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SCHOOL OF GRADUATE STUDIES

FACULTY OF BUSINESS

**ASSESSING THE ROLE OF TVET COLLEGES IN PROMOTING
ENTREPRENEURSHIP: THE CASE OF ENTOTO TVET COLLEGE,
ADDIS ABABA**

**BY
HIRUT SILESHI**

**JUNE, 2017
ADDIS ABABA, ETHIOPIA**

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**A THESIS SUBMITTED TO ST. MARY'S UNIVERSITY, SCHOOL
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**JUNE, 2017
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STATEMENT OF CERTIFICATE

Certified that the Dissertation entitled “The Role of TVET Colleges in Promoting Entrepreneurship: The case of Entoto TVET College, Addis Ababa Submitted by Hirut Sileshi ” is here own work and has been done under my supervision. It is recommended that this Dissertation be place before the examiner for evaluation.

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DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of Chalachew Getahun (PhD). All sources of materials used for the thesis has been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

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Signature & Date

June, 2017

ENDORSEMENT

This thesis has been submitted to St. Mary's University College, School of Graduate Studies for examination with my approval as a university advisor.

Chalachew Getahun (PhD)

Advisor

St. Mary's University, Addis Ababa

Signature & Date

June, 2017

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Acronym

CSTCs- Community Skill Training Center

MOE- Ministry of Education

MSEs - Micro and Small Enterprises

REBs -Regional Education Bureau

TVET - Technical and Vocational, education training

UNESCO -United education, scientific cultural organization

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Abstract

This study was carried out at Entoto TVET College, Gullele, Addis Ababa. It has focused on assessing the role of TVET College in promoting entrepreneurship. Beside this, the study addressed some major challenges that encountered Entoto TVET college trainees and the required intervention measures taken by all concerned stakeholders. Furthermore, the study also assessed societal benefits such as job opportunities facilitated by the college for graduated students in order to minimize unemployment problems that prevailed throughout the country. For this study, 142 respondents have been selected using purposive sampling technique and statistical formula used for sample size determination as sample of the study. Among these 130 of them were trainees, 10 were graduated students and 2 of them have been taken from administrative officers so as to be provided with adequate information. An attempt have been made to provide appropriate answers to the basic research questions, semi structured questionnaires were prepared to be responded both by trainees and graduated students that developed questions were asked regarding demographic profiles, characteristics of respondents, factors that affect the performance of graduated entrepreneurs engaged in own business and training processes during the stay of students in the college likely with over all supports they need to seek from stakeholders. Careful interview was also held with administrative officers and used as additional data collection tools. After the data is collected, it was analyzed using Ms - excel with simple statistical techniques. The results of the study have been presented by tabulation, graph and charts reveal that sex composition of trainees was almost equivalent, the college gives training in different fields, provision of adequate knowledge and entrepreneurial skills for trainees, mis perception of the society towards TVET and lack of advanced materials for practical training and the likes as the major challenges of Entoto TVET college. The college played great role in producing competent, skilled, motivated and innovative work force that could contributed for poverty reduction, economic and social benefits of the society. Therefore, ensuring societal paradigm shift towards TVET, fulfilling all necessary training equipment, strengthening entrepreneurial skills, employing appropriate training methods, financial and technical support of stakeholders for graduated students were highly recommended to upgrade the services that Entoto TVET gives for the community.

Key Words: *Employment, Entrepreneurs, Job Opportunity, Role, TVET*

CHAPTER ONE

INTRODUCTION

1. 1 Background of the study

Technical and vocational education training refers to education and training that prepares persons for gainful employment. In other words, TVET refers to deliberate intervention to bring about learning, which makes people more productive in designed areas of economic activity. It also promotes entrepreneurship by creating job opportunity after training programs. TVET also plays a great role to the country as well as to the society by reducing unemployment (Finch and Erunkilton, 1999).

TVET enables learners to meet needs of employers for qualified labor and own needs related to production of goods and services. TVET might be the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life and help achieve sustainable development. To deal with our country Ethiopia it is difficult to date the exact time in which formally technical and vocational training start. However, many literature show technical and vocational education training existed during Aksumite period. During that period, Ethiopia competed with the civilization of the world. According to UNESCO (1993) most African governments introduced continuous education and training programs. Broadly speaking, training is the act of increasing specific knowledge skill and techniques of unemployment preparing someone to do a particular job better. Traditionally technical and vocational education training in Ethiopia has not given sufficient value by the society. In the middle of 20th century the development of vocational and technical training of education in Ethiopia was very limited and was not given much attention. The Ethiopian development plan have, over the years, consistently stated the one major educational objective as that of producing properly and effectively trained, disciplined and patriotic youth who can in turn make a positive contribution to the development of the nation. In Ethiopia, modern type of education has introduced with the establishment of Menilik II School in 1908. Though there has intention to develop vocational education beginning that year, only academic subjects have provided. This happened, because the primary objective to open a school was to prepare Ethiopians for various clerical administrative purposes (Teklehaimanot, 2002; Wanna, 1998).

The government of Ethiopia considers education as one of the key development sectors and provides TVET through the Ministry of Education (MoE) and the Regional Education Bureaus (REBs) to those who complete grade 10, whereas for young people and adults above the age of 15 with less than grade 10 or no education at all, it offers literacy programs and the basic skill trainings in Community Skill Training Center (CSTCs) where these are available (MoE, 2002:13). The TVET System would continue to serve as a potential instrument for technology transfer, through the development of occupational standards, accreditation of competencies, occupational assessment and accreditation, establishment and the strengthening of the curriculum development system. TVET institutions will serve as the centers of technology accumulation for MSEs. Rigorous and regular monitoring and evaluation has carried out among TVET institutions; both government and private monitoring will enable them to ensure the minimum levels of competency (MoFED, 2010).

The first technical school the Technical School of Addis Ababa, was established in 1942 for the purpose of training junior and middle level technicians. Since then the technical and vocational education has exhibited various changes and continuities (Desta, 2008). The country has been engaged in reform of its TVET system. The reform is being carried out at federal and regional levels with the goal of creating a TVET system that is responsible to the development needs of the Ethiopian economy and that can effectively provide the skills needed by those working for wages and self-employed (MoE, 2007).

Due to this, the Ethiopian government includes TVET in to the Educational curriculum and policy of the country opening different new technical and vocational education training centers in all regions of the country. Entoto TVET is one of these training centers that have established in Addis Ababa with the intention of providing quality training and improved technical knowledge to settle high level of training quality.

Actually, there were some studies conducted on Entoto TVET College that deals with different topics such as, the status of community participation in technical and vocational college. According to Kirubel (2014) involvement of community increased commitment to the activities in TVET institutions; in bringing additional resources such as time and expertise; Coming up with new and different approaches to delivering activities by motivating and inspiring existing staff and volunteers and increase the success of TVET institutions; and Becoming a visible part

of our activities there by generating wider interest from media and other local/or community organizations. In addition, the other study carried out on participation of female students in Entoto TVET College; implication for gender equity (Haimanot, 2014). And the study on human resources management practices and challenges; the case of Entoto TVET college by Biruk (2016).

The above reviewed papers concerned on different aspects of the college and they recommended continuous studies to be conducted, therefore, existed a empirical gaps and untouched points that this study have attempt to address includes the role of Entoto TVET college in promoting entrepreneurship, involving in micro enterprises, transfer of technology and reducing number of jobless individuals (unemployment) to insure economic benefits of the society.

1.2 Statement of the problem

Ethiopia is one of the developing countries with underdeveloped economy in proportion to the growth of population size. How to absorb the large and rapidly growing rural and urban labor force into productive employment and increase household income is one of the principal challenges of development in Ethiopia (Andualem, 1997).

TVET institutions were established in Ethiopia to increases the skilled labour force and to accelerate the economic development activities at all levels. Entoto TVET College was established with the objectives of providing high level or standardized quality training to reduce unemployment and promoting entrepreneurship. The role of TVET will be determined in terms of their contribution in providing technically skilled-man power both for private and governmental sectors. In addition, TVET supported to meet the needs of the labour market and encourage enterprises to participate in TVET system. This training program creates job opportunities for many individuals nationally to reduce unemployment. As a result, graduates from different training institutions have been encouraged to develop culture of self-employment and it would support innovations in Ethiopian economy in particular the emerging regions (Kirubel, 2014). Despite the action of introducing entrepreneurship training in Entoto TVET programs, the effect of training towards the desired direction has remained un assessed. Therefore, this research paper tries to assess the effects of entrepreneurship training in motivating and assisting graduates to engage in self-employment as well as its impact in enabling trainees to acquire the desired skills for business start-ups.

