DETERMINANTS OF TVET STUDENTS ENTREPRENEURIAL INTENTION IN GURAGE ZONE

MASTERS OF ART IN DEVELOPMENT PLANNING AND MANAGEMENT

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DECLARATION

I hereby declare that this thesis MA dissertation is my original work and has not been presented for degree in any other university, and all sources of material used for this thesis/ dissertation has been duly acknowledged.

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Abbreviations and Acronyms

COC:	Center Of Competency
FDRE:	Federal Democratic Republic of Ethiopia
ILO:	International Labor Organization
IOM:	International Organization for Migration
MSME:	Micro Small &Medium Enterprises
SNNPRS:	Southern Nations Nationality Peoples Regional State
TVET:	Technical Vocational Education Training
UNESCO:	United Nations Educational, Scientific and Cultural Organization
US:	United State

Abstract

The aim of this study is to investigate the determinants of TVET students' entrepreneurial intention in Gurage Zone TVET colleges. Descriptive and explanatory research designs along with quantitative and qualitative approach were employed. 350 TVET students have been participated. However, for triangulation purpose 20 college instructors and 14 Gurage Zone TVET department officers were participated. Simple random sampling, proportionate stratified and purposive sampling techniques were employed to select TVET colleges, to set the number of students, and to select instructors and Gurage Zone TVET department officers. The study used questionnaire, interview, focus group discussion, and document review to collect primary data and secondary data. Descriptive and inferential statistics such as correlation coefficient as well as multiple linear regression model were used to analyze the quantitative data with the help of Statistical Package for Social Science version 20. As to the qualitative data analysis, it was narrated systematically using content analysis approach and supported the quantitative data analysis. The findings of the study revealed that prior experience to self – employment, family monthly income, students' job preference after graduation, environmental factors, entrepreneurship education and emotional intelligence were significantly and positively influenced the entrepreneurial intention of TVET students in the selected Gurage Zone TVET colleges, where entrepreneurship education has the greatest influence among all. However, the entire determinant factors have 75.9% capacity in explaining the variations in the entrepreneurial intention at 5% level of precision. Therefore, this study suggests that at macro level the government policies, strategies and programs should consider infant business by subsidizing beginners, facilitate business startup and by allocating appropriate budget. Beyond this Gurage zone TVET department have a responsibility on hiring well educated and qualified college trainers and officers, strengthen bondage with stake holders especially with the industrial and manufacturing sectors and support and follow up for the colleges are among the major.

Key Words: *Entrepreneurship education, entrepreneur intention*

Chapter One

Introduction

1.1. Background of the Study

The modern definition of unemployment emerged in the 1930s from research conducted at the works progress administration and the census bureau. Under this definition people who are not working but are actively searching for work are counted as unemployed (Card, 2011). Study by International Labor Organization (ILO) on estimation of world and regional unemployment conducted by taking countries from developed, transitional and lower economy as a sample, find out that the world total number of unemployed in 1995 was 137 million persons or 5.2%. Among them half are found with in Africa, Asia and Pacific countries, as a result of the existence of large number of labor forces in this region. At the same time unemployment rate in the transition economies were 8.2%. It was mainly caused by the breakdown of the former Soviet Union; at that time the numbers of female unemployrs were higher than men, which was 5.9% and 4.7% respectively. The same study declares that the world youth unemployment rate was 8.9%, which was two wise higher than adult unemployment that was only 4% .Besides the youth unemployment rate in Africa was 16.7%. (Card, 2011). From this one can understand that unemployment and underemployment will become sever while poverty increases. According to Oneill, (2022) the world total civilian employment as measured by the current population survey (CPS) was 21million from the fourth quarter of 2019 to the second quarter of 2020; the unemployment rate was more than tripled from 3.6% to 13%. On the other hand in 2021 the global unemployment was estimated 6.57%.

According to ILO (2013a), with in Africa nearly 420 million youths aged 15-35 or one third of the total youth populations are unemployed and discouraged. That's mainly emanates from inadequate education and lack of productivity is coasting jobs. On the other hand unemployment increase progressively with decreased educational level, besides the educational system isn't producing the skills for the labor market; moreover the labor supply is affected by the increase in the number of job seekers over the year. When we come to sub-Saharan Africa youths leave school earlier and join the work force at earlier age than in other region of the world. Even if 51% of women and 55.8% of men

were part of the labor force, it does not necessarily shows productivity in the region. Because of majority states within the region are under structural transformation in to industrial base economy as a result employment is constructed in to small holder agriculture and informal self-employment. This region is mainly characterized by 62%of the total labor force concentrated in agricultural sector; it is the highest number in the world followed by 46.3% in South Asia. Beyond this 8.4% of the labor force is engaged Industry and 29.6% in service sector. As a result of majority working force is concentrated in informal self-employment and family business they are highly labeled under vulnerable employment (ILO, 2014).

In Ethiopia the recent number of economically active members of society is 61% (they were engaged or available to be engaged in production of goods and services).As a result of regional disparity the highest number is observed within Addis Ababa city administration that's 64.7% and the lowest is registered in Somali region that's 46.7% of the total population. (Central statistical agency report, 2020). According to Central statistical agency report, (2020) the national economic dependency ratio was estimated 163. It indicates for every 100 employed persons there are almost 163 dependent persons to be supported. Or in other word it means that there are 163 unemployed persons per 100 employed persons. As compared to the 2018 economic dependency ratio of 149, the 2020 result shows an increasing trend which was 120 and 222 males and females economic dependency ratio respectively. From the above discussion one can understand that unemployment rate is becoming severed and shows an increasing trend. In order to overcome the problem Ethiopian government adapts different policies and strategies; of them TVET is mentioned. Ethiopian TVET strategy was adapted from Australia and Philippines mainly based on its significance on minimizing the unemployed youth rate and shifting the marginalized labor force which have been concentrated in agricultural sector with zero productivity; the government uses TVET sector as a vehicle to wards manufacturing and industrial base economy (MoE, 2002a; MoE, 2005**).** As an essential and vital component of education, TVET plays a significant role in the social and economic transformation of society. It equips trainees with the technical skills that position them to contribute their best to technological changes (Amare & Temechegn, 2002). Besides According to the report of the Ministry of education, in 2004/5 the country has 108 governmental and 91 non-governmental TVET schools with a total of 106,336 students enrolled in different training fields (MoE, 2005). However in spite of all the excessive government investment on TVET and in all stages of education, failure to enhance entrepreneurial intention is a major problem that affects all level of education.

1.2 Statement of the Problem

With the aim of accelerating development through skilled man power, education has been given high priority, because access to high – quality education and training is one of the footholds up on which long term development rests. Besides, human capital is expressed in terms of level of knowledge, skill, and capacity of human resource; which has been considered as a crucial factor for nations over all development (Byrd 2013). On the other hand Ozturk (2001) find out that, no country can achieve sustainable economic development with-out substantial investment in human capital. Technical and vocational education and training (TVET) has been gaining its popularity and considered as the driving force for sustainable development. It's also considered highly in strategic and operational priorities of international organizations including organization of economic co-operation and development (OECD), and multilateral organizations such as the international labor organization (ILO), UNESCO, etc. TVET is a means to reduce poverty and ensure continuing improvement in national productivity; as a result majority of Asian and African countries use TVET as a strategy for creation of jobs in formal and non-formal sectors, increase in agricultural productivity to create jobs in rural areas, and to establishes network to assist the poor, disable and vulnerable to respond to labor market needs (UNESCO, 2013).

According to ILO, (2004) report in the world from the total population which is found in the labor market, 47% were youth unemployed and the trend of youth unemployment also increased to 78.8%. In addition Wariyo, (2018) states that 550 million youth are not able to generate 1$ per day. More over unemployment is also a very severe phenomenon in most developing countries; as a result its magnitude will increase while poverty become severs. In the Ethiopian context around 50% of the populations aged between 15-30 years are unemployed (Eshetu & Mammo, 2009). In the urban areas, about 26% of the workforce is officially unemployed and from this number, youth are significantly higher than the rest of the workforce (Ethiopian ministry of education, 2008).Beyond this Ethiopian TVET curriculum was adopted from Australia and Philippines mainly by incorporating entrepreneurship curriculum (Wariyo, 2018). However, technical students have much potential for fostering entrepreneurial skills, and the development of entrepreneurship is the key objective of the TVET sector (Buli & Yesuf, 2015).The reality shows that there is a sever unemployment problem throughout the state, its mainly derived from low rate of entrepreneurial intention. Entrepreneurial intention is seen to be the most appropriate construct that can predict entrepreneurship to which the

theory defines it as a planned behavior where new businesses are created on the basis of planning Ajzen, (1991) and Kruger (2000).

Gurage zone TVET department was established in 2018; with the commitment and willingness of government in order to enhance the economic progress of the region and to fill the skill, technology and innovation gaps. Among the major visions of the sector some of them include, the establishment of quality based TVET system at zonal level, to be competitive sector by producing qualified employers for the manufacturing and industrial sector, and put at the front of the best East-African TVET center in 2022 are mentioned. The zonal TVET center is responsible to manage 2 poly-technique colleges at Butajira and Wolkitte town, and 8 colleges located within 8 districts of Gurage zone administration.

Even if the government allocate proper budget and working force for government owned poly techniques and colleges as well as the zonal TVET department that' more than 70,000,000(seventy million) birr annually; the reality shows the existence of students poor entrepreneurial intention problems. It's mainly reflected in trainees' low ability to innovate new technology as well as low entrepreneurial capacity and high attrition rate. According to Gurage zone TVET department report (2021) one can observe that in the last decade from a total of 366 innovations that have been innovated by 10 colleges; majority of them are discovered by instructors (trainers) of the TVET colleges, and few by one to five bondage and very few of them are innovated by students (trainees).

On the other had poor entrepreneurial intention is tested by low rate of COC (center of competency) pass; according to Gurage Zone TVET department annual report (2021) we can understand that in the last 3 years from more than 2500 students only 1215 students were get a pass mark with the COC practice base examination and of them at the end of the year 2020 only 186 male and 384 female graduates were hired in formal government organizations, in non-governmental organizations and private sectors as well.

The other indicator which shows the severity of students poor entrepreneurial performance in Gurage Zone TVET colleges is students Attrition rate; when we see the data's from the leading college (Wolkite poly-technique) from the 2020 total registered students 162 male, and 293 female students are the newly level one registered students at night program , 667 male, 958 female students or a total of 1625 students at a day program were registered on level 2, and 688 male, 776 female or a total of

1462 students registered on a day program within level 3 and 141 male students, 192 female students also registered at night program within level 3 program. From them only 826 students were graduated in 2020. As a result without accomplishment of the courses it is strongly believed that the students will not able to equipped with proper knowledge which can be implemented in the work sphere.

From the above discussion one can understand that there is a clearly observed student's poor entrepreneurial intention problem within Gurage Zone TVET colleges. Besides as far as the knowledge of the researcher, although entrepreneurial intention and its determinants have been widely discussed, only few studies have been done regarding the entrepreneurial intention of TVET students. On the other hand according to Ajzen, (1991) and Kruger (2000) entrepreneurial behavior is planned or intentional and it is best predicted by intentions towards the behavior not by other factors either personal or demographic factors, besides for Abebe (2016), entrepreneurship education which is offered by the institutes under study was unable to motivate, encourage and equip students with necessary courage, skills and knowledge to create jobs. This shows the nonexistence of common agreement among scholars regarding the determinants of students' entrepreneurial intention; as a result it led to inconclusive results. Beyond, it's difficult to adopt the findings as it is in to Gurage zone TVET colleges because of place, time, institutional and other variability's.

Besides, fostering entrepreneurship is a key prerequisite for economic development and it is important in knowledge creation for policy makers and decision-makers pertaining to the field of entrepreneurship; severity of the problem in the view of realization of the future of employment expansion in Gurage zone TVET graduates specifically and throughout the country investigating the extent of factors that affected entrepreneurial intention of students is mandatory.

1.3 Research Questions

This study was guided by the following basic research questions

1. To what extent do socio - demographic factors affect entrepreneurial intention of TVET students in Gurage Zone?
2. To what extent do environmental factors affect entrepreneurial intention of TVET students in Gurage Zone?
3. To what extent does entrepreneurship education affect entrepreneurial intention of TVET students in Gurage Zone?

4. To what extent does emotional intelligence affect entrepreneurial intention of TVET students in Gurage Zone?

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study is to investigate determinants of TVET Students Entrepreneurial intention in Gurage Zone TVET colleges.

1.4.2 Specific Objectives

This study attempt to achieve the following specific objectives:

1. To investigate the extents to which socio - demographic factors affect entrepreneurial intention of TVET students in Gurage Zone.
2. To examine the extents of the effect of environmental factors on entrepreneurial intention of TVET students in Gurage Zone.
3. To examine the effect of entrepreneurship education on entrepreneurial intention of TVET students in Gurage Zone.
4. To investigate the effect of emotional intelligence on entrepreneurial intention of TVET students in Gurage Zone.

1.5 Hypothesis of the Study

On the basis of the above objectives and review literatures such as Arora and Singh (2017); Mushtaq and Nawaz (2012); Tadesse and Shemsedin (2020), the researcher sought to get answers for the research questions by hypothesizing the effect of the four explanatory variables on the outcome variable – entrepreneurial intention.

