.

In light of this, the Ethiopian TVET strategy (MoE, 2008: 30) has put the above concept as follows:

...Increased attention will be given to vocational guidance and counseling to enable future trainees, in particular youth, to choose the right career and make full use of the initial and life-long learning opportunities provided by the TVET system. Vocational guidance has to start at pre-TVET level. Accordingly, TVET institutions will also assign and train vocational guidance staff. They will cooperate with schools for early orientation of school leavers and with NGOs, community organizations and other relevant organizations to offer guidance to other local target groups. The vocational guidance staff at TVET institutions will be instrumental in facilitating apprenticeships and preparing youth for apprenticeship training. They will also be focal points in organizing self-employment support for TVET graduates...

This means the strategy more or less appears to be inclusive of the above principles and functions related to the vocational guidance and counseling services. Hence, assessing the various features of a given TVET system including the attitude of trainees towards self-employment the consideration of vocational guidance as significant variable is inevitable.

The choice of a vocation is the individual's and each trainee should be given the right of vocational choice (Little and Chapman, 1963: 151). However, according to Bent and Kronenberg (1966: 379), many trainees make unwise vocational choices and solution to problems because of lack of information as well as due to faulty information. Nevertheless, imparting vocational information at this stage can be carried out through regular courses, co-curricular activities, excursions, assembly talks, career days, and through open-shelf libraries. Accordingly, the orientation given by the vocational counselor about the post-high school training would help trainees increase their interests, and thereby, prepare themselves for application. To make this effective, the vocational counselor should be a

resource person and dispenser of occupational information. Confirming this idea, Hoppock (1967: 121) suggested the following:

“...When occupations are being chosen to meet needs, as they will be, the more occupations we counselors know and the more we know about them, the better is the chance that we will be able to help our clients to find occupations that will meet their needs and in which they can also get and hold jobs...”

According to Encyclopedia Americana (1995: 206) placement is the final step in the vocational guidance process, helping trainees to find suitable employment matching the job and the worker. Likewise, Job placement is the assistance given by institutions to find employment or self employment. In a first stage, the training institution should assist trainees of formal vocational programme to find apprenticeship places in order to fulfill the requirements given by the curricula (Ethio-German TVET programme, 2001: 1). Therefore, to maximize the use of placement and follow-up resources, it is suggested that a cooperative job placement strategy be initiated in which trainers and guidance specialist share the responsibility for providing an organized and systematic job placement programmes (Strong and Schafer, 1975: 151). As Crow Arid Crow (1951: 7) states guidance is based on the assumption that the world has a place for every body. Thus, it helps trainees discover their own talents in comparison to the jobs available in the world of work. This in turn assist them to prepare themselves so that they can live well balanced lives and contribute their part to the welfare of their fellowmen.

To this effect, a training institution should evaluate and prepare itself for effective accomplishment of its programme. Above all this would help the institution in the placement of graduates to jobs and thus effective follow up and up-to date information would be practical through the vocational guidance.

2.8. Organization and Management Efficiency in TVET Institutions

Administration in general academic education and vocational training has features in common. The elements they share include financial affairs, staff and trainees. On the other hand, Instructional leadership is the major activity of principal. It includes promoting student learning, growth and development as well as motivating and coordinating trainers to impart relevant knowledge and skills to their trainees.

Effective instructional executive leader has to have professional competence and variety of skills- conceptual, human and technical. Likewise, he/she must have basic personal characteristics such as: accurate identification of instructional problems; possession of educational vision; having directed needs; a strong commitment to improving instruction; possession of high energy level; willingness to take risk and the ability to work with people.

Webs and Norton (1999) have suggested that the mere existence of people, however, does not guarantee the effective operation of training establishment. Effective and efficient coordination as well as mobilization of workers is indispensable in order to enable them to work as a single whole. Keeping this in mind, the knowledge and competence of the institutional management is of paramount importance in the better utilization of scarce training personnel in training institutions. This implies that, if TVET institutions are properly managed they would be able to meet their objectives.

Thus, trainees' academic achievement is the reflection of the institutions in management since educational leadership is an important characteristic of effective schooling. Principals should have high expectation of trainers and trainees achievement and also should supervise, lead, coordinate the curriculum, operate the basic skills, and monitor trainee progress. Without high expectations of institution principals, trainees' achievement is not directly influenced by

trainees' achievement. As (Andrew and Soder. 1987: Hallinger 1996 and Bender and Bryk, 2000) "the institution principal is the 'master trainer' or the curriculum and instructional expert in the institution".

The principals' role includes observing, making suggestion for improvements and enforcing compliance with certain teaching models. Furthermore, these scholars pointed out that principals could affect trainees' achievement indirectly. This could be through trainers and staff members principals influence performance through others, and this influence includes a broader spectrum of behaviors. Principal actions that structure the institution's organization and climate appear to have an impact on trainee achievement.

The academic achievement of trainees in the educational institution is affected or determined by various factors. The most important variables that affect trainee's success are school variables, the families and the individual, social incentive and socio-economic status (Wisconsin Education Association council). Thus, the academic achievement of trainee could be affected by the inputs of the educational institutions.

According to Read and Bargeman (1995), an educational institution is effective when:

1. There is a positive ethos where trainee and trainer are expected to achieve and are told they can;
2. There is standard, for achievement are related to individual differences;
3. Line of communication among administrators, trainers, trainees, parents and community are kept open to trainees from various backgrounds;
4. There is a clearly understood goal where trainees, parents and administrators agree on goals for academic achievement;
5. There are effective trainers;

6. There is a clear and effective leadership;
7. Good communication, active trainee involvement, positive incentive and reward.

For an institution to be effective in trainees' success, therefore, there should be strong principal leadership, high trainer expectation for trainee achievement, an emphasis on basic skills, orderly environment and frequent, systematic evaluation of trainees (Goddard, Sweetland Hoy, 2000, Schecrens and Creamers in Jimenz and Pinzan 1999). Institutional factors do affect academic performance of trainees. Regarding the importance of institutional effectiveness for learning aid better performance, Murphy and Lovis, (1999) and Roman, in Goddard, Sweet land and F1oy, 2000: 683) have this to say:

A major challenge for those who study schools and school administration is to learn how organizations contribute to students' success. Where as teachers are directly responsible for teaching In the classroom administrators are charged with development of organizations that facilitates teaching and learning.

Generally, principals play a decisive role in the trainees' academic achievement if they are well-equipped with the necessary and adequate knowledge and skills of educational management that can help them to be self-employed. However, the Ethiopian TVET system with its serious structural crises lacks the necessary human resources, including teachers/instructors and the management. To date, TVET institutions heads lack the above discussed qualities of educational management. Empirical observation also exhibits that remote areas like Afar regional state seriously lack the necessary human quality to manage the existing TVET institutions.

Hence, in assessing the attitude of trainees towards self-employment, all the above thematic issues such as the role of institutional facilities, trainers and principals, the vocational counseling, apprenticeship program, the efficiency of TVET institution and so forth should be considered. All these variables are selected not only these factors are major issues but also they are considered to

have impact on the attitude of the trainees. Hence, these factors are independent variables while the attitude of trainees towards self-employment is dependent variable.

In order to fit the recent conception of attitudes to the present study, the attitude of TVET trainees towards self-employment in the decreasing unemployment problem of the country, relevance of vocational course delivery, competence of institution, awareness of stake holder, and financial sources have their own impacts in preparing trainees towards self-employment. To discuss these variables in the Ethiopian TVET system context, it is very relevant to base the Ethiopian TVET system policies and strategies.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Research Design

The purpose of this study was to assess the attitude of TVET trainees towards self employment. To this effect, descriptive research method was used. To secure dependable information both qualitative and quantitative data gathering methods were employed. Dawson C. Johnson (2006) suggested that there is no hard and fast rule to use the one and reject the other; instead prevailing trends favour the use of both designs in a single study. Aronson and others (1990) described that each data collection instrument has its own weakness and strengthens. Regardless of this, the same authors suggest that using each instrument accordingly as long as it is appropriate to the purpose, size and situation under which the research is conducted is necessary. Moreover, Best and Khan (1986) stated that the use of multiple data collection instruments as a rule is important because each reveals different aspects of empirical reality. When it comes to the research site, the only two TVET colleges in the region were taken as the study sites. Respondents were selected using the random sampling technique.

3.2. Sources of Data

In this study, both primary and secondary source of information were used. The primary data were collected by using structured questioner, focus group discussion, and observation. The relevant secondary data were obtained from books, journals, and annual report of TVET colleges. In addition to this, the 2008 National TVET Strategic Plan was also reviewed.

3.2.1. Data collection Instruments

The data gathering instruments employed in this study (structured questioners and interviewee guide lines) were pilot tested in order to make essential corrections and maintain the validity of the instruments. Accordingly, both instruments were

revised based on suggestions and recommendations collected during pilot survey. Respondents who participated in the pilot study were excluded from the target population list. The logic behind is to eliminate the effect of test on the outcome of the research.