This study emphasized on Entoto TVET College promoting entrepreneurship that has important responsibility regarding innovative, creating job opportunities or self-employment. Therefore, this study was helpful to identify those problems that affect promotion of entrepreneurship and suggesting solutions for those problems in the study area of Entoto TVET College.

1.3 Objectives of the study

1.3.1 General Objective

- ❖ To assess the role of Entoto TVET college in provision of entrepreneurial skills and knowledge for trainees and encouragement given for graduates interested to engaged own business.

1.3.2 Specific objectives

- To assess the role of Entoto TVET college in promoting entrepreneurial skills and knowledge of graduates
- To assess the contribution of Entoto TVET college for technology transfer and minimizing unemployment problems that suffer graduated youths
- To enhance progress of paradigm shift that the society expected to bring about towards TVET colleges
- To identify entrepreneurial intention of Entoto TVET College students in developing sense of self-employment

1.4 Research Questions

This study would answer the following questions

- ❖ What are the major practices accomplished by Entoto TVET to produce skilled work force?
- ❖ What is the role of Entoto TVET in reducing lack of job opportunities for the society?
- ❖ What are the contributions of Entoto TVET College in promoting entrepreneurship?
- ❖ How was the job satisfaction of individuals graduated from Entoto TVET College?
- ❖ How is the entrepreneurial intention of Entoto TVET college students?

1.5 Significance of the study

Entoto TVET College have contributed to produce well trained and technically skilled man power that enrolled in micro enterprises and industrial sectors so as to ensure transformational

growth and development of the country which is emphasized on poverty and unemployment reduction. However, there are problems that hinder the effectiveness of training program. Therefore, at the end of this study the researcher has made an attempt to address and recommend critically suggested solutions for the identified problems. Hope fully the trainee, society, government and the college itself benefited from the findings of the study. Following completion of the study, all stakeholders use stated recommendations as feedback and expected to take responsibility to improve quality-training services. Skilled and well-qualified work force produce in large number who could involve in different business sectors and generate own income.

1.6 The scope and Limitations of the study

It is obvious that especially now days there are so many TVET Colleges that have opened as national levels to train competent skilled man power that would involve in poverty reduction strategic plan of the country. Among these training centers, this study have given priority for Entoto TVET College to assess the vital role of the college in promoting the entrepreneurship and minimizing the trend of waiting for employment mainly in governmental sectors. For most cases there was a time in which the researcher have got an opportunity to observe the overall activities of the college and major challenges that needs to be resolved. However, due to time and financial constraints it was difficult to assess training activities of all TVET Colleges even for those found in the capital city Addis Ababa. Therefore, this study was limited to Entoto TVET College that contributed in producing skilled and responsible work forces.

During the course of this study, the researcher encountered with the following challenges. The unwillingness of some of the respondents requested to give their response towards the questions and return the questionnaires on time leads to additional financial and time wastage due to repeatedly traveling to Entoto TVET college and duplication of question papers.

1.7. Definitions of key Terms

The following terms have defined in the sense they were used in the study:

Enterprise: Organized business activities aimed specially at growth and profit. In our cases, it defines micro and local enterprises that engaged in organizing trainees for employment

Graduates: are those who successfully completed the training offered by TVET and awarded certificate or diploma of the college.

Micro and Small Enterprise: are those business enterprises, in the formal and informal sector, with paid up capital not exceeding Birr 20,000 and excluding consultancy firms and other establishments.

Technical and Vocational Education and Training: refers to an education and training to “acquire the practical skills, know-how and understanding necessary for employment in a particular occupation, trade or group of occupations or trades.

Youth: “Youth” is best understood as a period of transition from the dependence of childhood to adult hood’s independence and awareness of our interdependence as members of a community.

Unemployment: The state of being unemployed or not having a job "the rate of unemployment is an indicator of the health of an economy"; "unemployment is a serious social evil"

Entrepreneur: Someone who organizes a business venture and assumes the risk for it

1.8 Organization of the study

The thesis paper was organized as follows. Chapter One consists of, introduction, which includes, background of the study, statement of the problems, objective of the study, significance of the study, delimitation of the study ,limitation of the study, organization of the study and definition key terms. Chapter two deals with review of related literature to the topic of the study. Chapter three comprises of the research design and methodology, sources of data, sampling technique and tools of data collection. Under chapter four, data analysis, presentation and discussion have been presented. The last chapter, chapter five contains the summary of the findings, conclusions and recommendations. In addition to these, references, questionnaires, questions of interviews are attached to the last part of the thesis.

CHAPTER TWO

Review of related literature

2.1 Over view of the TVET

Each country should have a network of vocational training facilities for the need of residents and adjusted as a curriculum to economic requirements and employment possibilities of the country as a whole or more appropriate for each region (UNESCO, 1978). Technical and vocational educational and training (TVET) refers to education and training that prepares persons for gain full employment (Frinch and Erunkilton, 1999). In other words, TVET refers to deliberate interventions to bring about learning which was make people more productive or simple adequately productive in designed areas of economic activity. TVET has the potential to enhance human capabilities and enlarge people's choices.

The perception of the origin of TVET by many is in diverse ways. However, general education and training began in prehistory with the transmission of knowledge and culture from one generation the next. The education and training that occurred is best embodies in the Chinese proverb, *“give a man a fish and he will eat for a day. Teach him how to fish and he will eat for a life time.”* TVET is the most effective means for society to develop its member's potentials to respond to the challenge of the future (MOE, 2003).

2.2 Historical back ground of TVET

Historically, work was the true site of vocational training. The primitive society used the digging sticks, stones, bones, and fire to cleat the vegetation and hunting and gathering their food. During this period the process of learning was a simple imitation of skill, and knowledge passed from father to son and from mother to daughter continuously and verbally. Such awareness was based on what they had acquired from their parents and what they had learned by trial and error during the productive activities (Evans, 1971). Such a condition reflects the historical beginning of technical vocational education and training. Technical training in the modern sense developed during the industrial revolution period in the 18th century, in order to produce the skilled human power required for the newly established factories at that period, in which TVET was seen as an opportunity for the people leaving the peasantry life (Delors in Aleka, 2008). In the twentieth century, technical schools were expanded and post-school training was arranged to have a strong link with industries.

This period was the period when there was a great pressure to expand TVET to satisfy the needs of the labour market and when industrialized countries understood that the qualified workers had more decisive importance than any other production factors.

2.3 Function of Technical Vocational Education and Training (TVET)

Technical vocational education and training has many different functions:

- The TVET system should deliver skills to individuals enabling them to find employment or labour to their own business to work productively and adapt to different technologies and tasks.
- TVET can be viewed as a tool for achieving national and social objectives such as reducing poverty, expanding the industrial sector etc.

Education training generates massive social benefits, crime reductions and health improvement (Gassko, 2002).

2.4 Entrepreneurship Education and Information professionals

In the world of business today, entrepreneurship revolution has taken hold across the globe. Kuratko (2005) stated that entrepreneurship is more than the mere creation of business centers. Entrepreneurship is a dynamic process of vision, change, and creation. It requires an application of energy and passion towards the creation and implementation of include the willingness to take calculated risk in terms of time, equity, or carry the ability to formulate an effective venture team, the creative skill to marshal needed resources, and fundamental skill of building solid business plan, and finally the vision to recognize opportunity where others see chaos, contradiction and confusion, (Kuratko and Hodgetts, 2004). Entrepreneurship education seeks to provide students with knowledge, skill and motivation to encourage entrepreneurial success in a variety of settings. It focuses on a realization of opportunity, where management education is focused on the best way to operate existing hierarchies.

The role of information professionals in aiding entrepreneurship education cannot be overemphasized, especially now that researchers are continually striving to learn more about the entire entrepreneurial process to better understand the driving forces within entrepreneurs (Hofer, 1991; Bull and Willard, 1993; Bygrave and Gartner, 2001). The major function of information professionals in entrepreneurship education is information provision. They act as information suppliers to entrepreneurs who wish to widen their horizon in relation to their

business endeavors. Kuratko (2005) stated that three major sources of information supply the data related to the entrepreneurial process or perspective. Namely, research based source, direct observation of practicing entrepreneurs, and speeches and presentation by practicing entrepreneurs.