Hypothesis can be couched in several ways of statements to make an estimation of the effect of each explanatory variable on the outcome variable as well as the association between them. The study tried to address the following directional hypotheses in which the relationship between variables and the direction of effect would be predicted. The hypotheses were tested at 5% level of significance used when working on significant correlation, difference and effect (Plotts, 2011; Ajay & Micah, 2010).

$H_{o1:1}$: Sex difference has no significant and positive influence on the entrepreneurial intention of TVET students.

$H_{o1:2}$: Age differences have no significant and positive influence on entrepreneurial intention of TVET students.

$H_{o1:3}$: Students with prior experience in self-employment do not show a higher level of entrepreneurial intention than students without prior experience in self-employment

$H_{o1:4}$: Family monthly income differences have no significant and positive influence on entrepreneurial intention of TVET students.

$H_{o1:5}$: Students whose parents are engaged in business do not show positive and higher level of entrepreneurial intention than students whose parents are not engaged in business.

$H_{o1:6}$: Students' job preference after graduation has no significant and positive influence on entrepreneurial intention of TVET students.

$H_{o1:7}$: Students' who lived with their parents do not show positive and higher level of entrepreneurial intention than those who do not live with their parents.

H_{o2}: Environmental factors have no significant and positive effects on entrepreneurial intention of TVET students

H_{o3}: Entrepreneurship education has no significant and positive effect on entrepreneurial intention.

H_{04}: Emotional intelligence has no significant and positive influence on entrepreneurial intention.

1.6 Significance of the Study

This study and its findings will have the following significances:

For government bodies: - at macro level the finding of this study will serve as an input for government policies, strategies and programs.

For Gurage zone TVET Department: - used as input to shape the rules and regulation of the department that trigger the overall achievement of the sector. Beyond the study finding also serve to

identify priority and intervention areas. More over the finding will show the major draw backs which hinder the sector competitiveness.

Gurage zone micro Small and Medium Enterprises: - the zonal MSME will be benefited from the finding by filling their service delivery gaps.

Governmental and non-governmental organizations: - development organizations who work on the development agendas within the zone will use the finding as an input mainly to address the vulnerable and disadvantaged members of the society.

For TVET students: - the finding will use them to initiate their entrepreneurial intention and has its own contribution to solve the problem of unemployment at the zonal level.

Financial Institutions: - the zonal financial institutions including micro finance institutions will be benefited from the finding to maximize their number of customers, service delivery and satisfaction as well.

TVET colleges: - the zonal TVET colleges have also benefited from the finding on the way of delivering quality and inclusive education as well as to identify intervention areas. Besides, the finding of the study will contribute a lot by reducing TVET students' poor entrepreneurial intention. Therefore, all stake holders of the TVET program can benefit by reading this work. The study is significant in indicating special focus areas that need improvement on TVET students' factors affecting entrepreneurial intention. Beyond, it can serve as a sources and baseline for further studies.

1.7 Scope of the Study

The study has geographical, methodological, and conceptual scopes. Geographically, the study was concentrated and delimited in Gurage Zone area Poly Techniques and TVET Colleges, i.e. only on selected poly techniques and TVET colleges, specifically two poly techniques and three TVET Colleges. The reason behind this was that it was difficult to cover all areas and institutions throughout the Zone and the researcher assumed the chosen sample represent all population as far as all institutions administered through the same procedures and in order to make the data manageable.

Concerning methodological scope, the study used both quantitative and qualitative research methodology. The rationale behind using both approaches was the nature of the research questions and the most appropriate method to address the research questions.

Conceptually, the study was delimited to those factors, namely, demographic factors, socio – economic factors, environmental factors, entrepreneurship education, and emotional intelligence as explanatory variables, whereas entrepreneurial intention as the dependent variable.

1.8 Limitations of the Study

It is unquestionable that no research is free from limitations. Therefore, this study encountered with some limitations which are presented as follows. First of all the study was mainly focused on the determinants of TVET students entrepreneurial intention in Gurage Zone considering demographic characteristics, socio – economic, environmental, entrepreneurship education and emotional intelligence factors. It would be better if incorporated other factors, attitude of students towards entrepreneurial intention, and institutional related factors. On the other hand, since the study investigated determinants of entrepreneurial intention of TVET students in Gurage Zone some factors identified in the literatures; as the result of this the findings of the study do not necessarily apply to other TVET colleges students outside of the Gurage Zone, SNNP regional state and in the country as well.

1.9 Operational Definition of Key Terms

An intention implies the single best predictor of any planned Behavior, including entrepreneurship (Kruger, 2000).

Determinant implies that the major factors that have a direct or indirect impact on the dependent variable that's TVET students' entrepreneurial intention (Webster, 2022).

Entrepreneur refers to an individual who assumes risk associated with uncertainty, which creates a new business, who supplies financial capital or he is an innovator or a source of new ideas, goods, services and business or procedures. In other way he is a decision maker, an industrial leader, an organizer and coordinator of economic resource or the one revives an existing business (Ferlito, 2020).

Innovation refers to an application of practical tools and techniques that make changes to products, process and services, that result in the introduction of something new for the organization, that adds value to customers and contribute to the knowledge store of the organization or in other explanation it's about transforming ideas in to outputs by destroying poor ideas and nurturing good once (Kogabayev & Maziliauskas, 2017).

1.10 Organization of the Study

The study is organized into five chapters. Chapter one presents the introduction aspect of the research which includes: background of the study, statement of the problem, research questions, objectives, hypothesis, significance, scope of the study, and organization of the paper. Chapter two contains review of literature of most significant theoretical and empirical studies. Methodology of the study is presented in chapter three. Chapter four contains the findings, interpretations and discussions and the fifth chapter covers about summary of major findings, conclusions and recommendations. Finally, suggestion for further study is presented.

Chapter Two

Review of Related Literatures

This chapter deals about relevant literature works from the major areas underlying the study to justify its various theoretical, empirical and conceptual foundations. It presents the relevant literature pertaining to the problems that hampers students' entrepreneurial intention.

2.1 Theoretical review

2.1.1 Definition and Concepts of Entrepreneurship

There is no a single universally accepted comprehensive definition of entrepreneurship. Although researchers have been inconsistent with their definitions of entrepreneurship, they often contain similar elements, such opportunity recognition, newness, organizing, creating and risk taking. Entrepreneurship is not confined to any one particular industry, country or group of persons; it exists in everybody but depends on individual's desire. According to Hisrich and Peters (2002) "Entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence". Krueger (1993) defines entrepreneurial intentions as a commitment to starting a new business. According to Nematoollah et al. (2012) entrepreneurial intention is a valid tool for forecasting individual entrepreneurial conducts and activities. Entrepreneurial intention could be considered as intent of individual to performing a risky behavior. Generally, there is no agreement on the factors that drive individuals to become entrepreneur.

While, Johnson (2001) suggested a comprehensive definition of the entrepreneurship and entrepreneurial role: An individual who assumes responsibility and ownership in making things happen; is open to and able to create novelty; who manages the risks attached to the process; and who has the persistence to see through to some identified end-point, even when faced with obstacles and difficulties. In the broadest sense, an entrepreneur may be described as a person who has the ability to explore the environment, identify opportunities for improvement, mobilize resources and implement actions to capitalize on those opportunities.

2.1.2 Determinants of Entrepreneurial Intention

Determinants of entrepreneurial intention, The theory of planned Behavior provides the basic framework to determine the influencing factors for entrepreneurial intention and Behavior. Attitudes towards Behavior, subjective norm and perceived Behavioral control are the determinants of the theory of planned Behavior (Ajzen, 1991). According to the Model of Entrepreneurial Behavior presented by Misra and Kumar (2000), two main factors that influence entrepreneur Behavior are named as background factors which include demographic characteristics and psychological characteristics of the entrepreneur. Family background, birth order, age, educational level of the parents, sex, marital status, previous work experience are the variable of demographic characteristics and achievement motive, locus of control, risk-taking and values are the psychological characteristics. As explained by Misra and Kumar (2000), the entrepreneurial intention is influenced by the attitude towards entrepreneurship which is mediated by situational factors.

2.2 Major Concepts of the Study in Relation with Grand Social - Science Theories

Development has a dynamic meanings, there is no agreement on its meaning, some scholars stress on its income side, others stress on the distribution side, while others also argue as an increase in employment opportunity, and a rise in happiness ; but the only thing that everyone agree is development is necessary and everyone wants in his own way.

According to different research findings TVET centers are distinct from the higher educational institutions (universities) which are highly emphasize on theoretical understanding and grand global thought, contrary TVET institutions are concerned with practical teaching learning system or more than 70% of the learning process supported with practical work-shops; as a result this institutions become centers for innovation, entrepreneur ship, and technology and science. According to Gurage zone TVET department annual report (2021)in 2020 the number of innovations by the colleges were 107 in number , of them 133 were discovered by Wolkite Poly-technique practitioners, and all of them get the patent right from the respected authority. The report also stated that almost all innovations are the offspring's of the societal or communal problems, and day to day challenges. The innovations include Ensetscrimping machines, crop grinding machine, cement mixer etc. are mentioned,but because of different factors including lack of strong enterprise, lack of budget, etc…. the innovated machines are not distributed to the community and make easy the life's of them. With

the achievement that the organization attains the federal and regional bureau gives a recognition and reward for the zonal TVET department and Wolkite poly technique as well (Gurage zone TVET Department Annual Report, 2021).

According to different academic research findings student'sinnovation and entrepreneurial performance is highly related with entrepreneurial intention. From the five years Wolkite TVET department report we can understood that the machines and technologies innovated by students and trainers team is composed of outstanding students who have higher entrepreneurial intention; at the same time we can understand that once nation over all development is highly related with quality education, innovation capacity and entrepreneurial ability. In this regard there are different theoretical understandings (influential thoughts) which assure the above assumptions and are discussed below in brief:

For the grand modernization theoreticians the cause for under development of the southern (African and part of Asian states) is a result of their own internal factors including their own week institutions (educational, religious, economy, political, and family). For them in order to develop there is a need to adopt the new technologies which are innovated by the North (European and well developed first world countries), and follow the footsteps of the core (Reyes, 2001).

These thinkers strongly argue "modernization is equivalent with westernization"; even if it faces a great opposition from the African and Asian thinkers mainly from the advocators of Dependency theory. On the other hand according to mccraw (2007) an influential economist Joseph Schumpeter stated on his grand understanding "creative distraction " or distracting for better , he argued that an economy has four features including:- circular flow, role of entrepreneur, business cycle, and end of capitalism.

Circular flow: states that economic activities are on a repetitive flow or routine course, on other explanation it means that all producers know aggregate demand of their own product (goods and services), as a result adjust supply accordingly. For Schumpeter this circular flow should break, because it is the sign of economic stagnation, and an economy should have optimum level of output and maximum use,and then there will not have possibility of wastage in resource. For him development is a spontaneous and discontinues change in circular flow, or disturbance of equilibrium

and a result of introduction of new product, and continues improvement in the existing technology; it's mainly done by initiatives in the economy or "innovators" and "entrepreneurs".

According to mccraw (2007) Schumpeter understands innovation will boost the economy, and he assume entrepreneurs are a catalyst of the economy, and driving force for the production of new product, introduction of new method, opening up of new market, and opening up new source of supply of raw materials. Besides the above theoreticians a well-known economic theory of Keynesian also advocates the importance of employment to bring sustainable development. For them total income is the result of total employment, or high national income is the out-put of high volume of employment. Keynesian argue that demand determines the level of employmentand income, but they don't argue with the importance of excessive saving , rather boosting demand is vital; that's why they recommend government to initiate consumption (demand). On the other stream consumption depends up on the propensity to consume, as a result investment is a determinant factor which determines income and employment (Elgar, 1999). Like other thoughts this theory has its own limitations among them they fails to consider the non-existence of full-employment on both blue and white collar and the understanding of "ceteris paribus" are mentioned. Different from Adam Smizeliberalism understanding they strongly argued that the need for government intervention to enhance investment by reducing interest rate, raising efficiency of capital, spending money through fiscal and monetary policy are mentioned.

Different from a writings of Hacche(1979) economic growth model of Harrod Domar they argued that a rise in investment will leads to an increase in employment, but this will not happen if propensity to consume falls at the same time. Contrary HarrodDomar economic growth model understand that in order to bring development an economy should save certain proportion of its national income in the other word capital accumulation is the pre-condition for investment. Both the above discussed theories argued on the importance of investment and entrepreneurship for national economic growth. The other influential thinker Arthur Lewis on his theory "patterns of structural change" or the Lewis theory of development argued that the cause for under development of poor countries is as a result of underutilization of resources which arises from the structural factors, besides development requires more than capital formation (Ranis,2004).

According to a book of Ranis(2004) Lewis suggests for poor nations to transform their traditional, over populated rural subsistence sector which haszero marginal labor productivity and surplus labor

with drawn without loss of out-put in to high productive modern urban industrial sector, in which subsistence labor gradually transferred. According to different research findings TVET is the major vehicle that uses to transform a nation from agricultural economic dependency in to industry base economy.

2.3 Factors Affecting Entrepreneurial Intention of Students

Every student's entrepreneurial intention can be affected by various factors like different aspects of their personality, psychological makeup; attitudes of the students towards entrepreneurship, peers, socio economic status, demographic profile and the school system are among many. The desire to be successful is derived from individual's concept of himself and in terms of the meaning of various incentives as they spell success and failure in the eye of others (Raju, 2013).