3.2.1.1. Self Administered Questioner

In order to gather all the necessary information from trainers and trainees, structured questioner was administered to them. Before the questioner was distributed to these target groups, the following procedures were carried out. To gather solid and reliable information from the trainee as well as to facilitate the data collection, the questioner was translated to Amharic by independent translator. And then it was distributed through their departments. Nevertheless, to gather data from trainers the English version was used. The rationale behind is that the trainers easily understand the language and provided the required information.

3.2.1.2. Interviews

Interviews were arranged in the evenings of weekdays and at weekend when interviewee had free time and were not in a hurry of work. As mentioned by Beryman et al. (2007, p. 321), since the location for interviews may influence the responses participants are likely to give, researchers should choose a place convenient for respondents where they will feel comfortable and the interview is unlikely to be disturbed. To this end, the interviews were conducted at the time convenient to them.

According to Beryman and others (2007, pp. 322-323), where the respondents and researcher have not been in contact before, the first few minutes of conversation will have a significant impact on the interview's outcome. The researcher needs to explain the study to participants to establish credibility and gain interviewee's confidence. The interviews therefore were conducted by using the interview guidelines commencing with an introduction of interviewer, purpose of the research, safety of subjects, and estimated interview length. The presentation was

kept clear and brief in order to reduce anxieties and make interviewees more relaxed and open.

By pursuing the above procedures, interviews were conducted with experts and Deans of colleges. The rationale behind was they have exposure with respect to problem under investigation. On top of this, they have the chance to observe the attitudes of trainees towards self employment.

3.2.1.3. Focus Group Discussion

Focus group discussion was used to collect information from two graduate groups, namely: self-employed and un-employed. The primary purpose of the discussions was cross-checking the data obtained through other methods as well as to produce complementary information through group interaction. To achieve these objectives the discussions were held separately with the above two groups.

3.2.1.4 Observation

In the teaching learning process of technical and vocational education the conditions of workshops and the availability of equipments, machineries, hand tools and raw materials are the bases, specialty in preparing the TVET trainees to create their own job instead of seeking job. Due to this the researcher used observation checklist and conducted observation of workshops in all the two TVET colleges.

3.2.1.5 Data Analysis

In analyzing the data, relevant tools, which are appropriate to the nature of the data obtained, have been employed to test the findings in relation to basic questions of the study. Raw data obtained by focus group discussion questionnaire and observation, were structured and systematically organized and analyzed. Interview questions and questionnaires were structured in qualitative and quantitative approach. Both focus group discussion and key informant interview responses were examined and analyzed in seven

consecutive weeks. In addition to this, relevant literatures and theories, which were discussed in chapter II, have been used to analyze the attitude towards self-employment.

Table 1 Primary Data Sample Areas and Size

No	Sample areas and Field of Study	Total Population			Sample Size			%
		M	F	T	M	F	T	
I	Lucy TVET and Water Work Training College							
1	Rural Water Supply and Sanitation	81	48	129	27	5	32	25
2	Small Scale Irrigation and Drilling	111	28	139	34	8	42	30
3	Electro Mechanical Technology	95	25	120	22	8	30	25
4	Accounting	35	25	60	11	7	18	30
	Total	322	126	448	86	29	115	27.5
II	Adadale TVET College							
1	Accounting	79	56	135	25	21	46	34
2	IT	5	82	87	1	24	25	29
3	Secretary	-	12	12	-	6	6	50
4	Building Construction	11	-	11	6	-	6	54
5	General Mechanic	8	-	8	6	-	6	75
6	Total	103	150	253	38	51	89	48.4
7	Grand Total	425	276	701	71	66	137	37.97

In Lucy College two departments, which are water sanitation and small scale irrigation and drainage, are excluded in the study for the reason that they have no relevance to this study. This is because they are the fields that prove hard for trainees to create job for themselves since those fields are cost intensive. Therefore, in this study from these two colleges, 137 trainees and 28 trainers were selected based on quota and random sampling techniques. Checklists were also used to collect the overall situation of the TVET colleges.

The writer of this thesis believes that the sample size is sufficient enough to draw representative data of the total universe population of the two respective colleges.

Table 2 Trainers and other Academic Staff Sample Areas and Sizes

No	Sample areas and Field of Study	Total Population			Sample Size			%
		M	F	T	M	F	T	
I	Lucy TVET and Water Work Training College							
1	College Dean	1	-	1	1	-	1	100
2	Trainers	29	1	30	13	1	14	47
II	Adadale TVET College							
1	College Dean	1	-	1	1	-	1	100
2	Trainers	24	2	26	14	-	14	54
II	Regional States TVET Experts	2	-	2	2	-	2	100

Two regional TVET experts, two Deans from the respective colleges, and 28 trainers were included in this part. With regard to education background, from the two respective Colleges, 3 male and 1 female trainers were diploma holders with relevant studies, whereas 52 male or nearly 90 percent of trainers were degree holders with the relevant field of studies. This indicates that the institutes are staffed by trainers who possess desirable level of qualification. As has been indicated in the literature review section, however, this by itself is not enough unless they have substantial experience in the world of work which would help them to motivate and prepare trainees for self employment.

With regard relevant work experience, nearly 43 percent or 12 out of 28 have from one to five years work experience, 46 percent or 13 out of 28 have six to nine years experience, and the rest 11 percent or 3 out of 28 have ten and above years work experience. Both of the college deans are degree holders in Education Management with more than ten years of work experience. The regional state TVET experts are degree holders in the field of education and both have more than ten years work experience. Hence, it is clear that the institutes satisfy one of the major criteria for effectiveness- presence of qualified and experienced managerial staff.

3.3. Respondents Questionnaire Matrix

Table 3 Respondents Questionnaire Matrix

Questioned Posed	Respondents	No.
Attitude Role in Self-Employment	Trainees	137
	Trainers	28
	College Deans	2
	TVET Experts	2
Qualified and Experienced trainers in TVET Institutions	Trainees	137
	-	-
	College Deans	2
	TVET Experts	2
Relevance of Courses in TVET Institutions	Trainees	137
	Trainers	28
	College Deans	2
	TVET Experts	2
Training Facilities in TVET Institutions	Trainees	137
	Trainers	28
	College Deans	2
	TVET Experts	2
Vocational Guidance & Counseling in TVETs	Trainees	137
	Trainers	28
	College Deans	2
	TVET Experts	2
Organization and management efficiency of the institutions	The same as above	

As it has been discussed in chapter one, the sample of respondents' representation ranges from twenty five percent up to fifty to hundred percent where the total population of the sampling area number is relatively small.

The distributions of samples that have been drawn from each college are proportional. For instance, from Lucy TVET and Water Work College in 10+2 program 18 students particularly from accounting department and in 10+3 program 30 students from electro mechanical technology were part of this study. From Adadale TVET College in level 3, from accounting department 10 male and 11

female students, from IT department 1 male and 16 female students, from Building construction 6 male students; in level 4, from accounting department 15 male and 10 female students, from IT 8 male students, from secretary 6 female students participated in the study

In addition to this Focus Group Discussion was conducted with 5 graduates who live in Ayisseta town. From this group two of them are self employed while the remaining three of them are unemployed. This helps us to compare the responses of the current trainees towards self employment. The researcher believes that the sample size is enough to represent and to draw the required data.

Factors that influence the attitude of TVET trainees toward self-employment have been discussed hereunder based on the primary data which is collected in Afar Regional State. Each data is separately discussed by grouping the respondents that have similar status and it is safe to analyze each group of respondents in separate ways for several reasons.

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

Most scholars argue that the two major factors that affect the attitude of trainees toward self-employment are personal attitude and institutional capacity and facilities. Institutional capacities and facilities in turn have four sub-components that are used as a bench mark to analyze the collected relevant data in the field survey.

3.3.1.1 Responses about the Role of Attitude to Self-Employment

In this part, the primary data which are collected from LUCY TVET and Water Works College and ADADALE TVET College, are separately discussed based on the TVET trainees' personal attitude to self-employment.

The questions that have been raised below in Table 4 highly depended on the individual personal attitude toward self employment. These enable us to identify how the individuals' personal attitudes have impact as a factor that influences the attitude of TVET trainees towards self- employment.

As it has been discussed in chapter two, dominantly literature addressed that the how part of self-employment is one of the most pronounced aspects in the labor market across the world and how the promotion of self-employment is a crucial component to anti-poverty program in the developing countries.

Table 4 below, shows the data gained from the response of the current trainees' attitude toward self-employment both in Lucy and Adadale TVET colleges.

