



**St. Marry's University**  
**School of Graduate Studies**

**Factors Affecting College Students' Entrepreneurial  
Intention in Addis Ababa: A case study of selected  
TVET Colleges**

**BY**  
**ADDISU SHEWAMOLTOT**

JUNE, 2016  
Addis Ababa, Ethiopia

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**A THESIS SUBMITTED TO ST. MARY'S UNIVERSITY,  
SCHOOL OF GRADUATE STUDIES, IN PARTIAL  
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## **DECLARATION**

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of my advisor Ato Zemenu Aynadis (Assistant Professor). All sources of materials used for the thesis have 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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Name

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Signature & Date

## **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.

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Advisor

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Signature & Date

## **DEDICATION**

This thesis is dedicated to my wife Marta Mekonnen who supported and encouraged me unconditionally during my study as well as shouldering the responsibility of rising of our kids (Etsub and Biruk) so that I was able to focus on my studies.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

ESDP: Education Sector Strategy Development Programme

SME: Small and Medium sized Enterprises

TPB: Theory of Planned Behavior

TVET: Technical and Vocational Education and Training

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## ABSTRACT

*Entrepreneurship and TVET's Program are postulated by ESDP to align together so that many young people become entrepreneurs to gear the development of the country. This paper examined the perception of TVET students towards entrepreneurship schemes facilitated by the government in Addis Ababa. The study used descriptive and casual research methodology using both quantitative and qualitative approaches conducted in one public and one private TVET college. TEVT students' perceptions were measured using the Theory of planned behavior in terms of personal attitude, social control and perceived behavior control. The key findings indicated that only 20.88% of respondents have detail knowledge on entrepreneurial schemes while 47% of respondents are not interested in the existing entrepreneurial schemes. Despite the saving and credit schemes facilitated by the government, personal attitude, corruption, preferred to be hired, perceived image of entrepreneurship, social control , interested in existing entrepreneurship schemes, attractiveness of self-employment, knowledge about the entrepreneurship schemes, easiness to peruse career of self-employment, having role models, and preference in further studies explain 62.6 % variation in Entrepreneurial Intentions. Finally possible recommendations were given so that the Addis Ababa TVET Agency, the Addis Ababa Micro and Small Scale Enterprises Development Bureau as well as TVET colleges which includes Intensified clarification on entrepreneurship schemes to both private and public TVET college students; strategy and scheme alignment among the institutions; as well as designing of strategies for additional and inclusive schemes with user friendly flexible implementation approaches.*

**Keywords:** *Entrepreneurship schemes, Entrepreneurial intention and TVET Students, Addis Ababa, Ethiopia*





# CHAPTER ONE

## INTRODUCTION

### 1.1 BACKGROUND OF THE STUDY

Entrepreneurship has been found as an important driver of economic growth, productivity and social development. However, academicians, practitioners and policymakers recognized its importance only recently. People exposed to entrepreneurship reported great benefits including freedom in decision making, higher self-esteem, challenge and greater sense of control (Nickels, McHugh and McHugh, 2010). Bakotic and Kruzic (2010) noted that the entrepreneurship promotion has become one of the main issues in public policy in most of industrial countries.

Entrepreneurship is strongly linked to small and medium sized enterprises (SMEs), which are the main developing force of the developed market economies. SMEs are usually representing the majority of all the enterprises and accordingly they are main driving force of entrepreneurship development and economy. In most of developed countries, percentage of SMEs in total number of enterprises is around 90%, while 60% of available workforce is employed in those firms (Ivan et.al, 2011).

Entrepreneurship can also play a great role in developing countries such as Ethiopia that have significant proportion of productive age group. Ethiopia's population is estimated to be 96,633,458 and growing by 2.89% annually (Indexmundi 2014). The same study indicated that; demographically, Ethiopia is a youth nation where more than 64% of the population is below the age of 25 among which those under the age of 15 alone consist 44.2% of the population. This demographic situation in a country which depend on subsistence agrarian economy aggravates under employment and unemployment burden.

Around 35 million people of the Ethiopian work force are characterized by low skill levels and very low average educational attainment. Only 10% of the urban population has post-secondary school education. As a consequence, 75% of the workforce is concentrated in low skill employment sectors such as commerce, services and elementary occupations. Less than half of the urban workforce is engaged in wage employment. A significant portion of the urban workforce works for unpaid family business. More than 40% are self-

employed in the informal economy, most of which live on the edge of poverty (National TVET Strategy, 2012).

A study by the World Bank indicates that about 31% of the Ethiopian population live below the defined extreme poverty line of USD 1.25 PPP a day which is a reduction from 56% in the year 2000. Among other sectors, manufacturing contributed for the reduction in urban areas. For every 1% of growth in manufacturing output, urban poverty fell by 0.37%. Although manufacturing only employs 3% of the population nationally, the proportion of individuals employed in manufacturing in urban centers is much higher (The World Bank Group, 2011).

Expansion of TVET and entrepreneurial skills could be one of the driving forces to eradicate absolute poverty in poorest countries such as Ethiopia. A study by the African Development indicated that there is a fresh awareness among policy makers in many African countries and the international donor community of the critical role that TVET can play in national development (The African Union, 2007). A study point out that TVET play an essential role in skills development and in turn it has impact on Sub-Saharan countries. However, many nations are still struggling to create those indispensable bridges between education and the world of work (Johansson and Adams, 2004).

The Education Sector Strategy Development Programme (ESDP) III characterized TVET graduates as they lack skills to meet the expectations and demands of economic sectors; in which there is a need for a coherent system including formal and non-formal, initial and further training, with open access to academic pathways including higher education system (ESDP III, 2005). The expanding of TVET institutions that aims “...to create competent and self-reliant citizens to contribute to the economic and social development of the country,...”, it have limited coverage as compared to general education due to its requirement for substantial capital and recurrent expenses incurred through practical training coupled with lower than average student/teacher ratio (National TVET Strategy, 2012, p.7).

With the same line, the Fourth ESDP, another five year program from 2010/11 to 2014/15 allocated an estimated budget of 11, 250 Billion Birr for the five years. As outcome indicators, the program committed to increase TVET enrolments from 717,603 to

1,127,330 with increased institutions from 814 to 1,127. The document also included number of trained technology adopters to reach 3,000; transferred technologies to be 1,000 and to increase number of incubated MSEs for technology transfer from 600 to 3,000 by the end of the program in 2014/15 (ESDP IV, 2010).

On one hand, there is such amount of investment from the government to expand TVET aiming to boost self-reliant and socio economic development. On the other hand, there is significant proportion of unemployment and under employment in Addis Ababa. These two different scenarios can be bridged with the expansion of technical and vocational skill development coupled with entrepreneurship intentions and aspirations. Hence, entrepreneurial intention of TVET students is an underline factor that should get due attention.

## **1.2. DEFINITION OF TERMS**

**TVET College:** Public or Private Colleges that approved and licensed by the Addis Ababa TVET Agency as Colleges so as to provide Technical and Vocational education and Training

**College Student:** Students that registered to attend TVET education and Training in the TVET colleges in Addis Ababa.

**Entrepreneurial scheme:** Entrepreneurial packages that facilitated and supported by the Addis Ababa Micro and Small Enterprises development Bureau to nurture and develop entrepreneurship activities in Addis Ababa.

## **1.3 STATEMENT OF THE PROBLEM**

Studies show that policy and programs should be aligned with the attitude of the actual beneficiaries. Development of policies and programs to enhance Entrepreneurial behaviour should also critically understand the factors that influence and shape an individual's intentions to go in to entrepreneurship (Kennedy et al. (2003). Nowadays, higher education plays an important role on producing an increasing number of graduates

in many countries that seeks to promote self or small business employment as a realistic career option (Nabi and Holden, 2008).

The national TVET strategy has clearly documented the gap between the technical and vocational training and the actual job creation of the graduates.....*many TVET graduates remain unemployed even in those occupational fields that show a high demand for skilled manpower.....As a future direction, the urban and semi-urban micro and small business sector; TVET is geared towards enhancing productivity in the MSE sector, improving the quality of products and services and supporting start-up businesses by providing training and serving as centres for technology transfer* (National TVET strategy, 2012).

Despite the strategy document indicate unemployment of TVET graduates, entrepreneurship schemes were available for TVET graduates through the Addis Ababa Micro and Small Scale Enterprise Development Agency. This indicates that there are internal and external factors to be identified in which the Addis Ababa City Administration TVET Agency and TVET colleges' management take critical measure to address the gap regarding graduates' intentions of the available entrepreneurship schemes.

Studies showed that 50 percent of the Ethiopian population in the age group between 15 and 30 years is unemployed (Eshetu and Mammo, 2009, p.2), and that figure is among the highest unemployment rates worldwide. It is concentrated among relatively well-educated first time job seekers who come from the middle classes (Serneels, 2004, p.4). In Addis Ababa, about 27% of the workforce is officially unemployed, a figure believed to underestimate the real situation. Among demographic groups, youth unemployment is significantly higher than the rest of the workforce. (Population and Housing Census report 2007).

A study conducted on motivation of undergraduate students in Ethiopian higher learning institutions indicated that 45.3 % of respondents have never thought of being an entrepreneur in the future. In terms of motivation to peruse entrepreneurship; 81.8% were for financial benefits, 56.1% due to lack of employment while 71.6% consider achieving higher social position in their own communities as source of motivation. (Robson

Another empirical study on Female Undergraduate's Students' Attitudes toward and Perceptions of Entrepreneurship Development indicated that 40.1% of respondents' family discourage female students to start their own business. The same study showed that minority of students expressed their immediate intentions to start their own business after graduation while the majority want to continue further with their education. by Chalchissa Amentie & Emnet Negash

Despite there are studies on entrepreneurial intentions on University students, there were no similar researches on entrepreneurial intentions of TVET College students which would help this study to compare and contrast research findings.

Entrepreneurial intention is one of the corner stones in one's motivation and desire. The perception and interest of the trainees is a key factor to engage in entrepreneurship in which the awareness, preparation, interest and commitment of the graduates affect their level of engagement in entrepreneurship. Hence, this study was interested to assess the entrepreneurial intentions of TVET College students' and factors associated with, that determined the perception.

## **1.4 BASIC RESEARCH QUESTIONS**

1. What type of entrepreneurship schemes are available to the TVET college students?
2. What proportion of students have better knowledge about the existing entrepreneurship schemes?
3. What is the perception of students towards the entrepreneurship schemes?
4. What are the factors that affect perception of the students towards the entrepreneurship schemes?
5. What are the factors the affect students to have entrepreneurial thinking?

## **1.5 OBJECTIVE OF THE STUDY**

The study has the following general and specific objectives:

### **1.5.1 General Objective:**

- To assess the perception of TVET College students towards available entrepreneurship schemes

### **1.5.2 Specific objectives:**

- To determine the entrepreneurial intentions of college students towards entrepreneurship schemes
- To determine college students' interest of starting their own business
- To identify factors that influence Students' intention towards the entrepreneurship schemes
- To identify existing approaches by the TVET colleges in orienting college students

## **1.6. SIGNIFICANCE OF THE STUDY**

The perception of the students towards the entrepreneurship schemes should be well understood and any gaps and misunderstandings shall be corrected in order to create conducive working environment. Hence, the researcher believe that findings of the study show areas of improvement and serve as inputs to the TVET colleges, Addis Ababa City Administration TVET agency as well as the city administration Micro and Small Scale enterprise development agency for program and strategy improvements in line with entrepreneurship schemes for TVET graduates. Furthermore, other interested researchers may also use the findings as source of information for further studies.

## **1.7 SCOPE OF THE STUDY**

The study focused on the entrepreneurship perception of students at public and private TVET Colleges in Addis Ababa City Administration. The study is restricted mainly to the case of one Public and One Private TVET Colleges. It investigates the perception of students of the TVET Colleges towards Entrepreneurship schemes and behavior.

## **1.8 LIMITATION OF THE STUDY**

The study focused only on one public and one private TVET college students in Addis Ababa. It didn't incorporated Focus Group Discussions with students to further sort out reasons for their behavior. The study did not check the quality and effectiveness of the entrepreneurship course curriculum, nor the perception of TVET graduates who already engaged in anyone of the entrepreneurship schemes.

## **1.9 ORGANIZATION OF THE RESEARCH REPORT**

The research report has five chapters. The first chapter is an introductory chapter which incorporates the background of the study; statement of the problem; the research questions; general and specific objectives; significance of the problem; definition of terms as well as the scope and limitation of the study. The second chapter deals with related literature on entrepreneurship, theories and empirical findings on entrepreneurship schemes in Ethiopia and elsewhere. The third chapter is all about the research methodology where the type of research design; sampling and sampling procedure; data sources and data collection method as well as data analysis method stated. It also includes ethical considerations in doing the research. The fourth chapter is all about data analysis, interpretation and discussion. Based on the findings of the study, interpretations was made and discussed in relation with the objectives and research questions of the study as well as theoretical and empirical findings of previous studies. The final chapter, Chapter five, is for summary, conclusion and recommendation based on the key findings of the study.

# CHAPTER TWO

## LITERATURE REVIEW

This chapter deals with literatures and secondary data which are relevant to the study. Theories, frameworks, research findings, reports, and other published and unpublished materials were viewed in this chapter.

### 2.1 The concept of Entrepreneur

The term entrepreneur was first coined by Cantilon, a French baker in mid-18<sup>th</sup> century. He defined Entrepreneur as “*a person who is uncertainly bearer*” (Bansal, 2011, p.22). Jean Baptiste Say, on the other hand, regarded him to be “*an organizer who combines various factors of production to produce a socially viable product*” (Huge, 1965, p.46). While, David McClelland’s N-ach Hypothesis defined entrepreneur as a person who is driven by the need for achievement towards accomplishment of tasks that challenge his competence (David, 1967).

Neeta (2009), in her book “Entrepreneurship Development & project Management” collected various but interdependent definitions of Entrepreneurship by different scholars.

**Adam Smith:** “Entrepreneur is a person who provides capital without taking active part in the leading role in an enterprise”.