Education can affect attitude of students towards entrepreneurship and their entrepreneurial self-efficacy. Lack of entrepreneurial education leads to low level of entrepreneurial intention and skills of students. According to the Dyer (1994), the entrepreneurship courses and training regarding start of new business contributes towards starting a new business and it gives confidence and courage to them. Education in entrepreneurship can improve the perceived feasibility for entrepreneurial business through increased knowledge base of students, confidence building and promoting their self-efficacy (Krueger and Brazeal, 1994). Entrepreneurship education has thought to be as as being able to create and increase awareness a well as promote self-employment as a career choice among young people (Fleming 1994). Therefore, the role of entrepreneurship education is mainly to build an entrepreneurial culture among young people that in turn would improve their career choices towards entrepreneurship.

Studies reveal that entrepreneurship education can have three key roles in promoting an entrepreneurial society. It may act as a general advocate for mindset and type of creativity employed in entrepreneurial endeavors and presenting students with entrepreneurship as a possible career choice. Moreover, it has a skill development role by assisting students in developing the technical and business skill- set necessary to have a successful entrepreneurial career. Finally, it may have a scientific development role by contributing for the advance the body of knowledge associated with the entrepreneurial phenomenon.

Wang and Wong (2004) in their study said that “the entrepreneurial dreams of many students are mainly hindered by inadequate preparation focused on their personality characteristics, they also pointed out the fact that the entrepreneurial dreams of many students are hindered by inadequate preparation and their business knowledge is insufficient more importantly, they are not prepared to take risk to realize their dreams. Therefore, academic institutions might play critical roles in the encouragement of young people to choose an entrepreneurial career.

Entrepreneurship education influence student’s awareness of entrepreneurship as an alternative career path to paid employment and provide students with skills needed to start and successfully

run their own business. It is based on the assumption that entrepreneurial intention and skills can be taught and learned (Gorman *et.al.*, 1997).

Entrepreneurship education can increase student's awareness of the importance of entrepreneurship and the contribution it can make to communities, society and the economy. By learning about entrepreneurship, students realize the possibilities that entrepreneurship can offer and gain insight into entrepreneurship as a career path. This study considers entrepreneurship education as the course or courses given to the students, which might influence their career decision.

2.5. Importance of TVET

TVET is any educational and training activity, which deals with the acquisition of knowledge and skill, which are relevant to access employment or performance in the work place. TVET indicates the activities which emphasis on the application of skill, knowledge and attitude regarding employment or related occupation in any field of socio and economic activities including agriculture, industry, public and private service (Caring Robert, 1976).

TVET is the study of technologies and related science and acquisition of practical skill and knowledge related to occupation in various sector of the economic and social life (UNESCO, 2001). In Ethiopia, the major categories of the poor are those individuals and households, whose income are insufficient to provide their needs (Solomon, 1996). Hence, poverty continues to afflict large sections of this population. Considering the problem of poverty and unemployment, the federal government puts poverty reduction on its development agenda through skill training service. In attempts to put households and unemployed adult helps to start or expand small business and they can create additional self-employment opportunity (Solomon, 1996).

TVET is of paramount importance in developing, competitive economies and better societies. International and regional developmental organizations as well as country planners and decision-making bodies are nowadays focusing on TVET to boost economies and promote equity. 'Recent research shows that the level of skills in a workforce predicts economic growth rates far better than average schooling levels' (World Bank, 2011).

2.6 TVET and Employment Conditions

According to UNESCO (2005), TVET has intentionally recognized as an effective means of empowering young people to engage in productive and sustainable livelihoods. In some countries, governments are faced with the challenge of providing further learning opportunities for young people or preparing them for the world of work. Hence, TVET programs that respond to the demands of the labor market has viewed as central to equip graduates with work skills that will enable them to escape from the cycle of poverty and contribute to their community economic wellbeing. The quantity and quality of human resources produced depend on both the delivery capacity of the formal and informal education and skills system, and on the demand for these resources in a given country. Williamson (2007:123) illustrated this fact as ‘simply increasing the supply of educated and skilled workers through investing heavily in expanding the provision of education and training is nothing unless matched with labor market’. One of the most important features of TVET is its orientation towards the world of work and the emphasis of the curriculum on the acquisition of employable skills. TVET delivery systems have well placed to train the skilled and entrepreneurial workforce that needs to create wealth and emerge out of poverty. According to Africa Union (2007), another important aspect of TVET is that it could be delivered at different levels of sophistication. This means TVET institutions can respond to the different training needs of learners from different socioeconomic and academic backgrounds, and prepare them for gainful employment and sustainable livelihoods. Self-employment represents an important route into the labor market especially in pre-urban and rural areas. However, self-employment requires more than being technically competent in a certain occupational field. In order to become successful entrepreneurs need self-confidence, creativity, a realistic assessment of the market, basic business management skills and openness to risks. Starting a business, furthermore, requires access to finance, access to necessary permits and licensing and access to land or structures to operate the business plan. MOE (2008:31) against this background, basic entrepreneurial and business management training will be incorporated into all relevant TVET programs. The TVET authorities will assist TVET providers to develop appropriate training packages drawing on the magnitude of international experience in this field. TVET providers are also encouraged to consider the work environment in the local micro and small business sector when designing their training programs. This includes, for example, the introduction and use of appropriate technologies and the organization of internships or

cooperative training programs with micro and small enterprises. The TVET executive bodies will also undertake initiatives to strengthen and raise quality in traditional apprenticeship training, as this mode of TVET delivery is particularly effective in preparing youth for self-employment. TVET institutions shall serve as centers of technology capability, accumulation and transfer. They shall closely cooperate with the private sector in undertaking problem-solving research programs (MOE, 2008).

2.7. Types of TVET system

There are many different types of TVET system. To mention some of them:

1. **The vocational education system:** offer long-term technical and ethnological instruction with a large proportion academic subject. It is normally offered in vocational school, college and universities usually administered by ministry of educations.
2. **The labor market training system:** provide a broad range of job related programs including short enter level courses for young peoples and long industrialization courses for the employs.
3. **Enterprise training system:** institutions provided or financed by employers for the employs (Gasko, 2002).

2.8. Meaning and Nature of Entrepreneurship

Entrepreneurship was been considered as a possible solution to address poverty in developing countries. It is a means of coping with unemployment problems by providing new job opportunities, and it has seen as an engine of economic progress and job creation. It has great contribution to economic development of developing countries. Because of this, most of the developing countries are encouraging their citizens to pursue entrepreneurship (Kolvereid, 1996).

According to Robert Ronstad (1984), entrepreneurship is individual who assume the major risks in terms of equity, time and carrier commitments of providing value for some product or service creates the dynamic process of creating increment with this wealth. The product or service itself may or may not be new or unique but the entrepreneur must somehow infuse values by securing and allocating the necessary skills and resource.

Entrepreneurship is the purposeful activity of an individual of group of associated individual undertaken to initiate, maintain and aggrandize profit by production or distribution of economic

goods and services. This definition states that entrepreneurship is a goal-oriented process involving production or distribution of products or services (Cole, 1995). An entrepreneurship is either the originator of new business or manager who tries to improve an organization unit by initiating productive change (Ronstad *et al.*, 1984)

An entrepreneurship is a person who is able to perceive opportunities and is creative, innovative and capable of marshaling the resources to bring the opportunities as perceived to function. To this extent the term is used in every broad sense to include person operating and engaged in large intermediate sized, small or macro enterprises. Entrepreneurship plays an important role in the economy of nation. This significant role of entrepreneurship plays an economic growth, productivity and new technologies, products and services (Stoner *et al.*, 1989).

2.8.1 Conceptual Model of Entrepreneurship

There are several obstacles in defining entrepreneurship clearly. First, everyone has a personal opinion or understanding of entrepreneurship. Secondly, Entrepreneurs have viewed as the new cultural heroes and has held in a way due to which critical examination of their characteristics was observed. Thirdly, Entrepreneurship is an abstraction, though entrepreneurs are tangible person. Fourthly, well-designed and controlled research studies on entrepreneurship are very few. Lastly, when it has assumed that entrepreneurship is something opposed to or divorced from management defining entrepreneurship becomes difficult. (Kao, 1989). Kao has developed conceptual model of entrepreneurship. This model has presented as follow.