Table 4 Responses of Lucy and Adadale College Trainees regarding attitude test questions

NO	Statements	Lucy college trainees							Adadale college trainees						
		SA	A	UD	D	SD	Mean Score	Remarks	SA	A	UD	D	SD	Mean Score	Remarks
1	It is necessary to have my own business	26	20	2	-	-	4.59	SA	50	29	5	-	3	4.35	A
2	It gives me no sense having my own business	25	17	6	-	-	4.40	A	46	29	4	8	2	4.26	A
3	I feel bad to be self employed	34	10	2	1	1	4.79	SA	48	20	4	4	3	4.11	A
4	I have self confidence to start my business	3	4	8	12	21	1.67	SD	11	4	18	18	34	2.19	D
5	It is exciting to be self-employed	8	2	5	16	17	1.69	SD	18	6	13	16	36	2.11	D
6	Having ones own business gives a pleasant feeling	5	7	5	14	17	2.06	D	13	11	12	15	38	2.37	D
7	For me, it is possible to become self-employed	4	5	3	22	14	2.49	D	3	8	10	31	33	1.92	SD
8	People, who are self-employed, are important to me	3	7	12	14	12	2.1	D	10	17	18	20	24	3.11	UD
9	I have no ability to start my own business	28	10	5	3	2	3.46	UD	40	24	13	3	9	4.53	SA
10	I give respect to others opinions	17	14	3	6	8	3.26	UD	25	27	11	12	14	3.10	UD
11	I am strongly influenced by only my family opinions	18	13	6	6	5	3.7	A	35	27	10	8	9	3.8	A
12	Others expect me, if I become self-employment	22	21	3	1	1	4.26	A	35	26	9	5	14	2.9	UD

Where SA= strongly Agree (5); A= Agree (4) UD= undecided (3); D= Disagree (2); SD= Strongly Disagree (1). Total Number ($\sum F$) = 48 for Lucy TVET, and 89 for Adadale TVET; Mean Score = $\frac{\sum \text{rating} \times \text{observation}}{\sum F}$

As seen in table 4 above, even though the magnitudes of one college to the other vary slightly, all respondents' opinions towards self-employment fall in similarly. For instance, most of them fear to run their own business, have no courage and confidence to create their own business for several reasons. Besides, the data shows that their mind set up with regard to employment was highly influenced by their parents and the exiting employment system i.e. being an employed person in government institution is preferable to be secured for a permanent job rather than creating and working for their own business. Further more, the researcher discussion with students reveals that other factors such as financial constraints, lack of technical ability, lack of business development skill, etc contributed to the negative attitude toward self-employment at large. This implies that most of the trainees joined the TVET Colleges either without their interest or because they had no choice to other higher education institutions, except TVET Colleges. This can happen for two basic reasons. First, their GPA may not allow them to join to higher education. Second, their ultimate plan after graduation happens to be seeking employment somewhere either in the private sector or government institutions. In addition to the absence of support from the Region, in joining their college studies they had not planned for self-employment after graduation. It also implies that there is no fertile ground in the region to support the TVET graduates.

3.3.2. Institutional Capacities and Facilities

The second major factors that affect TVET trainees, considered by different scholars, are institutional capacities and facilities. To analyze this factor four sub-components are discussed here in detail below based on the primary data. Hence, the overall assessment regarding the institutional capacities will be discussed first.

Table 5 Trainers Responses in regarding to the institutional facility

No	Questions Posed	Trainers Responses											
		Lucy TVET				Adadale TVET				Total Responses			
		Yes		No		Yes		No		Yes		No	
		No	%	No	%	No	%	No	%	No	%	No	%
1	Do you believe that the TVET program in your institution enables the trainees' for self employment?	11	78.6	3	21.4	12	85	2	15	23	82.1	5	17.9
2	Are TVET colleges contributing a significant role in reducing unemployment rate in the region?	11	78.6	3	21.4	14	100	-	-	25	89.3	3	10.7
3	In your opinion TVETs are usually associated with low status?	10	71.4	4	28.6	11	78.6	4	21.4	21	75	7	25
4	Do you think that TVET have low accreditation due to poor image of the society?	12	85.7	2	14.3	11	78.6	3	21.4	23	82.1	5	17.9
5	Is the TVET system in the region enabling the trainers' life long learning opportunities to keep the pace with rapidly changing environment?	9	64.3	5	35.7	11	78.6	3	21.4	20	71.4	8	28.6

Table 5 above, shows that the Responses of TVET Trainers both in Lucy and Adadale TVET Colleges. With regard to the education program of both the Lucy and Adadale TVET colleges, 82.1 percent or 23 out of 28 respondents believe that it enables the trainees to be self-employed after graduation. 89.3 percent or 25 out of 28 respondents believe that TVET institutions contribute a lot in reducing the unemployment rate in the region.

As it has been responded by 82.1 percent or 23 out of 28 respondents, believe that TVET institutions usually are associated with low status and 75 percent 21 out of 28 believe that TVET have low accreditation due to poor image of the society to

TVET Colleges. During the FGD, the respondents argued that most of the students who joined in TVET Colleges have no interest because of their low GPAs that couldn't allow them to join to the universities. Besides, it is understood by the society, I observed, that those students joined such colleges simply because they have got low GPA, not necessarily to produce medium level technically skilled personnel.

As stated in table 5 above, question no. 4, among the total respondents 71.4 percent of them believe that the training that has been provided in TVET colleges will enable the trainees' life long opportunities to keep the pace of their ability with rapidly changing environment. The implication here is that the problem of education program that has been provided by these colleges is complicated by the negative attitudes of the trainees, and poor image of the society at large. Besides, it can be argued that there is no fertile condition in the region to apply their skills as they wish.

Table 6 Responses of Lucy and Adadale College Trainees with regard to institutional Capacities and Facilities

NO	Statements	Lucy TVET College Trainees							Adadale TVET Trainees						
		SA	A	UD	D	SD	Mean Score	Remarks	SA	A	UD	D	SD	Mean Score	Remarks
1	TVETs contribute a significant role to reduce unemployment problem in the region	9	13	4	12	10	2.98	UD	10	14	4	23	38	2.33	D
2	TVET is responsive to the needs of labour market	5	3	6	12	22	1.86	D	13	7	19	20	30	2.59	UD
3	TVETs are capable enough to develop the culture of self-employment	4	7	3	16	18	1.51	SD	10	8	9	30	32	2.28	D
4	The TVET system allows the graduate trainees to create their own business	9	2	1	23	13	2.54	A	12	11	16	18	32	2.46	D
5	TVETs are usually associated with low status	16	20	3	8	1	3.88	SA	30	17	9	12	11	3.14	UD

	and lack personal development opportunities														
6	TVETs have low accreditation due to poor quality standard	18	13	4	4	9	3.56	SA	32	17	12	15	13	3.43	UD
7	Students, who failed to join higher education, usually join TVETs	22	8	7	8	3	3.78	SA	27	24	12	13	13	4.11	A

Where SA= strongly Agree (5); A= Agree (4) UD= undecided (3); D= Disagree (2); SD= Strongly Disagree (1). Total Number ($\sum F$) = 48 for Lucy TVET, and 89 for Adadale TVET; Mean Score= $\sum \text{rating} \times \text{observation} / \sum F$

As it has been discussed in table 6 the Lucy and Adadale trainees have almost similar responses with the exceptions of a few questions. However, the overall responses of the trainees vary from the responses of trainers with regard to the overall capacity and facilities of the TVET institutions. Most of the respondents of the Lucy and Adadale TVET Colleges trainees believe that TVET institutions contribution in reducing the unemployment problem is not significant.

With regard to the contribution of TVET institution in developing the culture to self-employment and job creation for self-employment, most of the respondents disagree in contrary to the trainers. This implies that the trainees joined to TVET Colleges without their interest for several reasons. First, they do have poor image about these institutions. Second, the only reason that they found themselves in these TVET Colleges is they have no alternative choices to continue their education into other higher institutions.

3.3.3. Qualified and Experienced Trainers in TVET Institutions

As it has been discussed by Fafunwa (1973), the availability of qualified trainers is one of the most important variables to enhance in academic achievement of TVET trainees. Danker (1998) also suggest that TVET trainers should have bachelor degree, an adequate general education, theoretical and practical training in prospective fields. With this regard as it has been observed by the writer of this thesis, through checklists, the training qualification in Lucy and Adadale TVET Colleges covers 87 and 100 percent of degree holders respectively

3.3.3.1 Relevance of Courses in TVET Institutions

Fluitman (1998) and Kawachi (2009) both argued that in order to enhance the competitiveness of workforce the relevance of courses in TVET institutions played a great role in the entire economy of the country. According to Fluitman (1998) and Kawachi (2009), TVET institutions should meet the needs and opportunities in the labor market to gear self-employment. With this regard, both the Lucy Adadale TVET College's trainers and trainees have responded their opinion below.

As indicated by the respondents they believe that the courses that are delivered to TVET institutions have relevance to the regional context. And 92.1 percent or 26 out of 28 respondents' believe that most of the current trainees, who are attending their training in both Lucy and Adadale TVET Colleges, are interested to attend the courses.