**Frank Young:** “Entrepreneur is a change agent”

**Webster:** “Entrepreneur is one who assumes risks and management of business”

**Walker:** “True entrepreneur is one who is endowed with more than average capacities in the risk of organizing and coordinating various factors of production”

**Peter Drucker:** “Entrepreneur is one who always searches for change, responds to it and exploits as an opportunity. Innovation is a specific tool of entrepreneurs, the means by which they exploit change as an opportunity for different businesses or services”

**Dewing:** “the function of entrepreneur is one that promotes ideas into business”

**Dantrof:** Entrepreneur is a person who makes decisions under alternative courses of action”

Neeta gave the credit of the industrial revolution to Entrepreneurs...*the large number of inventions would have all gone waste, had they not been made commercially viable by*



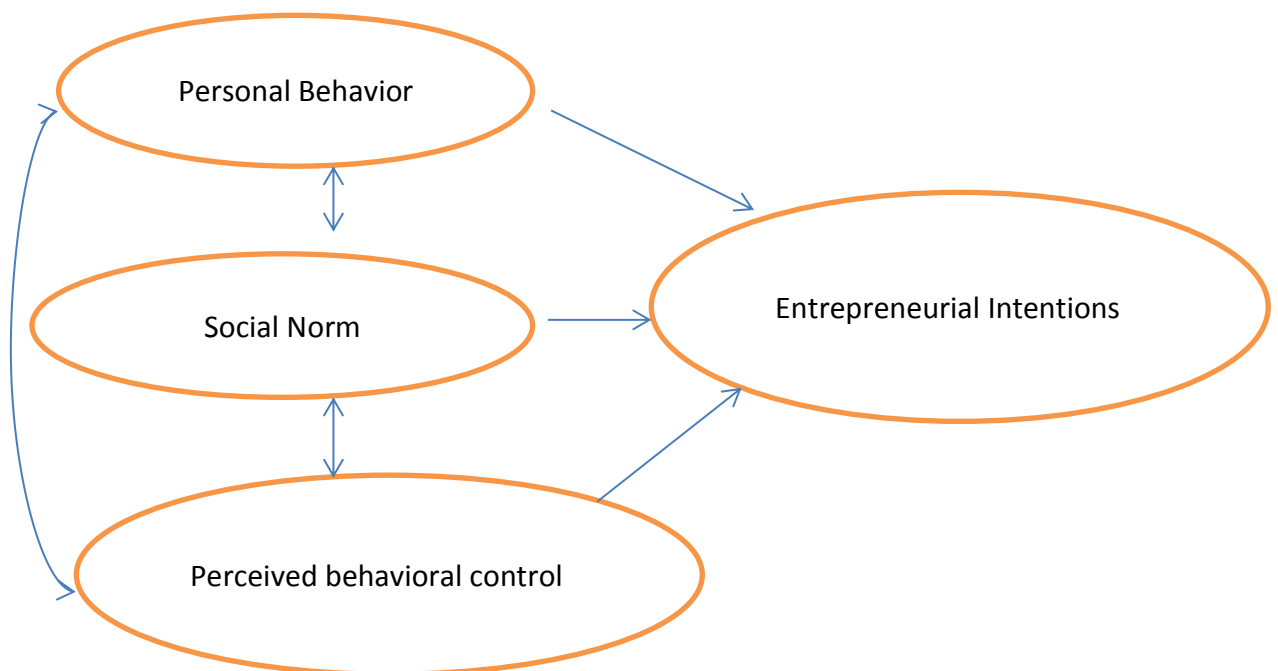
*these entrepreneurs. That is why the entrepreneurs are given the credit for the success of the industrial revolution” (Neeta, 2009, pp 10-11).*

Joseph Schumpeter analyzed the theory of entrepreneurship from a new perspective and regarded the entrepreneur as an ‘innovator’ with potentialities of doing things in a new way. This could occur by at least one of the following. Introduction of new goods, introduction of new method of production, the finding of new product, conquest of new sources of supply of raw materials, organization of industry in a new way eg. creation or breaking of monopoly position (Joseph, 1959). As indicated in the above definitions and descriptions about entrepreneur, there is no singled out agreed definition, rather each tried to define entrepreneur interdependently.

## 2.2 Theoretical framework of Entrepreneurship

There are different theories about people’s perception and intentions to engage in entrepreneurship. Theory of planned behavior (TPB) which developed by Ajzen; focus on people’s perception regarding the ease or difficulty of performing the behavior of interest. The theory postulates three conceptually independent determinants of intention as personal behavior, Social norm, and perceived behavioral control which is expected to vary across behaviors and situations. (Ajzen,1991).

Figure 2.1.Ajzen Theory of Planned Behavior (Source: Ajzen, 1991:189 )



- 1. Attitudes towards Entrepreneurial Intentions:-** It is the first determinant in TPB which refers to the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question. i.e. the more favorable the attitude toward the behavior, the stronger will be an individual's intention to perform the behavior (Ajzen, 1991).
  
- 2. Social Norm:-** Social norm is the second determinant in TPB. It refers to the perceived social pressure to perform or not to perform the entrepreneurial behavior. It implies that Social norm is determined by the total set of accessible normative beliefs concerning the expectations of important referents. Normative beliefs are concerned with the likelihood that important referent individuals or groups approve or disapprove of performing a given behavior (Ajzen, 1991).
  
- 3. Perceived Behavioral Control:-**The third determinant of TPB is the degree of perceived behavioral control which refers to the perceived ease or difficulty of performing the behavior and it is assumed to reflect past experience as well as anticipated impediments and obstacles (Ajzen, 1991).

On the other hand, Krueger and Brazeal have developed an entrepreneurial potential model that fits Institutional Economic Theory and can be used to conceptualize the notion of entrepreneurial potential. Their model takes a social psychology perspective and is a “process-based, theory-driven micro model with macro consequences” (Krueger and Brazeal, 1994).

Decision to become an entrepreneur demands to prove oneself being independent, excel in utilizing skills, to acquire greater economic reward and to do something unique. Similarly, he/she need to identify and select an opportunity from different possibilities of business based on his/her desire and inspiration coupled with evidence based information. Furthermore, it also requires business plan formulation and implementation which bridges ideas to practical implementation. Entrepreneurial continuum is the process starting from modification of working and/or strategy as a response of market change to development of new product through research (Neeta, 2009).

### **2.3 Entrepreneurial motivation**

According to Global Entrepreneurship (2004), there are various reasons why people decide to start a business; such as, their living circumstances, personal attitudes, preferences, objectives and individual strength are vital and stimulating the entrepreneurship (GEM, 2004).

Maslow's Need hierarchy Theory states that the physiological needs; Safety and Security needs; Social needs; Ego and self-actualizations needs are respectively hierarchical needs which bases two principles. The principles are Deficit principle and Progressive principle. The first principle states that it is only a deprived need that motivates individuals or in other words a satisfied need is no longer a motivator. The later principle indicates that all the five needs exist in strictly ordered hierarchy of propensity (Bansal, 2011).

On the other hand, McClelland's acquired needs theory states that there are three types of needs acquired through time as a result of experience as source of motivation. These three are: the need for Affiliation which tends to establish and maintain good relationship with others; Need for power which is all about need for influence and control others actions and use of physical objects; and need for achievement which is a desire to accomplish something with own efforts.

Based on Sharma classifications entrepreneurs' motivation has two types as internal and external; the internal factors include desire to do something new, educational background, occupational background or experience. On the other hand, the external factors incorporate government assistance and support, availability of labor and raw material, encouragement from big business houses and promising demand for the product (Neeta, 2009).

On the other hand, empirical evidences indicate that there is no commonly underlined motivational factor to start business. A study in India indicated that out of 264 small scale entrepreneurs 37.12% were motivated by innovation and pioneering; for another 28.03%, the principal motivational factor was the desire to be free and independent. About 21.21% of respondents were motivated by bright demand prospects of products while 13.64% are motivated by availability of job orders from large units or current concerns in the market

(Bansal, 2011). As Dees (2001) puts it, “For social entrepreneurs, social mission related impact becomes the central criterion, not wealth creation”.

When the creation of a business is motivated by the identification of a market opportunity (Ardichvili, 2003), its chances of success will depend on whether this opportunity is taken advantage of, which in turn will depend on the human capital of the entrepreneur. Whereas when the entrepreneur’s motivation stems from the desire to create a source of income for the unemployed (self-employment), it is to be expected that it would have less chance of success (Arias, et al, 2004).

## **2.4 Characteristics of entrepreneurs and small businesses**

### **2.4.1 Characteristics of entrepreneurs**

According to McClelland an entrepreneur has two characteristics as Need for achievement and taking personal responsibility for results. Need for achievement in which he considered as the prime psychological drive that motivates the entrepreneur; and taking personal responsibility for the results. The later entails strive for high level of performance with expectation of high level of achievement, future oriented, stimulated and inspired by feedback, energetic activity, skill in organizing, attitude towards money is as a measure of accomplishment (McClelland, 1967).

Quality of entrepreneurs has described in various ways by different authors. For instance, Bansal viewed quality of an entrepreneur as mental ability in terms of creative thinking, analytical skills and overall intelligence; emotional intelligence and interpersonal relations; effective communication skills; technical knowledge, decision making ability and conceptual ability in terms of system thinking (Bansal, 2011). On the other hand, Neeta Baporikar state that qualities of an entrepreneur depends on Willingness to make sacrifice; Leadership; Decisiveness; Confidence in the project which can extended to suppliers, creditors, customers, employees and others; Marketing orientation; and Strong ego (Neeta, 2009).

Bansal also classified entrepreneurs in to four types.

1. Innovating Entrepreneurs: it involves creative new thing to the economy, employees a new technique of production, opens a new market, exploits a new

source of raw material and recognizes the whole enterprise. It has an aggressive approach on experimentation which is more suitable to developed countries.

2. Imitating Entrepreneurs: due to limitation on expensive research in developing countries, many tend to imitate products originated by others. However, the benefits will be the same as the original innovators. It helps the limited resource in developing countries however, through time, it will entail intellectual property and legal consequences with the original innovators.
3. Fabian Entrepreneurs: those are explained by determination to custom, religion, tradition and past practices who avoid risk and who imitate change only when they realize that survival is impossible without the change.
4. Drone Entrepreneur: inert and traditional, they are hurdles in economic development. They struggle to exist, not to grow (Bansal, 2011).

#### **2.4.2 Characteristics of small business**

Small businesses can be retailing; service (such as legal and accounting firms, shops, beauty parlors etc.); construction activity; wholesale activity; Transportation, communication and public utilities; and Manufacturing. Such businesses are privately held or, closely held, if public which explained by two categories named as the very small business and the large small business types. In which the first characterized by the proprietor is the chief worker as in the case of jewelry shops, mobile maintenance & Repair service shops etc. while in the latter case, the proprietor mainly directs the work of its employees. However in both cases, there is limited resource, limited share and scope of market. In addition, small businesses are labor intensive due to shortage of capital which will be more appropriate in small, overlooked, imperfect or unstable markets where technological innovation is not advanced. Small businesses are closer to the market place so as to respond quickly to the market needs. As a result, it can also fit to production of unique products that can fit the needs of individuals (Bansal, 2011).

Importance of entrepreneurship and SMEs development for long-term economic growth is quite obvious. For example, in European Union (EU-27), SMEs account for 99.8% of all enterprises, out of which the vast majority of enterprises are micro enterprises (they comprise 91.8% of all enterprises). SMEs provide jobs to 67.1% of all employees and participate with 57.6% of total added value (Schmiemann, 2008).

Educators intend to better prepare their students for a changing market by extending entrepreneurship education beyond the business school (Shinnar, Pruett and Toney, 2009). *The Global Entrepreneurship Monitor Turkey 2010 Report* (2011) suggests that people who have attained higher levels of education tend to be opportunity-driven entrepreneurs, and to have wider choices for employment.

Similarly, for African educated people, entrepreneurship becomes a necessity than an opportunity as wage employment is becoming more competitive and corrupted (Schaumburg-Mülle et al., 2010). Davey, Plewa and Struwig (2011) also indicated that students from developing/merging economies were more likely to envisage future careers as entrepreneurs and were more positive towards entrepreneurship than their industrialized European counterparts. This study was supported by Iakovleva, Kolvereid and Stephan (2011) who investigated entrepreneurial intentions in developing and developed countries and they exhibited that the students from developing countries had stronger entrepreneurial intentions than those from developed countries.

## **2.5 Factors Affecting Entrepreneurial Intention**

There are factors that affect TVET graduates in perusing entrepreneurship. The obstacles can be personal or structural which related with the system that the business world operates. There will not be a magic bullet that solves all the problems. i.e. it requires contextual problem solving.

Vesper has listed twelve common obstacles in the path of entrepreneurship. The first six are lack of viable concept, market knowledge, technical skills, seed capital, business know-how and complacency. Furthermore, he also identified Social stigma attached to certain vocations, Time pressures, Legal Constraints, Monopoly Protectionism, Inhibitions Relating to patents and Job “Lockins”, “Golden Handcuffs” or high attachment with the job in which the person as an employee of a firm, think it is difficult to change or start his/her own business (Karl, 1983).

Ortmans state culture as the most difficult influence on entrepreneurs for change. Although entrepreneurs ‘by necessity’ are generally respected for their work ethic, entrepreneurs ‘by choice’ who have other promising career options are often discouraged

by their families (Ortmans, 2011). Study on Female University Students perception towards entrepreneurship revealed that half of the female students were discouraged by their own families to start their own business (Emnet, 2014). Similarly, Engle et al. (2010) carried out a comprehensive survey among business students comprising twelve countries and they suggested that social norms were a significant predictor of entrepreneurial intent in each country.

Wang and Wong (2004) examined the entrepreneurial interest in Singapore and they determined the inadequate knowledge and perceived risk as significant indicators. Bhandari (2006) found that luck and to lead other people were significant variables for entrepreneurial intention among Indian university students.

Similarly the national TVET strategy outlined four factors that affect the Ethiopian TVET program in relation with entrepreneurship.

**Lack of Labour Market Information:** analysis of labour market information which focuses on both labour market demand and supply; such as demographic developments, number of school leavers at different levels, number of unemployed by region and qualification profile, skill gaps, employment trends by sectors and occupations, emerging markets, new investments, economic opportunities and forecasting the present and future demand for skills and occupational qualifications in the labour market; was not available.

**Lack of continuous labour market assessments:** analysis of available systems was not adopted within the TVET system and propose the need of available systems to be analysed for TVET purposes with a view to extract all information necessary for planning and monitoring in the TVET system in a continuous process.

**In sufficient Public Private Partnership:** as Ethiopia's private sector is still not far from infant stage where most business activities are traditional, the involvement of the private sector in investing on researches and/or entrepreneurial ideas is limited.

**Poor networking among TVET institutions:** there is poor networking among TVET institutions in the regional/national levels which can reduce lack of machineries, transfer of skills, ideas or know-how among horizontal, vertical institutions or center of

excellences which can enormously widen entrepreneurial opportunities of TVET students (National TVET strategy, 2012).