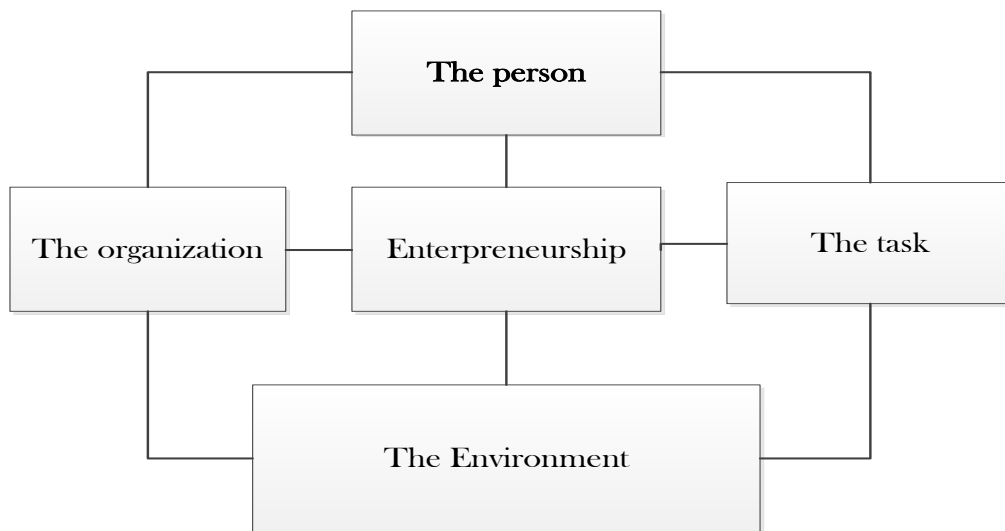


Figure 1. Conceptual model of entrepreneurship

2.8.2 The entrepreneurial Personality

Refer to composite of a person, his/her skills, styles and motives. The entrepreneur is central to entrepreneurship because without the key individual who makes things happen, there can be no creative result, the ultimate success of a new venture depends largely up on the psychological makeup and determination of the entrepreneur. The variety of entrepreneurial skill ranges from intuition to analytical ability. Personality determines the kinds of environment they was be entrepreneur is likely to fill comfortable in and hence what type of company the entrepreneur feels comfortable working in. Entrepreneur style refers to social interaction, the interface between sell and others. It determines how one has perceived. Motives are those personal factors that drive the individual towards a particular goal.

2. 8.3 The entrepreneurial task

The central task of entrepreneur is to recognize and exploit opportunities. Opportunity may come from different sources. However, entrepreneur must have the ability to perceive opportunities where other does not. The entrepreneur is both “a dreamer and a doer” as a doer or implementer, he has the ability to attend to details. The entrepreneur has also to perform several inter personal task, e.g. working with people and persuading others join the enterprise. The entrepreneur task depends up on the personality of entrepreneur, organizational strategy and the environment.

2.8.4 The entrepreneurial environment

Entrepreneurship is a great extent controlled by the environment. Entrepreneurial environment is made up of several elements, such as economic, socio-cultural, political and technological and others. Availability of capital and human resource is very important. Without necessary capital and people with the required skills and experience, the opportunity cannot be persuade. Idea generating intuitions are also important in fostering entrepreneurship through education and investment programs. According to Arenuis and Minnit (2005), new venture creation and entrepreneurial decision never take place in a vacuum, but they are affected by environment in which they were took place. Individual will stimulate their entrepreneurial potential if he/she perceives that there are environmental possibilities (Kirby, 2006). This means that the entrepreneurial intention of an individual could affected by perceived environmental factors. Accordingly, if the perceived environment is favorable to development of entrepreneurship;

entrepreneurial intention of individual will be enhanced, and conversely, if the perceived environment is not favorable to the development of entrepreneurship, the individual entrepreneurial intention will be reduced. Several environmental factors can influence potential entrepreneurship. Among these factors, some of them which identified through scientific studies include; the influence of government policy, entrepreneurship education, social norm and Access to Finance on the entrepreneurial sectors.

2.8.5 The organizational context

Is the immediate setting in which creative entrepreneurial work takes place. Includes the organization structure, systems the definition of work roles, group structure etc. these factors may facilitate or hinder creativity and entrepreneurship. As MoE (2008), as in many African countries, TVET in Ethiopia suffers from a relatively poor public image. It is usually associated with low status job, low salary and lack of personal development opportunities, partly due to the low quality of previous TVET programs that did not allow TVET graduates for successful competition in the labour market. TVET has generally perceived as a place of last resort for those students who failed to get into higher education. This misconception needs to be rectified. However, since late 1990s, the government has committed itself to overhauling and reforming the basic framework conditions of the TVET system. This measure recognized the fact that while the country was in dire need of crafts persons and technician, training programs lacked relevance to the workplace reality.

2.8.6 Importance of Entrepreneurship Education

Education is in general and entrepreneurship education in particular plays a major role in any country. It is obvious that at different levels, education given in various fields. One of the fields of great concern is entrepreneurship. Entrepreneurship is the starting of a new business or company. Entrepreneurship is a significant catalyst in development of a country's economy. Some of the most important contributions of entrepreneurship to the economy include creation of jobs, development of better products and production methods and generation of foreign currency. As education and training is the act of increasing the knowledge and skills for doing particular jobs, many countries have come to realize the importance of conducting entrepreneurship education at various levels. With the increasing problems of unemployment, it is necessary that the students take up self-employment or carrier in entrepreneurship. In view of the above,

employment possibilities shrink, the obvious option of self-employment becomes a necessary alternative and it is now possible to build and develop skills that will create the confidence necessary for entrepreneurship. To this effect, coaching that can be directed to responsible and enriching small business endeavors that will benefit the individuals and the communities in which they live (Saboe *et al.*, 2002:80). Each one of us is born with an entrepreneur seed deeply rooted within us. It is necessary to take proper care the nature that our entrepreneurial talent becomes kinetic. This implies that with proper training and developmental programs, it is possible to assist an interested and motivated person to become successful entrepreneurs. The profile of adult entrepreneur reflects in many ways the characteristics attributed to vocational education students. For example, most entrepreneurs are action-oriented people who believe that working hard and smart is the key to success (Oldham, 1998). Many scholars have agreed that by pursuing the aims already mentioned, TVET institutions helps to develop a more positive attitude to problem solving abilities and responsibilities, to foster the acquisition of practical and management skills and to awaken the spirit of entrepreneurship (Saboe *et al.*, 2002:8). A full employment policy guarantees to job for every individual, but in countries where this policy does not prevail, individual initiative is necessary to secure employment.

CHAPTER THREE

The Research Methodology

3.1 Research Approach

The research approach that was used by the researcher was mixed research approach. This was because the researcher believes that using only one of the quantitative and qualitative approaches may not provide complete understanding about the problem. So, both qualitative and quantitative data has needed for better understanding of the topic or problem. The quantitative approach involves the collection of quantitative data, which are put in to rigorous quantitative analysis in a formal and rigid manner mean while qualitative approach uses the method of subjective assessment of opinions, behavior and attitudes reflected from respondents. Research in such a situation is a function of the researcher's impressions and insights.

3.2 Research design

The major purpose of this study was to address or assess the role of TVET College in promoting entrepreneurship in Addis Ababa. To attain this purpose, a descriptive research design was employed with the intention to gather a large variety of data with regard to contribution of Entoto TVET college, training process, because of having characteristics of qualitative phenomenon, which did not measured numerically under the study. The rationale for choosing this method is to attempts to explain while providing additional information about the research topic. This is where research is trying to describe what is happening in more detail, filling in the missing parts and expanding understanding on the theme. Thus, the research design is effectively enumerate and explain the prevailing factors that affect key role of Entoto TVET college in promoting entrepreneurship sector and in providing quality vocational and technical training.

3.3 Sampling techniques and Sample Size

The research has conducted at one of selected government TVET Colleges. But, the fact that all the intended colleges were within Addis Ababa and reflected similar characteristics made the student researcher to select one i.e. Entoto TVET college for the study using purposive sampling technique since it is a preferable method in homogenous population (Peatman, 1996). In addition, the reason for selecting Entoto TVET College was also due to the fact that it has been acting as the cluster center of 10 government and private TVET institutions (Kirubel, 2014).

There are 2000 students considered as study population attending their training in different fields of studies at Entoto poly technique colleges. Thus, from total study population sample size have calculated by using the following formula developed by (Kothari, 2004).

$$n = \frac{Z^2 qN}{e^2(N-1) + Z^2 pq}$$

$$n = \frac{(1.64)^2 \times 0.5 \times 2000}{(0.1) \times (2000 - 1) \times 0.5 \times 0.5}$$

n = 130 of trainees were taken as sample of this study

Where N- Total population

n- Required sample size

e- Margin of error of 10% (0.1)

Z- The confidence level of 90% as per area of normal distribution curve (value 1.64)

P – Population proportion p = 0.5, q = p – 1 = 0.5

Additionally, using purposive sampling method 10 respondents were selected from graduates who engaged recently in their own business and two individuals were intentionally selected from school managers. Finally, 142 individuals have selected as participants of the study. Thus, the data, which was relevant to this study, has collected from participants of this study using the proposed data collection tools. Therefore, study participants were administrative workers, prospective student and graduated students those engaged own business.