It has been found that factors like parent's education, parental occupation, type of family and even gender and age of the student, government regulation, and role models are found to have their impact on the entrepreneurial intention of every student.

2.3.1 Demographic Factors

Demographic factors are significant determinant of entrepreneurial Behavior and also a very criterion in most of the studies discussed (Linan & Chen, 2009). An investigation conducted by Marques (2012) examined the relationship between demographic factors such as age, gender, education, family background and entrepreneurial intention and it concludes that the individual differences such as gender, education level and family background are positively associated with entrepreneurial intention.

There seems to be a consensus on the fact that a gender-based entrepreneurial imbalance exists in almost any context. Among the seven background factors analyzed by Wang and Wong (2004), gender was found to be the most significant factor influencing students' entrepreneurial interest in Singapore with females being less entrepreneurial. This finding is consistent with Czuchry and Yasin (2008) who associated this to the risk adverse attitude of females.

There is an overrepresentation of male entrepreneurs in most countries and it is assumed that men have higher EI than women (Turker & Selcuk, 2009). Among the demographic factors gender was found to have a pronounced influence on the EI of students. Females were found to be less

entrepreneurial than males (Wang & Wong, 2004). Lerner and Yeoshua (1996) observed that male students have stronger entrepreneurship aspirations than females. Matthews and Moser (1996) on business graduates in the US also discovered through a longitudinal study that males' interests are consistent but females' interests decline with time.

2.3.2 Socio- Economic Factors

Socio – economic factors which are mainly reflected in the availability of entrepreneurial family background, availability of successful entrepreneurial role models, higher social recognition of entrepreneurship as the profession and resource availability and social capital of the individual are the favorable conditions for entrepreneurship development in terms of socio-economic aspect.

It is one of the significantly important factors which have an impact on the entrepreneurial intention and behavior. Social capital can be described in different ways and most simply, it is the "goodwill available to individuals or groups" (Adler & Kwon, 2002). It is the return obtained by business through the development and maintenance of effective relationships with various business stakeholders. These relationships allow individuals to access more information, reduce transaction costs through greater coordination between people, easy access to the skilled human capital, improve the trust, self-confidence and facilitate for collective decision making etc. (Linan & Santos, 2007). Including the opinions of family members, friends & colleagues there is a significant impact from social capital or the social norms of network members towards the intention of new business creation (Krueger & Carsrud, 1993).

2.3.3 Environmental Factors

Entrepreneurial environment is the combination of factors related to the development of entrepreneurship and this consists of all economic, socio-cultural &political factors that have an impact on the development of entrepreneurial intention among people. As per the study conducted by Ibrahim (2016), it has been found that there is a positive relationship between the environmental factors and entrepreneurial intentions. Environmental support also becomes a key factor that determines the entrepreneurial Behavior of the individual. Of them a government's regulatory mechanism of the country is key factors that affect the expansion of business and a simple and speedy response regulatory process induces the intention of business start-up.

According to Gnywali and Fogel (1994) environmental factors grouped into four dimensions the government policies and procedures, entrepreneurial and business skills, financial assistance and Non- financial assistance. Similar study by Ghosh (2017) found out that countries that have less credit regulations reflect positive entrepreneur intention. In addition to the regulatory environment, another key environmental factor of entrepreneurial intension is financial support. Although it is not much discussed, low-interest rates, favorable credit conditions and availability of specified financial support schemes for the entrepreneurs are the important aspects of the financial environment which helps to create a positive perception among the individuals towards the entrepreneurial intension(Schwarz, 2009).

2.3.4 Entrepreneurship Education

It is becoming increasingly obvious that entrepreneurship can be taught. According to Drucker (1985), entrepreneurship, like management and technology, is an age long practice, whose vital importance to economic growth and development has been explicitly exposed through studies, and brought to the realm of theory and practice. A similar conclusion was arrived at in Australia's National Youth Entrepreneurship Attitude Survey which identifies training and communication initiatives as key sources of positive entrepreneurial influence (Czuchry and Yasin, 2008). Therefore, the implication of entrepreneurship education being taught is based on the circumstance that entrepreneurs are needed to solve the socio-economic problems of the nation. Some study findings reveals that entrepreneurship education is vital and essential for enhancing entrepreneurial intention of students among them few are discussed bellow

Entrepreneurship education has been added to the Technical and Vocational Education and Training (TVET) curriculum to develop and enhance the core competencies of TVET students to start a business following their graduation and it involves the study of why, when, and how create a new job, only some people can discover, evaluate, utilize, and exploit business opportunities (Baron & Henry, 2006). In addition, entrepreneurship development had suggested that the education plays a vital role in entrepreneur intensionof the individual and there is a positive relationship among the entrepreneurial education and entrepreneurial intention (Bae ,2014).

Jieand Harms (2017) argued that entrepreneurship education serve as an effective way of developing entrepreneurial intention in students, it's a key and will likely increase attitudes towards

entrepreneurship by, first, increasing the consciousness and the interest of the student to consider entrepreneurship as a career option and secondly providing the student with experience of mastery, role modeling, social persuasion and support. Similarly a study by (Sekena, 2004) revealed that in order to minimize unemployment rate and to enhance students' entrepreneurial intention providing quality and adequate entrepreneurship education is preferable because it helps young people (who are graduates from universities and colleges) to make jobs and eradicate poverty by themselves. besides the same study by Kourilsky and Walstad (2007) find out that now a day even if entrepreneurship education is given in Ethiopian universities and colleges as a field of study most craft graduate students who are ready for salaried work rather than making jobs.

2.3.5 Emotional Intelligence

Entrepreneurship is mostly a psychological process which entails creativity and conceptualization. It is the way of thinking towards identifying opportunities. Therefore, it is clearly an intentional process, that's why it is important to understand the entrepreneurial intentions in order to understand, explain, and predict the entrepreneurial process. Kruger (2000) has identified intentions as the single best predictor of any planned Behavior, including entrepreneurship. In other ways, Misra and kumar (2000) defines intentionality more clearly as a state of mind of a particular person's attention towards specific goal or path in order to achieve something. Therefore an intention depicts how hard people are willing to try, or how much of an effort they are planning to exert, in order to perform the behavior. Entrepreneurial intention is the initial step of the long journey of the process of entrepreneurship and this can be described as the individual's conscious state of mind which stimulate the person to make a firm and strong decision to become an entrepreneur (Lee & Wong, 2004; Linan & Chen; 2009; Moriano, 2012).

Moreover, entrepreneurial behavior is planned or intentional and it is best predicted by intentions towards the behavior not by other factors either personal or demographic (Ajzen, 1991and Kruger 2000). Effective entrepreneurial personality includes being active, flexible, able to adapt to a learning environment, and able to see change as an opportunity is highly influences intention to entrepreneurship (Chou, 2010; Shartrand, 2008).TVET graduate students challenged by personality traits, lacks finance, skills, government assistance, intentions, and fear of futures (Issayas, 2005).

2.4 Review of Empirical Studies

Many researchers have studied on issues related to determinants of students' entrepreneurial intention of TVET colleges within different regions of the world in different settings and by using different variables. In this study some foreign and local empirical studies were reviewed.

Habtamu (2020) investigated determinants of TVET graduate students' intentions towards entrepreneurship in the Gurage Zone. The study selected 254 proportionate respondents from the total populations of 695 by using simple random sampling from three TVET schools namely; Wolkite Poly technique, Butajira, and Agena TVET schools. The regression analysis output showed that all independent variables of the model explained entrepreneurial intention by 61.4%. The study concluded that only entrepreneurial education determined TVET graduate students' intentions towards entrepreneurship. Besides, TVET graduates have a high degree of entrepreneurial intention because of the practicality of their field of study despite the fact that they are influenced by many factors. Finally, the study recommended that entrepreneurship education should have to be offered to TVET graduate students practically and access to finance, market, business area location, and tax support should be adhere.

Another investigation by Pererra and Nishantha (2020) focused to investigate the determinants of the entrepreneurial intention of Technical Vocational Education and Training (TVET) students in Sri Lanka. The research model comprises even independent variables i.e. entrepreneurial attitude, perceived self-efficacy, social capital, demographic factors, perceived financial support, perceived regulatory support, perceived technical vocational education, and training and dependent variables of entrepreneurial intention. The primary data was collected through administering structured questionnaires among a hundred and twenty-eight TVET students represented by three TVET sector institutions in Sri Lanka. Linear regression was applied to test the hypotheses. The findings of the study revealed a positive and significant impact of the variables of entrepreneurial attitudes and perceived technical vocational education and training on entrepreneurial intention of TVET students of Sri Lanka. TVET student attitudes pertaining to entrepreneurship intention are positive since they perceive that TVET enhances their entrepreneurship education and this is very important to the policymakers in entrepreneurship development to initiate effective strategies to foster entrepreneurship for TVET students.

A study by Jepchirchir, Korir, and Lagat (2019) on the Determinants of Entrepreneurial Intention among TVET students in North Rift Region of Kenya takes a sample size of 352 students, and employing explanatory research design, and analyzed through the use of descriptive and inferential statistical methods revealed that attitudes toward the entrepreneurial behavior, subjective social norm and perceived behavioral control had a positive effect on entrepreneurial intention of students in Kenya, while social norms had the lowest significant influence on entrepreneurial intention. Finally the study recommended that students need to be made aware of the benefits of being an entrepreneur and how they can work towards being entrepreneurs.

Odalo (2018) conducted a study on the purpose of examining the effect of personality traits and attitude on the relationship between entrepreneurship education and entrepreneurial intention of students in Technical, Vocational Education, and Training institutions in Kenya. Specifically, the study sought to: determine the effect of entrepreneurship education on entrepreneurial intention, determine the influence of personality traits on the relationship between entrepreneurship education and entrepreneurial intention, examine the influence of attitude on the relationship between entrepreneurship education and entrepreneurial intention, and determine the joint effect of entrepreneurship education, personality traits, and attitude on entrepreneurial intention. The study adopted a cross-sectional survey design. Data was collected from a sample of 265 third year students drawn from a population of 855 engineering students. Profiles of students and study variables were described by use of means and standard deviation. The hypotheses were tested by simple, hierarchical, and multiple regression analyses. The results showed a positive correlation between entrepreneurship education and entrepreneurial intention. Further, the results revealed that personality traits moderated the relationship between entrepreneurship education and entrepreneurial intention; while attitude partially mediated the relationship. The combined effect of entrepreneurship education, personality traits and attitude was higher on entrepreneurial intention. The study contributed to entrepreneurship education theory and management policy and practice by arguing that the effect of entrepreneurship education on entrepreneurial intention was contingent on interaction of personality traits and attitudes. The understanding of the contingency perspective of the relationship between

entrepreneurship education and entrepreneurial intention would inform an effective entrepreneurship education curriculum.

Nguyen (2018), on the other hand, conducted a study to investigate the impact of demographic factors, prior exposure to self - employment and family background on entrepreneurial intention of Vietnamese business students. Three hundred seventy-two undergraduate and post-graduate business students from three universities in Ho Chi Minh City completed a self – administered questionnaire which was analyzed through Independent Sample T-test and One-way ANOVA. Demographic factors include gender, age ranges and education level, family background include parents' employment status and parents' immigrant status. Results evidenced somewhat higher entrepreneurial intention in male students. Furthermore, students whose parents are self-employed score higher entrepreneurial intention, but the difference is not statistically significant. The same is evidenced for students whose parents are immigrants from rural areas to urban cities versus nonimmigrant parents. Prior experience in self-employment also increases entrepreneurial intention, albeit again insignificantly. Age and education levels show practically no impact.

Archana and Kumari (2018) with the aim of exploring the influence of non-rational factors like emotional intelligence on the entrepreneurship intention among students studying post graduate course in business management in selected colleges in Chennai, Tamil Nadu. The study used descriptive research method and a survey instrument was used to collect data from the student respondents. The results of the study indicated that majority of the dimensions of emotional intelligence have positively affected the entrepreneurial intention. The overall emotional intelligence level of the students has strong impact on the entrepreneurial intention.

According to a study by Abebe (2016), evidence from Assosa University and Government TVET Colleges in Benishangul Gumuz Regional States used quantitative survey methods and sample size of 282 students which were analyzed by implementing descriptive statistical analysis and then mean and standard deviation were computed for the interpretation of respondents' characteristics and their entrepreneurial intentions. Correlation and multiple regression analysis were conducted to test whether there was a positive and significant relationship between the independent variables social norm, personal attitude, perceived behavioral control, formal entrepreneurship education program and gender of students, and the dependent variable entrepreneurship intention. The study found out that students' personal attitude towards entrepreneurship was positive and their entrepreneurial interest

relatively high, but the execution of this interest in practice was instead low. Personal attitude and perceived behavioral control are emerges as the most important determinant of entrepreneurial intention. Where the impact of entrepreneurship education is concerned, the entrepreneurship course offered by the institutes under study was unable to motivate, encourage and equip students with necessary courage, skills and knowledge to create jobs. Furthermore, it recommends that entrepreneurship education should focus practically on development of competencies related to entrepreneurship and cultural awareness.

Addisu (2016) 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 explained 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.