## **2.6 The Ethiopian Government approach towards TVET**

Various studies appreciated the efforts of Ethiopian government in expanding TVET. Bah Diallo (2005) takes Ethiopia as an example of countries with a clear and long-standing policy commitment to technical and vocational skills development, the provision of skills is in a much stronger situation than countries whose policies have been substantially influenced by shifts in donor policies and priorities (King and Palmer, 2007).

The Ethiopian Government Growth and Transformation Plan I (2010-2015) consider TVET System to serve as a potential instrument for technology transfer in which TVET institutions will serve as the centers of technology accumulation for MSEs (MoFED, GTPI). The government views the TVET system to explicitly address the occupational requirements in all segments of the labour market, target all population groups in need of TVET and thus incorporate and coordinate all aspects of TVET in the country. TVET is considered as an overarching term to describe all modes of formal, non-formal and informal training and learning below higher education provided by all public and non-public providers and companies (National TVET strategy, 2012). Furthermore, the national TVET strategy document indicate TVET operates as an interface of different sectors including education sector, the labour market, industry, MSE sectors, agriculture and rural development, and public administration which demand the involvement of a wide stakeholder group for the contribution of expertise, experiences, capacities in order to improve the relevance and effectiveness of the TVET system.

Accordingly, the responsibility for activities related to TVET is shared among all bodies planning for, implementing, monitoring and evaluating programs. TVET is administered differently in various countries, and several ministries and bodies can be involved, but with a common objective: all TVET programs aim at increasing the employability of individuals, and work for the benefit of the community and sustainability in general. ‘TVET must be the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development’ (UNESCO, 2004).



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 from. Hence, the national TVET strategy underline the assignment of vocational guidance staff at each TVET institution to create coordination with key stakeholders as well as provide guidance and counselling to 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 (National TVET Strategy, 2012).

## 2.7 TVET in the Context of Addis Ababa

The Public TVET institutions are categorized in to three based on the level of their capacity. There are 6 TVET colleges, 3 higher TVET institutions and 22 TVET institutions all of which belong to the government. The Higher TVET institutions are those between Colleges and Institutions who are expected to upgrade to College level.

On the other hand, there are 47 private TVET colleges of which 8 of them are established and run by Non-Governmental organizations. There are no categories of Higher TVET institution and TVET Institution for the private sector likewise the Public.

**Table 2.1. Number of TVET Colleges by private/Public category and number of students by gender**

S/N	TVET Colleges	No. of Colleges	Number of students		Total	Percentage
			Male	Female		
1	Public	6	12,201	7,193	19,394	58.3%
2	Private including NGO based	47	5,974	7,870	13,844	41.7%
	<b>TOTAL</b>	<b>53</b>	<b>18,175</b>	<b>15,063</b>	<b>33,238</b>	
	<b>Percentage</b>		54.7%	45.3%		

Source: Addis Ababa TVET Agency data base (2015)

As indicated above, a total of 33,238 students were enrolled in both the public and private TVET Colleges in the 2014/15 academic year. The number of students in the public colleges varies from 2402 to 4767 while the private shows a significant variation from 15 students in the case of Orthopedics TVET College to 1047 of CPU College.

The Addis Ababa Administration Technical and Vocational Education and Training Agency, which established on February 11/2009 under the proclamation no.11/2009, is the responsible governmental Agency to support and control the institutions. Based on the criteria as well as on sight supervision reports it renews the license of institutions or else the TVET College can be closed. The agency discloses the name of private Colleges that has got renewal of their license. The vision of the Agency is stated as “... to see Addis Ababa a City with internationally competent human resource, SME institutions that innovate technology and that proven industrial transformation by the year 2020”. With the same line its major activities are to provide industrial extension support services through technical capacity enhancement support, to provide technological capacity building as well as Entrepreneurship capacity enhancement support (AA TVET Agency Boucher).

The Brochure of the Agency stated that in 2013/14 budget year it has provided to technical support to 1497 micro and Small scale Enterprises out of its plan 2000. It also provided training for 253 enterprises. Furthermore, out of the 48 value adding new technologies which were under advancement, 5 of them has transferred to the Micro and Small scale enterprises so as to advance their output.

## **2.8 Classification of TVET Program**

### **2.8.1 The formal and non-formal TVET program**

The government has recognized formal and non-formal TVET programs. Formal TVET is the conventional TVET program which some of the characteristics includes; it provide in formal institutions with approved curriculums, standardized machineries, tools and determined time frames. It also includes standardized selection criteria and accreditation for trainees as well as their trainers/ instructors. On the other hand, Non-formal TVET differs from formal TVET that the educational background of the target groups is different and very diverse; teachers/trainers/instructors are so far usually not certified or examined; there are no standardized curricula to be used in non-formal TVET provision; The duration of training is usually shorter and varies widely; non-formal TVET is more cost effective than formal TVET.

By definition, Non Formal TVET means training based on well-defined curricula, either within or without an institution, with or without guidance from a teacher or trainer. However, the actual experiences in Ethiopia vary across regions in the country and in other countries regarding the types of trainings given and the modality under which it is given.

Non Formal TVET includes woodwork, metalwork, tailoring, embroidery, weaving, typing, computer training, driving, etc. which provide in Community Skill Training Centres (CSTC), prisons, farmers training centres and rural appropriate technologies. The purpose of all these organizations has been to build the capacity of the workforce and to alleviate poverty by providing short term skill trainings to various semi-skilled and unskilled population groups (Edukans Foundation, 2009).

### **2.8.2 Levels of formal TVET Program**

There are five levels in the TVET program. The Level 1 and Level 2 training packages are developed for students who drop out before completing grade 10 and for those not entitled to enroll in the  $10^{+1}$ ,  $10^{+2}$  and  $10^{+3}$  programs. The Level 1 and Level 2 packages are short term programs for those who need to acquire specific skills and enter the world of work. With the same line, certificate, diploma or advanced diploma programs are provided for one, two and three years of TVET College education respectively.

## **2.9. Entrepreneurial Schemes**

Entrepreneurial Scheme can be viewed as entrepreneurial activities with a large-scale systematic plan or arrangement for attaining some particular object or putting a particular idea into effect.

The purpose of the scheme is to promote emerging technological and knowledge-based innovative ventures that seek the nurturing of ideas beyond the traditional activities. The scheme incorporates role and functions of the agency responsible for promoting entrepreneurship and its type of support such as start up support, investment support, technical support, technology support. It also includes eligibility, procedures, entitlement and obligations of entrepreneurs involved in the scheme (Government of India, 2008).

For this particular study, the operational definition Entrepreneurial Scheme refers to entrepreneurship packages that facilitated and supported by the Addis Ababa Micro and

Small Enterprises development Bureau to nurture and develop entrepreneurship activities in Addis Ababa.

The Addis Ababa City Administration Micro and Small Scale Enterprise development Agency is a responsible body to nurture and develop entrepreneurship schemes in Addis Ababa. The agency is also responsible to coordinate and network with organizations such as the Addis Ababa City Administration TVET Agency that is responsible to produce potential entrepreneurs.

According to the Addis Ababa City Administration TVET Agency, priority areas of the entrepreneurship schemes are classified in to four major categories.

1. Manufacturing :-Metal Work, Wood Work, Leather and Leather products, Textile
2. Construction:- building construction, Pre-cast building, Electrical Installation
3. Urban Agriculture:- Animal Science (politely, Dairy and dairy products, Fattening and Urban Gardening
4. Food processing:- Hotel and Tourism

# CHAPTER THREE

## RESEARCH METHODOLOGY

Chapter three is all about the research design, methodology and approaches which applied in the research. It includes the research design, population and sampling methods, sampling procedures, sources and tools/instruments of data collection, procedures of data collection, methods of data analysis and ethical considerations of the research.

### 3.1 Research Design

A cross sectional descriptive and casual research designs were used in this study with mixed research approach. For the purpose of internal comparison and triangulation, both quantitative and qualitative research approaches were applied. This is because as the “how often” or “how many” questions are important to know the magnitude of perception and attitude of students towards the entrepreneurship schemes, qualitative research approach also help to understand and clarify reasons behind the perceived attitudes and feelings which is equally important in order to understand the context as a whole.

### 3.2 Population and Sampling Technique

The study applied probability sampling technique where one public and one private college (Tegbare Id TVET College and CPU College respectively) were selected using simple random sampling from list of public and private colleges in Addis Ababa. Probability sampling was used for the sampling of respondents from the study population. The study population included all students of Tegbare Id TVET college and CPU College students at the time of the data collection. Among those eligible students, 385 students were included in the study using the formula below. However, considering 5% nonresponse, the total number of students to be included in the study were 405.

Since there was no study done so far to determine the perception of TVET college students about Entrepreneurship schemes, the proportion of study population practicing the required variable will be considered as 0.5. Desired precision of 5% and 95% confidence level were considered with the following formula (Glenn, 1992).

$$n_o = \frac{(Z^2) X pq}{e^2}$$

$$n_o = \frac{(1.96)^2 \times 0.5 (0.5)}{(0.05)^2}$$

$$n_o = 385$$

Considering additional an estimation of 5% for non-response, the total n will be :-

$$n = n_o + (n_o \times 5\%)$$

$$n = 385 + (385 \times 5\%)$$

$$n = 385 + 19.2$$

$$n = 385 + 20$$

$$\underline{n = 405}$$

Where:

n = the total sample size including estimation of 5% non-response questionnaires

n<sub>o</sub> = the sample size using the formula

Z = the confidence limits of the survey result

p = the proportion of study population practicing the required variable considered

q = the proportion of study population practicing the unrequired variable considered

e = the desired level precision of the estimate (worst acceptable results)

**Sampling procedures:** Tegbare Id TVET college and CPU Colleges were identified using probability sampling technique which is simple random sampling for each list of public and private TVET Colleges in Addis Ababa. Then, considering the total student size of the two TVET Colleges, the total sample size was proportionately divided among the two Colleges student size.

Then, systematic random sampling was applied using the respective College's all students list in consideration with the inclusion and exclusion criteria. After the selection of the respondents, those selected respondents were communicated by the respective College dean of student and the researcher.

Inclusion Criteria

- Being graduating class regular student of the selected College, and
- Students who are willing to participate in the study

Exclusion Criteria

- Students who are sick or absent during the data collection

Dean of the respective Colleges and representative from the Addis Ababa Micro and Small Scale Enterprise Development agency were interviewed as key informants regarding issues related with entrepreneurship schemes and courses provide to students on entrepreneurship.

### **3.3 Sources and Tools/instruments of Data collection**

A questionnaire was administered to the sample group. On the other hand, in order to understand the views, trends and challenges of management of the college, a semi-structured key informant interview guide was used to interview deans of the two TVET colleges. Tape recorder was used during the Key informant interview to capture all discussions with prior knowledge of discussion participants and the respective interviewee.

### **3.4 Procedures of Data collection:**

Data collection procedure included structured questionnaire for quantitative data collection method; and semi-structured questionnaire for the key informant interviews. An original English version of the structured and semi structured questionnaires were translated to Amharic since the media of communication in written and discussion form for all types of data collection at the field was Amharic language. However, the translated Amharic version questionnaires were translated back to English by expert colleagues to compare with the original English version and correct if there is any discrepancy.

Before the data collection, a pre-test of the structured questionnaire was conducted with 20 students (5% of the sample size) at Entoto TVET College. This was to measure the soundness of the questionnaire as well as avoid information contamination. The comments of the sample respondents were incorporated in the actual questionnaire.

Out of a total of 405 questionnaires distributed to students including 20 questionnaires considering the non-response; a total of 366 respondents returned the questionnaire which is 95.06% return rate from the sample size of 385.

During the data collection, the exclusion factors were students who were sick and absent during the data collection, including students who were at apparent ship at various

institutions which applied only to Tegnare Id College. The researcher provided technical supervision during the data collection.

On the other hand, the principal investigator conducted the semi structured questionnaire for the Key Informant Interview guide. As the key informant interview was conducted in Amharic using the guiding questions and Tape recorder, it was transcribed in Amharic and then translated in to English.

### **3.5 Methods of Data Analysis**

Data analysis was done by SPSS window version 20. Dependent Variable which in this case is students' entrepreneurial intention towards entrepreneurship was analyzed against socioeconomic and demographic independent variables such as age; sex; influence from parents and family, career advisors and entrepreneurs as model. Furthermore, students' perception was analyzed in line with components of Theory of Planned Behavior (TPB). Quantitative data findings were also triangulated with the qualitative data findings and secondary data findings. Based on the Theory of Planned behavior, a Conceptual framework was also used in capturing the variables obtained from the qualitative and quantitative data collection methods.

Filled questionnaires were collected as soon as data collection completed. The principal investigator checked onsite the completeness as well as anonymous of the data. Each filled questionnaire checked for its completeness, anonymity and missing values was coded and double entered using SPSS software. In addition, data cleaning also done after saving the master database on a separate file. The analysis of the key informant interviews was conducted using categorical method. Key words were students' perception, entrepreneurial intention, entrepreneurship education and causes of perception.