Table 7: Trainers Responses based on Relevance of Courses

No	Questions Posed	Trainers Responses											
		Lucy TVET				Adadale TVET				Total Responses			
		Yes		No		Yes		No		Yes		No	
		No	%	No	%	No	%	No	%	No	%	No	%
1	Is the TVET system delivering a relevant course to the regional context?	10	71.4	4	28.6	12	85.7	2	14.3	22	78.6	6	21.4
2	In your field trainees are interested to attend their courses	13	92.9	1	7.1	13	92.9	1	7.1	26	92.9	2	7.1
3	The academic achievements of trainees are												
	a) high	6	46	-	-	-	-	-	-	-	-	-	-
	b) moderate	6	46	-	-	9	64	-	-	-	-	-	-
	c) low	2	08	-	-	5	38	-	-	-	-	-	-

3.3.3.2. Trainees Responses based on the Relevance of Courses

Table 8 below shows that the TVET Colleges trainees' responses about the relevance of courses to the region. Among the questions asked to the trainees, respondents were able to agree only one issue i.e. the courses provided in each colleges is taking place according to the school calendar of the college. In the rest of the questions their response fall either at "disagree" or 'strongly agree' or 'undecided", options which is contradictory to the responses of the trainers at large.

Table 8 Lucy and Adadale TVET Trainees based on the Relevance of Courses

NO	Statements	Lucy TVET Trainees							Adadale TVET College Trainees						
		S A	A	U D	D	S D	Mean Score	Remar ks	SA	A	UD	D	SD	Mean Score	Remar ks
1	The courses delivered in TVETs are relevant to develop my skill	4	8	1 0	1 5	1 1	2.57	UD	15	27	15	1 4	18	3.06	UD
2	I feel, the existing TVET system in the region will provide me a life long learning opportunities	4	5	4	2 3	1 2	2.3	D	10	18	22	2 1	18	2.78	UD
3	I believe, the TVET system will enable me to keep a pace with a rapidly changing environment	5	7	5	1 5	1 6	2.37	D	12	16	6	2 2	33	2.45	D
4	All courses are regularly provided as per schedules or education calendar	1 7	7	9	8	7	3.63	A	21	36	12	1 0	10	4.18	A
5	The current courses have relevance to the regional context	9	6	1 1	1 2	1 0	2.83	UD	13	10	14	3 2	20	2.57	D
6	The TVET training programme matches the current regional working environment , particularly to local micro and small business sector	1 5	9	7	5	1 2	3.2	UD	11	14	16	2 8	20	2.63	D

Where SA= strongly Agree (5); A= Agree (4) UD= undecided (3); D= Disagree (2); SD= Strongly Disagree (1). Total Number ($\sum F$) = 48 for Lucy TVET, and 89 for Adadale TVET; Mean Score= $\sum \text{rating} \times \text{observation} / \sum F$

3.3.3.2 Vocational Guidance and Counseling in TVET Institutions

TVET institution's occupational guidance has a vital purpose as has been argued by Sdharf (1993). It is charged with the task of providing the job seeker with information and skills needed to make wise decisions on problems of occupational adjustment. In this regard both the Lucy and Adadale TVET Colleges respondents agree that even though the guidance counseling was there during registration, students selected their mainstream field of study without clear advice and counseling.

Most of the respondents responded that they disagree or strongly disagree with role of guidance counseling and this implies that the counseling and guidance, either before they join or after they joined TVET Colleges, did not help that much to convince trainees to be prepared for the intended purpose of their training.

Table 9 Lucy and Adadale TVET College Trainees based on Vocational Guidance

NO	Statements	Lucy TVET College Trainees							Adadale TVET College Trainees						
		SA	A	UD	D	SD	Mean Score	Remarks	SA	A	UD	D	SD	Mean Score	Remarks
1	I have received early orientation to join in TVETs , while I was in high school	5	7	6	10	20	2.32	D	9	10	13	29	28	2.35	D
2	When I joined in TVETs, vocational guidance and counseling staffs have assisted me to choose the right career	3	4	12	15	14	2.37	D	7	13	13	28	28	2.02	SD
3	Initial vocational guidance counseling was crucial to me to chooses an interesting field of study in TVET	3	3	1	26	15	2.03	D	13	9	11	26	30	3.04	UD
4	I chooses my field of study, without clear information	21	16	6	3	2	4.07	A	27	21	16	8	7	3.92	A
5	When I joined in TVET, guidance counseling was available, but most of field of studies are technically in competent	13	21	3	4	7	3.56	A	30	25	20	5	9	3.69	A
6	During my stay in the TVETs, I found it my filed of study quite interesting	3	3	5	25	12	2.16	D	17	8	16	27	21	2.71	UD
7	The role of counseling staff did help me much in changing my negative attitude toward TVET	5	7	2	14	20	1.9	SD	15	12	21	24	27	2.92	UD
8	Vocational and guidance counseling staff at TVETs have assisted me to facilitate apprenticeship	7	9	8	7	17	2.25	D	17	13	11	31	17	2.79	UD

Where SA= strongly Agree (5); A= Agree (4) UD= undecided (3); D= Disagree (2); SD= Strongly Disagree (1). Total Number ($\sum F$) = 48 for Lucy TVET, and 89 for Adadale TVET; Mean Score= $\sum \text{rating} \times \text{observation} / \sum F$

3.3.3.3 Training Facilities in TVET Institutions

Concerning to facilities and services, Reill (1990) has suggested that TVET institutions are required to give a good deal of attention to the facilities needed for

viable and lovely program. In this regard, the author of this thesis has made the following observations of the overall facilities and services of the two colleges:

Table 10 Training Institution Compound

No	Facilities/ Services	Lucy		Adadale	
		1	2	1	2
1	Workshop, Laboratories, computer...etc	X		X	
2	Room for ICT	X		X	
3	Libraries	X		X	
4	Offices (for academic & administration staff)	X		X	
5	Meeting Hall		X	X	
6	Stores	X		X	
7	Latrine Rooms (for Female and Male trainees)	X		X	
8	Sports Fields		X		X

Source: Filed Survey

Remarks 1= available and 2=not available

As we can see in table 10 the school is equipped with necessary facilities. However, meeting hall, particularly in Lucy College and sport filed in both Colleges does not exist. This in turn has a significant impact particularly on the trainees' that affects their relaxed and healthy stay in the colleges at large.

Table 11: Workshop Facilities

No	Facilities/ Services	Lucy		Adadale	
		1	2	1	2
1	Hand Tools	X		X	
2	Machineries	X		X	
3	Basic Instruments	X		X	
4	Text Books	X		X	
5	Reference Books	X		X	
6	ICT services		X		X

Remarks 1= available 2= not available

As indicated in table 11 workshop facilities are available. The availability of these facilities obviously enhances the training process both in Lucy and Adadale TVET colleges. However, ICT service which has paramount importance for training up-to-date information and knowledge is not available in both institutions. This situation undoubtedly has a negative impact in producing competent TVET graduates in the region.

Table 12: Workshop Conditions

No	Conditions	Lucy		Adadale	
		1	2	1	2
1	Enough space	X			X
2	Height (4M)	X			X
3	Ventilation and entrance window	X			X
4	Safety material (first aid kits , fire extinguishers)	X			X
5	Space for storage of tools and materials	X		X	X

Source: field survey

Remarks 1=satisfactory 2= not satisfactory

As we can see from table 12, the workshop conditions in Lucy TVET and Water Works College are found in a better condition, whereas the Adadale TVET College has a weakly arranged workshop in general. This might pose danger in the capacity of the centers to adequately furnish themselves with the necessary inputs since without proper stores available materials my worn out before long use.

3.3.3.4. Trainees Responses on teaching Materials and machineries

Table 13 below shows the responses of both Lucy and Adadale TVET Colleges Trainees. The response both of the two colleges is somewhat similar to the field observation.

Table 13 Lucy and Adadale TVET Trainees on teaching Materials and machineries

No	Statement	Lucy college trainees							Adadale college trainees							Remarks
		SA	A	UD	D	SD	Mean Score	Remarks	SA	A	UD	D	SD	Mean Score	Remarks	
1	The TVETs compound are conducive for privacy	20	14	2	7	5	3.8	A	23	12	13	25	16	3.85	A	
2	Trainers are, in general, professionally capable enough to handle teaching/learning process	26	14	4	1	3	4.2	A	25	22	10	13	19	3.21	U D	
3	TVETs have adequate material for the training programme	13	23	4	3	5	3.7	A	12	11	18	27	21	3.00	U D	
4	Text and reference books are sufficiently available	10	10	11	7	10	3.1	UD	19	17	13	20	20	2.93	U D	
5	Text and reference books are obsolete	27	13	1	6	1	4.2	A	28	27	15	12	7	3.61	A	

Where SA= strongly Agree (5); A= Agree (4) UD= undecided (3); D= Disagree (2); SD= Strongly Disagree (1). Total Number ($\sum F$) = 48 for Lucy TVET, and 89 for Adadale TVET; Mean Score = $\frac{\sum \text{rating} \times \text{observation}}{\sum F}$

As can be seen from the above table, both colleges suffer from lack of ideal and spacious campus and with the availability of dominantly outdated textbooks. Also, the quality and quantity of equipments used for the training is short of achieving the intended objectives. On the positive side, however, they have got qualified teaching staff.