Esuh and Najafi (2015) study examined the influence of environmental factors on the entrepreneurial intention of Nigerian students in UUM. Specifically, the study investigated the influence of environmental support and environmental influence on the entrepreneurial intention of Nigerian students in UUM. A cross-sectional research design with quantitative questionnaire approach was conducted. The study used convenience sampling technique to select 159 participants who provided information on the environmental support, environmental influence and entrepreneurial intention of

Nigerian students in UUM. A multiple regression analysis was employed for the data analysis. The result of the analysis revealed that neither environmental support nor environmental influence was significantly related to entrepreneurial intention of Nigerian students in UUM. The study concluded that both entrepreneurial orientation and entrepreneurial skill were essential factors required to realize entrepreneurial intention by the Nigerian students in UUM.

2.5 Interaction between Determinants and Entrepreneurial Intention: Hypotheses Development

2.5.1 Demographic Factors and Entrepreneurial Intention

Entrepreneurial intention is associated with socio-demographic variables such as age and gender. So in this section the interaction between these factors and entrepreneurial intention are presented.

2.5.1.1 Gender and Entrepreneurial Intention

Demographic factors such as age and gender have been proposed to have an impact on entrepreneurial intention (Kristiansen and Indarti, 2004). Zhao et al. (2005) concludes that women are less likely than men to desire becoming an entrepreneur. Other studies also argued that females are less likely to establish their own business than men (Phan et al., 2002a, b). In contrast, some studies showed no meaningful difference between men and women in terms of intentions to start businesses (Shay & Terjensen, 2005; Wilson et al., 2007; Chaudhary, 2017). These results challenge past research findings which ranked female students lower on entrepreneurial dimensions compared to male students. Furthermore, Daim et al. (2016) provides insight into the entrepreneurial intension of students in terms of genders and country of residence differences. The results indicate that gender impacts entrepreneurship intention and the way it impacts is influenced by which country the students are from. Since the impact of gender on entrepreneurship remains largely inconclusive, it proposes further research in the area. Therefore, the first hypothesis on demographic characteristics of this study was:

$Ho_{1:1}$: Statistically, gender difference has no significant and positive effect on entrepreneurial intention of TVET students.

2.5.1.2 Age and Entrepreneurial Intention

Some researchers believe that people mostly decide to establish their own firms between the ages of 25 to 34 (Choo & Wong, 2006). Although older people are more capable of exhibiting behaviors that deviate from the customary way of doing business as they have greater means and opportunity for doing so (Weber and Schaper, 2004) but they are much less likely as younger people to take steps toward acting entrepreneurially (Hart et al., 2004) or to actually establish a company (Kautonen, 2008). Levesque and Minniti (2006) explain the age-related effect on entrepreneurial intention as a result of the opportunity costs of time. It can thus be assumed that age has a negative relation with entrepreneurial intention. In addition, Hatak et al. (2015) confirms that age is associated with a lower likelihood of having an entrepreneurial intention. In contrast, Chaudhary (2017) does not support age is inversely related to entrepreneurial inclination. Thus, the second hypothesis on demographic characteristics of this study was:

$Ho_{1:2}$: Statistically, age differences have no significant and positive effect on entrepreneurial intention of TVET students.

2.5.2 Socio – economic factors and Entrepreneurial Intention

2.5.2.1 Prior exposure to self-employment and Entrepreneurial Intention

Barringer et al. (2005) believes that the involvement in the establishment of different firms will provide the entrepreneur the opportunity of knowing the risks and problems associated with new venture formation. Entrepreneurial experience is one of the main factors linked with involvements and role of entrepreneur in new venture creation (Lee & Tsang, 2001). This type of experience is also expected to have a positive impact on entrepreneurial intentions (Phan et al., 2002a,b). In addition, Basu and Virick evaluate those entrepreneurial intentions and their antecedents. Their findings highlight that education and prior experience does have a positive and significant impact on entrepreneurial behavior (Basu &Virick, 2008). McStay (2008) proposed that level of student's previous entrepreneurial experience have influence students' perceived desirability of self-employment. Students' perceived desirability of self-employment could influence self-employment intentions. Shane (2000) pointed out that prior knowledge about markets, customer problems, and knowledge about how to serve markets have influence individuals' discovery of opportunities, thus influencing entrepreneurial behaviors. These types of knowledge typically can be embedded in an

individual's job experience. Therefore, the nature of jobs that an individual has taken may influence his/her entrepreneurial intention. Specifically, profound job experiences can provide easy access to resources and therefore contribute to the person's judgment about the feasibility of his/her starting a new business. Therefore, the third hypothesis on demographic characteristics of this study was:

$Ho_{1:3}$: Statistically, students with prior experience in self-employment do not show a higher level of entrepreneurial intention than students without prior experience in self-employment.

2.5.2.2 Entrepreneur parents and Entrepreneur intention

Role modeling refers to learning by examples rather direct experience. In role modeling, the individual adopts the behavior by informal and unintentional observation (Tkachev & Kolvereid, 1999). Crant (1996) confirms that being raised in a family that is entrepreneurial significantly impacts individuals' intentions to start their own businesses). Other studies also confirm that the children of entrepreneurs learn the factors involving in running a business and consider establishing a new organization as a natural career choice option (Cooper et al., 1994). McElwee and Al-Riyami (2003) also states that children who grew up with entrepreneur parents had a greater tendency to choose a self-employed career. Similarly, Fairlie and Robb (2007) showed that entrepreneurs tended to have a self-employed mother or father in their family history. Mueller (2006) concludes parental role modeling to be the most significant familial factor on entrepreneurial intention. Through the socialization process of children, exposure to entrepreneurship experience in the family business constitutes important intergenerational influence on entrepreneurship intentions (Carr & Sequeira, 2007). Remarkably, Drennan et al. (2005) reports that those who found a positive view of their family's business experience perceived starting a business as both desirable and feasible. Alsos et al. (2011) also indicated that a family business has a role to play in enhancing the development of entrepreneurship among family members. Recently, Chaudhary (2017) confirms that self-employed family background have a positive relationship with entrepreneurial intent. Since there is a confirmation by many studies on the impacts of parental role model and family background on entrepreneurial intention, the last hypothesis on demographic characteristics of this study was:

$Ho_{1:4}$: Statistically students whose parents are self-employed do not show a higher level of entrepreneurial intention than students whose parents are not self-employed.

2.5.3 Environmental factors and Entrepreneurial Intention

The critical factors for the development and sustainability of entrepreneurship in a country or region are referred to as entrepreneurial environment (Gnyawali & Fogel, 1994). Ogundele (2007) describe environment as all the conditions and influences affecting the development of an organism or organization. Van de Ven (1993) points out the view that for any study on entrepreneurship that disregard environment is insufficient and incomplete. Thus, indicating that environment is a key factor in predicting an effective and successful entrepreneurship development. Accordingly, environment has been widely identified as one of the key players that ensure, and dictate the continual survival and continuation of the business (Arowomole, 2000).

Obviously, the assumption and perception of people to engage in business is encouraged by conducive environment irrespective of the region or specialty of the business. Gnyawali and Fogel (1994) Classify entrepreneurial environment as policy and programs of the government, entrepreneurial skills, socioeconomic conditions, financial and non-financial support. The business environment plays a very vital role in influencing entrepreneurial activities, which many scholars associated it with the role of government in promoting entrepreneurship. Some of the role of the government comes in terms policies and programs such as of funding, externalities, and infrastructures that shapes the real local context. In addition, the university environment (support) is also identified as vital mechanisms that influence entrepreneurial activities (Fini, Grimaldi, & Sobrero, 2009; Morris & Lewis, 1995).

For instance, Abdullah, et al. (2009) noted that environment plays a positive impact on the development of small firms in the society to the extent that it influences entrepreneurial activity. Accordingly, Uddin and Bose (2012) found a strong correlation between the environment and the entrepreneurial intention. Their study suggests that the relationship between environment and entrepreneurial intention is worth investigating. Similarly, Taormina and Lao (2007), pointed out that environment has a strong influence on every individual. They argued that environment can encourage or discourage them from becoming entrepreneurs. For example, an individual is likely to be interested in becoming an entrepreneur in an environment that promote business while on the other hand, an individual may not have interest in business or entrepreneurship activities where the environment does not promote business. According to Lucky and Minai, (2011) environmental factor plays a crucial role in determining the probability of individual becoming entrepreneurs. They argued that

enabling environment would help people to think of becoming an entrepreneur. Therefore, based on the above view points, the researcher the following null hypothesis:

Ho_2: Statistically, environmental factors have no significant and positive effects on entrepreneurial intention of TVET students

2.5.4 Entrepreneurial Education and Entrepreneurial Intention

Unlike general education, entrepreneurship education is to specifically develop a person's attitude and competencies towards entrepreneurship. Entrepreneurship education plays a very unique role in future career decisions, economic growth, and development according to Kourilsky (1995). Entrepreneurship education is a kind of education which aims at assisting students to develop positive attitudes, innovative skills for self-reliance, rather than relying on the government for employment (Henry et al., 2005). Since individuals have some entrepreneurial features that are not fully developed (Olugbola, 2017), these innate features can be developed after entrepreneurial orientation and enterprise training (Olugbola, 2017; Packham et al., 2010). This will enhance the risk-taking propensity, innovativeness, and pro - activeness of such individuals.

The main objective of entrepreneurial education to an extent is to advance some level of entrepreneurial competencies (Lackéus, 2015). The author went further too to explicitly define entrepreneurial competencies as "knowledge, skills, and attitudes that affect the willingness and ability to perform the entrepreneurial job of new value creation". This means that entrepreneurship education develops an individual's mindset to have a positive attitude (willingness, interest), motivation (need for achievement, reward) and perceived entrepreneurial control (ability to act) toward entrepreneurship. The knowledge and skills acquired will help the entrepreneur explore avenues, acquire and manage resources in the entrepreneurial process. Lack of these skills and knowledge may serve as a barrier that will discourage an individual not to start a business for the fear of failure (Choo & Wong, 2006).

In exploring the antecedents of entrepreneurial intention, entrepreneurship education should be added to traditional intention models (Peterman & Kennedy, 2003) since it plays a major role in developing entrepreneurial intentions among tertiary students (Ibrahim et al., 2015). In this direction, prior studies found a positive correlation between entrepreneurship education and entrepreneurial intention

which has been empirically tested. For example, evidence from Rahim et al. (2016) and Yusoff, Zainol, and Ibrahim (2014) showed a positive significant relationship between entrepreneurship education effectiveness and the skills needed for graduate employability but (Singh et al., 2011) evidence showed a positive direct influence of entrepreneurship on entrepreneurial intention. Karali (2013) and Olugbolo (2017) reported that students who partook in entrepreneurship education programs have a high tendency of starting a business than non-participants. This evidence is the reason for adopting entrepreneurship education for the study since evidence on this subject in developing countries like Ghana is low. It is therefore accepted in this study that entrepreneurship education enhances in developing positive attitudes, resources acquisition, and motivation to engage in self-employment as well as entrepreneurial abilities and competencies. The current study accepted these empirical results and set the following null hypothesis:

Ho_3: Statistically, entrepreneurship education has no significant and positive effect on entrepreneurial intention.

2.5.5 Emotional Intelligence and Entrepreneurial Intention

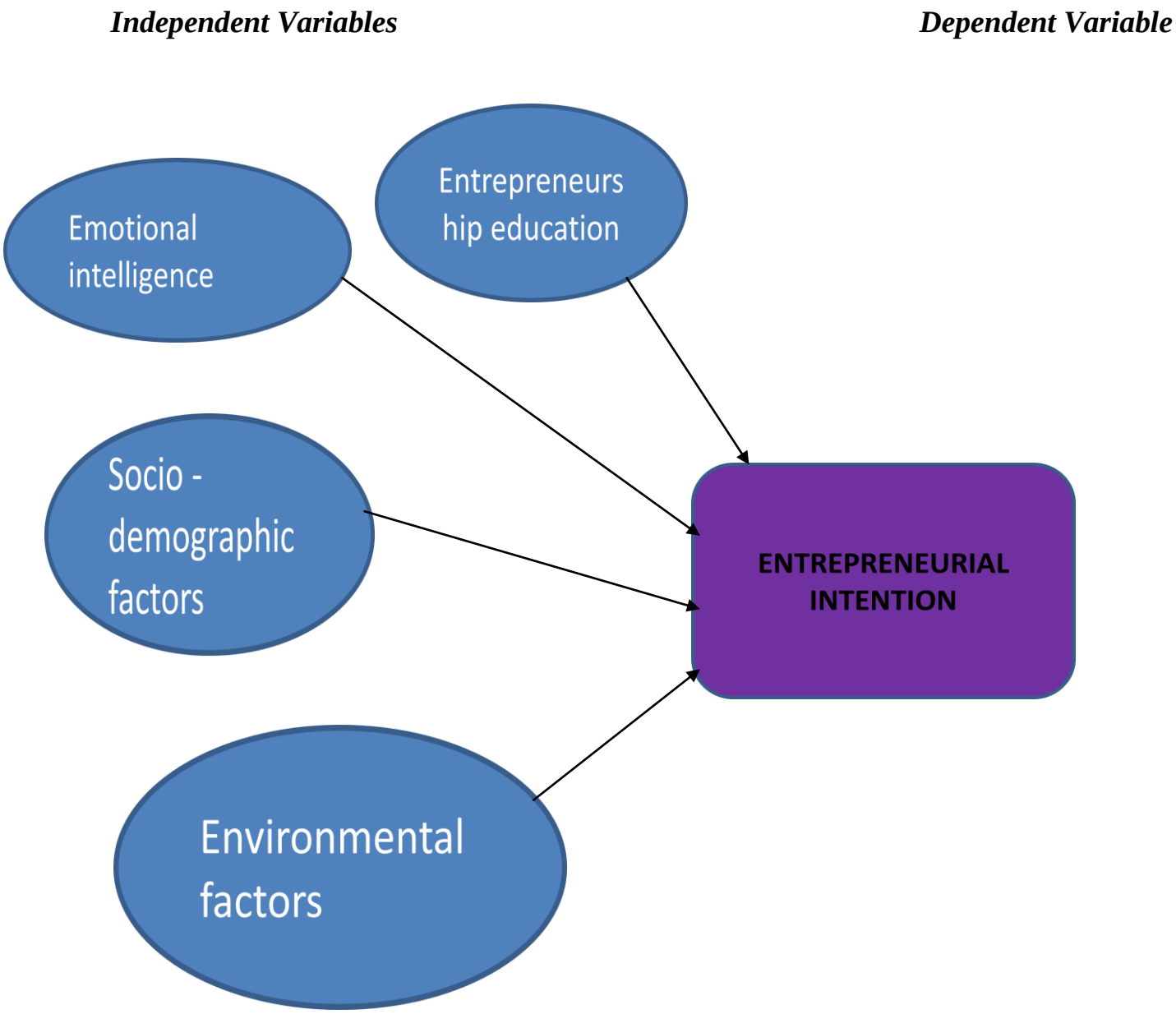
Ngah and Salleh (2015) concluded in their study that emotional intelligence creates innovativeness and hence improves entrepreneurial success. Capability of regulating emotions seems significant for innovativeness as well as for entrepreneurial success. Gerald and Emamisaleh (2014); Bahadori (2012); Pradhan and Nath (2012) also witnessed a significant positive relationship of emotional intelligence with entrepreneurial intention in their respective studies. In view of the fit theory, emotionally intelligent people might be best suited for business enterprise profession and probably turn into an entrepreneur. Therefore, from these points of few the fifth null hypothesis of the study was:

Ho_4: Statistically emotional intelligence has no significant and positive effect on entrepreneurial intention.

2.6 Conceptual Framework

Based on the review related literatures, the conceptual framework of the study is presented below, where the independent variables were demographic factors, socio- economic factors, Environmental factors, entrepreneurship education, and emotional intelligence, whereas the dependent variable was students' entrepreneurial intention.

Figure2.1: Conceptual Framework of the Study



Source: Researcher's formulation based on the review literatures, 2022

Chapter Three

Methodology of the Study

This chapter gives brief and precise explanation about the methodology of the study that the researcher used to accomplish the objectives of the study. The chapter organized as follows: description of the study area, research design, research approach, target population, sampling techniques and sample size determination, method of data collection and instruments, validity and reliability of the instruments, method of data analysis, variables and their measurements and ethical considerations.

3.1 Description of the Study Area

This study was conducted in Gurage Zone found in Southern Nations, Nationalities, and Peoples' Region (SNNPR) of Ethiopia. This zone is named for Gurage whose homeland lies in this zone. Gurage zone is bordered on the southeast by Hadiya and Yem special woreda, on the west, north and east by the Oromiya Region, and on the southeast by Siltie. Its highest point is Mount Gurage. Wolkite is the administrative center of the Zone, which is located between 7°76′ and 8°45’ N latitude and 37°46′ and 38°71′ E longitude and has 16 woredas and six town administrations. It covers an area of about 5932 km^2. There are 403 rural and 20 urban kebeles (the smallest administrative units with a population of 5000 on average) in this zone. Based on the information obtained from the SNNP Bureau of Finance and Economic Development , this zone has a total population of 1,673,441, of whom 854,029 were women and 819,412 were men; with a total area of 109,015 square kilometers.

The density person/sq. km. is 181. The elevation in meter is 376-3500 (BOFED, 2016). According to Gurage Zone Investment office report (2017), there are about 126 agriculture, 78 industries and 78 services and a total of 282 projects registered. There are a total of ten TVET colleges in the Zone.

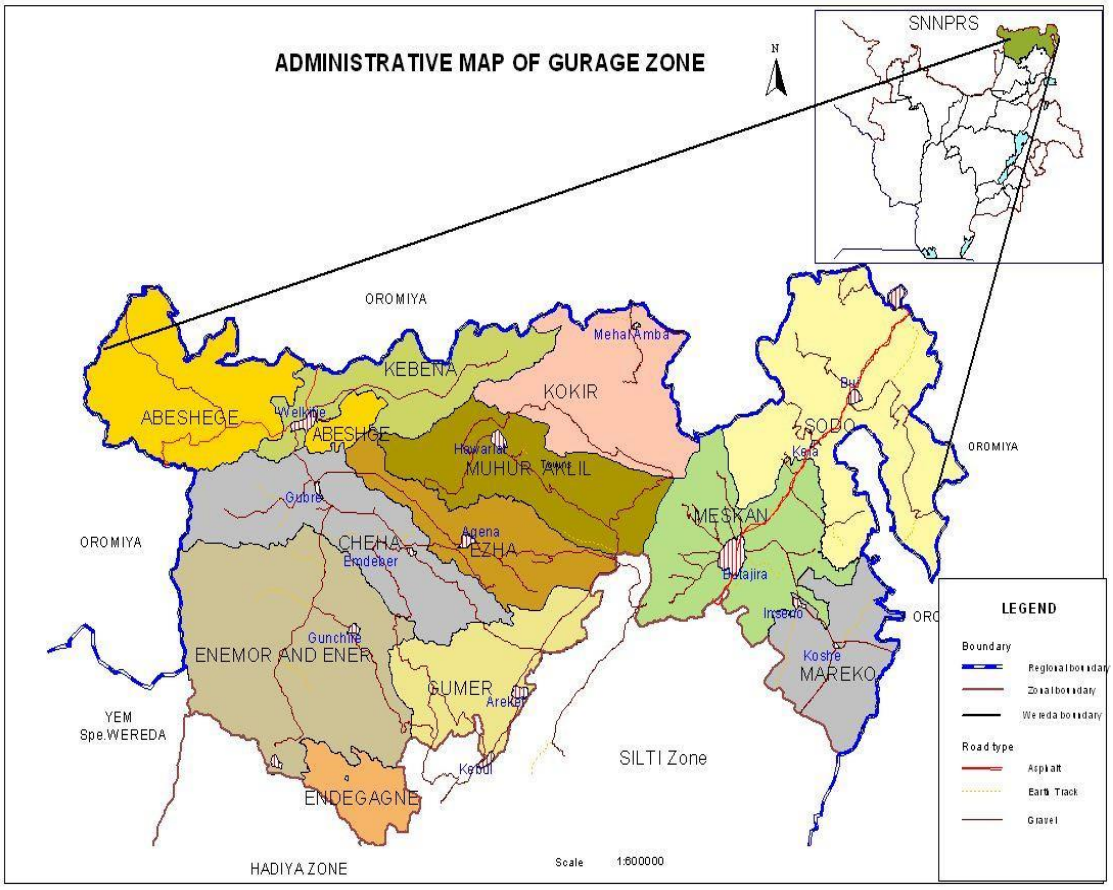


Figure3.2: Map of Gurage Zone

Source: Gurage Zone Record office (2017)

3.2 Research Design

Explanatory research design was employed in order to investigate the impact of the independent variables on the entrepreneurial intention of TVET students in Gurage Zone TVET colleges. This design was chosen because it is one of the correlational research designs that are used in social

science research (Creswell, 2012). More specifically, it captures the impact relationship between variables (Saunders et al., 2009). In explanatory study a situation or problem leads to the explanation of the relationship between variables, i.e., it seeks answers to why and how types of questions by identifying causal factors and outcomes of the target phenomenon (Bhattacherjee, 2012). Finally, it helped to make interpretations or draws conclusions from the statistical test results. Therefore, in this study the data in quantitative method through inferential statistics such as correlation coefficient and multiple linear regression analyses were used in order to get clearer view of the relationship between the dependent variable – entrepreneurial intention and the independent variables – determinants of entrepreneurial intention of students and supported by qualitative data.

3.3 Research Approach

This study employed mixed approach, quantitative and qualitative, through collecting and analyzing both quantitative and qualitative data on the basis of a concurrent embodied strategy of data collection and interpretation procedures. This was done using field survey method. Field surveys are non-experimental designs that do not involve controlling for or manipulating independent variables or treatments. Field surveys capture snapshots of practices, beliefs, or situations from a random sample of subjects in field settings through a survey questionnaire, through a structured interview and focus group discussion. In the field surveys, independent and dependent variables were collected at the same point in time – cross – sectional survey (e.g., using a single questionnaire)(Bhattacherjee, 2012).

3.4 Target Population

The target population for this study was 6717 students who are registered and learning in different departments in the 10 TVET Colleges in Gurage Zone. However, in order to handle the data properly the researcher used sample frame consists of five colleges such as Wolkite poly Technique College, Butajira Poly Technique College, Agena C & I College, Bue C & I College and Areket C & I College which have a total of 5,874 students as per the information is collected from Gurage zone TVET department at June 15, 2021. The reason for taking sample frame was that the colleges are highly concentrated in the mentioned administrative towns and the remaining number of students in the colleges out of the frame is 843 (12.5%).

3.5 Sampling Techniques and Sample Size Determination

3.5.1 Sampling Techniques

The study used different sampling techniques; simple random, proportionate stratified, and purposive. Simple random sampling technique was used in order to select Poly Technique, Construction and Industrial Colleges from the two TVET poly technique and eight TVET colleges. This is because; simple random sampling technique enabled a researcher to generate meaningful insights that can help to gain a deeper understanding of the research phenomena by selecting randomly without bias (Creswell, 2012). Therefore, based on this view simple random sampling technique was used to select two poly technique and three colleges.

The second sampling technique was proportionate stratified sampling. This was done in order to set the number of participant students in different departments from the selected poly techniques and colleges using proportional allocation rule (the most common), where each department was served as a stratum. The researcher used this technique because it increases efficiency of estimators of overall population parameters by choice of the strata that are homogeneous over the sampling units within each poly technique and college and also makes the survey easier to administer operationally. In addition, in stratified sampling, the population is proportioned in to groups and sampling is performed separately within each stratum (Wekesa, 2013). This is because, each stratum (poly technique or college as well as department) were sampled as an independent sub - population, every unit in a stratum has the same chance of being selected, and also adequate representation of minority sub – groups of interest could be ensured by stratification. After setting the number of respondents for each stratum using proportional allocation rule, simple random sampling technique was employed to select the participant students. The distribution of the population and sample size is described in Table 3.1 in sample size determination section 3.5.2.

The third sampling technique was purposive (judgmental). This technique was used in order to select 20 trainers (instructors) considering departments and 14 Zonal TVET department officers by taking in to consideration of their nearness to the field, their seniority (experience) and their qualification.

3.5.2 Sample Size Determination

The sample size was determined by using single population proportion formula by considering the following assumptions: 95% confidence interval and the maximum acceptable margin of error was 5% (Yemane, 1967). Based on this assumption the sample size was calculated as follow:

$$\boldsymbol{n} = \frac{\boldsymbol{N}}{\left(\mathbf{1} + \boldsymbol{N}(\boldsymbol{e}^{\mathbf{2}})\right)}$$

Where N = the total population size of sample frame consists of five colleges such as Wolkite poly Technique College, Butajira Poly Technique College, Agena C & I College, Bue C & I College and Areket C & I College which have a total of 5,874 students, n = sample size of the study, and e = margin of error = 5%

Based on the above formula the sample size for the study was:

$$\text{n} = \frac{\text{N}}{\left(1 + \text{N}(\text{e}^2)\right)} = = \frac{5{,}874}{\left(1 + 5{,}874(0.05^2)\right)} = \frac{5{,}874}{15.685} = 374.49792795 \cong 375$$

Therefore, the sample size of the study was 375. In order to determine the number of students from each poly technique and TVET College and also from each department, the researcher used proportional allocation rule (Ajay & Micah, 2014):

$n_i = \left(\frac{N_i}{N}\right)(n)$, where i = 1, 2, 3… 5; n = 375; n_i = sample size of students from each poly technique/college; N_i = total number of students in each of the poly technique/college; and N = 5874

Sample size students from Wolkite Poly Technique:

$$n_{WPT} = \left(\frac{N_{WPT}}{N}\right)(n) = \left(\frac{2055}{5874}\right)(375) = 131.192543 \cong 131$$

The remaining sample size of the students from the remaining poly technique and colleges were calculated accordingly and summarized in Table 3.1 below.

Table3.1: Population and Sample Distribution of Students from the Sampling Frame

No	Poly Technique/college	Total no of students	Sample size	Percent

1	Agena Construction & Industrial college	703	45	12.0
2	Areket Construction & Industrial college	716	46	12.3
3	Butajira Poly Technique	2133	136	36.3
4	Bue Construction & Industrial college	267	17	4.5
5	Wolkite Poly Technique	2055	131	34.9
Total		5874	375	100.0

Source: Gurage Zone TVET Department Annual Report, 2021

3.6 Methods of Data Collection and Instruments

3.6.1 Sources of Data

Both primary and secondary sources of data were used. For the realization of this study, the researcher employed primary source of data that was collected through questionnaire and interview from sampled students, instructors and as well as using focus group discussions with selected zonal TVET department officers. Besides Secondary data sources will be from annual reports of the sampled colleges, documents on students' entrepreneurial intention from departments and from journals, articles, etc.