### **3.6 Conceptual Framework**

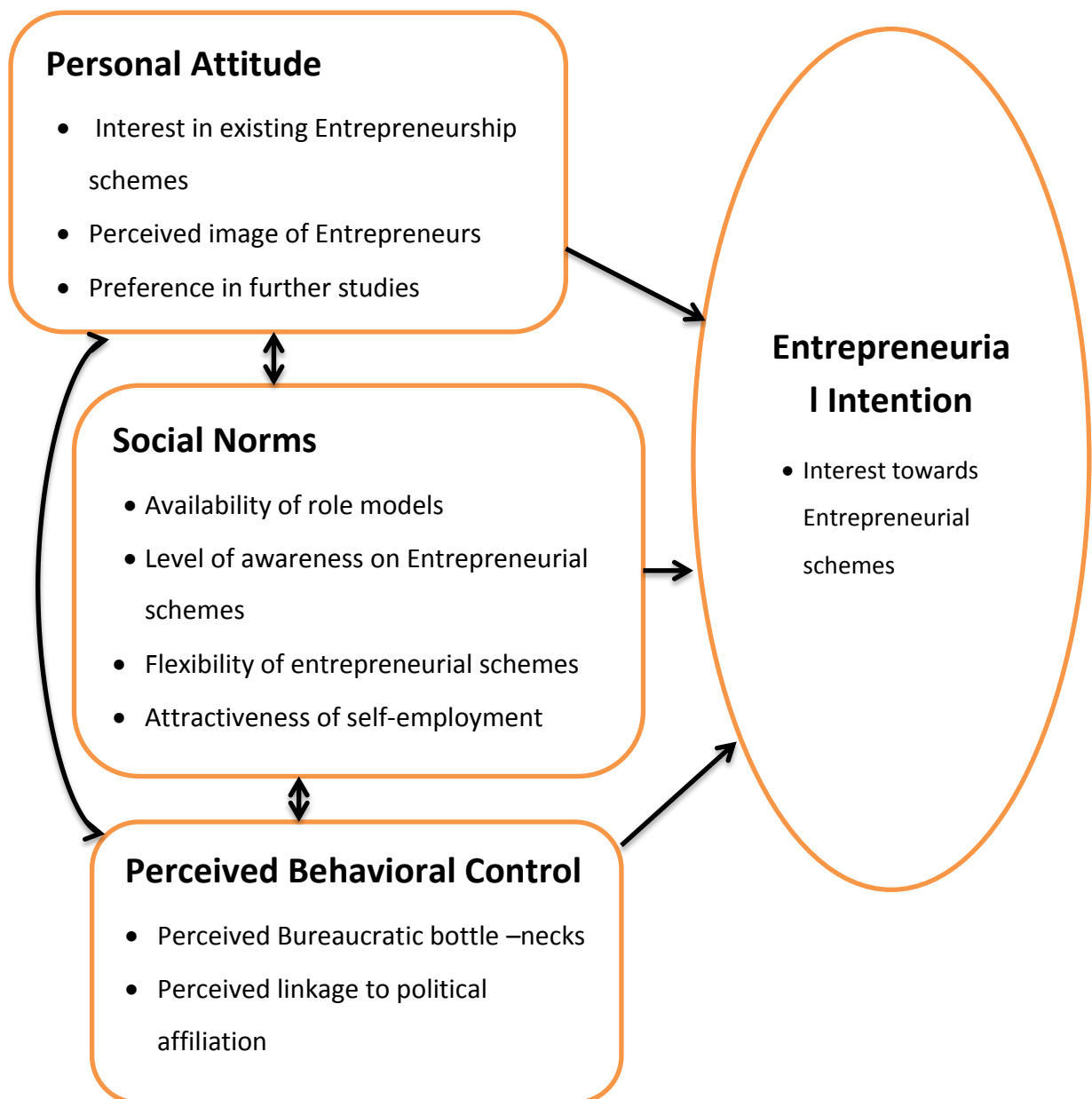
Figure (3.1) explains the conceptual framework of the study. The conceptual framework tried to use the Ajzen's theory to Planned Behavior in terms of Personal Attitude, Social Norms and Perceived Behavioral Control on Entrepreneurial Intention to elaborate the findings. Personal attitude towards entrepreneurial intentions determines individual's



engagement towards the behavior. i.e. the more favorable the attitude toward the behavior, the stronger will be an individual's intention to perform the behavior (Ajzen,1991).

Personal attitude interns of interest in existing entrepreneurship schemes, perceived image of entrepreneurs and preference in further studies; Social control Availability of role models, knowledge on Entrepreneurial schemes, flexibility of entrepreneurial schemes and attractiveness of self-employment on the other hand perceived behavior control which includes corruption were analyzed against the dependent variable entrepreneurial intention.

Figure 3.1. Conceptual Framework of TVET students' perception towards Entrepreneurial schemes



### **3.7 Ethical consideration:**

The researcher collected a formal support letter from SMU and handed over to the selected TVET Colleges and Addis Ababa Micro and Small Scale Enterprise Development Agency. After the acceptance of the organizations, questionnaires were distributed to the selected students in the sample size. With the same line, key informant interview was conducted with representatives of the organizations using the open ended questionnaire guide.

As a self-administered questionnaire, in the case of the TVET College students, the introduction of the questionnaire stated the objective and purpose of the research. It also informed respondents that the information they provide is solely for the research purpose and will be kept confidential; for such reason, name or any specific issue which can expose the identity of the respondent was recorded.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATIONS

#### 4. 1. Socio demographic and economic characteristics

Table (4.1) below shows the socio demographic characteristics of study participants. Overall, the estimated sample size was 385 where 366 students volunteered to participate in the study with response rate of 95.06 %. Of the total respondents 66.39% are from public TVET institution and the rest 33.61% are from the private TVET College. In terms of gender, majority of the respondents, (54.37.2%) are females and the rest (45.63%) are males. Although, majority of the respondents (60.4%) belong to the age group of 15-19, the mean age of all respondents is 19.38 years old while the median and mode are 19 and 18 years of age respectively.

In regards of field of study Manufacturing, Drafting, Construction and Textile & Garment TVET programs are provided by the public TVET institution while Accounting is provided by the private TVET College. ICT is being provided by both of the institutions. This informs us that public institutions are focused on hard skills while private TVET colleges are engaged in providing soft skill trainings. The percentage of respondents varies from the highest students in the Construction field (24.04) to the lowest number of students in the field of Drafting (3.01). With the same line, the highest number of students belongs to TVET Grades 2, 3 and 4 with a percentage of 34.7%, 30.33% and 29.51% respectively.

Table 4.1: Socio-demographic characteristics of respondents by type of college

Characteristics	Public		Private		TOTAL	
	Frequency	%	Frequency	%	Frequency	%
<b>Sex (n=366)</b>						
Male	137	37.43	30	8.20	167	45.63
Female	106	28.96	93	25.41	199	54.37
<b>TOTAL</b>	<b>243</b>	<b>66.39</b>	<b>123</b>	<b>33.61</b>	<b>366</b>	<b>100.00</b>
<b>Age Category (n=366)</b>						
15-19	161	43.99	60	16.39	221	60.38
20-24	79	21.58	61	16.67	140	38.25
25-29	3	0.82	2	2.53	5	1.37
<b>TOTAL</b>	<b>243</b>	<b>66.39</b>	<b>123</b>	<b>33.61</b>	<b>366</b>	<b>100.00</b>
<b>Field of Study (n=366)</b>						
ICT	28	7.65	51	13.93	79	21.58
Bio Medical	25	6.83	0	0	25	6.83
Manufacturing	40	10.93	0	0	40	10.93
Drafting	11	3.01	0	0	11	3.01
Construction	88	24.04	0	0	88	24.04
Garment	51	13.93	0	0	51	13.93
Accounting	0	0	72	19.67	72	19.67
<b>TOTAL</b>	<b>243</b>	<b>66.39</b>	<b>123</b>	<b>33.61</b>	<b>366</b>	<b>100%</b>
<b>TVET Grade (n=366)</b>						
Grade 1	16	4.37	0	0	16	4.37
Grade 2	89	24.32	38	10.38	127	34.70
Grade 3	106	28.96	5	1.366	111	30.33
Grade 4	28	7.65	80	21.86	108	29.51
Grade 5	4	1.09	0	0	4	1.09
<b>TOTAL</b>	<b>243</b>	<b>66.39</b>	<b>123</b>	<b>33.61</b>	<b>366</b>	<b>100%</b>

### Economic considerations

Table (4.2) below shows family monthly income situations of respondents in which only 43.41% of the respondents knew their family's monthly income in which half of them (23.4%) belong to 1500-3000 Birr monthly income.

Table 4.2: Family monthly income by type of college

Characteristics	Public		Private		Total	
	Frequency	%	Frequency	%	Frequency	%
<b>Family Monthly Income (n=364)</b>						
less than 500	2	1	1	0	3	0.82
501-1000	8	2	3	1	11	3.02
1001-1500	13	4	6	2	19	5.22
1501-2000	21	6	7	2	28	7.69
2001-2500	17	5	12	3	29	7.97
2501-3000	21	6	7	2	28	7.69
3001-3500	9	2	4	1	13	3.57
Above 3501	19	5	8	2	27	7.42
Don't know	133	37	73	20	206	56.59
<b>TOTAL</b>	<b>243</b>	<b>67%</b>	<b>121</b>	<b>33%</b>	<b>364</b>	<b>100%</b>

On the other hand, Figure (4.1) below indicates whether family of respondents' engaged in any business. Of the total respondents (n=365), 36.71% of the respondents responded that their families have engaged in Business while majority of the respondents' families were not engaged in any business.

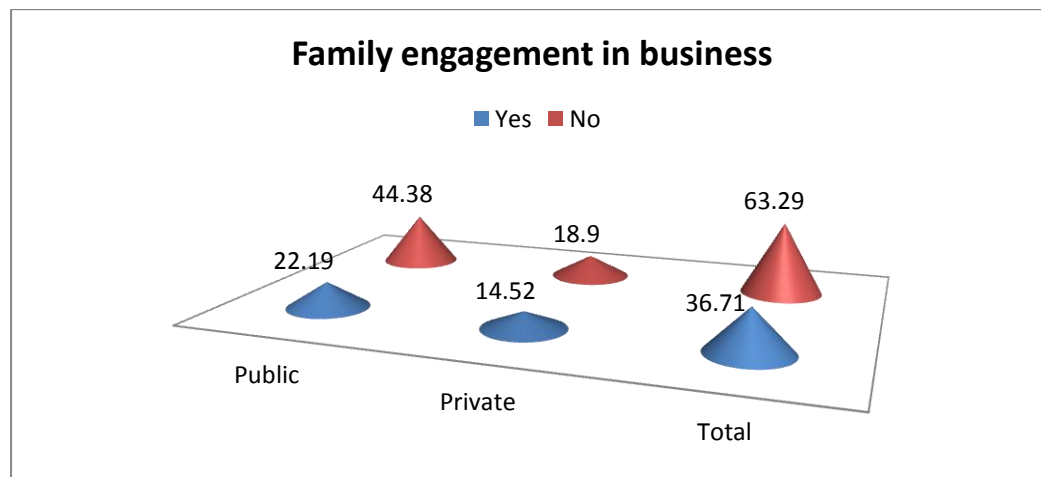


Figure (4.1) % of respondents whose families are engaged in business by type of college

Similarly, those who responded that their families were engaged in business were asked if their field of study was related to the type of business their families engaged in. Of the total respondents (n=133), only 27.82% of them responded that their field of study is related with their family business where as 12% of the respondents among whose family engaged in business are not sure that their field of study is related with their family business.

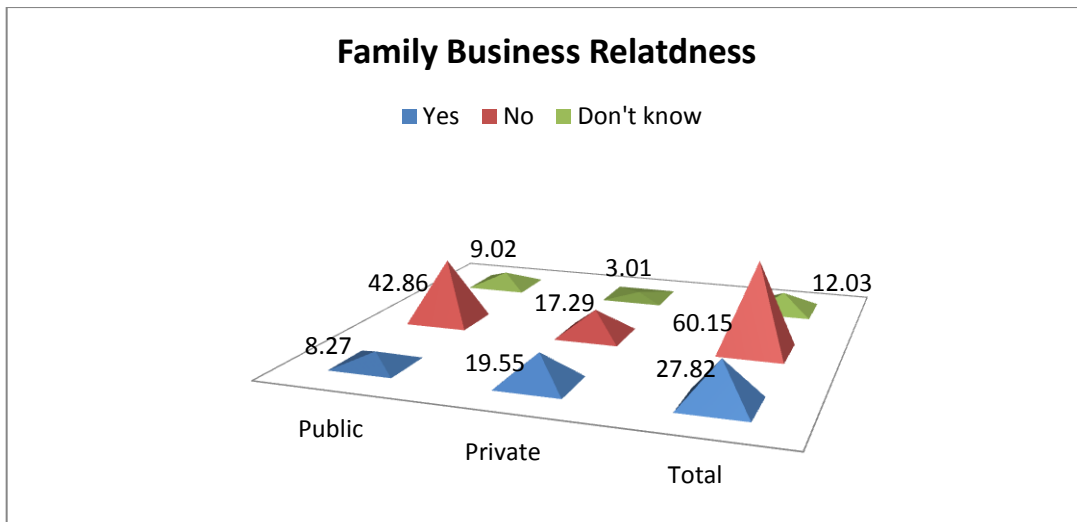


Figure (4.2) % of respondents whose family's business is related to their field of study

#### 4.2 Students' perception towards entrepreneurship

As indicated in Figure (4.3) below, students were asked about their most important source of influence to start their own business. Their response was varied from Parents and Family to Career advisors. The first top three influencers were parents and family (42.7%), Entrepreneurs as model (20.79%) and Friends (14.89%). On the contrary the least three were Entrepreneurial educations (9.27%), Media (4.21%) and Career advisors (2.52%). Other source of influence in total accounted for 5.62%. There was also similar pattern among public and private college students expect media which was the lowest among the private college students.

As social norms has significant influence on motivation concerned with the likelihood that important referent individuals or groups approve or disapprove of performing a given behavior (Ajzen, 1991); the influence of the social norms has impact on the perception of students towards entrepreneurial schemes. Another study on female university students' perception towards entrepreneurship revealed that half of the female students were discouraged by their own families to start their own business (Emnet, 2014).

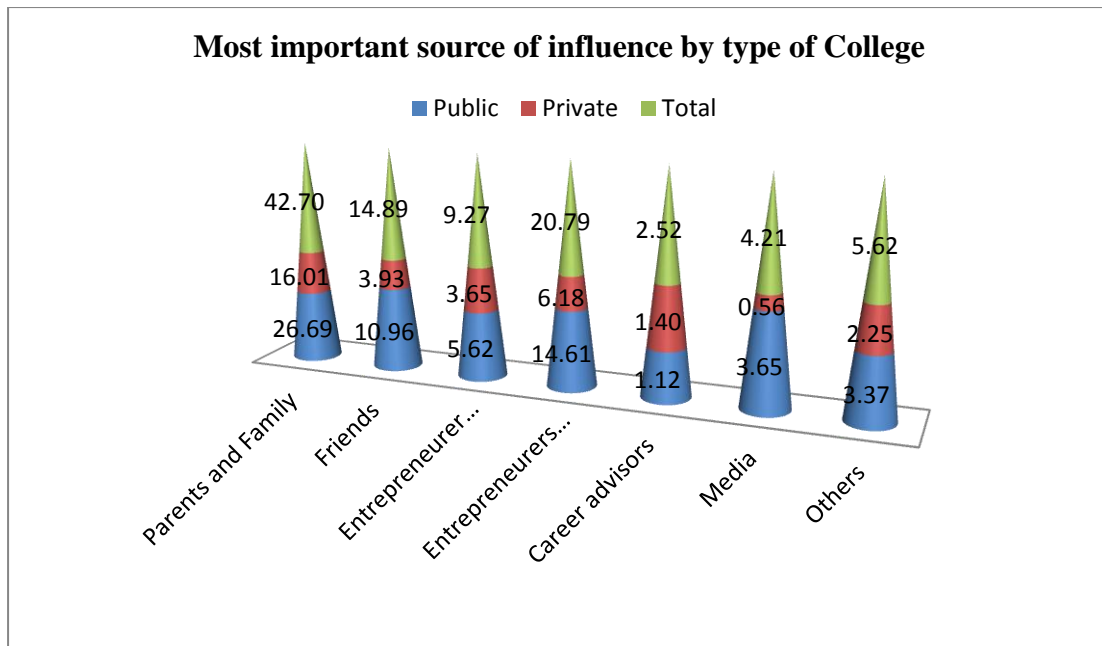


Figure 4.3: Students' most important source of influence by type of college

Similarly, as indicated in Figure (4.4) below, respondents were asked about their perceived image of Entrepreneurs. Those who responded that entrepreneurs are perceived in a situation of struggling and those who perceive them as very successful and admirable were 28.25% each. Only On the other hand 22.71% of the TVET students responded that they don't have a perceived image of entrepreneurs.