Table 14 Student-teacher interaction and the Nature of Course Delivery

No	Statement	Lucy college trainees							Adadale college trainees							Remarks
		SA	A	UD	D	SD	Mean Score	Remarks	SA	A	UD	D	SD	Mean Score		
1	The trainers are willing to share their knowledge and skills to the trainees	21	13	4	3	7	4.4	A	36	25	5	14	9	3.92	A	
2	The current TVET's system lacks professional mix to cover the whole courses	3	4	12	15	14	2.3	D	14	18	13	23	21	2.78	UD	
2	All trainers are covering the courses as per the official training calendar	17	9	7	7	8	3.4	U	28	19	17	17	8	3.46	UD	
2	There is a friendly relation between the trainers and the trainees	19	12	5	7	5	4.6	SA	20	26	17	11	15	3.17	UD	

We learn from the above table that teachers are ready to assist students. This is very crucial to build an atmosphere of trust and confidence. However, the state of friendly relations is not dependable enough. This has to be improved if students are to make maximum use of the resourcefulness of their teachers. Also the table hints that the level of course coverage is not maximum. This would have adverse impact on students' achievements since one cannot imagine that students would be qualified graduates while they did not cover all of the portions of courses in the curriculum.

Table 15: Trainers Responses about Facility of Text books and Teaching Materials

No	Statement	Lucy college trainees							Adadale college trainees						Remarks
		SA	A	UD	D	SD	Mean Score	Remarks	SA	A	UD	D	SD	Mean Score	
1	The TVETs compound are conducive for privacy	20	14	2	7	5	3.8	A	23	12	13	25	16	3.85	A
2	Trainers are, in general, professionally capable enough to handle teaching/learning process	26	14	4	1	3	4.2	A	25	22	10	13	19	3.21	UD
3	TVETs have adequate material for the training programme	13	23	4	3	5	3.7	A	12	11	18	27	21	3.00	UD
4	Text and reference books are sufficiently available	10	10	11	7	10	3.1	UD	19	17	13	20	20	2.93	UD
5	Text and reference books are obsolete	27	13	1	6	1	4.2	A	28	27	15	12	7	3.61	A

Where SA= strongly Agree (5); A= Agree (4) UD= undecided (3); D= Disagree (2); SD= Strongly Disagree (1). Total Number (ΣF) = 48 for Lucy TVET, and 89 for Adadale TVET; Mean Score= $\Sigma \text{rating} \times \text{observation} / \Sigma F$

Table 16 Trainers Responses regarding facility of text books teaching materials

No	Questions Posed	Trainers Responses											
		Lucy TVET				Adadale TVET				Total Responses			
		Yes		No		Yes		No		Yes		No	
		no	%	No	%	No	%	No	%	no	%	No	%
1	The text and reference books are:												
	a) up to date	2	14			2	25			4	29		
	b) most up dated	6	43			3	21			9	64		
	C) few are up dated	6	43			9	54						
2	Sufficient laboratories, workshops and necessary materials are available in your field of study	12	85.7	2	14.3	12	85.7	2	14.3	24	85.7	4	14.3
3	The available training material have relevance to the teaching-learning process	12	85.7	2	14.3	9	64.3	5	35.7	21	75	7	25
4	There are adequate technical men who render maintenance service in the field of each training	2	14.3	12	85.7	8	57.1	6	42.9	10	35.7	18	64.3
5	Is the compound of the institution conducive for teaching –learning process?	3	21.4	11	78.6	6	42.9	8	57.1	9	32.1	19	67.9

From the above data we deduce that the textbooks available in the colleges are not up-to-date. But it has been suggested by scholars, as indicated in the literature review section, that TVETs should move forward with the time and embrace the latest technological and scientific innovations. Notwithstanding the obsolete nature of textbooks, however, respondents (85.7% of 28 trainer respondents) stated that they have got training materials in each field of study. Further confirming this point, 75% of respondents claimed that the materials in the libraries are relevant for the courses they provide. Hence we understand that the main problem of TVET colleges in the study area is not lack of textbooks but lack of latest publications.

3.3.3.5. Organizational and Management Efficiency in TVET Colleges

Webe and Norton ((1999) have suggested that effective and efficient coordination as well as mobilization of workers is indispensable in order to enable them to work as a single whole. Hence, the Lucy and Adadale TVET Colleges organization and management efficiency has been evaluated based on as following questions and responses. The responses of Lucy and Adadale TVET college trainees’ are discussed here under.

The Lucy College Trainers agree that the college leadership have competent, dedicated leadership and strong management to handle the administrative matters of the colleges. Besides they also agreed that the management of the college is proactive to handle the cases in advance. The Adadale TVET college trainees have similar responses with regard to the transparency and accountability of leadership of the colleges. However, with rest of the questions their responses fall on ‘undecided’. This implies that the Lucy management team is in a better position than the Adadale TVET colleges in the overall administrative matters.

As it has been responded by the Lucy TVET Colleges the overall situation of the college is in a better condition whereas the Adadale college is not as good as the Lucy college.

3.3.3.6. Trainers Responses on Organizational and Management Efficiency

Table 17 below, shows that the responses of trainers of both TVET Colleges respondents. Only 57.6 percent or out of the 28 respondents 16 believe that the management system is not pro-active to address the bottlenecks of the colleges. As indicated in table only 67.9 percent or 19 out of the 28 respondents believe that the management system is transparent and accountable in these two colleges. Among the respondents 89.3 or 25 out of 28 respondents believe that there is a good relationship between the trainers and the trainees in both Lucy and Adadale TVET Colleges. 27 out of 28 which 96 4 percent or respondents argued that there is a consistent trainee’s evaluation of the academic staff in both Colleges.

Table 17: Trainers responses on Origination and Management Efficiency

No	Questions Posed	Trainers Responses											
		Lucy TVET				Adadale TVET				Total Responses			
		Yes		No		Yes		No		Yes		No	
		No	%	No	%	No	%	No	%	No	%	No	%
1	The TVET institution Management is pro-active to address the bottlenecks problem in advance	7	50	7	50	9	64	5	36	16	57	12	43
2	There is a transparent and accountable system in the institution	9	64	5	36	10	71	4	29	19	68	9	32
3	Is there a good relation between the trainees and trainers in teaching learning process?	13	93	1	7.1	12	86	2	14	25	89	3	11
4	Do you evaluate the trainee's academic performance consistently?	13	93	1	7.1	14	100	-	-	27	96	1	3.6
	Is there sufficient government and private organization for apprenticeship?	12	86	2	14	4	29	10	71	16	57	12	43

As indicated in table 17 above, only 57.1 percent or 16 out of 28 respondents confirmed that there is sufficient management, both in government or private organization, with which the two TVET Colleges cooperate for apprenticeship. Similarly, the table shows that the colleges are in good position when it comes of features of good organizational management: management is proactive to settle problems; the system is transparent and accountable and trainer's performance is evaluated consistently.

3.4. College Deans and Regional TVET Responses

Interview was made for the Regional State TVET experts and to the respective colleges Deans about the overall situations of the TVET colleges. With regard to

the admission of trainees into TVET colleges both respondents confirmed that any trainees, who are supposed to join TVET Colleges, must score a minimum of 2 GPA after completion of grade 10th national exam. They also stated that during their entrance into the colleges the trainees choice is respected as much as possible subject to the availability of courses in each college. With regard to counseling, both respondents said that vocational counseling service is provided before, during and after trainings in both colleges.

The question which was posed to the Deans and TVET experts about the budget of each college is similar to each other i.e. first the colleges prepare their budget and submit it to the Education Bureau Budget Committees with their annual plan. Second, colleges defend their budget during budget hearing in the bureau. However, their negotiation power or autonomous power is too limited and their budget allocation and use is always dictated by the education Bureaus.

In case, if the college faces budget deficit during the budget year, additional budget, subject to strong explanation, may be allowed from the regional reserve budget. However, as it has been indicated by both respondents, this is a rare case in TVET colleges.

Once the budget is approved and released to the respective colleges, the colleges are autonomous to administer their budget. However, the goods which shall be purchased in bulks will be handled by the Regional Education Bureau to gain economic scale of benefit from the bulk purchases. Besides, the bulk purchases have the advantage of purchasing similar and standard training materials, such as computer, workshop machines and tools that are used for training process in colleges.

With regard to the responsiveness of TVET colleges to job opportunities, the college deans believe that the ultimate goal of the colleges is to produce a skilled manpower in the country, not necessarily to respond to the demand of the region.

However, the TVET experts strongly argued that the college's goal must include enabling the trainees being job creators, to be self-employed after graduation. Both respondents believe that there is no doubt that the capabilities if TVET colleges in producing skilled manpower which in turn contribute to reduce unemployment in the country at large are dependable.