3.6.2 Data Collection Instruments

The tools of data collection depend on the nature, the objective, and the method of data analysis and the scope of the study. The availability of data, time, personal and other facility also influence the selection of tools used for the study. In order to get valid data regarding the determinants of TVET students' entrepreneurial intention the case of Gurage Zone: Questionnaire, interview, focus group discussion and document review were served as data collection instruments.

3.6.2.1 Questionnaire

In this study, the researcher used self – administered questionnaires as the main data gathering instrument. Because of its advantages such as its lowest cost options, it is a rapid data collection technique, and it allows participants to think more about the questions and their reply (Cooper & Schindler, 2006). Therefore, survey questionnaire was conducted to gather information on the determinants of students' entrepreneurial intention in the case of Gurage Zone TVET colleges. The

questionnaire was consisted of both close ended and open ended questions. The questionnaires were used to explore the extent to which factors determining students' entrepreneurial intention.

The questionnaire was designed in relation with the research questions and objectives of the study and distributed to 359 sampled students. The questionnaire was organized in to two sections; the first part dealt about the respondents' general information. It included questions related with the respondents' gender, age, department and educational status. The second part was about factors affecting entrepreneurial intention of students. Moreover, the second part of the questionnaire was prepared using a 1 – 5 point Likert Scales such as 1 for strongly disagree, 2 for disagree, 3 for neutral, 4 for agree, and 5 for strongly agree. The questionnaire was prepared in English Language; however, for the sake of smooth communication and to become more successful in gathering valuable information, the questionnaire was translated to Amharic Language.

3.6.2.2 Interview

Interviewing is essentially for a qualitative research approach (Boateng, 2012). It offers an opportunity to gather information upon respondents' attitudes, perceptions, opinions, and experiences systematically and simultaneously for a certain purposes (Babbie, 2011 as cited in Boateng, 2012). In this study, interview was conducted with 20 instructors from the five selected colleges to soliciting information obtained from the respondents in the questionnaire. This approach helped the interviewer to have more opportunity to explore in deep and so as to enter into discussion with the interviewee to get valid information for cross checking and supplementing quantitative data.

3.6.2.3 Focus Group Discussion

Focus Group Discussion was prepared and conducted with purposively selected Gurage Zone TVET department officers as a result of nearness of the discussants with the subject matter, seniority (experience), educational level etc. to conduct the study in – depth. The ideal focus group size ranges from 4 – 12 persons (Boating, 2012). In this study two groups of each 7 participants were took part in the discussion. The purpose of this instrument was to substantiate and triangulate the responses collected through the questionnaires, interview, and document observation. The contents of the Focus Group Discussion were on how the entrepreneurial intention of students was affected. During the focus group discussion minutes has been taken and video recorder also used. Regarding confidentiality, the whole process of the focus group discussion was administered in such a way that

secrecy was maintained. The information they were provided was kept confidential and not disclosed to any third party.

3.6.2.4 Document Review

In this study documents which were related to entrepreneurial intention of students were reviewed. Because, document review provide numerous types of data needed in a research to elicit preliminary information about subject being investigated. Moreover, it is relevant to enhance the quality of findings through quantitative methods. Therefore, students' entrepreneurial intention report and also their practical activities report were reviewed.

3.7 Reliability and Validity of the Instruments

In the literature on research methods, there are two basic standards of quality for any research. These criteria of quality are reliability and validity. Kimberlin and Winterstein (2008) stated that the evidence of validity and reliability are prerequisites to assure the integrity and quality of a measurement instrument. The validity and reliability issues of this study are discussed in the following two sub-headings.

3.7.1 Validity

Validity is "the extent to which the measuring instrument measures the characteristics or dimensions that the researcher intends to measure" (Shimelis, 2017). Data collection instruments, questionnaire, interview, focus group discussion and document review were designed by taking in to consideration of the basic research questions and all items included in these tools were directly derived from the review literature and consistent with the objectives of the study. Based on the definition and different perspectives of validity, the items in the tools were reviewed by the advisors. Finally, before the collection of the actual data, pilot study was conducted for the questionnaire.

3.7.2 Reliability

Reliability refers to the consistency, precision, replicability, and trustworthiness of a research finding (Chakrabartty, 2013). Reliability has two types: stability and internal consistency. Reliability as stability is defined as the ability of a measure to remain the same across time (Mohajan, 2017). One of the mechanisms used to increase the stability of a measurement instrument is to adopt a pre-

established instrument whose psychometric properties have been tested across different population over time (Streiner, Norman, & Cairney, 2015).

On the other hand, reliability, as an internal consistency, is defined as the degree to which different items that represent the same concept provide the same result (Mohajan, 2017). One of the methods used to evaluate the internal consistency of a measurement instrument is a Cronbach alpha test (Cortina, 1993). Thus, a Cronbach alpha test was run to test the inter-item consistency of the items in each of the three quantitative independent variables measured using a 1 – 5 point likert and the items in the dependent variables in the questionnaire. In order to carry out the reliability test pilot test was conducted by 30 students who were selected randomly from different departments of Wolkite Poly Technique College and were not included in the actual data collection. According to McMillan and Schumacher (2006), a good rule of thumb is that the reliability needs to be 0.7 or higher though. It is worthwhile to include variables of which the reliability values are less than 0.7. McMillan and Schumacher (2006) suggested that reliability values are highly dependent on the number of items, so alpha values of 0.5 and 0.66 are acceptable for most research purposes. Therefore, the result of the reliability test result is summarized in Table 3.2 below.

Table 3.2: The Reliability Test Results of the Study Variables

Variables	Descriptions	Cronbach's Alpha	Number of items
Dependent	Entrepreneurial Intention	.783	10
Independent (determinants)	Environmental factors	.754	5
	Entrepreneurship education	.761	6
	Emotional intelligence	.773	8

Source: SPSS output, 2022

As indicated in the above table, Table 3.2, the result of the reliability test result shows at least which is within the acceptable standard. Therefore, the above reliability test result indicates that all the items in the four variables in the questionnaire were suitable and employed to conduct the actual study.

3.8 Methods of Data Analysis

After the collection of the data, necessary arrangements were made and organized according to their characteristics and items. The data analyses will involve the analysis of information gathered through

questionnaire, interview and focused group discussion. The data will be analyzed on the basis of the research questions. Accordingly, descriptive statistics, qualitative data, and inferential statistics analyses were employed. All the collected quantitative data were analyzed using Statistical Packages for Social Science (SPSS) version 20.

3.8.1 Descriptive Analysis

In this section the data collected through close ended questionnaire, on determinants of entrepreneur intentions were analyzed by using descriptive statistics such as frequency, mean, and standard deviation to determine to what extent the factors affect students' entrepreneurial intention using a 1 – 5 point Likert scales. Moreover, the socio – demographic factors of the respondents also analyzed using frequency counts and percentage.

3.8.2 Qualitative Data Analysis

The data gathered through interview, open ended questionnaires, focus group discussion and document review from the selected poly techniques and TVET colleges were summarized accordingly and described qualitatively in the interpretation of the data. The content of the collected qualitative data was analyzed using inductive approach. Using this method, the researcher enabled to organize the information, break them into manageable units, and then supplement them for quantitative data analysis.

3.8.3 Inferential Statistics

The study employed inferential analysis to test the relationship as well as the influence of each independent variable on the dependent variable – students' entrepreneurial intention. This was done using Pearson correlation coefficient analyses in order to test whether there was significant and positive relationship between each determinant factors and the outcome variable and standardized multiple linear regression, the extension of linear regression with the view to measure the extent of the significance and influence of each independent variable: socio – demographic factors, environment factors, entrepreneurship education, and emotional intelligence factors on the dependent variable – entrepreneurial intention on TVET students.

3.8.3.1 Correlation Analysis

The correlation between two variables measures the degree of linear association between them. If it is stated that the dependent and the independent variables are correlated, it means that they are being treated in a completely symmetrical way. Thus, it is not implied that changes in the independent variable cause changes in the dependent variable, or indeed that changes in the dependent variable cause changes in the independent variable. Rather, it is simply stated that there is evidence for a linear relationship between the two variables, and that movements in the two are on average related to an extent given by the correlation coefficient (Brooks, 2008). Therefore, Pearson correlation coefficient was carried out to test the existence of positive and significant correlation between socio – demographic factors, environment factors, entrepreneurship education, and emotional intelligence factors and the dependent variable – entrepreneurial intention on TVET students.

The existence of significant relationship between the dependent and independent variables are interpreted using the Pearson correlation coefficient obtained from the output of Bivariate matrix. Different authors suggested different interpretations of the values of the correlation coefficients; however, the researcher used Samithambe (2019) and the results of correlation coefficient may be interpreted as follows: roughly categorized r values as, $-.20 \leq r < 0 \; and \; 0 < r \leq .20$ as very weak and negligible correlation; $-.20 > r > -.35 \; and \; .20 < r < .35$ weak correlation, but to be considered; $-.35 \geq r > -.50 \; and \; .35 \leq r < .50$ fair or moderate; $-.50 \geq r > -.70 \; and \; .50 \leq r < .70$ strongly considerable high correlation and $-.70 \geq r > -1.00 \; and \; .70 \leq r < 1.00$ very strongly considerable correlation. In this study to ascertain whether a statistical significant relationship exists between each of the four determinant factors and entrepreneurial intention of TVET students in Gurage Zone TVET college students.

3.8.3.2 Regression Analysis: Statistical Model Specification

Regression is a statistical methodology that investigates the direction of the strength of the relationship between two variables, i.e. dependent variable and the independent variables (Buli & Yesuf, 2015). The econometric model equation is described below.

The model: $\boldsymbol{Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \cdots + \beta_9 x_9 + \beta_{10} x_{10} + \varepsilon}$is called a Multiple Linear Regression Model with 5 – independent variables

Where the parametersβ_i, i = 0, 1, 2...9, 10, are called the regression coefficients and represents the expected change in the dependent variable Y(entrepreneurial intention of students) per unit change in x_i when all of the remaining independent variables x_j are held constant. Wherex_i, i = 1, 2, 3… 9, 10 are the independent variables (determinant factors of entrepreneurial intention: $x_1 =$ Sex, $x_2 =$ Age, $x_3 =$ Prior experience to self – employee [PETSE]; $x_4 =$ Family monthly income [FMIN]; $x_5 =$ Family engagement in business[FEIB]; $x_6 =$ Students job preference after graduate[SJPAG]; $x_7 =$ Living condition[LC]; $x_8 =$ Environmental factors (ENVF), $x_9 =$ Entrepreneurship education (ENTRED), and $x_{10} =$ Emotional intelligence (EMOINT). This model was formulated in order to test the directional hypotheses of the study.

Assumptions for Multiple Linear Regression Model:

In order the regression analysis is to be valid and make use of inferences for target population, it should pass the diagnostic test of the assumptions. The following are assumptions of standard linear regression model.

Assumptions for Multiple Linear Regression Model:

1. **Normality:** The random errors should follow a normal distribution with mean 0 and variance σ^2, $\in_i \sim (0, \sigma^2)$.
2. **Linearity:** The mean of the response variable is a linear combination of the parameters and the predictor variables. If the relationship between the response variable and the predictor variables is not linear, the results of the regression analysis will not be the true relationship.
3. **Constant variance:** Different response variable have the same variance in their errors, regardless of the values of the predictor variables.
4. **Independence:** This assumes that the errors of the response variable are uncorrelated with each other, which means different errors $\in_i$ and $\in_j$, and hence different response y_i and y_j are independent.
5. **Multicollinearity:** multicollinearity refers to a situation in which two or more explanatory variables in a multiple regression model are highly linearly related, which means there have correlated predictor variables in the regression model. It can also happen if the number of parameters to be estimated more than the actual data used.

As stated in Dhakal(2018), these assumptions have been tested before running the actual regression analysis and presented in chapter four. The test was done, because standard linear regression models with standard estimation techniques make a number of assumptions about the predictor variables, the response variables and their relationship. When these assumptions are not met the results may not be trustworthy and hypothesis tests based on this model may result in excess Type I or Type II error rates, or over or under estimation of statistical significance (Abraham & Ledolter, 2006). As stated in (Pallant, 2005). These assumptions for both models were tested before running the actual studies interpretation using a pre – test (pilot test) the diagnostic test results are presented in the next chapter.

3.9 Variables and their Measurements

Based on the reviewed literature and the underlying framework of this study, variables in the model were measured on a nominal and multi-item scale. A nominal item is capable of categorizing characteristics of qualitative data and a multi-item measure is capable of embedding the adequate distinction of responses obtained from participants and permits a more accurate computation (Lo, 2011). Each variable on the model individual factors are described as follows.

3.9.1 Dependent Variable

Entrepreneurial intention (ENTRIN): Depending on the review literatures in measuring entrepreneurial intention of TVET students the items for measuring were employee engagement were adapted from Lo (2011) and other related literatures which were measured using 1 – 5 point Likert scales such as 1 for strongly disagree, 2 for disagree, 3 for undecided, 4 for agree, and 5 strongly agree. Participants were asked to indicate the extent of their agreement on items in the questionnaires. These measurement scales help to compare students' scores with a distribution of scores from the sample group and it is suitable to measure their intention.