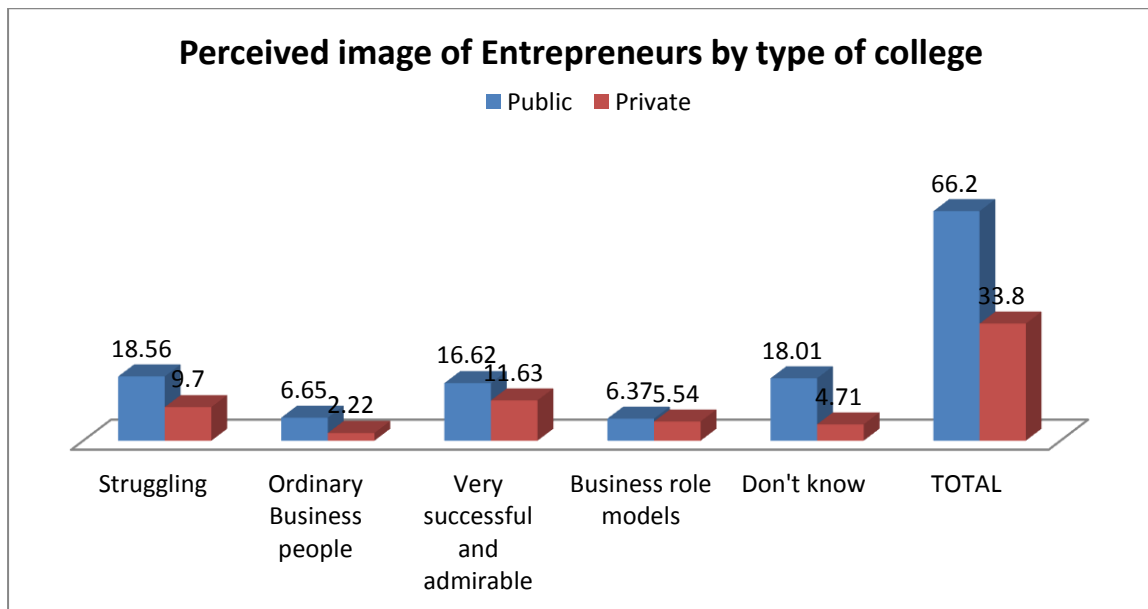


Figure (4.4) % of respondents with Perceived image of Entrepreneurs by type of college

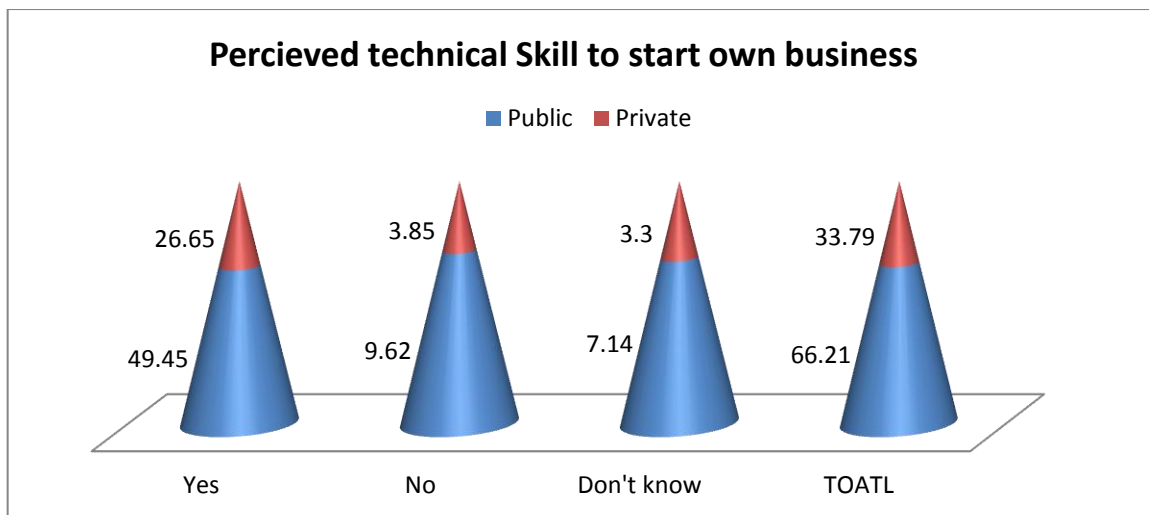


Figure 4.5: % of respondents who perceive that they have technical skills to start own business by type of college

As shown in Figure (4.5) above, respondents were also asked whether they have the technical skill to start their own business after their graduation. More than three-fourth of the respondents (76.1%) believe that they have the technical skill to start their own business. On the contrary, 13.46% of respondents believe that they don't have the necessary technical skill to start their own business while a little more than 10% replied that they don't know whether they have the necessary technical skill or not to start their own business after graduation.

However, there is a significant difference among the public and private college students in their perception towards the technical skills to start their own business. Only 26.65% of Private college students perceive that they have the technical skills to start their own business as compared to 49.43% of public students with the same perception. On the other hand, 3.8% of private and 9.62% of public students perceive that they don't have the technical skills to start their own business. Those who replied that they don't know whether they have or not the technical skills accounted for 3.3% in private and 7.14% in public colleges. The difference of the results between the private and public colleges might be due to the focus of the colleges' as hard skill and soft skills or it can be related with the quality of education among those colleges, or else it may be due to other reasons which inspire further studies.



### 4.3 Perceived Preparation for Entrepreneurial activities

Table (4.3) below, shows the students' perceived preparation for entrepreneurial activities. A total of 34.62% of students believe that they know the necessary details to start a firm. Similarly, 38.72% of the students feel that they have the technical, managerial and leadership personal skills.

Table 4.3: students' Perceived preparation for Entrepreneurial activities

	Public		Private		Total	
	Frequency	%	Frequency	%	Frequency	%
Know the necessary practical details to start a firm						
Yes	70	19.23	56	15.38	126	34.62
No	46	12.64	7	1.92	53	14.56
I don't know	126	34.62	59	16.21	185	50.82
<b>TOTAL</b>	<b>242</b>	<b>66.48</b>	<b>122</b>	<b>33.52</b>	<b>364</b>	<b>100.00</b>
Have technical, managerial, and leadership personal skills						
Yes	100	27.86	39	10.86	139	38.72
No	42	11.70	31	8.64	73	20.33
I don't know	97	27.02	50	13.93	147	40.95
<b>TOTAL</b>	<b>239</b>	<b>66.57</b>	<b>120</b>	<b>33.43</b>	<b>359</b>	<b>100.00</b>
Have adequate knowledge about the entrepreneurship schemes facilitated by the government						
Yes	51	14.01	25	6.87	76	20.88
No	84	23.08	46	12.64	130	35.71
I don't know	107	29.40	51	14.01	158	43.41
<b>TOTAL</b>	<b>242</b>	<b>66.48</b>	<b>122</b>	<b>33.52</b>	<b>364</b>	<b>100.00</b>
Have Role models that have started a business						
Yes	134	36.81	65	17.86	199	54.67
No	31	8.52	18	4.95	49	13.46
I don't know	77	21.15	39	10.71	116	31.87
<b>TOTAL</b>	<b>242</b>	<b>66.48</b>	<b>122</b>	<b>33.52</b>	<b>364</b>	<b>100.00</b>
Can easily access startup capital						
Yes	37	10.16	10	2.75	47	12.91
No	91	25.00	54	14.84	145	39.84
I don't know	114	31.32	58	15.93	172	47.25
<b>TOTAL</b>	<b>242</b>	<b>66.48</b>	<b>122</b>	<b>33.52</b>	<b>364</b>	<b>100.00</b>

On the contrary, only 20.88 % of respondents have the adequate knowledge about entrepreneurship schemes facilitated by the government. With the same line, those respondents who don't know about the schemes and those who couldn't answer either

were 35.71% and 43.41% respectively. Those who have easy access to startup capital accounted nearly 13%.

#### 4.4 Factors that influence students' perceptions towards Entrepreneurial Intentions

Table (4.4) below, shows factors that influence TVET students as motivating and demotivating factors in regards with Entrepreneurial Intentions. Being free and independent (53.54%) was the most important motivating factor followed by to be innovator/pioneer (28.33%). Bright demand prospects (11.90%) and availability of jobs (6.23%) in the market were less motivating factors by the respondents. The result is in line with that the study conducted by Arias that if motivational factor of the entrepreneur is to create a source of income, it is to be expected that it would have less chance of success (Arias, 2004).

Table 4.4: Factors that influence students' perceptions towards Entrepreneurial Intentions by sex

Characteristics	Male		Female		Total	
	Frequency	%	Frequency	%	Frequency	%
<b>Most important motivational factor to start business</b>						
To be Innovative/pioneer	51	14.45	49	13.88	100	28.33
To be Free and Independent	79	22.38	110	31.16	189	53.54
Bright demand prospects	21	5.95	21	5.95	42	11.90
Availability of current jobs	11	3.12	11	3.12	22	6.23
<b>TOTAL</b>	<b>162</b>	<b>45.89</b>	<b>191</b>	<b>54.11</b>	<b>353</b>	<b>100.00</b>
<b>Demotivating Factors (n=366)</b>						
Access to Capital	144	39.34	73	19.95	217	59.29
Lack of Technical Skill	66	18.03	38	10.38	104	28.42
Afraid of not paying back loan/borrowed money	84	22.95	52	14.21	136	37.16
Corruption	108	29.51	54	14.75	162	44.26
Competition from similar businesses	39	10.66	19	5.19	58	15.85
Afraid to shoulder workload	34	9.29	15	4.10	49	13.39
Not interested in existing entrepreneurial schemes	109	29.78	64	17.49	173	47.27
Lack of effective business idea	128	34.97	49	13.39	177	48.36
Other Demotivating factors	7	1.91	3	0.82	10	2.73
<b>TOTAL</b>						

On the other hand, respondents were asked to prioritize three demotivating factors to engage in entrepreneurial activities. Among the various options, access to capital (59.29%), lack of effective business idea (48.36%), not interested in existing entrepreneurial schemes (47.27%) and Corruption (44.26%) were among the highest demotivating factors. On the other hand, lack of technical skill (37.16%), competition from similar businesses (15.85%) and afraid to shoulder workload (13.39 %) were the least demotivating factors for the respondents.

#### 4.5 Entrepreneurial intentions in regards with Theory of planned behavior

Theory of planned behavior by Ajzen indicated personal attitude, social control and perceived behavioral control affect entrepreneurial intentions. The five stage Likert scale was recoded in to mean and mean average of the factors. The findings were compared with other empirical evades conducted in the same approach.

#### Students' Personal Attitudes towards Entrepreneurship

Table (4.5) below; shows the means and standard deviations of students' Personal Attitude towards Entrepreneurship. The analysis of these factors is based on 5 measurement scales in a way that 1 means strongly agree, 5 strongly disagree, and 3 is moderate agreement. The factor was measured using five item statements.

Table 4.5: Personal Attitude

	Mean	Mean Rank	St. Deviation
Among various options, I prefer be an Entrepreneur	2.15	1	1.015
Entrepreneurship is advantageous than Disadvantageous	2.04	2	1.043
Entrepreneurship Carrier is attractive for me	1.92	3	0.948
Being an entrepreneur would entail great satisfactions for me	1.70	4	0.857
Having the opportunities and resources, I would like to start firm	1.65	5	0.836
<b>Average Mean</b>			<b>1.892</b>

The first item; *“Entrepreneurship is advantageous than Disadvantageous”* with a mean of 2.04/5 and standard deviation of 1.043. The mean for the second item *“Entrepreneurship as a Carrier is attractive for me”* in Personal Attitude rated 1.92/5 with a standard deviation of 0.948. The mean for the third item *“Having the opportunities and resources, I would like to start firm”* rated 1.65/5 with standard deviation of 0.836. The item *“Being an entrepreneur would entail great satisfactions for me”* rated 1.7/5 with standard deviation of 0.857. The last item *“Among various options, I prefer to be an entrepreneur”* rated 2.15/5 with standard deviation of 1.015. The overall average is positive with 1.892, which means that students have a positive personal attitude towards entrepreneurship. In regards with their preferences and priorities, *“Having the opportunities and resources, I would like to start firm”* the mean average was the lowest 1.65 when compared to 2.15 *“Among various options, I prefer to be an entrepreneur”* with standard deviations of 0.836 and 1.015 respectively.

It seems that more than average students prefer to be entrepreneurs, know the advantage of entrepreneurship as well as its attractiveness as a carrier. However, those who feel that they would have great satisfaction and who would like to start a firm if they have the opportunities are below the average.

On the other hand, there is a relative consensus among the students that having opportunities and resources, they have intentions to be entrepreneur. On the contrary, despite being an entrepreneur is a priority among other options, the relatively high standard deviation indicates some dispersions and low consensus over those responses which might be due to entrepreneurial potentials among soft and hard TVET courses or Public Vs Private college students or else Gender preferences.

*As Never be an entrepreneur in the future Easily Peruse career of Self Employment* (mean = 1.78) with standard deviation of 0.908 showed the lowest consensus among respondents as compared to responses in the other items. A little above the total average believe that they *Can easily establish business firm with friends* which ranked 1.8 with standard deviation of 0.882. On the other hand, items *Prefer to be Hired in companies* (mean=1.54) and *Prefer Employment and Part time Business* (mean=1.56) showed relatively similar with standard deviations with 0.706 and 0.774 respectively.