With regard to the image of the society towards the TVET colleges, all respondents believe that the image is too poor for several reasons. First the culture of self-employment is in its infancy as it is the case all over the country. Second, the society at large believes that educated and skilled manpower most likely should be employed in the government institutions.

3.5. Focus Group Discussions

In order to examine the success and failure story of the TVET self-employed trainees focus group discussion was conducted with two self-employed and three unemployed trainees in Assayta town, the former capital city of Afar Regional State. This target group was available during data collection in the field survey.

Two of the self-employed TVET trainees graduated in 1998 and 2001 E.C from the TVET Colleges in Afar Regional State. The types of activities they are involved are ICT services. The 1998 graduate trainee started his job with a capital of Birr 20,000, which has now reached Birr 85,000, and the one who graduated in the year 2001 had initial capital Birr 15,000 currently and now has a total capital of Birr 25,000. They generated their initial capital from their parents and relatives.

Both of them informed me that they joined TVET colleges not because of their personal interest but because they had failed the national exam which made it impossible for them to join higher education institutes.

The problem they faced to start their own business was mainly lack of initial capital. If they had not been supported by their parents they would not have been able to start their own businesses. They also said that there is no alternative mechanism to be supported either from the government or anywhere else in the region at all.

With regard to graduated-unemployed persons, the reason that they joined to TVET Colleges is similar to the self-employed graduate trainees. But the similarities end there. They stated that they were seeking jobs since their graduation to be employed either in the government or private institutions but have never got a chance to be employed for several reasons. Of course they wish to be self-employed, however, accessing the initial capital and securing working place is unthinkable to them.

What they informed to the author of this thesis is that there is no support or conducive regional government policy and strategy to tackle such serious problem in the region. One thing they affirmed during the discussion is that they are not hesitating to utilize any opportunities either to be self-employed or to be employed by the others. Hence, rendering financial loan to TVET graduates stand out to be among the priority area of intervention by the government and non-governmental organizations to assist start-up businesses. Short of this, the money spent for their training would simply be a waste.

CHAPTER FOUR

FINDINGS, CONCLUSION AND RECOMMENDATIONS

4.1 Findings

This chapter deals with the findings, conclusion and recommendations based on the review of literature, theoretical discussions, and from the analysis of data in the previous chapters. Besides, some of the reflections in this section are made based on the general observation made by the researcher.

This research thesis was set out with the objectives of analyzing the attitudes of TVET trainees towards self-employment in Afar Regional State in terms of the perspective of TVET trainees, self-employment theories and government policies. Accordingly, the study has attempted to seek answers to the following research questions:

1. What are the factors that influence the attitude of TVET students towards self-employment?
2. What is the role vocational counselor in motivating the trainees towards self-employment?
3. To what extent is the present course delivery system proper in preparing the trainees towards self-employment?
4. How adequate are the teaching materials and machineries in the institutions to prepare the trainees towards self-employment?

There is continuing and complex reciprocal interaction between theories and practices. The actual reading of the situation of TVET in the study area is not as smooth as we read in the policy papers and other literature. The study has, accordingly, revealed the following major findings:

- *the attitudes of TVET trainees towards self-employment is negative*

Self-employment plays a significant role to the entire economy of any country at large. However, the TVET trainees' attitudes towards self-employment are found on the negative side for several reasons. First, trainees have no confidence and courage to be self-employed for fear of un-conducive environment and high potential risks. Second, they want to be secured by getting employment in government institutions. Third, they do not have an entrepreneur mentality in order to create their own job and businesses.

- *Both the Lucy and Adadale TVET Colleges have qualified trainers to handle the training process in all fields of studies*

However, they still lack updated theoretical and technical capacity due to lack of recently published books.

- *the vocational guidance and counseling in the TVET Colleges of this study are not fruitful*

Both the trainees and graduates benefited very little from such counseling. Besides, no prior counseling was taking place when the trainees were in high schools and to reduce the poor images the society trainees hold on TVET program.

- *The courses that have been provided in Lucy and Adadale Colleges are not in a position to respond the regional context at large.*

Besides, the courses are not updated as required by current labor market. Moreover, some of the courses provided by these Colleges are unfit to prepare graduates for self-employment. For instance small scale irrigation and drilling trainees have no chance to self-employment for several reasons- the most important being the capital intensive nature of work in these fields.

- *the facilities that are available in Lucy and Adadale TVET colleges are to some extent satisfactory*

However, the text-books, references books, workshop equipment and ICT services need to be improved both in quantity and in quality at large. Trainees are not provided with recreational centers. Facilities such as sports fields, meeting halls and cafeterias do not exist in Lucy and Adadale colleges.

Conclusion

This report was consolidated on the research conducted in the study sites of two TVET colleges in Afar Region using the mixed methodological approach. Research participants were selected from the sites comprising Deans, Trainers, Trainees and Graduates using the random sampling method. Data were gathered using both the quantitative and qualitative methods. Thus, essentially it has been found out that the trainees have poor image on the TVET program, and their attitudes towards self-employment negative.

The factors that cause poor/negative attitudes of TVET students towards self-employment were found to be absence of confidence and courage to be engaged in self employment. The other reasons were that the TVET graduates need security and that they prefer to be employed in government offices. They also lack entrepreneurship mentality.

The teachers of both Adadale and Lucy TVET colleges were found to be qualified but not updated to handle the role of counselor to lead the trainees towards self employment.

Although the instructional materials are reported to be relevant to the courses, since the courses were not designed to serve the peculiar needs of the region, it can hardly be claimed that such books are relevant to the regional context.

Hence, some of the courses provided in the TVET were irrelevant to enable trainees to create their own businesses or to become self employed.

The quality and quantity of inputs, such as textbooks), reference books and workshop equipments were not enough.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are forwarded:

1. Improve the attitudes of TVET students towards self-employment

Although exact quantification is difficult, from common observation it appears clear that the unemployment rate in the Afar Regional State is very high like the situation elsewhere in the country. However, the high level of illiterate society, particularly the pastoralist society, aggravated the problem in the region. Therefore, a careful youth oriented policies should be designed in order to tackle the existing problem of unemployment in the region. In the process of designing regional context policies and strategies the main stakeholders should be allowed to participate in the process. Their inputs during discussion should be seriously addressed in the document.

Interface among government institutions the private sector creates conducive atmosphere particularly for those graduates of TVET Colleges. For instance, the government offices that are engaged in constructions can prioritize inviting atmosphere by linking self-employed graduates with business owners to develop the region. This is one example but not exhaustively addressed or promote.

Awareness creating campaign should be facilitated as a mainstream of education from the kindergarten to that of high schools. Because the current and the future trend of global situations requires a big amount of technically capable and professional workforce.

Government and non-governmental organizations should find ways by which graduates can access financial loan services. Besides, institutional arrangement

is needed to assist graduates in finding viable business areas and to advise them on how to overcome real world challenges. As attested by scholars, guidance and counseling service should not be limited to the length of college years.

2. Update the skills of TVET teachers in the areas of counseling

In order to improve and produce qualified and experienced trainers in TVET Colleges, standard training and development programme should be provided to the trainers. This will in turn enable them to transfer their skill and knowledge to the trainees during their stay in the colleges for training. Besides, it is pertinent that trainers should be attached to their respective areas of the world of work so that they would be instrumental in offering practical training which would enhance the motivation and confidence of trainers.

To this end, the regional bureau of education should:

- provide continuous in-service or on-the-job training to the TVET teachers,
- help colleges to conduct experience sharing visits and educational tours,
- make further studies to identify the areas where the teachers need more training,
- conduct regular monitoring and supervisions.

3. Improve the course delivery system

To this end, the following major actions should be taken:

- the courses provided by the colleges should be market-oriented,
- the regional bureau of education should identify areas of specialization which are highly demanded in the market. On top of this, it should provide all the necessary support to students,
- the bureau, along with other sector offices, should create conducive environment to graduates who are seeking jobs.

4. Strengthen the overall institutional capacities of TVET Colleges

To this end, the following recommendations are suggested:

- TVET facilities and materials should be provided in qualitatively and quantitatively in order to enhance the technical capabilities of the colleges and to develop confidences in the trainees,
- the bureau should allocate more budget or find other sources on the areas of TVET,

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APPENDICES

Appendix 1

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATES STUDIES

DEPARTMENT OF EDUCATION AND MANAGEMENT

Questionnaire to be filled by the Current Trainees (in all levels) of TVET Institutions.

The purpose of this questionnaire is to collect the basic data for the study on "THE ATTITUDE OF TVET TRAINEES TOWARDS SELF-EMPLOYMENT IN AFAR REGIONAL STATE". Your cooperation contributes greatly towards achieving the objective of the investigation.

General Directions: please read the following notes before you start responding:

1. Read each statement carefully and respond to each item by expressing your degree of Agreement or Disagreement by ticking (✓) on one of the alternatives for one question that most represent your thinking and feeling as SA, A, UD, D, or SD.