3.4 Data Collection techniques and procedures

The researcher used different data gathering techniques primarily through semi structured questionnaires and interview. Questionnaires were used as data collection instrument because it is cost effective, provide direct information and take less time. Questionnaires have prepared for students and instructors to obtain detail and enough data and interview was held with college administrative officers of the college. The researcher used both primary data and secondary data sources. The procedures of data collection have employed in the following manner: After questionnaires have prepared for trainees and graduates it distributed for all respondents.

Majority of the questions of the questionnaires were self-developed in the need to answer basic research questions and relate to objectives of the study while some of the questions were adopted. The trainees and graduates were very willing in responding to the questionnaires after orientation was given. For the purpose of actual study, the researcher conducted pre-testing and pilot studies in order to get constructive feedbacks and comments to verify the questions in the questionnaire, to keep validity and reliability of questions as well as the overall research process at miniature level. Next, the researcher incorporated those feedbacks and comments from different experts in the area. After planning for data collection, the researcher got enough number of photocopies of the questionnaire (including 10 questionnaires for contingency to mitigate any uncertainty in the process). A total of 140 questionnaires were distributed to those sampled respondents. Out of those questionnaires distributed, 120 were filled and duly returned back. While 9 of them were not returned and 11 of them were not properly responded. So that, 120 questionnaire papers containing relevant data have administered for this study.

3.5 Data analysis and presentation methods

After the completion of the data collection, it has organized properly and analyzed through descriptive analysis method. Quantitative data have analyzed by simple statistical techniques using either MS-Excel then presented in frequency, percentage, tables, bar charts and pie chart graphs, as appropriate.

The data obtained through open-ended items of the questionnaires and interview, it has organized properly and analyzed qualitatively, which used to strengthen the analyzed result obtained through statistical analysis. Finally, after data were analyzed by employing appropriate statistical methods, findings were summarized, concluded and recommendation were made properly.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 General characteristics of the respondents

Table 4.1 shows the general characteristics of the respondents in terms of sex, age, and education background of the respondents. Concerning sex of respondents as shown in Table 1, 70 (63.63%) of trainees were male and the rest 40 (36.37%) of them were females. Moreover, 7 (70%) of the graduates were male and the rest 3 (30%) of them are female respondents. From this, it is clear that when the ratio of male and female have examined, relatively the number of males exceed that of females, so that concerned bodies expected to do more to make it somehow proportional.

Regarding age distribution of respondents the information obtained from the questionnaire, realize that both groups have found in different age categories. Accordingly, majority 72 (65.45%) of them were found in the age between 17 - 22 years, whereas 35 (31.81%) of them were found in the age between 23 - 28 years and only 3 (2.72%) of them were found in the age range of 29 – 34 years. From graduate respondents, about 3 (30%) of them were aged 17 – 22 years, 4 (40%) of graduates were found at the age of 23 – 28 years and only an individual (10%) was found in the age between 35 - 40 years.

Concerning educational background of respondents, majority 84 (76.36%) of trainee were 10th complete whereas, 26 (23.64%) of them were 12th complete. These students did not get a passing point to preparatory class and similarly to higher education for grade 12. Nevertheless, some of them also join TVET with their choice having a desire to be trained in practical professions and the others said that financial problem and lack of parental support to attend their education at university. The academic background of graduate students was almost the same with that of trainee. Among graduate respondents, 7 (70%) of them were qualified by 10+1 and 10+2 while 3 (30%) of them were qualified by 10+3.

Respondents of this questionnaire attend different levels of training. Based on this, 10 (9%) of respondents trained in level I, 25 (22.72%) of them were level II students, majority 50 (45.45%) of them were level III and only few 7 (3.36%) of them were trained in level V. likewise graduated students were trained in different levels, 2 (20%) were trained in level I, 5 (50%) of them were trained in level II and only 1 (10%) of the graduated respondents trained with level III. In the same way, they will have also graduated with different fields of specialization (Table 4.1).

Table 4.1. Demographic characteristics of trainees and graduate students

No	Item	Alternatives	Trainee		Graduates	
			No	%	No	%
1.	sex	Male	70	63.63	7	70
		Female	40	36.37	3	30
		Total	110	100	10	100
2.	Age	17 - 22	72	65.45	3	30
		23 - 28	35	31.81	4	40
		29 - 34	3	2.72	2	20
		35 - 40	-	-	1	10
		above 41	-	-	-	-
		Total	110	100	10	100
3.	Educational back ground	1 - 4	-	-	-	-
		5 - 8	-	-	-	-
		10 complete	84	76.36	-	-
		12 complete	26	23.64	-	-
		10+1 and 10+2	-	-	7	70
		10+3	-	-	3	30
		Total	110	100	10	100
4.	Levels of training	Level I	10	9	2	20
		Level II	25	22.72	5	50
		Level III	50	45.45	1	10
		Level IV	18	16.37	2	20
		Level V	7	6.36	-	-
		Total	110	100	10	100

Source: primary data (2017)

Respondents said that most students prefer to attend their training at Entoto TVET College for the reason of that many fields of studies were available to choose and closeness of the college to their residences. A few of them also suggest that Entoto TVET College provides quality training and the school compound is very attractive and interesting for trainees.

As shown in Table 4.2, 10 (9%) of trainees were from construction department, none of trainees due to this field was not given at the beginning in the college, 20 (18.18%) of trainees and 3 (30%) of graduates were from metal manufacturing department, 14 (12.73%) of trainees and 20% of graduates were from electronic department, about 25 (22.73%) of trainees and 3 (30%) of graduates were trained in textile and garment technology department and the rest 33 (30%) of trainees were from department of Art science.

Table 4.2. Fields of studies in which respondents of this study have attended

Item	Alternatives	Trainee		Graduates	
		No	%	No	%
Departments from which respondents were selected	Construction	10	9	-	-
	Metal manufacturing	20	18.18	3	30
	Electronic/electricity	14	12.73	2	20
	Automotive	8	7.27	2	20
	Textile and garment	25	22.73	3	30
	Art	33	30	-	-
Total		110	100	10	100

As shown on table 4.3, majority 100 (90.9%) of respondents were interested with their stay at the college, only 10 (9.1%) of them were not interested. Form graduate respondents, 8 (80%) of them were interested in their stay at Entoto poly technique college and 2 (20%) of graduates were not interested. The reason why some of the respondents lack interest was that most of them have an academic vision to join universities, which was not possible for them in one or the other reasons (Table 4.3).

Table 4.3. Interest of trainees and graduates in their stay at Entoto TVET College

Item	Alternatives	Respondents			
		Trainees		Graduates	
		No	%	No	%
Interest of students in their stay at the college	Yes	100	90.9	8	80
	No	10	9.1	2	20
Total		110	100	10	100

Source: primary data (2017)

About 75 (68.18%) of participants (trainees) replied that short-term and long-term training was given for teachers in order to capacitate them with their profession and 35 (31.82%) of them said no training was given for instructors adequately. Whereas, 7 (70%) of graduates said there was no training given to build professional capacity of instructors (Table 4.4). Here it is better to think over it that ideological difference between the two groups of respondents may arise due to the fact that graduates knew the past trend but it is known that high attention has given for TVET education and in the same way for trainers in which respondents replied this on the basis of their daily observation in the college.

Table 4.4. Short term and long-term training given for teachers

Item	Alternatives	Trainee		Graduates	
		N ₀	%	N ₀	%
Professional on job training given for teachers	Yes	75	68.18	3	30
	No	35	31.82	7	70
Total		110	100	10	100

Regarding availability of training materials in the college, majority 72 (65.45%) of them replied that the required materials were available in medium level, about 30 (27.27%) of them said availability of materials was low while only 8 (7.27%) of them responded that the quantity of training materials was high. Only 2 (20%) of respondents said that the availability of materials was high while 4 (40%) of them responded that the availability of training materials was low. Respondents rate this based on their observation they have made on other institutes when went to share experiences and attempt to make comparison with their own Entoto TVET college in terms of training material supplies.