A study conducted by Adnan I. et.al. (2015) using seven points Likert scale on University students' readiness for entrepreneurship in Saudi Private University; the mean of personal attitude was 5.04 with range of 5.07 to 5.65. The lowest was "*Among various options, I prefer be an Entrepreneur*". On the contrary, the same parameter was the highest among the TVET students. Similarly, the lowest mean among TVET students was the parameter "*Having the opportunities and resources, I would like to start firm*" ranked the second highest mean among the students at Saudi Private University. The difference might be various socio economic and environmental factors that exist in Ethiopia and Saudi Arabia.

### **Social Norms**

The mean and standard deviation of Social norms with number of respondents 356. The item was your most sources of motivation to start business with choices as Parents and Family, Friends, Entrepreneur educations, Entrepreneurs as model, Career advisors, Media and Other sources of motivations with mean 2.61 and standard deviation of 1.82.

The study by Adnan I. et.al. (2015) showed an average mean of 5.49. Likewise the TVET students, Family have a strong influence of social control with the case of the University students of Saudi Private University. On the other hand, Friends indicated the lowest mean as compared to the other parameters. The empirical evidence implies that family has a significant impact on students entrepreneurial intentions which need to be addressed appropriately.

### **Students' Perceived Behavioral Control towards Entrepreneurial Intention**

The other core component of Entrepreneurial behavior as expressed by Ajzen's entrepreneurial intention model is perceived behavioral control. Table (4.7) below, shows the mean and standard deviation of perceived behavioral control with measurement of seven averages mean of 2.169. In this regard, *Know how to control the creation process and can easily access startup capital* accounted for a mean of 2.34 with standard deviation of 0.837 and 0.903 respectively. With the same line, *Know how to develop an entrepreneurial project* was 2.30 with standard deviation of 0.859. On the other hand, *Have Role models that have started a business* showed the lowest mean 1.77 despite relatively less consensus on the item with standard deviation of 0.903.

Similarly, *Have adequate knowledge about the entrepreneurship schemes facilitated by the government* (mean = 2.23) and *Starting a firm and working would be easy* (mean=2.19) showed standard deviation of 0.771 and 0.779 respectively. Average number of students *Know the necessary practical details to start a firm* with mean 2.16 and standard deviation 0.91; while those that *Have technical, managerial, leadership and personal skills* (mean=2.02) accounted below the total mean of 2.169.

*Table 4.6: Perceived Behavioral Control*

	<b>Mean</b>	<b>Mean Rank</b>	<b>St. Deviation</b>
Know how to control the creation process	2.34	1	0.837
Can easily access startup capital	2.34	1	0.696
Know how to develop an entrepreneurial project	2.30	3	0.859
Have adequate knowledge about the entrepreneurship schemes facilitated by the government	2.23	4	0.771
Starting a firm and working would be easy	2.19	5	0.779
Know the necessary practical details to start a firm	2.16	6	0.911
Have technical, managerial, leadership and personal skills	2.02	7	0.894
Have Role models that have started a business	1.77	8	0.903
<b>Average Mean</b>			<b>2.169</b>

Similar to the personal attitude and social control parameters of theory of planned behavior in the study of Adnan I. et.al. (2015); perceived behavioral control indicated average mean of 4.25 from six different parameters. The parameter “Know how to control the creation process” showed ranked 2<sup>nd</sup> among Saudi Private University students while it ranked 1<sup>st</sup> among TVET students. This implies that there is a perception among students that the process of creation of business is not difficult. On the other hand, those who “*Have technical, managerial, leadership and personal skills*” were below the average number of students.

### **Students’ Entrepreneurial Intention**

Table (4.6) below indicates the means and standard deviations of entrepreneurial intention among students was measured using eight items with a total average mean of 1.67. *Never*

*be an entrepreneur in the future* and *Perusing Self-employment increases failure* accounted for 2.04 each with standard deviation of 0.37 and 0.54 respectively. On the other hand, *prefer to fully engage in future studies* and *Prefer Study and Part time work* ranked the lowest with mean average of 1.24 and 1.26 respectively. The variation for the two items was similar with standard deviation 0.613 and 0.612 respectively. This shows that students have less intention to advance their studies.

*Table 4.7 Entrepreneurial Intention*

	<b>Mean</b>	<b>Mean Rank</b>	<b>St. Deviation</b>
Never be an entrepreneur in the future	2.04	1	0.370
Perusing Self-employment increases failure	2.04	2	0.544
Can easily establish business firm with friends	1.80	3	0.882
Easily Peruse career of Self Employment	1.78	4	0.908
Prefer Employment and Part time Business	1.56	5	0.774
Prefer to be Hired in companies	1.54	6	0.706
Prefer Study and Part time work	1.26	7	0.612
Prefer to fully engaged in future studies	1.24	8	0.613
<b>Average Mean</b>			<b>1.658</b>

#### **4.6 Correlation and Regression Analysis**

The Correlation and regression analysis was conducted by categorizing the five level Likert scale of specific question under respective variable of personal behavior, social control, perceived behavioral control and Entrepreneurial Intentions in to two variables. ‘Strongly agree’ and ‘Agree’ were categorized as “Yes” while ‘Neutral’, ‘Disagree’ and ‘Strongly disagree’ were categorized as “No” to the specific questions. However, depending on the type of question of some variables, the options of “Yes” and “No” has exchanged their places. Then, sum of the specific questions under each of the variables were computed for the correlation and regression analysis.

##### **Correlation analysis**

Table (4.8) below shows the correlation between having role models, career of self-employment, preference to be hired, preference in further studies, personal attitude, peruse

career of self-employment on one hand; and the dependent variable, entrepreneurial intentions on the other. The correlation between having role models and peruse career of self-employment have negative relationship while career of self-employment, preference to be hired, preference in further studies, and personal attitude indicated a positive correlation.

*Table 4.8: Correlations between variables*

	<b>Entrepreneurial Intention</b>	<b>Having Role models</b>	<b>Career of self-emp't</b>	<b>preference to be hired</b>	<b>preference in further studies</b>	<b>Personal attitude</b>	<b>Peruse career of Self emp't</b>
Having Role models	<b>-.106*</b>	1	-.032	-.002	-.065	-.186**	.060
Career of self-employment	<b>.545**</b>	-.032	1	-.148**	-.126*	.207**	-.328**
Preference to be hired	<b>.283**</b>	-.002	-.148**	1	.588**	-.014	.123*
Preference in further studies	<b>.358**</b>	-.065	-.126*	.588**	1	-.103*	.069
Personal attitude	<b>.123*</b>	-.186**	.207**	-.014	-.103*	1	-.116*
Peruse career of self-emp't	<b>-.488**</b>	.060	-.328**	.123*	.069	-.116*	1

Despite Engle et al. (2010) carried out a comprehensive survey among business students comprising twelve countries and suggested that social norms were a significant predictor of entrepreneurial intent in each country; this study didn't find relationship between social norms and entrepreneurial intention.

### **Regression analysis**

Table (4.9) shows the regression analysis in which the antecedents' personal attitude, corruption, preferred to be hired, perceived image of entrepreneurship, social control, interest in existing entrepreneurship schemes, carrier of self-employment, knowledge about the entrepreneurship schemes, easily peruse career of self-employment, having role



models, preference in further studies explain 62.6 % variation in Entrepreneurial Intentions. Furthermore, it shows that preference to be hired, social control, Interested in existing entrepreneurship schemes, carrier of self-employment and preference in further studies have a positive impact on entrepreneurial intention while the rest antecedents have negative impact on entrepreneurial intention.

Table 4.9: regression of Entrepreneurial perception and its Antecedents

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.363	.316		13.786	.000
Perceived image of Entrepreneurship	-.012	.036	-.015	-.332	.741
Easily Peruse career of Self Emp't	-.529	.064	-.397	-8.280	.000
Knowledge about the entrepreneurship schemes	-.037	.072	-.024	-.513	.609
Having Role models	-.039	.065	-.030	-.599	.550
Attractiveness of self-employment	1.249	.114	.519	10.911	.000
Preference to be hired	.486	.194	.129	2.500	.013
Preference in further studies	.989	.171	.301	5.788	.000
Personal attitude	-.051	.123	-.019	-.416	.678
Interest in existing entrep/ship schemes	.008	.114	.003	.074	.941
Corruption	-.109	.112	-.045	-.976	.330
Social Control	.219	.135	.077	1.625	.106

a. Dependent variable: Entrepreneurial Intention  $R$  square =0.626,  $F(11,206)=29.705$

Table 4.10 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.791 <sup>a</sup>	.626	.605	.757

a. Predictors: (Constant), Personal attitude, corruption, preferred to be hired, perceived image of entrepreneurship, social control, interested in existing entrepreneurship schemes, Attractiveness of self-employment, knowledge about the entrepreneurship schemes, easiness to peruse career of self-employment, having role models, and preference in further studies

#### 4.7 Analysis of Key Informant Interview

The Key informant interview was conducted with training manager of Tegbare Ide Technical and Vocational College, Entrepreneurship survey Project and public

participation Core team representative of Addis Ababa Micro and Small Scale Enterprise Development Bureau; and Entrepreneurship and Business management case team coordinator of Addis Ababa TVET Agency. However, the dean of CPU Business College was not willing for the interview with as assumption that “the college is engaged in soft skills that doesn’t link with the available entrepreneurship schemes facilitated by the government”

#### **4.7.1 Available entrepreneurial schemes**

During the Key informant interview, it was explained that the objective of the colleges is to enable trainees to be entrepreneurs. It was learnt that public TVET colleges are engaged in hard skill schemes while private colleges are engaged in soft skill schemes. In regards with type of entrepreneurial schemes, the type of trainings includes Auto Mechanic, Manufacturing, Electrical installation, Construction, Biomedical, Legal Metrology, Drafting and Survey, Textile, and Furniture and Carpentering, ICT and Accounting. All of the trainings except Accounting are provided by the public TVET College. The private College engaged in providing Accounting and ICT. Both colleges have trainings from grade one to five within the TVET grades.

According to the Addis Ababa TVET Agency, the available entrepreneurship schemes are Construction, Manufacturing and Food Processing. Food processing includes establishment of small hotels. There are also a number of sub clusters under construction and manufacturing including Electric installation, Hollo-Blocket production, Pipeline installation, Metalwork and wood work. On the other hand, the Addis Ababa Micro and Small Scale Enterprise Development Bureau categorize the trainings in five entrepreneurial clusters for TVET graduates as Manufacturing, Construction, Urban Agriculture, business and Service. They are expected to establish their cooperative in their interest.

According to the Key informants, the pre-requisites to engage in the entrepreneurship schemes includes, saving 20% of startup capital, certify their skills (through CoC) and form cooperative. In order to facilitate saving as well as prepare the students for the entrepreneurship schemes, the college administration encourage to save the money while they are within the college. However, trainees tend to incline to seek jobs rather than

creating their own which entailed attitudinal challenges and misconceptions. The key informants agreed that the TVET trainees have little interest on entrepreneurship.

*Table 4.11 Type of Trainings and Entrepreneurial schemes by type of institution*

	<b>TVET by Colleges</b>	<b>AA TVET Agency</b>	<b>AA Micro and Small Scale Enterprise Dev't Bureau</b>
Type of Service provided by the institutions	Auto Mechanic, Manufacturing, Electrical installation, Construction, Biomedical, Legal Metrology, Drafting and Survey, Textile, and Furniture and Carpentering, ICT and Accounting.	Construction, Manufacturing and Food Processing.	Manufacturing, Construction, Urban Agriculture, business and Service.
Bases for formation of Cooperative		College based cooperative formation	Residence area based Cooperative Formation

As indicated in Table (4.11) above, there is a gap in what the AA TVET Agency and AA Micro and Small Scale Enterprise Development Bureau provide and the type of trainings provided by the Colleges. As food processing and urban agriculture are type of schemes provided by the two institutions respectively, both schemes were not in the type of trainings provided by the TVET colleges. Furthermore, there is a role confusion on the two institutions in regards with establishment of cooperatives. The Addis Ababa TVET agency bases the formation of cooperative at the respective TVET college; on the other hand, the Addis Ababa Micro and Small Scale Enterprise Development Bureau organize cooperatives based on residence area Woreda. Hence, students who are not in the same college and residence area get difficulty to engage in entrepreneurship schemes as fast as possible. However, as the Addis Ababa Micro and Small Scale Enterprise Development Bureau is mandated for the formation of cooperatives there is no clarity on the role of the Addis Ababa TVET agency in regards with formation of cooperatives.

#### **4.7.2 Role of TVET institutions in facilitating entrepreneurial schemes to TVET graduates**

Both the Public and Private TVET institutions provide short term and regular trainings. In the case of the public college, the short term trainings are usually demanded by the Micro and Small Scale Enterprise Development Agency for those who want to engage in micro and small scale business with variety of educational backgrounds.

On the other hand, the colleges are mandated to provide technical and vocational trainings based on their approved license. TVET colleges don't have a role of facilitating entrepreneurial schemes for the college students rather it is focused on providing the trainings and skills. On the other hand, the Addis Ababa TVET Agency focuses on the formation of the groups while students are at their college. The Addis Ababa Micro and Small Scale Enterprise Development Bureau also organize all interested individuals including TVET graduates at their locality based on their interest and group formations. The Addis Ababa Micro and Small Scale Enterprise Development Bureau also mandated to provide short term training to the job seekers including TVET college graduates. The trainees will be explained about the requirements and expectations in order to get support from the Bureau.

According to the Addis Ababa TVET Agency, most TVET trainees are interested in short cut earnings (seeking employment) than investing their time, money and efforts in entrepreneurial activities. During the startup stage of a cooperative, the members may not get immediate income; hence, in order not to face the challenge, they inclined to be hired. However, the agency organize different forums including the Micro and Small Scale Enterprise Development Bureau, Addis Saving and Credit Institution, Addis Lease Machine Agency and other relevant stakeholders such as 'role model enterprises' in order to convince students towards entrepreneurial activities.

#### **4.7.3 Proportion of TVET graduates in establishing enterprises as compared to Non - College graduates**

During the key informant discussion, it was found out that there is no appropriate mechanism that any of the institutions able to know how many of the graduates were engaged in entrepreneurship. According to the Addis Ababa TVET Agency 2007 EC

annual report, a total of 2109 trainees employed in different companies while 826 trainees organized themselves in different cooperatives.

The data was collected based on employers' official request to the Agency to hire graduates; and those who grouped themselves to start their own business. Though the data is not exhaustive, it shows that the preference of TVET graduates is biased for seeking employment than establishing their own business.