KEY: SA= Strongly Agree

A= Agree

UD= Undecided

D= Disagree

SD= Strongly Agree

2. Be sure that your responses will be kept confidential

3. No need to write your name

Thank you In advance for you cooperation

Part I

Name of Your college.....

Department.....

Part II: Indicate your degree of agreement for each item by ticking (✓) the table in from the items

NO	Statements	SA	A	UD	SD	D
1	It is fun to have my own business					
2	It gives me no sense having my own business					
3	I feel bad to be self employed					
4	I have self confidence to start my business					
5	It is exciting to be self-employed					
6	Having ones own business gives a pleasant feeling					
7	For me, it is possible to become self-employed					
8	People, who are self-employed, are important to me					
9	I have no ability to start my own business					
10	I give respect to others opinions					
11	I am strongly influenced by only my family opinions					
12	Others expect me, if I become self-employment					
13	TVETs contribute a significant role to reduces unemployment problem in the region					
14	TVET is responsive to the needs of labour market					
15	TVETs are capable enough to develop the culture of self-employment					
16	The TVET system allows the graduate trainees to create their own business					
17	TVETs are usually associated with low status and lack personal development opportunities					
18	TVETs have low accreditation due to poor quality standard					

19	Students, who fielded to join higher education, are usually joined in TVETs					
20	I have received early orientation to join in TVETs , while I was in high school					
21	When I joined in TVETs, vocational guidance and counseling staffs have assisted me to choose the right career					
22	Initial vocational; guidance counseling was crucial to me to chooses an interesting field of study in TVET					
23	I chooses my field of study, without clear information					
24	When I joined in TVET, guidance counseling was available, buy most of field of studies are technically in competent					
38	All trainers are covering the courses as per the official training calendar					
39	There is a friendly relation between the trainers and the trainees					
25	During my stay in the TVETs, I found it my filed of study quite interesting					
26	The role of counseling staff did help me much in changing my negative attitude toward TVET					
27	Vocational and guidance counseling staff at TVETs have assisted me to facilitate apprenticeship					

NO	Statements	SA	A	UD	SD	D
28	The courses delivered in TVETs are relevant to develop my skill					
29	I feel, the existing TVET system in the region will provide me a life long learning opportunities					
30	I believe, the TVET system will enable me to keep a pace with a rapidly changing environment					
31	All courses are regularly provided as per schedules or education calendar					
32	The current courses have relevance to the regional context					
33	The TVET training programme matches the current regional working environment , particularly to local micro and small business sector					
34	The TVETs compound are conducive for privacy					
35	Trainers are, in general, professionally capable enough to handle teaching/learning process					
36	The trainers are willing to share their knowledge and skills to the trainees					
37	The current TVETs system lacks professional mix to cover the whole courses					

Continued....

NO	Statements	SA	A	UD	SD	D
40	TVETs have adequate material for the training programme					
41	Text and reference books are sufficiently available					
42	Text and reference books are obsolete					
43	The library service is convenient to the trainees in terms of time					
44	Sufficient laboratories, workshops and display shops are available in the compound					
45	The necessary workshop equipment, tools and other relevant material, laboratory equipments are available					
46	The TVETs have a competent and dedicated leadership and strong management					
47	The management of the TVETs are pro-active					
48	Any problems raised by trainees are actively responded by the TVET management					
49	The TVET management is transparent and trainees oriented					
50	The monitoring and evaluation system of TVET in the region enable to identify the bottlenecks at early stage					

Appendix II

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATES STUDIES
DEPARTMENT OF EDUCATION AND MANAGEMENT

Questionnaire to be filled by the Trainers of TVET Institutions

1. Topic of the study: THE ATTITUDE OF TVET TRAINEES TOWARD SELF-EMPLOYMENT IN AFAR REGIONAL STATE
2. Purpose of the study: the researcher intends to assess the attitudes of TVET trainees towards self-employment. Hence, knowing that your responses will be used only for research purposes, you are kindly request to fill the questionnaire. For genuinely doing so by devoting your time and exerting effort, the researcher, really remains very grateful to you; meanwhile, wish to bring your attention that the out come of this study will highly depend up on your responsible, sincere and timely response.
3. General Direction:
 - 3.1 No need of writing your name
 - 3.2 Where alternative answers are given put “√” mark in the box to indicate your answer.
 - 3.3 For the open-ended questions try to give precise answers.

Thank you in advance for your cooperation

Part I

1 Name of your College.....

2. Personal Data

2.1 Sex

Male ☐ Female ☐

2.2 Age Range

a) 20-24 ☐ b) 35-29 ☐ c) 30-34 ☐ d) 35 -39 ☐ e) 40 and above ☐ 2.3

2.3 Education Qualification

a) MA/MSC ☐ b) BA/BSC ☐ c) College Diploma ☐ d) Certificate ☐

e) Other, specify

2.4 Area of Specialization

a) Major.....

b) Minor.....

c) courses/Subject you are currently trained.....

2.5 Your work experience

a) In the present post.....years

b) In other posts.....years

Part II

Questions on TVETs

1. Do you believe the TVET system enables the trainees for self employment?

Yes ☐

No ☐

2. If your answer for Question No 1 is "No" would you please explain the reason in brief?

.....

.....

3. Does TVET contribute a significant role to reduce unemployment?

Yes ☐

No ☐

4. If your answer for question number 3 is "No" would you please explain the reason in brief?

.....

.....

.....

5. In your opinion, are TVETs usually associated with low status?

Yes ☐

No ☐

6. If your answer for question number 5 is "yes" would you please explain the reason in brief?

.....

.....

7. In your opinion, have TVETs low accreditation due to poor image of society?

Yes ☐

No ☐

8. Do the TVET systems in the region enable the trainees' life long learning opportunities to keep in pace with rapidly changing environment?

Yes ☐ No ☐

9. Does the TVETY system deliver relevant courses to the regional context?

Yes ☐ No ☐

10. Are textbooks and references sufficiently available for trainees?

Yes ☐ No ☐

11. Textbooks and reference books are not obsolete?

Yes ☐ No ☐

12. Are laboratories, workshops and other necessary materials sufficiently available in your field of study?

Yes ☐ No ☐

13. Do the available training materials have relevance to the teaching /learning process?

Yes ☐ No ☐

14. Are the libraries providing quality services for the trainees as well as trainers?

Yes ☐ No ☐

15. Can your field of study provide sufficient technical competence for trainees in order to create their own businesses?

Yes ☐ No ☐

16. If your answer to question number 15 is "No" would you please explain the reason in brief?

.....

.....

.....

17. Has the TVET system brought a cultural change for self-employment in the region?

Yes ☐

No ☐

18. Does the TVET system, in addition to technical competence, provide business management skills for job creation?

Yes ☐

No ☐

19. Are trainees interested to attend their courses In your filed?

Yes ☐

No ☐

20. If your answer for question number 19 is "No" would you please explain the reason in brief?

.....

.....

.....

.....

21. How do you scale the academic achievements of trainees?

a) High ☐

b) Moderate ☐

c) Low ☐

22. Would you please explain in brief the reason your choice?

.....

.....

.....

.....

23. Is there a good relationship between trainees and trainers in your College?

Yes ☐

No ☐

24. Are there adequate technical personnel who render maintenance services in the field you training?

Yes ☐ No ☐

25. Do you evaluate your trainees' performances continuously?

Yes ☐ No ☐

26. If your answer for question number 25 is "No" would you please explain the reason in brief?

.....

.....

.....

27. Is the compound of the TVET institution conducive for the teaching/learning process?

Yes ☐ No ☐

28. Are there sufficient government and private organizations for apprenticeship in you area?

Yes ☐ No ☐

29. In your opinion, does the training conducted in your field enable the trainees for self-employment?

Yes ☐ No ☐

30. Does the TVET institutional management pro-actively addresses the bottleneck problems in advance?

Yes ☐ No ☐

31. Is there a transparent and accountable system in the institutional management?

Yes ☐ No ☐

Part III

Open-ended Questions

1, in your suggestion what are the problem in creating self-employed trainees in your TVET institutes?

A, _____

B, _____

C, _____

D, _____

E, _____

2. What are the solutions to minimize those problems?

A, _____

B, _____

C, _____

D, _____

E, _____

Focus Group Discussion with TVET self-employed graduates and Trainees of TVETs

The purpose of the study is to collect basic data for the study on “THE ATTITUDE OF TVET TRAINEES TOWARDS SELF-EMPLOYMENT IN AFAR REGIONAL STATE” and to develop evidence-based recommendations on the identified self-employment problems. Your cooperation contributes greatly towards achieving the objective of the investigation.