Table 4.5. Availability of relevant training equipment in the college

Item		Trainees		Graduates	
		N ₀	%	N ₀	%
Availability of training equipments	High	8	7.27	2	20
	Medium	72	65.45	4	40
	Low	30	27.27	4	40
Total		110	100	10	100

Concerning the linkage between Entoto poly technique college and small micro enterprise (SMEs), majority 65 (59%) of them replied that the linkage was high, 27 (24.54%) of them also the absence of the linkage between the two sectors. Graduate respondents also argued in the same way that 8 (80%) of the said the link was high and 2 (20%) of them said that the link was medium because rate this from their real life situations and since they have partnership with the two sectors (Table 4.6).

Table 4.6. The link between Entoto TVET and SME

Item	Alternatives	Trainee		Graduates	
		No	%	No	%
Your sight towards the linkage of between TVET and SMEs	High	65	59	8	80
	Medium	27	24.54	2	20
	Low	18	16.36	-	-
Total		110	100	10	100

As shown on table 4.7 majority 80 (72.72%) of respondents said that enough professional counseling and guidance was not given for trainee to rise up their confidence in their field of specialization. Whereas 30 (27.27%) of them also disagree that here was advice given by experts during field selection and the course of training. Similarly, 7 (70%) of graduate respondents replied that no professional counseling was given for trainees whereas 3 (30%) of have opposite stand.

Table 4.7. Professional counseling and guidance given for trainee

Item	Alternatives	Trainee		Graduates	
		No	%	No	%
Professional counseling and guidance given for trainee	Yes	30	27.28	3	30
	No	80	72.72	7	70
Total		110	100	10	100

Regarding the importance of using instructional materials by trainers 65 (59%) of trainees said high, 30 (27.27%) of them said average while 20 (9%) of them said fair and only 5 (4.54%) of the trainees said it was low. From graduate respondents, 5 (50%) replied high, 20% of them said fair and other 20% of graduates said it was low. The data obtained reveal that both groups of

respondents the importance of using instructional materials was high.

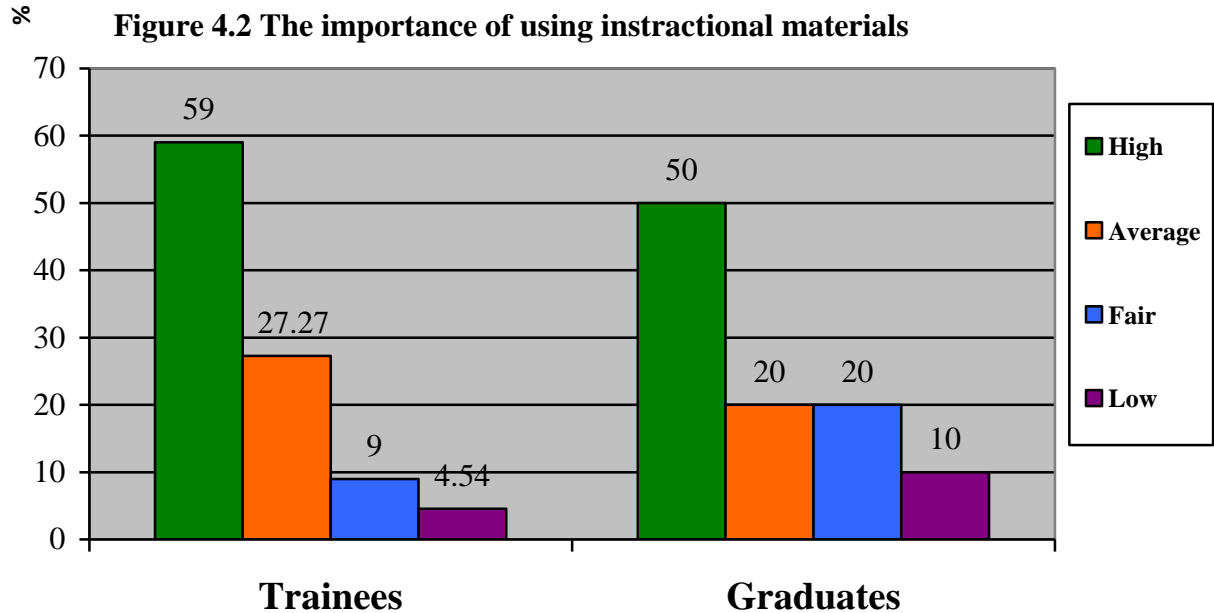


Figure 2. Importance of instructional materials

4.2 The role of Entoto TVET Colleges in promoting entrepreneurship

Regarding the contribution of Entoto TVET in providing entrepreneurial skills for trainees and graduates 88 (80%) of respondents replied that the contribution of Entoto poly technique college was high to entrepreneurship sector; 16 (14.54%) of them said I was medium and 6 (5.45%) of them suggested the contribution was low. About nine (90%) of graduates replied that contribution of Entoto TVET was high in promoting entrepreneurship while 10% of them suggested that its role was medium (Table 4.8).

Table 4.8. Contribution of Entoto poly Technique College for entrepreneurship

Item	Alternatives	Trainee		Graduates	
		No	%	No	%
Contribution of Entoto TVET for entrepreneurship	High	88	80	9	90
	Medium	16	14.54	1	10
	Low	6	5.45	-	-
Total		110	100	10	100

4.2.1 Promoting entrepreneurship skills and knowledge of graduates

Entoto TVET college give practice oriented training in different fields for students, they have developed their own professional skills and knowledge . Therefore, they are going to engaged in various business areas likely to that of their seniors.

As it was presented on table 4.9, about 39 (3.45%) of respondents replied that the teaching trend of Entoto TVET was more of theoretical 13 (11.82%) of them said the teaching trend was practical and majority 58 (52.73%) of respondents suggested that the college used mixed (both theoretical and practical) training methods to produce skilled and qualified work force. About 6 (60%) of graduate respondents said that the college used mixed training methods while the remaining 40% of respondents said that both theoretical and practical methods were used equivalently.

Table 4.9. The training method used by Entoto poly technique college

Item	Alternatives	Trainee		Graduates	
		No	%	No	%
Teaching methods used in the College	More of theoretical	39	35.45	2	20
	Practical	13	11.82	2	20
	Mixed	58	52.73	6	60
Total		110	100	10	100

Regarding the encouragement of students' partners in the support of training in Entoto poly technique college the information obtained from all (100%) trainees and graduates reveal that partners were interested and encourage their children to join Entoto TVET college.

About 23 (20.9%) of study participants replied that the educational curriculum was highly flexible, majority 57 (51.81%) of respondents suggested that TVET educational curriculum was moderately flexible to accommodate the interest of trainee whereas 30 (27.27%) of them replied that it was less flexible. Among graduate respondents, 5 (50%) of the said that the curriculum accommodate interest of trainee and 3 (30%) of them replied that the curriculum was less flexible, while 2 (20%) them said that the curriculum was highly flexible (Table 4.10).

Table 4.10. Curriculum flexibility to accommodate the interest of trainees

Item	Alternatives	Trainee		Graduates	
		No	%	No	%
Flexibility of curriculum to accommodate interest of trainee	Highly flexible	23	20.9	2	20
	Moderately flexible	57	51.81	5	50
	Less flexible	30	27.27	3	30
Total		110	100	10	100

4.2.2 Challenges of Entoto TVET in promoting graduate's entrepreneurship skills and knowledge

Majority 70 (63.63%) of respondents suggested that the major challenge of the college was the attitude and mis-perception of the society towards TVET training about 20 (18.18%) of respondents said that the second ranked problem was the method of training applied in the college. According to 15 (13.63%) of respondents suggested that lack of training material was another challenge and only a few 5 (4.54%) of them said that lack of well-trained instructors was also considered to be a challenge. With similar perspectives, 5 (50%) of graduate respondents also suggested that attitudes of the society and 3 (30%) of them replied that training methods implemented in the college could be the other challenge (Table 4.11).

Table 4.11. Major challenges of Entoto poly Technique College

Item	Alternatives	Respondents			
		Trainees		Graduates	
		No	%	No	%
Major challenges of Entoto poly technique college	lack of training materials	15	13.63	2	20
	attitude of the society	70	63.63	5	50
	methods of training	20	18.18	3	30
	lack of instructors	5	4.54	-	-
Total		110	100	10	100

As to respondents, number of Entoto poly technique college has increased when compared with few years ago. Because informed about the number of students relatively to past trends enables the researcher to determine Entoto TVET college population status and understand community

participation. This is due to the attitude of the society was improved towards TVET schools gradually, even though the problem was not fully solved yet. The technological advancement achieved improvement of life style of the society and productivity in this sector was evidence that support the importance of TVET raining. In addition, the college also gives training in different fields of studies to address the various needs of students. Contribution of Entoto poly technique college was also great for transfer of technology. It was multi-dimensional with the objective of changing the life of the society and contributing for the development of the country in promoting creativity and productivity.