#### **4.7.4 Main factors for the involvement of TVET graduates in existing entrepreneurship schemes**

According to the Key informants, when students engaged in entrepreneurial activities, there are lots of benefits from the institutions. Students will be eligible to get knowledge and technology including Kaizen support so as to improve their production and profitability. Furthermore, financial support and experience sharing with model cooperatives, as well as being familiarize with new technological interventions and approaches. It was expressed by the key informants that students don't have limitations on developing business plan.

However, there are also factors that affect the involvement of TVET graduates in existing entrepreneurship activities. According to the key informants students have different perceptions that negatively affect their perception towards the existing entrepreneurship schemes. The key informants believe that such attitudes influenced the perception of focusing on short cut incomes over entrepreneurial returns. These drawbacks include; trainees perceive that the process is overwhelmed by bureaucratic bottle-necks and unnecessary processes during establishment of enterprises; there is also a perception to link existing entrepreneurship schemes with politics (i.e. a perception that those who can benefit are those students politically affiliated with the ruling party). Similarly, limited supply of working Shades, limited supply of machineries, extended delay in loan provision and associated corruption. As a result considerable number of students believes that it (entrepreneurship and the support to Cooperatives) is not trustworthy. On the other hand, the key informants expressed that there is high expectation and dependency problem from the trainees' side and easily give up due to the challenges.

The other gap identified by the key informant from the TVET Agency was weak follow up after graduation which negatively affects creation of role model enterprises. According to the key informant, there is a trend that a graduate will form a cooperative with his/her close family members and get a Shade from the Micro and small scale bureau. Then, the graduate rent the shade to others and seek employment in other companies and not available during follow up supervisions.

#### **4.7.5 Measures taken to enhance TVET graduates' involvement in entrepreneurship schemes**

With understanding the challenges and perceptions of TVET students the institutions conducted continuous awareness creation aiming to get trust and commitment of students towards entrepreneurship. The institutions also organized experience sharing forums among students and role model enterprises to clear the confusion.

There is also a committee at the Addis Ababa City council level comprising Micro and Small Scale Enterprise Development Bureau, TVET agency and Addis Saving and Credit Institution. The council periodically evaluates the overall progress of TVET graduates entrepreneurship and design strategies for better development. There is also a new approach called one center service to the students to facilitate entrepreneurship schemes for the students.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter shows the summary, conclusion and recommendation of the research based on the findings. The summary of the findings in response to the research questions on type of entrepreneurship schemes available to the TVET college students; proportion of students that have better knowledge about existing entrepreneurship schemes; perception of students towards the entrepreneurship schemes; factors that affect perception of the students towards the entrepreneurship schemes ; key influential people on students' entrepreneurial thinking; as well as factors which improve the perception of TVET students towards entrepreneurship schemes.

#### **5.1 SUMMARY OF FINDINGS**

➤ In general, public TVET colleges are engaged in provision of hard skills while private colleges focused on soft skills mainly due to capital investment requirements for hard skill equipment coupled with interest, resource and investment priority of private sector. As the available entrepreneurship schemes for TVET graduates are Manufacturing, Construction, Urban Agriculture, business and Service which inclined towards public than private colleges.

➤ Nearly 60% of the respondents feel that they have the necessary technical skills to start own business. More than half of the respondents also consider being free and independent as source of motivating factor. On the contrary, only 28.25% and 11.9% of respondents consider entrepreneurs as very successful individuals and business role models respectively. Majority of the students weigh the challenges than the successes of entrepreneurs.

➤ Among the students, less than 21% of students have adequate knowledge on existing entrepreneurship schemes facilitated by the government. As a demotivating factors, a little more than 47% of respondents perceived that they are not interested in the existing entrepreneurial schemes while 44.3 % of respondents consider corruption as a demotivating factor which ranked 4<sup>th</sup> among nine potential demotivating factors. With the

same line, corruption during loan and workspace provision played a significant demotivating factor as indicated by experts in the area in devastating interest and moral of those who involve in the process.

➤ The study indicated that less than 21% of students have adequate knowledge about entrepreneurship schemes facilitated by the government. Accessing startup capital is also a big challenge in which only 13% of the students replied that they have easy access to startup capital. Furthermore, there are unfavorable perceptions of students about existing entrepreneurship schemes including high bureaucratic bottle necks, biased support towards politically affiliated graduates.

➤ Despite it was reported that there is a counsel at Addis Ababa City Administration who oversee the entrepreneurship activities in the city, it seems The Addis Ababa SME Bureau organize students at their respective residential locality on the contrary the Addis Ababa TVET agency aims to support students and facilitate entrepreneurship activities at their respective college. As Entrepreneurship cooperatives requires not only the technical skills but also soft skills such as communication, management and leadership skills; the organization process is not user friendly to the students.

## **5.2 CONCLUSION**

The available entrepreneurship schemes for TVET graduates are manufacturing, construction, urban agriculture, business and service. These services are more biased towards public TVET College graduates than private colleges.

Despite there is a plan to accelerate TVET program to be an engine of entrepreneurship, graduating students are not ready to engage in such activities. Only one –fifth of students consider they have adequate knowledge on the entrepreneurial schemes facilitated by the government. This study indicated that majority of TVET students who supposed to engage in entrepreneurial schemes do not have sufficient knowledge on the entrepreneurship schemes which negatively affect their entrepreneurial interests.



Students' lack of adequate knowledge on the entrepreneurship schemes also reflected on their perceptions towards the schemes. On one hand, they feel that they have the skills and knowledge to start business. On the other hand; they don't have the necessary details of entrepreneurship schemes which resulted in unfavorable perception of students towards entrepreneurship schemes facilitated by the government.

The demotivating factors that affect students' perceptions towards entrepreneurship schemes were access to capital, corruption, lack of interest on the entrepreneurship schemes, and lack of business idea. On the other hand, Family, role model entrepreneurs and Friends were considered as the most key influencers in students' entrepreneurial thinking respectively.

There is a loose integration between the TVET colleges, Addis Ababa TVET Agency and Addis Ababa Micro and Small Scale Enterprises Development Bureau in a way how to engage TVET graduates to entrepreneurship Schemes. There is a weak system in aligning TVET students with the entrepreneurship schemes after their graduation. The Entrepreneurship scheme seems prescriptions from the TVET Agency to the students than favorite students' interest and commitment.

## 5.3 RECOMMENDATIONS

On the basis of research finding and conclusions the following recommendations are made.

- ❖ In order to advance students' understanding on the existing entrepreneurship schemes there is a need to clarify Entrepreneurship schemes to students in line with their regular trainings. TVET colleges should consider integration of engagement in entrepreneurship schemes towards their regular TVET in terms of its actual process, the required skills and approaches in idea creation, formation and managing of businesses.
- ❖ As the support of Addis Ababa TVET Agency is inclined towards public colleges than private colleges. The Agency has to design strategies to support graduates of private TVET colleges in enhancing entrepreneurship activities.
- ❖ The existing Entrepreneurship schemes are few in number as well as they are not flexible to entertain young graduates' interests. Hence, the Addis Ababa TVET Agency should consider additional schemes and flexible approaches to include students' interests and their new initiatives which are not included in the traditional entrepreneurial schemes.
- ❖ The new "one center service" approach of the Addis Ababa TVET Agency which aimed to support students at each College with integrated service has to be integrated with the Addis Ababa TVET Agency and Addis Ababa Micro and Small Scale Enterprises Development Bureau approaches so that students would get a better service.
- ❖ TVET agency and all other actors who are mandated to provide service to the TVET students are expected to adapt mechanisms where they can analyze interest and perception of students in order to modify their programs.
- ❖ Further studies should be made on the challenges, successes and lessons of those TVET graduates who already engaged in the entrepreneurship schemes so that the lessons can inform TVET agency's approach towards TVET students.

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## ANNEXES

### Annex 1: English Questionnaire

The purpose of this research is to assess students' perception towards entrepreneurship schemes available after graduation of the college studies. All of your responses and the results obtained will be kept anonymous and confidential using coding system whereby no one will have access to your responses. The findings of this study are expected to contribute to design appropriate interventions that benefit college students. Hence, your participation is very important. If you have any further questions about this study, please contact me, Addisu Shewamoltot, a Master of Business Administration graduating student at St' Mary's University, School of Graduate Studies, Mobile # 0911-41-90-34, (e-mail: [addisus2010@gmail.com](mailto:addisus2010@gmail.com)). Thank you in advance for your cooperation.

#### Section One: Socio economic background

S/n	Question	Answers	Remark
101	Sex	1. Male    2. Female	
102	Age	-----	
103	With whom are you living?	1. With my Mother and Father 2. Only with my Mother 3. Only with my Father 4. With relatives/guardians 5. Working in someone's house 6. I am living by myself 7. Others (Specify)-----	
104	What is your religion?	1. Orthodox 2. Muslim 3. Protestant 4. Cath olic 5. Othe rs (Specify)-----	
105	To which Ethnic group do you belong?	1. Amhara 2. Oromo 3. Gurage 4. Tigre 5. Others (Specify) _____	
106	To which TVET field do you belong to?	-----	

S/n	Question	Answers	Remark
107	To which TVET grade do you belong to?	1. Grade 1 2. Grade 2 3. Grade 3 4. Grade 4 5. Grade 5	
108	How much is your Family's monthly income in Birr?	1. Less than 500 2. 501 – 1000 3. 1001 – 1500 4. 1501 – 2000 5. 2001 -2500 6. 2501 – 3000 7. 3001 - 3500 8. Above 3501 88. Do not know	
109	Does your Family engaged in business?	1. Yes 2. No	If your Answer for Q 109 is 'No' please go to Q 201
110	If your answer for Question 109 is "Yes"; how often do you participate in the family business?	1. Every day 2. Usually 3. Sometimes 4. Never participated	
111	If your answer for Question 109 is "Yes"; Does your family's business related with your field of study?	1. Yes 2. No 3. I am not sure	

## Part II. Perception and Attitude towards Entrepreneurship schemes

201. Do you believe that the education and trainings that you are taking will make you technically sufficient to start your own business after graduation?

1. Yes                      2. No  
3. I don't know If your answer is either 'NO' or 'I don't know'

please give a brief explanation -----

-----  
-----  
-----

202. What is your most perceived image of entrepreneurs?

1. Struggling                      2. Ordinary business people  
3. Very successful and admirable                      4. Business role models  
5. Don't know



For each of the following questions please put an “X” mark at your preference among ‘Agree’, ‘Disagree’ or ‘undecided’

S/n	Questions	Agree	Disagree	Undecided
<b>203</b>	<b>Exposure to Entrepreneurship Courses</b>			
203.1	Instructors are experienced and competent course presenters			
203.2	The course helped me to develop new business innovation			
203.3	The course raised my Interest towards entrepreneurship			
203.4	The course gave me opportunities to learn by doing the practical cases			
<b>204</b>	<b>Entrepreneurial preference</b>			
204.1	I will never be an entrepreneur in the future			
204.2	I believe that pursuing self-employment increases the chance of failure			
204.3	I can easily pursue a career involving self-employment			
204.4	I can easily establish a business firm with close friends			
204.5	I prefer to be hired in companies in the future			
204.6	I prefer to fully engaged in further studies			
204.7	I prefer to further studies and part time business			
204.8	I prefer to employment and part time business			

For each of the following questions, please put an /X/ sign among your five choice

S/n	Questions	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
<b>205</b>	<b>What is your personal attitude towards the following statements</b>					
205.1	Being an entrepreneur implies more advantages than disadvantages to me					
205.2	A career as entrepreneur is attractive for me					
205.3	If I had the opportunity and resources, I’d like to start a firm					
205.4	Being an entrepreneur would entail great satisfactions for me					
205.5	Among various options, I would rather be an entrepreneur					

206. What is your most important motivational factor to start a business?

- |                             |                                 |
|-----------------------------|---------------------------------|
| 1. To be Innovative/pioneer | 2. To be free and independent   |
| 4. Bright demand prospects  | 4. Availability of current jobs |

207. Who do you think is your most source of motivation to start to start your own business?

- |                            |                           |
|----------------------------|---------------------------|
| 1. Parents and Family      | 2. Friends                |
| 3. Entrepreneur educations | 4. Entrepreneurs as model |
| 5. Career advisors         | 6. Media                  |
| 7. Others (Specify)_____   |                           |

**For each of the following questions, please put an /X/ sign among your three choices**

S/n	Questions	Yes	No	Don't know
<b>208</b>	<b>If you decide to start a business of your choice, how do you value your preparation?</b>			
208.1	I know the necessary practical details to start a firm			
208.2	I know how to develop an entrepreneurial project			
208.3	I can control the creation process of a new firm			
208.4	To start a firm and keep it working would be easy for me			
208.5	I have the requisite technical, managerial, leadership and personal entrepreneurial skills			
208.6	I have adequate knowledge about the entrepreneurship schemes facilitated by the government			
208.7	Have role model(s) that have started a business(es)			
208.8	Can easily access start-up capital			

**Please put an /X/ sign on your three choices**

<b>209</b>	<b>What are the three most important de-motivators for you to engage in business?</b>	<b>Please put an /X/ sign on your three choices</b>
209.1	Access to finance-capital to invest	
210.2	Lack of technical Skill and experience	
210.3	Afraid of not being able to pay back my loan, Credit or borrowed money	
210.4	Corruption	
210.5	Competition from similar businesses	
210.6	Afraid of not being able to handle all the workload	
210.7	I am not interested in the existing business opportunities	
210.8	Lack of effective Business idea	
210.9	Other (Please explain)	

**Thank you for your cooperation!!!**

**Annex 2: የአማርኛ መጠይቅ ቅጽ**

የዚህ ጥናት አላማ የቴክኒክና ሙያ ኮሌጅ ተማሪዎች የኮሌጅ ትምህርታቸውን ካጠናቀቁ በኋላ ሊሰማሩ ለሚችሉባቸው የስራ ፈጠራ መስኮችና ፓኬጆች ያላቸውን አመለካከት ለማወቅና ለማጥናት ነው። የሚሰጡት ማናቸውም መልሶች በሚሰጥ የሚጠበቁ ናቸው። ስምዎትም አይጻፍም። የሚሰጡት ምላሽ የራሱ የሚሰጥ ቁጥር ስለሚሰጠው ማንም ምላሽዎትን ሊያውቅ አይችልም። የዚህ ጥናት ውጤቶች ተገቢ የሆነ አሰራሮችን ለመዘርጋት አስተዋፅኦ ያደርጋል ተብሎ ይጠበቃል። ስለሆነም በመጠይቁ መሳተፍዎ በጣም ጠቃሚ ነው። ማናቸውም አይነት ጥያቄ ወይም ማብራሪያ ካስፈለገዎ የዚህን ጥናት አጥኚ አቶ አዲሱ ሸዋሞልቶት በቅ/ማርያም ዩኒቨርሲቲ የቢዝነስ አድሚኒስትሬሽን የማስተርስ ፕሮግራም ተማሪን በኢሜይል [addisus2010@gmail.com](mailto:addisus2010@gmail.com) ማግኘት ይችላሉ። ስለትብብርዎ በቅድሚያ አመሰግናለሁ።