[illegible]

Part I

No	Topic Guide	Probes
	Attitude Role towards self-employment	
1	How did you join the TVET Institutions? Is it because you are unable to join higher education or personal interest, or family influences, or some other reasons?	
2	How do you feel to be self employed?	I will explain the question in terms of good/bad, interesting/not interesting, positive/negative attitude
3	When did you plan to be self-employed? Is it before you join the TVET or during trainee programme, or after graduation?	Why?
4	Were the trainers professionally capable to handle the teaching/learning process? Did it help you to build self-confidence?	I will explain the question in terms of theoretical and practical capability
5	Would you explain the major problems that you have faced when you start your own job? How did you tackle it? Who were your supporters?	
6	Based on you experience, what would do you suggest to exploit the existing job opportunities in the region?	To be a role model for the new beginners

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATES STUDIES
DEPARTMENT OF EDUCATION AND MANAGEMENT

Focus Group Discussion with TVET un-employed Graduates and Trainees in the Institutions.

Introduction:

The purpose of the study is to collect basic data for the study on “THE ATTITUDE OF TVET TRAINEES TOWARDS SELF-EMPLOYMENT IN AFAR REGIONAL STATE” and to develop evidence-based recommendations on the identified self-employment problems. Your cooperation contributes greatly towards achieving the objective of the investigation.

Personal Data

No	Field of Study	Occupation (Major livelihood means)	Sex	Age	Marital Status	Graduate Year

Part I

No	Topic Guide	Probes
	Attitude towards self-employment	
1	How did you join in TVET Institutions ?Is it because of you are enable to join higher education or personal interest, or family and peer influences, or some other reasons?	
2	How do you feel to be self employed?	I explain the question in terms of good/bad, interesting/not interesting, positive/negative attitude
3	When did you plan to be self-employed? After graduation? Is it before you joined the TVET or during training programme, or after graduation?	Why?
4	Do you think that your field of study enables you to create your own business?	Why?
5	What do you expect from the government in order to create your own business?	
6	Do you believe that your field of study has no relevance to the regional context for self job creation? In your opinion, what kinds of field of studies have relevancy to the region?	
7	What do you suggest to exploit the existing job opportunities in the region? And any other comments?	

Appendix IV
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATES STUDIES
DEPARTMENT OF EDUCATION AND MANAGEMENT
Questionnaire to be filled by the TVET Experts from Regional
Education Bureau and College Deans

1. Topic of the study: THE ATTITUDE OF TVET TRAINEES TOWARD SELF-EMPLOYMENT IN AFAR REGIONAL STATE
2. Purpose of the study: the researcher intends to assess the attitudes of YVET trainees towards self-employment. Hence, knowing that your responses will be used only for research purposes, you are kindly requested to fill the questionnaire. For genuinely doing so by devoting your time and exerting effort, the researcher, really remains very grateful to you; meanwhile, wish to bring your attention that the outcome of this study will highly depend up on your responsible, sincere and timely response.
3. General Direction:
 - 3.1 No need of writing your name
 - 3.2 Where alternative answers are given put "✓" mark in the box to indicate your answer.
 - 3.3 For the open-ended questions try to give precise answers.

Thank you in advance for your cooperation

Part I

1 Name of your College.....

2. Personal Data

2.1 Sex

Male ☐ Female ☐

2.2 Age Range

a) 20-24 ☐ b) 25-29 ☐ c) 30-34 ☐ d) 35-39 ☐ e) 40-44 ☐ f) 45-49 ☐

g) 50 and above ☐

2.3 Education Qualification

a) MA/MSc ☐ b) BA/BSc ☐ c) College Diploma ☐ d) Certificate ☐

e) Other, specify

2.4 Area of Specialization

a) Major.....

b) Minor.....

c) courses/Subject

Part II Questions on TVET

1. To what extent do you think that the TVET system enables the trainees for self-employment? Does the Regional Education Bureau have studied the impact assessment of TVETs for self-employment?

2. How do you evaluate the TVET institution's role in contributing self-employment?

3. TVETs are usually associated with low status for self-development opportunities. What are the contributing factors that you observe?

4. TVETs have also considered in low accreditation due to poor image of the society. What should be done from the TVET institutions and other stakeholders to change this negative image of the society?

5. Do the TVET institutions, which are found in the region, capable to cope-up the technological changes?
6. What are the efforts made in the TVET institutions, to build the trainees self-confidence?
7. To what extent the TVET institutions in the region provide vocational guidance and counseling to the trainees? Is counseling taking place consistently up to the graduation time?
8. Would you explain how the trainees are consulted to choose their field of study? How the Institutions compromise the gaps, when the trainee's choices do not fit for the existing field of study?
9. Some studies in the TVET Institution shows that system the field of studies are not technically competent self-employment. What are the possible reasons for this problem?
10. What are the mechanisms of the regional education bureau to assess the performance of TVET trainees? Can you explain in detail?
11. How effective and efficient are the government and private organizations for apprenticeship programme?
12. How do you evaluates the relevancy and adequacy of text and references books to the training system, particularly to self-employment?
13. TVET institutions have low accreditation due to poor image of the society. In your opinion what should be done to change this poor image?

Appendix V

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATES STUDIES

DEPARTMENT OF EDUCATION AND MANAGEMENT

Observation Checklist

1. Name of the TVET: LUCY TVET & Water Works Training College.....

2. Geographical Settings

3. Distance in K/M From Addis Ababa...276.....

4. Location

Woreda Amibara.....

Town...Melka Worer.....

4. Annual Temperature

High...34 c.....

Average 26 c.....

Low... 18 c.....

5. Year of establishment.....

6. Staff Population

No	Sex	Academic	Administration	Total

9. Total No. of Trainees in Each Field

No	field of study	number of trainees											
		Level3-y-1			Level-3y-2			Level-4y-1			Total		
		M	T	T	M	F	T	M	F	T	M	F	Total

10, Total number of Trainees in Each Field

NO	Field of study	NUMBER OF TRNINEES		
		10 + 3		
		M	F	TOTAL

11. Facilities and Services

No	Items	Available	Not Available	Remarks
1	Training Compound			
2	Classrooms, Workshops, Laboratories, Computers ...etc			
3	A room for ICT Common Courses			
4	Libraries			
5	Offices (For academic and Administration Workers			
6	Meeting Hall			

5	Text Books									
6	Reference Materials									
7	ICT									

Note 1= Adequate
 2= Inadequate
 3= Not Available

Appendix XI

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATES STUDIES

DEPARTMENT OF EDUCATION AND MANAGEMENT

Questionnaire to be filled by the Deans of the Respective of TVET Institutions

1. Topic of the study: THE ATTITUDE OF TVET TRAINEES TOWARD SELF-EMPLOYMENT IN AFAR REGIONAL STATE

2. Purpose of the study: the researcher intends to assess the attitudes of TVET trainees towards self-employment. Hence, knowing that your responses will be used only for research purposes, you are kindly request to fill the questionnaire. For genuinely doing so by devoting your time and exerting effort, the researcher, really remains very grateful to you; meanwhile, wish to bring your attention that the out come of this study will highly depend up on your responsible, sincere and timely response.

3. General Direction:

3.1 No need of writing your name

3.2 Where alternative answers are given put "✓" mark in the box to indicate your answer.

3.3 For the open-ended questions try to give precise answers.

Thank you in advance for your cooperation

Part I

1 Name of your College.....

2. Personal Data

2.1 Sex

Male ☐

Female ☐

2.2 Age Range

a) 20-24 ☐ b) 25-29 ☐ c) 30-34 ☐ d) 35-39 ☐ e) 40 -44 ☐ f) 45-49 ☐

g) 50 and above ☐

2.3 Education Qualification

a) MA/MSc ☐ b) BA/BSc ☐ c) College Diploma ☐ d) Certificate ☐

e) Other, specify

2.4 Area of Specialization

a) Major.....

b) Minor.....

c) courses/Subject you are currently trained.....

2.5 Your work experience

a) In the present post.....years

b) In other posts.....years

Part II

Questions on TVET

1. What are the admission criteria in your TVET institution?
2. How is the streaming to various fields of study conducted?
3. Who is responsible for providing vocational counseling service to trainees?
4. How would explain the evaluation of the academic achievement the trainees?
5. How do you rate the trainees' academic performance?
6. Who is responsible for the TVET the institution prepare budget? How do you explain the institution negotiation power in preparing and defending its current and capital budget? Is the budget timely transfer to the institution?
7. If you faced budget deficit for several reasons, what are the possible sources to fill the gap?
8. Who is the responsible to purchase the necessary training materials such as workshop tools, equipments...etc?
9. Would you explain mechanisms how to check the relevancy of the reference books and textbooks with regional context?
10. How does the TVET institutions matche the regional job opportunities with the training system?
11. How the TVET institution does responsive to improve its training programme to self-employment?
12. How TVET institution training programme contribute to reduce unemployment?
13. TVET institutions are usually associated with low status. What are the reasons that you observed? What is your comment to end this problem?
14. TVET institutions have low accreditation due to poor image of the society. In your opinion what should be done to change this poor image?

Appendix VII

Declaration by the Candidate

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other University and that all sources of materials used for this thesis have been duly acknowledged.

Declared by:

Name: Mussa Mohammed

Signature: [Signature]

Date: 29-07-2011

Confirmed by:

Name: _____

Signature: _____

Date: _____

Addis Ababa, Ethiopia

2011