3.9.2 Independent Variables

In this study, based on the reviewed empirical studies, ten independent variables such as; socio – demographic factors: sex, age, prior experience to self – employee, family monthly income, family engagement in business, students' job preference after graduate, living condition; environmental factors; entrepreneurship education, and emotional intelligence were taken as determinants of entrepreneurial intention of TVET students in Gurage Zone TVET colleges. The variables and their symbols and measurements are presented in Table 3.3 below.

Table 3.3: Study Variables and their Symbols, Measurements, and Codes

No	Variable	Symbol	Measurement
1.	Entrepreneurial Intention (DV)	ENTRIN	Continuous
2	Independent	IND	Nominal/cont
2.1	Environmental factors	ENVF	Continuous
2.2	Entrepreneurship education	ENED	Continuous
2.3	Emotional intelligence	EMOI	Continuous
2.4	Sex	S	Nominal
2.5	Age	A	Categorical
2.6	Prior experience to self- employment	PETSE	Nominal
2.7	Family monthly income (in Ethiopian Birr)	FMIN	ordinal
2.8	Family engagement in business	FEIB	Nominal
2.9	Students' job preference after graduation	SJPAG	Categorical
2.10	Living condition of students	LC	Nominal

Source: Author Construct from literature review, 2022

3.10 Ethical Considerations

Research ethics is referred to as a system of moral values that is concerned with the degree to which research procedures adhere to professional, legal and sociological obligations to the study participants (Polit& Beck, 2004). According to Creswell (2012), data collection should be ethical and it should respect individuals and cites. Obtaining permission before starting to collect data is not only a part of the informed consent process but it is also an ethical practice. Therefore, voluntary participation of respondents was encouraged. Responding to interviews and filling of questionnaires require significant time and energy and its participation might be disrupt the respondents' regular activity. For this reason, the researcher explained the objectives and significance of the study to the respondents and allowed them to exercise their right to voluntarily participate. To avoid any psychological harm, questionnaire was designed in a manner that was not offensive and disturbed their personality. The information respondents provided were kept confidential.

Chapter Four

Results and Discussions

In this section, the results of descriptive analyses are presented first followed by the inferential analyses. A total of 375 questionnaires were distributed across the selected five poly technique colleges in Gurage Zone. But only 350 were filled and retrieved successfully, representing 93.3% response rate. Twenty questionnaires were found uncompleted and thirteen failed to collect. In general, this section is organized in the following manner. First, the socio - demographic characteristics of the sampled respondents are presented. Second, the data collected through the questionnaires, interview and focus group discussions were analyzed and discussed concurrently. Third, Pearson correlation coefficient analysis, the multiple linear regression model diagnostic tests and the results of the regression analysis outputs are presented and discussed accordingly.

4.1 Descriptive Statistics on the determinants of TVET Students Entrepreneurial Intention

In this section the descriptive statistics analysis on responses of the respondents about the overall determinants of TVET students entrepreneurial intention frequencies and percentages on socio – demographic factors, while frequencies, percentages, mean and standard deviation for each item on environmental factor, entrepreneurship education and emotional intelligence are presented. The mean indicates to what extent that the stated items influence the entrepreneurial intention of sampled TVET students' whereas standard deviation shows the variability of an observed response from the mean score of the sample for a particular item.

Interpretation of the mean scores:

For all the items which were measured in terms of a 1 – 5 point Likert scales, for the sake of simplicity of the interpretation, the likert scales were transformed into a mean score. Based on Al-Sayaad et al. (2006); Lo (2011) the scaled Likert criterion mean ranges and their interpretation are adapted and summarized as follows: 1.00 to 2.40 interpreted as very low influence, 2.41 to 2.80 interpreted as low influence, 2.81 to 3.60 interpreted as moderate influence, 3.61 to 4.20 interpreted as high influence, and 4.21 to 5.00 interpreted as very high influence.

4.1.1 Socio - demographic Factors on Entrepreneurial Intention

4.1.1.1 Sex, Age, prior exposure to self – employment, and Family's monthly income

Table 4.4: Results of Respondents' Sex, Age, prior exposure to self – employment, and Family's monthly income

Variables	Category	Frequency	Percent
Sex	Male	197	56.3
	Female	153	43.7
Age	18 – 20 years	121	34.6
	21 – 25 years	147	42.0
	Above 25 years	82	23.4
Prior exposure to self employment	Yes	127	36.3
	No	223	63.7
Family's monthly income Ethiopian Birr	Less than or equal to 2000	7	2.0
	2001 – 3000	38	10.9
	3001 – 4000	99	28.3
	4001 – 5000	83	23.7
	Above 5000	123	35.1

Source: Field survey, 2021/22

The first part of the questionnaire was designed to gather information about students' socio - demographic factors on sex, age, prior exposure/experience of self – employment, and family monthly income. The study shows more than half of the participants 197 (56.3%) were male and 153 (43.7%) of them were female. The study also shows that 121 (34.6%) of the respondents were found in the age category of 18 to 20; 121 (38.5%) of the respondents were in the age category of 21 to 25 and only 82 (23.4%) were in the age group of above 25 years old. This shows that most of the TVET students were younger with age 21 to 25 years. As to the prior experience of self – employment of students, the survey data analysis indicate 127 (36.3%) of the respondents have exposure to job, while nearly two – third of the participants 223 (63.7%) did not have job experience. Regards to income, as depicted in Table 4.4, 7(2.0%) of the respondents' family monthly income was less than or equal to 2000 birr, 38(10.9%) of the respondents' family monthly income was 2001-3000 birr. 99(28.3%) , 83(23.7%), 123(35.1%) of the respondents' family monthly income was 3001-4000birr, 4001-5000 birr and Above 5000 brr respectively.

4.1.1.2 Family Engagement in Business, Students' job preference after graduation and living condition

Table 4.5: Responses on Family engagement in Business, Students' job preference after graduation and living condition

Variables	Category	Freq	Perc
Does your family engaged in business?	Yes	101	28.9
	No	249	71.1
If your answer for question # 6 is "Yes", how often do you participate in the family business?	Every day	-	-
	Mostly	69	68.3
	Sometimes	21	20.8
	Never	11	10.9
If your answer for question # 6 is "Yes", does your family's business related with your field of study?	Yes	19	18.8
	No	82	81.2
	I am not sure	-	-
Students' job preference after graduation	Government employee	138	39.4
	Self – employee	37	10.6
	Private employee	69	19.7
	Continue family business	79	22.6
	Entrepreneur	27	7.7
With whom are you living?	With their family	240	68.6
	Not with their family	110	31.4

Source: Field survey, 2022

As it can be seen from Table 4.5, among the respondents 101 (28.9%) have engaged in business, while more than two – third of the respondents 249 (71.1%) did not engage in business. Regards to the further question on this that those who replied with yes, only 69 (68.8%) of them were participated in their family business, while 21 (20.8%) participated sometimes, and 11 (10.9%) never participate in their family business. Moreover, those who replied with 'yes' in the first question asked whether their field of study was related with their family's business or not more than three – fourth of the respondents 82 (81.2%) did not relate, whereas 19 (18.8%) were related with their family business. As to the students' job preference after business, according to the survey data analysis result majority of the respondents 138 (39.4%) intended to be government employee, 37 (10.6%) wants to be self – employee, 69 (19.7%) wants to be private employee, 79 (22.6%) wants to continue their family business and only 27 (7.7) of the respondents wants to be entrepreneur. From these data it can be said that how students are not interested to become entrepreneur. As to the living condition of students, more than two – third of the participants 240 (68.6%) lived with their family, while 110 (31.4%) lived without their family. In this regard, as the information gathered from interview sessions with college instructors while asked 'Do you believe that demographic and socio-economic factors such as gender, age, family background, etc. affect TVET student's entrepreneurial intention? If so how?

Would you elaborate? If not how do you reason out?' revealed that majority (70%) of the respondents argued that demographic factors such as gender, age, family background, etc affect entrepreneurial intention of TVET student's and few respondents (25%) do not agree with the effect of demographic factors such as gender, age, family background, etc on entrepreneurial intention of TVET student's, and the rest (5%) do not know whether there is an effect or not. While the respondents who say demographic factors have an effect on TVET student's entrepreneurial intention reason out, they perceive that gender, age and family back ground of the student matters his entrepreneurial intention. When they elaborate gender, female students have comparatively low entrepreneurial intention than male students as a result of females are highly engaged in marriage at their early age and have higher family responsibility above their capacity; that's why they do not, attend their study in a proper way and are highly exposed to attrition. Beside even if they attend the class very few of them will promote in to the next level and in addition high numbers of females have poor academic performance. On the other hand when we see Age as a determinant factor, on average those students who are at the youth average age have higher entrepreneurial intention than children and old ages. The other determinant factor that have been elaborated by respondents is TVET students family back ground, while they rationalize they argued that students who came from higher economic status have better academic performance and have higher entrepreneurial intention than students who came from middle and lower economic class. In addition the respondents argued that students who come from entrepreneurial family have also high exposure to start their own business than students who come from hired families. Contrary to the above discussed respondents few of interviewee does not agree with the effect of demographic and socio-economic factors on TVET student's entrepreneurial intention. While they elaborate they state that all students in the TVET centers (colleges) have equal opportunity to motivate their entrepreneurial intention without bias. The rest doesn't know the effect of demographic and socio-economic factors on TVET student's entrepreneurial intention.

4.1.2 Environmental Factors on Entrepreneurial Intention

Table 4.6: Environmental Factors

No	Item		SD	DA	U	A	SA	Mean	St.d
1.	I am supported by my TVET environment to do business	F	-	107	20	208	15	3.37	.966
		P	-	30.6	5.7	59.4	4.3		
2	I am supported by the government to	F	-	106	54	184	6	3.26	.913

	engage in business activities	P	-	30.3	15.4	52.6	1.7		
3.	The environment encourages me to become an entrepreneur	F	-	70	63	207	10	3.45	.841
		P	-	20.0	18.0	59.1	2.9		
4.	I am often given opportunity to show case my entrepreneurial skill	F	-	90	85	171	4	3.25	.854
		P	-	25.7	24.3	48.9	1.1		
5.	My environment often provides me with adequate training on business activities	F	-	77	96	170	7	3.31	.833
		P	-	22.0	27.4	48.6	2.0		
n = 350	**Grand Mean**	F	-	450	318	940	42	3.32	.385
		P	-	25.7	18.2	53.7	2.4		

Source: Survey data SPSS output, 2022

As it can be reflected in Table 4.6 the respondents were asked to rate whether they are supported with TVET environment to do business or not. In accordance nearly two - third of the respondents 223(63.7%) have answered agree and strongly agree with the support of TVET environment to do business, while 107(30.6%) respondents answer were disagreed and the rest 20(5.7%) of the respondents responded with undecided. However, the overall ratings of the respondents mean score is 3.37 with standard deviation .966 indicating moderate influence. All these ratings implying that, TVET environment help students to do a business at moderate level in the sampled college. From this numerical value, it can be noticed that for better achievement of high entrepreneurial intention of TVET students and to attain the organizational goal TVET centers environment should inspire students to do a business. In support of this the interview conducted with sampled college trainers confirmed that even if there is a difference in understanding, majority of respondents (85%) reflect their opposition on the suitability of the TVET training environment to inspire TVET students for entrepreneurship. They reason out that, including poor access to financial institutions, elongated bureaucracy, structural problems, and corruption etc. the environment isn't suitable for motivating entrepreneurial intention of TVET students.

In Table 4.6 the second item that the respondents were asked to rate whether there was a support by the government to engage in business activities or not. Accordingly, more than half of the respondents 190 (54.3%) have responded strongly agree or agree that there was a support from government to engage in business. on the other hand 106(30.3%) of respondents response were disagreed, and the rest 54(15.4%) respondents response were undecided to the stated item. However, when the mean score of the whole responses were considered resulted in 3.26 with standard deviation .913 indicates moderate influence of the stated item on entrepreneurial intention of most of the

selected students in Gurage Zone TVET colleges. In this regard, the numerical results are supported by the information obtained from interview sessions that was conducted with 20 instructors from the sampled colleges. The participants argued with the non-existence of adequate support from the government especially by facilitating quick financial access and loan system. While they reason out they stressed on main pointes which are the existence of alarming increment in inflation rate, higher bank interest rate, and the economic paradoxes at all discourages the newly emerging business. Beyond this the participants argued that an elongated government bureaucracy is also another headache.

Regarding the third item of Table 4.6 respondents were asked to rate whether the environment encourages them to become an entrepreneur or not. Accordingly, from the total of the respondents 217(62.0%) respondents responded agree or strongly agree that the environment encourages them to become an entrepreneur, while 70 (20.0%) respondents answer disagree, and the rest 63(18.0%) respondents response undecided. The mean score, 3.45 with standard deviation .841, of the responses also indicate moderate influence of the stated item. From this result it can be said that nearly half of the respondents are not encouraged by the environment to become an entrepreneur.

As to the fourth item, respondents were asked to rate whether they get an opportunity to show their entrepreneurial skill or not. Exactly half of the respondents 175 (50.0%) have agreed or strongly agreed with the statement or they reflects that they got an opportunity to show their entrepreneurial skill. On the other hand 90(25.7%) of the respondents were disagreed and 85 (24.3%) were undecided to the stated item. The overall ratings of the respondents mean score is 3.25 with standard deviation .854 indicating moderate influence. Therefore, from these results it can be said that half of the participants are in a position to get an opportunity to show their entrepreneurial skill.