**ክፍል አንድ የተማሪው/ዋ ማህበራዊና ኢኮኖሚያዊ ሁኔታ**

ተ/ቁ	ጥያቄ	አማራጭ መልስ	መግለጫ
101	የታ	1. ወንድ 2. ሴት	
102	ባለፈው የልደት ቀንዎ እድሜዎ ስንት ነበር ?	-----	
103	የሚኖሩት ከማን ጋር ነው ?	1. ከእናትና አባቱ ጋር 2. ከእናቱ ጋር ብቻ 3. ከአባቱ ጋር ብቻ 4. ከዘመድ ወይም አሳዳጊዎች ጋር 5. በሰው ቤት በሰራተኝነት 6. ራሴን በራሴ አስተዳደራለሁ 7. ሌላ (ይጥቀሱ) ----- --	
104	የየትኛው ሀይማኖት ተከታይ ነዎት ?	1. ኦርቶዶክስ 2. እስልምና 3. ፕሮቴስታንት 4. ካቶሊክ 5. ሌላ (ይግለፁ)-----	
105	የየትኛው ብሄር ተወላጅ ነዎት ?	1. አማራ 2. አሮሞ 3. ጉራጌ 4. ትግራይ 5. ሌላ (ይግለፁ) -----	
106	በየትኛው የስልጠና ዘርፍ ውስጥ ይሠለጥናሉ ?	-----	

ተ/ቁ	ጥያቄ	አማራጭ መልስ	መግለጫ
107	በየትኛው የሙያ ት/ት ደረጃ ውስጥ ይገኛሉ ?	1. ደረጃ 1 2. ደረጃ 2 3. ደረጃ 3 4. ደረጃ 4 5. ደረጃ 5	
108	የቤተሰብዎ የወር ገቢ ምን ያህል ብር ነው ?	1. ከ500 ብር በታች 2. 501 – 1000 3. 1001 – 1500 4. 1501 – 2000 5. 2001 -2500 6. 2501 – 3000 7. 3001 - 3500 8. ከ3501 ብር በላይ 88. አላውቀውም	
109	ቤተሰብዎ በንግድ ስራ ተሰማርተው ያውቃሉ ?	1. አዎ 2. አያውቁም	ለጥያቄ ቁ. 109 መልስዎ «አያውቁም» ከሆነ ወደ ጥያቄ ቁጥር 201 ይሂዱ
110	ለጥያቄ ቁጥር 109 መልስዎ «አዎ» ከሆነ፤ እርስዎ በቤተሰብዎ የንግድ ስራ ላይ ምን ያህል ይሳተፋሉ ?	1. በዕለት ተዕለት የንግድ እንቅስቃሴ ውስጥ እሳተፋለሁ 2. አብዛኛውን ጊዜ እሳተፋለሁ 3. አልፎ አልፎ እሳተፋለሁ 4. ምንም ተሳትፎ አላውቅም	
111	ለጥያቄ ቁጥር 109 መልስዎ «አዎ» ከሆነ የቤተሰብዎ የንግድ ስራ ከእርስዎ ስልጠና ጋር ይዛመዳል ?	1. አዎ 2. አያዛመድም 3. እርግጠኛ አይደለሁም	

**ክፍል ሁለት : የሥራ ፈጠራ ሁኔታን በተመለከተ የተማሪዎች አመለካከት**

201. አሁን እየወሰዱያሉት ትምህርትና ስልጠና ከምረቃ በኋላ የራስዎን የግል ሥራ ለመስራት የሚያስችል የቴክኒክ ክህሎት ይሰጠኛል ብለው ያምናሉ?

- 1. አዎ
- 2. አላምንም
- 3. አላውቅም

መልስዎ «አላምንም» ወይም «አላውቅም» ከሆነ እባክዎን ትንሽ ማብራሪያ ይስጡ -----  
-----

202. በሥራ ፈጠራ ላይ ስለተሰማሩ ሰዎች ያለዎት አመለካከት ምንድን ነው ?

- 1. በትግል ውስጥ ያሉ
- 2. መደበኛ በንግድ ላይ የተሰማሩ ሰዎች
- 3. በስኬት ላይ ያሉና በጣም የሚደነቁ
- 4. በንግዱ ዘርፍ ያሉ አርአያ የሚሆኑ
- 5. አላውቅም

ከዚህ በታች ላሉት ጥያቄዎች ለእያንዳንዱ ጥያቄ «እስማማለሁ» «አልስማማም» ወይም «እርግጠኛ አይደለሁም» ከሚከተሉት ውስጥ አንዱን በመምረጥ የ« X» ምልክት ያስቀምጡ

ተ/ቁ	ጥያቄዎች	እስማማለሁ	አልስማማም	እርግጠኛ አይደለሁም
<b>203</b>	<b>ለሥራ ፈጠራ ኮርስ ያለ አመለካከት</b>			
203.1	የኮርሱ መምህራን ከፍተኛ ልምድ እና የማስተማር ብቃት አላቸው			
203.2	ኮርሱ አዲስ አይነት የስራ ፈጠራ እንድንፈጥር ረድቶኛል			
203.3	ኮርሱ ለሥራ ፈጠራ ያለኝን ፍላጎት አሳድጎልኛል			
203.4	ኮርሱ ዕለት ተዕለት ከምስራቸው ተግባራት እንድንማር ዕድል ፈጥሮልኛል			
<b>204</b>	<b>ትምህርት/ስልጠናዎን ካጠናቀቁ በኋላ የሥራ ፈጠራ ዘርፍ ምርጫዎች</b>			
204.1	ወደፊት በምንም አይነት ሁኔታ በሥራ ላይ አልሰማራም			
204.2	በግል ስራ ላይ መሰማራት የውድቀት ዕድልን ያፋጥናል ብዬ አምናለሁ			
204.3	የራሴን የግል የስራ ፈጠራ በቀላሉ መስራት እችላለሁ			
204.4	ከጓደኞቼ ጋር የንግድ ድርጅት በቀላሉ ማቋቋም እችላለሁ			
204.5	በካምፓኒ ውስጥ ተቀጥሮ መስራትን እመርጣለሁ			
205.6	ትምህርቴን ከፍ ወዳለ ደረጃ ማሻሻል እመርጣለሁ			
205.7	ትምህርቴን ከፍ ወዳለ ደረጃ ማሻሻልና የትርፍ ግዜ ስራ መስራትን እመርጣለሁ			
205.8	በድርጅት ውስጥ መስራና የትርፍ ግዜ ስራ መስራትን እመርጣለሁ			

ከዚህ በታች ላሉት ጥያቄዎች ለእያንዳንዱ ጥያቄ «በጣም እስማማለሁ» «እስማማለሁ» « መልስ አልሰጥበትም» « አልስማማም» ወይም «ፈጠራ አልስማማም» ከሚከተሉት ውስጥ አንዱን በመምረጥ የ« X» ምልክት ያስቀምጡ

S/n	ጥያቄዎች	በጣም እስማማለሁ	እስማማለሁ	መልስ አልሰጥበትም	አልስማማም	ፈጠራ አልስማማም
<b>205</b>	<b>ከዚህ በታች ለተዘረዘሩት ሀሳቦች የግል ምርጫዎን ያስቀምጡ</b>					
205.1	ሥራ ፈጣሪ መሆን ከጉዳቱ ይልቅ ጥቅሙ እንደሚያመዘን ያመለክታል					
205.2	የሥራ ፈጠራ መስክ ለኔ ደስ የሚል የስራ ዘርፍ ነው					
205.3	እድሉ እና አስፈላጊውን ኃብት ባገኝ አዲስ ድርጅት የመክፈት ሀሳብ አለኝ					
205.4	የሥራ ፈጣሪ መሆን ታላቅ እርካታን ይሰጠኛል					
205.5	ከተለያዩ አማራጭ ዘርፎች ውስጥ የሥራ ፈጠራ ዘርፍን እመርጣለሁ					

206. በንግድ ዘርፍ ለመሰማራት ለእርስዎ ዋነኛ ማበረታቻ ምንድን ነው?
1. አዲስ ነገር ለመፍጠር
  2. ነፃ እና ራሴን የቻልኩ ለመሆን
  3. ብሩህ የሆነ የገበያ ፍላጎት መኖር
  4. በንግድ ዘርፉ ላይ አሁን ስራ መኖሩ

207. በግልጽ በንግድ ዘርፍ ለመሰማራት እንደዋነኛ ደጋፊና አበረታች የሚያስቡት ማንን/ምንን ነው ?
1. ወላጅና ቤተሰብ
  2. ጓደኞቼ
  3. የሥራ ፈጠራ ትምህርት
  4. በሥራ ፈጠራ ተሞክሯቸው አርአያ የሆኑ
  5. የንግድ ዘርፍ አማካሪዎች
  6. መገናኛ ብዙሀን
  7. ሌሎች (ይጥቀሱ) -----

ከዚህ በታች የሉት ጥያቄዎች በንግድ ዘርፍ ከመሰማራት ጋር የተያያዙ ቅድመ ሁኔታዎችን ይመለከታል። ስለሆነም ከምርጫዎቹ ውስጥ «አዎ» «አይደለም» ወይም «አላውቅም» ከሚሉት ምርጫዎች ውስጥ አንዱን በመምረጥ የ«X» ምልክት ያስቀምጡ

ተ/ቁ	ጥያቄዎች	አዎ	አይደለም	አላውቅም
208	እርስዎ በሚመርጡት የንግድ ዘርፍ ለመሰማራት ቢወሰኑ ፤ ቅድመ ዝግጅትዎን እንዴት ይመለከቱታል ?			
208.1	የንግድ ሥራ ድርጅትን ለመጀመር የሚያስፈልጉትን አስፈላጊ ዝርዝር ጉዳዮች አውቃለሁ			
208.2	የንግድ ሥራ ፈጠራ ፕሮጀክት እንዴት እንደሚቀረፅ በሚገባ አውቃለሁ			
208.3	አዲስ የንግድ ሥራ ድርጅት አመሰራረት ሂደትን በሚገባ አውቃለሁ			
208.4	የንግድ ሥራ ድርጅት መመስረትም ሆነ በሥራ እንዲቀጥል ማድረግ ለኔ ቀላል ነው			
208.5	ለንግድ ሥራ ፈጠራ አስፈላጊ የሆኑ የቴክኒክ፣የአስዳደርና አመራር ክህሎቶች አሉኝ			
208.6	መንግስት የሚያመቻቸውን የንግድ ሥራ ፈጠራ ዘርፎች በቂ እውቀት አለኝ			
208.7	በንግድ ሥራ ዘርፍ የተሰማሩና የማውቃቸው እርዳታ የሚሆኑ ሰዎች አሉኝ			
208.8	የንግድ ሥራ ዘርፍን ለመጀመር የሚያስችል ካፒታል በቀላሉ አገኛለሁ			

ከሚከተሉት ውስጥ ሶስቱን ብቻ በመምረጥ የ«X» ምልክት ያስቀምጡ

209	በንግድ ሥራ ዘርፍ ለመሰማራት ሲያስበዙ ተስፋ አስቆራጭ የሚሏቸውን ሶስት ዋና ዋና ምክንያቶች ይምረጡ	እባክዎን በመረጧቸው ሶስቱ ላይ የ« X» ምልክት ያድርጉ		
209.1	ለንግድ ሥራ ፈጠራ ኢንቨስትመንት የሚውል መነሻ ካፒታል የማግኘት ዕድል			
209.2	በቂ የሆነ የቴክኒክ ክህሎት እና ልምድ ማጣት			
209.3	ለንግድ ሥራ የሚውል ብድርን ለመክፈል አልቸል ይሆናል የሚል ፍራቻ			
209.4	ሙስና			
209.5	ከመሰል ተቋማት ጋር የሚኖር ፉክክር			
209.6	የሥራ ጫናን መቆቆም አልቸልም የሚል ፍራቻ			
209.7	አሁን ባሉት የንግድ አማራጮች ላይ ፍላጎት የለኝም			
209.8	ውጤታማ የንግድ ሥራ ሐሳብ ማጣት			
209.9	ሌሎች (ይጥቁሱ)			

**ስለትብብርዎ አመሰግናለሁ !!!**

### **Annex 3: English Key Informant Interview Guide**

1. What are the entrepreneurial schemes available?
2. What is the role of the institution in facilitating opportunities of entrepreneurial schemes to TVET graduates?
3. What is the proportion TVET graduate in establishing self-help or SME as compared to Non College graduates? Why?
4. What are the main factors for the involvement of TVET graduates in existing entrepreneurship schemes?
5. What are the measures taken by the institution to enhance TVET graduates' involvement in entrepreneurship schemes?

**Thank you very much for your cooperation**

## Annex 4: Amharic Key Informant Interview Guide

1. በተቋሙ በኩል የሚመቻቹ ምን ምን አይነት የሥራ ፈጠራ ዘርፎች አሉ?
2. ተቋሙ የሥራ ፈጠራ ዘርፎችን ለቴ/ሙ/ኮሌጅ ምሩቃን ምቹ ሁኔታ በማስፋፋት በኩል ያለው ድርሻ ምንድን ነው ?
3. የቴ/ሙ/ኮሌጅ ምሩቃን ተመሳሳይ የሙያ እና ክህሎት ካላገኙት አንፃር በሥራ ፈጠራ/በጥቃቅንና አነስተኛ ዘርፍ የተደራጁት ምን ያህል ይሆናሉ? ለምን ?
4. የቴ/ሙ/ኮሌጅ ምሩቃን በጥቃቅንና አነስተኛ ዘርፍ ለመደራጀታቸው ዋና ዋና ምክንያት ምን ምን ናቸው ?
5. የቴ/ሙ/ኮሌጅ ምሩቃን በጥቃቅንና አነስተኛ ዘርፍ ያላቸውን ተሳትፎ እንዲያጠናክሩ ተቋሙ ምን ምን እርምጃዎችን እየወሰደ ነው ?

**ለትብብርዎ በጣም አመሰግናለሁ!!!**