To make Entoto poly technique college excellent training center, the following things should be accomplished:

Necessary training materials should adequately fulfilled, well-qualified teachers have assigned, and parents, students and stakeholders should be participated actively in the teaching process. Governmental and private business sectors should work cooperatively and encourage the youth to train in TVET college and engaged in own business.

Concerning interview:

The Study consists of the qualitative research based on interview. By taking time with respondents (Institutional leaders), relevant information has to been gathered from Entoto TVET college administrative officers through guided interview questions. The first question forwarded for the interviewee was to describe the link between TVET schools and SME. Accordingly, the respondents explained that the two institutions have great relation. Training given at Entoto TVET center has contributed in producing entrepreneurs who create own business who could contribute for the development of their country. They described that lifestyle of TVET graduates was changed in terms of income generation and capital building. For more information, it was possible to see the trends and success achieved in these few years at the small and micro enterprise sectors established in different parts of the country. Participants of this study suggested that the attitude of the society towards TVET has changed gradually and that is why the number of female trainees has increased from year to year. However, attitudes of the society, lack of training materials, lack of trainers and the likes are some of the challenges still that make difficult the process of training in the institution. The cooperation of all stakeholders expected to make Entoto TVET excellent training center that contribute to the strategies and policy of the country.

CHAPTER FIVE

Summary, Conclusion and Recommendations

5.1 Summary

This study has undertaken to assess the role of Entoto TVET in promoting entrepreneurship training. To achieve its intended purpose, questionnaires have distributed to sample respondents of trainees and graduates in Entoto TVET College. Questionnaires that have properly filled and returned were presented, analyzed and interpreted by using frequencies and percentages. The majority of respondents confirmed that various types of training methods have applied in college. According to the finding of the study, both theoretical and practical methods were often applied in Entoto TVET college. With this regard, the qualitative study attempt to identify the training method used that due to the theoretical dominance of TVET training, converting their learning to practice was a challenge to certain extent in the world of work. All possible efforts have made to get the most probable answers to the basic questions by collecting relevant information through questionnaires and interviews.

The trainees who participated in this study were trainees and prospective graduates in different levels. Total of 142 respondents were participated from the three groups. Therefore, to investigate the role of TVET in in promoting entrepreneurship the specific questions formulated have answered through the findings of this study. The study employed mixed (both qualitative and quantitative) were used based on the analysis and interpretation of the data the following summaries of findings are obtained. The interest of trainees towards their field of study they enrolled was a little positive. The study revealed that even if the positive responses have a little bit more than negatively responded there is still the gap of the lack interest. The major causes for this have indicated to be lack of passing points and academic performance problem to respond negatively. In the same manner the study revealed that majority 100 (90.9%) of the respondents are very interested to their training at Entoto TVET College. On the contrary, the study revealed that there was luck of consultancy and professional counseling service independently. The training was effective and interested in theoretical and practical skill development. Majority of respondents shared a feeling that the training they are taking can make them competent in the labor market to easily sale themselves, to open their own business and even to compete the market. However, they did not know about whether this condition continued in the long future

time or not. As the outcome of this study, training given at Entoto TVET has great role in producing entrepreneurs who create own business and reduce problem of unemployment

5.2 Conclusion

Based on the major findings of the study, the following conclusions were drawn:

The Ethiopian TVET educational policy and strategy explain that, the overall objectives of the National TVET Strategy is to create a competent, motivated, adaptable and innovative workforce in Ethiopia contributing and targeting to poverty reduction, social and economic development through facilitating demand-driven, high quality technical and vocational education and training, relevant to all sectors of the economy, at all levels and to all people. Accordingly, Vocational and Technical Education and Training (TVET) institutes and colleges have considered as a major tool to achieve the desired development through creating job opportunities.

Even though there is well-organized TVET curriculum, the sub city administration needs to work properly toward implementation. The support given during the course of training for encouraging the trainees to be self-employed should be strengthening, by giving more attention and priority to the entrepreneurial class by establishing the counseling and guidance service department. This has done by entrepreneur trainers and institutional leaders. The perception of the society to gender equality should developed by giving more training about the issue, and entrepreneur trainers shall invite outstanding or successful female entrepreneur to give orientation. Vocational guidance and counseling service in TVET institute is mandatory. This is due to the contribution it has to do with career choice, preparation for world of work examining professional abilities, job market opportunities and personal desire. The challenges of trainees to become self-employed should be reduce by providing a startup capital, work place. The microfinance and sub city administration should do this task. The perception of trainees to be self-employed should strengthened and improved further more with the help of the society. The school leaders have to create the facility through inviting the trainees' family to bring gradual change about old thinking. The institutional leaders should give attention on globally changing labor market need and should upgrade the curriculum accordingly. Sufficient number of qualified instructors should assign in the institution. The sub city administration should do on it. Efficient machineries should fulfill in sufficient number. Because, without technologically advanced machinery the trainees could not properly trained. Unless and other wise of the graduate could not develop self-

confidence to become self-employed. Entoto TVET needs to rethink all the components of training program, assignment of the budget and fulfillment of working space and spare parts. To make transition from school to world work smooth and easier for trainees, training institutions have to establish close link with the industrial sector and coordinate the trainings that take place at both sites so that trainees can pass through continuous and uniform training process to develop reliable skills that can make them competent in self-employment market. The data obtained showed that, the major problems that make the training difficult and cause youth unemployment are social and cultural attitude towards self-employment, inadequacy of entrepreneurship education given in the institution, lack of access to start up finance, poor administrative and regulatory frame work, lack of business assistance and support, lack of work site, lack of material resources, in adequacy of guidance and counseling service and lack of placement service. Training need has not properly assessed, trainees had no proper prior awareness and not interested to join TVET, trainees have not placed based on their choice and not satisfied in attending TVET.

5.3. Recommendations

Depending on the findings of the study and the conclusions derived, the following suggestions are forwarded:

- Different concerned bodies (Entoto TVET College, Micro-finance institutions, MSE sectors etc.) are the responsible bodies to organize and create conducive environment for the trainees and graduates involved in Micro and Small Scale Enterprises (MSEs). As they were named as “the three wings”, which is to mean that if one fails to function, others do the same. Therefore, these are the three institutions to work together to mitigate the problem of youth unemployment(graduates) in specific and unemployment problem in general by working towards alleviating poverty in Ethiopia through promoting economic growth. It is also advisable that administrators work towards assisting the TVET trainees and graduates by providing different project works aiming to attain seed money or believing that the graduates attain the (20%) saving demanded by Micro finance institutions.
- It is recommendable that the partnership among TVET, micro finance institutions, MSE development head office and employing organizations has close link. This in turn help the institution to determine the fields of studies that the institution should provide so that the trainees that can provide better opportunity in the labor market and as a result, the graduates

being successful to get job in government or private organizations related to their specialization. They can also help either graduates to create their own job individually or in-group.

- Entrepreneurial training, which is invaluable for trainees, needs to be revised by incorporating the experience of indigenous exemplary entrepreneurs supplemented with different field visiting where the actual work is found so that the trainees develop practical skills and self-employing business. In addition, adequate time should be given for the course entrepreneurship so that the trainees will have adequate time to learn in the class as well as visit work site where many enterprises are available. Together with this point, improving career guidance and counseling service in the institution is a pivotal issue thereby assuring employability by reducing graduates' unemployment and assisting trainees to select marketable field of study.
- The institution does not practice enough tracer studies. As a result, the percentage of graduates either in gainful employment or in self-employment was not defined. Therefore, it is advisable to trace the graduates timely and effectively so that they can utilize the results to meet the needs of the labor market and the required skills by the employers. Similarly, a survey study of local market demand, and other assessments should be carried out by the institution being taken as major tools of improving modes of delivery of TVET programs in the institution.
- In order to reduce the number of youth unemployment, government and private agencies, which are working on employment of TVET graduates should assist the graduates to start their own business privately or in group. One way of doing this is to organize them in small business trade and assisting them to get start-up capital in the form of loan for materials purchasing from financial institutions. In general, friendly environment needs to be created for the graduates by avoiding a major bottleneck among micro financial institutions, MSE sectors and TVET institutions because they highly recognized in reducing youth unemployment.
- The government body responsible for professional development of trainers of TVET, such as the TVET Agency, has better to look into the quality of Entoto TVET college trainers and work towards improvement of their competence either through short- term training or through summer in- service training in collaboration with the institution.

- It is advisable that the graduates are expected to develop confidence while running their own business. It is also recommendable that the graduates need to develop full confidence when jobs are available to them. This is viewed from the graduates' degree of confidence before they are exposed to the kind of business in the actual work.
- It is also advisable that government and private agencies, which are working on the employment of TVET graduates, make cooperation to allocate jobs for TVET graduates so that many TVET graduates become successful in getting job in the labor market. Government on its side needs to set up venture capital to support TVET graduates by strengthening MSE strategy and other mechanisms. All the above suggestions are recommendable for TVET Colleges and other responsible bodies.
- The major problems causing youth unemployment are: social and cultural attitude towards self-employment, access to start-up finance, lack business assistance and support etc. To curve the problem, it is advisable that the concerned bodies should come with the best solution paying due attention to the key strategies.
- Finally, depending on TVET objectives and strategies, Entoto TVET institution should focus on self-employment by preparing the trainees for starting their own business through creating smooth situation and working together with micro and small enterprise sectors. Create means of income generating activities for the prospective graduate, for initial investment resources was the other solutions for the challenges that may encountered trainees.

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Appendices

Appendix -1

Questionnaire for trainee

ST. MERRY UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF MBA

Dear Respondents,

Since the quality and success of this study depends on the information you supply, you are kindly requested to provide your genuine response. Right at the outset, I would like to assure you that your response will be used only for research purposes and will be kept confidential.

Thank you in advance for your cooperation and timely responses. This questionnaire administered for the survey on role of Entoto TVET College in promoting entrepreneurship, self-employment and micro enterprises by provision of entrepreneurial skills.

Note:

- No need of writing your name
- Reassured that your responses will be solely used for academic purposes and that your responses will be kept privately and confidentially.
- Please read each question carefully and encircle letter of your choice, or by giving short response where necessary.
- Write brief as possible in responding to open-ended questions.

Thank you in advance for your kindly cooperation!

1. Respondents
Age: A. 17 - 22 B. 23 - 28 C. 29 - 34 D. 35 - 40 E. above 41
Sex: A. Male B. Female

2. Qualification
A. 1 – 4 C. 10+1 and 10+2
B. 5 – 8 D. 10+3
E. 10/12 complete F. BSc /BA and above

3. Educational training level
A. level I B. level II C. level III D. level IV E. level V

4. What was your reason to join Entoto TVET college?
-

5. What is your field of specialization in Entoto TVET College?

- A. Construction
B. Metal manufacturing
C. Electronics/electricity
D. Automotive
E. Textile and Garment
F. Art

6. What are the major challenges that you may encountered with during the course of training?
A. materials B. attitude of the society C. methods of training D. other (specify)
-

7. Are you interesting with your stay as a student in TVET College?

- A. Yes B. No

Why? _____

8. Are there short and long-term training given to promote the ability of teachers?

- A. Yes B. No

9. How do you rate the relevance of available equipment in Entoto TVET College?

- A. High B. Medium C. Low

10. How do you evaluate the linkage between Entoto TVET College and MSE sectors?

- A. High B. Medium C. Low D. there is no linkage

11. Do TVET provide guidance and counseling service to trainees in their field so that they strengthen and develop self-confidence in their effort and achievement?

- A. Yes B. Sometimes C. No

12. How you evaluate the contribution of your institution that provide entrepreneurial course for the trainees? A. high B. medium C. low

13. The importance of using available instructional materials by trainers is,

- A. high B. average C. fair D. low

14. How was the trend of training given at Entoto TVET college?

- A. more of theoretical B. practical C. mixed methods

15. Do your partners encourage you for your training at Entoto TVET College? A. Yes B. No
If you say, No Why? _____

16. To what extent is the TVET curriculum flexible to accommodate the interest of trainees?

- A. Highly flexible B. Moderately flexible C. Not flexible at all

17. What is the problem that hinders to enter in to work after the accomplishment of the college training? A. loans B. work place C. Material D. support

18. Compared to a few before how was the no of students that attend their training at Entoto TVET college?

- A. increased B. decreased C. The same

19. What do you think is the reason for your answer on question no 16?

20. Do you think that TVET colleges have a role for technology transfer?

How? _____

21. Is TVET training plays role to reduce unemployment problems? A. Yes B. No

22. What should be done to make Entoto TVET college better training center?

Appendix - 2

Questionnaire for graduated students

ST. MERRY UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF MBA

Dear Respondents,

Since the quality and success of this study depends on the information you supply, you are kindly requested to provide your genuine response. Right at the outset, I would like to assure you that your response will be used only for research purposes and will be kept confidential.

Thank you in advance for your cooperation and timely responses. This questionnaire administered for the survey on role of Entoto TVET College in promoting entrepreneurship, self-employment and micro enterprises by provision of entrepreneurial skills.

Note:

- No need of writing your name
- Reassured that your responses will be solely used for academic purposes and that your responses will be kept privately and confidentially.
- Please read each question carefully and encircle letter of your choice, or by giving short response where necessary.
- Write as brief as possible in responding to open-ended questions.

Thank you in advance for your kindly cooperation!

1. Respondents

Sex: A. Male B. Female

Age: A. 17 - 22 B. 23 - 28 C. 29 - 34 D. 35 - 40 E. above 41

1. Qualification

- A. 1 – 4
- B. 5 – 8
- E. 10/12 complete
- C. 10+1 and 10+2
- D. 10+3
- F. BSc /BA and above

3. Educational training level

- A. level I
- B. level II
- C. level III
- D. level IV
- E. level V

4. What was your reason to join Entoto TVET college?

5. What is your field of specialization in Entoto TVET College?

- A. Construction
- B. Metal manufacturing
- C. Electronics/electricity
- D. Automotive
- E. Textile and Garment
- F. Art

6. What are the major challenges that you may encountered with during the course of training?

- A. materials
- B. attitude of the society
- C. methods of training
- D. other (specify)

7. Are you interesting with your stay as a student in TVET College? A. Yes B. No

Why? _____

8. Are there short and long-term training given to promote the ability of teachers?

- A. yes, there are
- B. no, there aren't

9. How do you rate the relevance of available equipment in Entoto TVET College?

- A. High
- B. Medium
- C. Low

10. How do you evaluate the linkage between Entoto TVET College and MSE sectors?

- A. High
- B. Medium
- C. Low
- D. there is no linkage

11. Do TVET provide guidance and counseling service to trainees in their field so that they

strengthen and develop self-confidence in their effort and achievement?

- A. Yes B. Sometimes C. No

12. How you evaluate the contribution of your institution that provide entrepreneurial course for the trainees? A. high B. medium C. low

13. The importance of using available instructional materials by trainers is,

- A. high B. average C. fair D. low

14. How was the trend of training given at Entoto TVET college?

- A. more of theoretical B. practical C. mixed methods

15. Do your partners encourage you for your training at Entoto TVET College? A. Yes B. No

If you say, No Why? _____

16. To what extent is the TVET curriculum flexible to accommodate the interest of trainees?

- A. Highly flexible B. Moderately flexible C. Not flexible at all

17. What is the problem that hinders to enter in to work after the accomplishment of the college training? A. loans B. work place C. Material D. support

18. Compared to a few before how was the no of students that attend their training at Entoto TVET college?

- A. increased B. decreased C. The same

19. What do you think is the reason for your answer on question no 16?

20. Do you think that TVET colleges have a role for technology transfer?

How? _____

21. Is TVET training plays role to reduce unemployment problems?

- A. Yes B. No

22. What should be done to make Entoto TVET college better training center?

Appendix -3

Interview guide questions for Entoto TVET Administrative officers

Dear Respondents,

Since the quality and success of this study would depend on the information you supply, you are kindly requested to provide your genuine cooperation. Let me take a few minutes with you in the need of your idea that would be considered as the backbone of this study.

1. Do you think that training in TVET colleges and SME sectors have a linkage? How?
2. Is the training given at Entoto TVET college was helpful for entrepreneurial skills and knowledge?
3. How do you explain the link between TVET training and entrepreneurship?
4. Do you think that trainings in TVET College change the life of individuals? How?
5. How do you see the attitude of community towards TVET colleges recently?
6. How was the participation of females in training at TVET colleges, and is there any challenges that they might be faced with during and after training?
7. What are the major challenges of Entoto TVET college that hinder training process?
8. What should be done you think that to make Entoto TVET more effective training center?

Thank you