Finally, in the fifth item of Table 4.6 the respondents were asked to rate on whether the environment often provides them with adequate training on business activities or not. Almost similar to the above item responses half of the respondents 177 (50.6%) have agreed or strongly agreed with the statement or they reflects that the environment often provides them with adequate training on business activities. Besides 77 (22.0%) were disagreed and 96(27.4%) of the respondents were indifferent to both agree and disagree. So in order to decide and interpret the status of the responses, the mean score was calculated and resulted 3.31 with standard deviation .833 indicating half of the respondents

responses were to some extent consistent and show moderate influence of the stated. However, as the focus group discussion result indicated that almost all of the discussants argued on the training given by TVET colleges are useful for student's entrepreneurial skill and knowledge. When they reason out many of them put their argument by listing 70-30 teaching learning strategy. Which states 70% of TVET training should be supported with practical workshops and only 30% will be covered by ideological or theoretical knowledge's. This makes TVET centers different from higher educational institutions (universities) and the training given by TVET colleges is much more specific and market oriented that's why it will be useful for graduate's entrepreneurial skill. More over the participant's remark on the concept of innovation and they stress that the technologies that has been innovated by TVET colleges emanates from societal every day challenge so looking for solution or solving problems is in one way or the other its linked with entrepreneurial behavior. Therefore, from the numerical analysis and the focus group discussion results it can be said that the environment for the provision of students with adequate training on business activities is not as such at its good condition.

In general, considering the respondents view on the overall five items of environmental related factors, more than half of the respondents 56.1% were agreed or strongly agreed, while 25.7% and 18.2% were disagreed and undecided to the stated items and these responses were further confirmed by the grand/weighted mean 3.32 with standard deviation .385 which is within the range of 2.81 to 3.60. This implies that environmental related factors are influenced moderately most of the respondents in the selected TVET colleges of Gurage Zone. In this regard, the information obtained from the focus group discussion on the suitability of the environment to inspire TVET students for entrepreneurship, revealed that even if there is a difference in understanding, majority of respondents (85%) reflects their opposition on the suitability of the TVET training environment to inspire TVET students for entrepreneurship. They reason out that, including poor access to financial institutions, elongated bureaucracy, structural problems, and corruption etc. the environment isn't suitable for motivating entrepreneurial intention of TVET students. As a result majority of TVET graduates do not become entrepreneurs. On the other hand the participants clearly shows that there are challenges that Gurage zone TVET colleges face today in a way of realization in delivering effective and efficient education and training; for them like any other sector TVET centers has their constraints, some are discussed as follow:

Majority of the respondents argued that lack of skilled and well experienced instructors, lack of materials or inputs for the workshops, administrative and management related problems, lack of infrastructures specially for the newly opened TVET centers, societal attitude, and perception related problems, lack of coordination between TVET stake holders specially with industrial and manufacturing sectors, decrement of TVET students, etc are the hindrances that will challenge the process which is in line with the explanation of an investigation by Hailu(2014), ensures that majority of Ethiopian TVET institutions are not in a position to achieve the objectives of national TVET strategy, as a result of deficiencies in human and non-human inputs of the training.

On the other hand, as the information gathered from the interview sessions with college instructors while they were asked 'Do you think that the environment of the college that you are working is invited for students to inspire entrepreneurial intention? For instance, in creating opportunity for entrepreneurship, in providing adequate training on business, etc.?' Majority (85%) of the respondents disagree on the suitability of the TVET training environment to inspire TVET students for entrepreneurship. On the other hand (15%) respondents argued that the environment has an opportunity for students to create, think, or to innovate new technologies and new ideas. Furthermore, when they were asked on: 'How do you explain the link between TVET training and entrepreneurship? Do you believe that the education and the training given at your college inspire student's entrepreneurship? All of the respondents agree on the significance of TVET training to enhance student's entrepreneurship. Some respondents reflect the idea by saying

«TVET training and entrepreneurship are the two faces of a cent ».

As a result of 70, 30 teaching learning strategy within the TVET centers that mean 70% Of TVET training is supported with practical knowledge within TVET workshops, while 30% is theoretical teaching. This will encourage students to practice the knowledge that they get during the training on the work sphere after graduation. Beyond this Entrepreneurship education has been given for graduate students that will enhance the student's motivation and more over it will use them to deal with risk and uncertainties. Therefore, from the quantitative and qualitative analysis results it can be inferred that environmental related factors are imperative for the enhancement of entrepreneurial intention on TVET students.

4.1.3 Entrepreneurship Education on Entrepreneurial Intention

Table 4.7: Responses on the influence of Entrepreneurship Education on Entrepreneurial Intention

No	Item		SD	DA	U	A	SA	Mean	St.d
1.	Entrepreneurship course that I attend motivates me to become entrepreneur.	F	-	204	104	41	1	2.54	.708
		P	-	58.3	29.7	11.7	.3		
2	The creative atmosphere in the entrepreneurship class inspires my entrepreneurial mind.	F	-	185	84	79	2	2.71	.833
		P	-	52.9	24.0	22.6	.6		
3.	Entrepreneurship course enhances my skills to deal with risk and uncertainties.	F	3	206	87	57		2.57	.756
		P	.9	58.9	24.9	16.3			
4.	Entrepreneurship course gives me a sense that entrepreneurship is achievable.	F	-	192	117	38		2.54	.696
		P	-	59.4	33.4	10.9			
5.	Entrepreneurship course increases my understanding of personal characteristics of entrepreneurs.	F	-	221	96	33		2.46	.675
		P	-	63.2	27.4	9.4			
6.	Entrepreneurship course increases my understanding of planning a business.	F	-	194	107	48	1	2.59	.732
		P	-	55.4	30.6	13.7	.3		
n = 350	**Grand Mean**	F	3	1202	595	296	4	2.57	.444
		P	.1	57.2	28.3	14.1	.2		

Source: Survey data SPSS output, 2022

In this section as depicted in Table 4.7 the researcher assessed the influence of entrepreneurship education on entrepreneurial intention of respondents in the selected TVET colleges of Gurage Zone. Accordingly, the first question that has been asked by the researcher included whether entrepreneurship course that the respondents attend motivates them to become an entrepreneur or not. Majority of the respondents 204(583%) were disagreed that the entrepreneurship course that they attended motivated them to become an entrepreneur. Contrary some respondents 41 (11.7%) were agreed to the stated statement, but significant number of respondents 104(29.7%) were undecided. Moreover, the responses of the respondents on this item mean score was calculated and resulted 2.54 with standard deviation .708 which is within the range of 2.41 to 2.80 indicating the entrepreneurship course that they attended motivated them at low level to become an entrepreneur.

The next question that has been asked was whether the creative atmosphere in the entrepreneurship class inspires respondent's entrepreneurial mind or not. More than half of respondents 185(52.9%)

were disagreed that entrepreneurship class inspires their entrepreneurial mind. Whereas, 81 (28.6%) and 84 (24.0%) were agreed and undecided to the stated item, which was confirmed by their responses' mean score 2.71 with standard deviation .833 which is within the range of 2.41 to 2.80 indicating low influence/effect on their inspiration to become entrepreneur. Therefore, from this result it can be said that the atmosphere of the entrepreneurship classes was not as such inspired most of the selected students to become an entrepreneur.

As to the third item, the respondents were asked to rate their response 'entrepreneurship course enhances my skills to deal with risk and uncertainties.' According to the survey data analysis, more than half of the respondents 206 (58.9%) were disagreed, while 57 (16.3%) and 87 (24.9%) were agreed and undecided respectively to the stated item. Moreover, the mean score of the responses of all participants was 2.57 with standard deviation .756 which is within the range of 2.41 to 2.80 indicating with small variation among their responses with respect to the mean that entrepreneurship course enhanced their skills to deal with risk and uncertainties at low level. Therefore, from the result it can be said that most of the selected TVET students were not as such equipped with the entrepreneur course resulted in not to deal with risk and uncertainties.

The fourth question states about whether entrepreneurship course gave the respondents a sense that entrepreneurship was achievable or not. Similar to the above items, more than half of the respondents 192(59.4%) disagreed that entrepreneurship course gave them a sense that entrepreneurship is achievable, 38 (10.9%) and significant number of respondents 117 (33.4%) were Agree and indifferent to the agreed and disagreed respondents respectively. In addition to these percentages, the mean score 2.54 with standard deviation .696 which is within the range of 2.41 to 2.80 also confirmed low influence or effect of entrepreneurship course in providing the respondents a sense that entrepreneurship was achievable.

The fifth question that has been asked by the researcher was whether entrepreneurship course increases respondents understanding of personal characteristics of entrepreneurs or not. Majority of the respondents 221(63.2%) disagreed, while 33 (9.4%) and 96 (27.4%) were agreed and undecided to entrepreneurship course increases their understanding of personal characteristics of entrepreneurs. The average value of the whole responses of this item was 2.46 with standard deviation .675 which is within the range of 2.41 to 2.80 indicating with small variation among the respondents' responses that

low influence/effect of entrepreneurship course to increase the respondents understanding of their personal characteristics of entrepreneur.

The last question was about whether entrepreneurship course increases respondents understanding of planning a business or not. More than half of the respondents 194(55.4%) were disagreed, while one – third of the respondents 107 (30.6%) were undecided or they were not sure whether the entrepreneurship course increased their understanding of planning a business or not, however, only 48 (13.7%) respondents were agreed. Considering their responses mean score 2.59 with standard deviation .732 which is within the range of 2.41 to 2.80 indicates low impact of the entrepreneurship course in increasing more than half of the selected students understanding of planning a business.

In general, considering the respondents view on the overall six items of entrepreneurship course related factors, more than half of the respondents 57.3% were disagreed, while 14.1% and 28.3% were agreed and undecided to the stated items and these responses were further confirmed by the grand/weighted mean 2.57 with standard deviation .444 which is within the range of 2.41 to 2.80. This implies that entrepreneurship education/courses affected their motivation to become entrepreneur, the inspiration of their entrepreneurial mind, the enhancement of their skills to deal with risk and uncertainties, their sense that entrepreneurship is achievable, their understanding of personal characteristics of entrepreneurs, and their understanding of planning a business of most of the respondents' in the selected TVET colleges of Gurage Zone. In this regard, the result of the interview sessions when asked: 'How do you describe the impact of Entrepreneur education on TVET student's entrepreneurial intention for their future career?'All respondents argued that Entrepreneurship education has a direct and positive impact to enhance TVET student's entrepreneurial intention; specially by raising risk taking behavior, by initiating students for innovation, by strengthen them to face challenges, etc. Besides, the interviewees were also asked: 'What are the major challenges in your TVET College that hinder the training process?' Among the major challenges that have been mentioned by the interviewee includes lack of skilled, and well experienced instructors, lack of materials or inputs for the workshops, administrative and management related problems, lack of infrastructures specially for the newly opened TVET centers, societal attitude, and perception related problems, lack of coordination between TVET stake holders, decrement of TVET students, etc. In general, in your experience what is/are the most determinant factors of TVET student's entrepreneurial intention? All respondents agree on entrepreneurship education as a field of study is

the most determinant factor of TVET student's entrepreneurial intention. On the other hand, for the mentioned question the result of the focus group discussion revealed that among the challenges that have been mentioned by the participants' poor infrastructure and societal perception put on the front. In addition while the respondents elaborate their expression on the socio-economic factors and its impact on entrepreneurial intention, they reflect that Gurage community is well known by their business activities, and this will have its own positive impact for the future entrepreneurs Moreover the financial socialization and strong intimacy of the societies which has been reflected by informal institutions including "Ekub "also serve the community as a business startup. This and other positive attributes of the community have a significant impact in cultivating entrepreneurship or perceived as a social assets.

4.1.4 Emotional Intelligence on Entrepreneurial Intention

Table 4.8: Responses on the Impact of Emotional Intelligence on Entrepreneurial Intention

No	Item		SD	DA	U	A	SA	Mean	St.d
1.	I often find it difficult to adjust my life according to the circumstances.	F	-	211	70	60	9	2.62	.857
		P	-	60.3	20.0	17.1	2.6		
2	I normally able to "get into someone's shoes" and experiences their emotions.	F	-	184	64	99	3	2.77	.891
		P	-	52.6	18.3	28.3	.9		
3.	I don't have problem to express my emotion into words.	F	-	214	65	70	1	2.59	.812
		P	-	61.1	18.6	20.0	.3		
4.	I can deal effectively with people.	F	7	177	91	71	4	2.68	.854
		P		50.6	26.0	20.3	1.1		
5.	I don't have any power at all over other people's feelings.	F	6	172	100	70	2	2.69	.832
		P		49.1	28.6	20.0	.6		
6.	I tend to "back down" even if I am right.	F	23	175	92	53	7	2.56	.896
		P		50.0	26.3	15.1	2.0		
7.	I am usually able to find ways to control my emotions when I want to.	F	13	210	91	25	11	2.46	.810
		P		60.0	26.0	7.1	3.1		
8.	I generally able to adapt to new environments.	F	29	218	46	33	24	2.44	1.008
		P		62.3	13.1	9.4	6.9		
n = 350	**Grand Mean**	F	78	1561	619	481	61	2.60	.539
		P	2.8	55.8	22.1	17.2	2.2		

Source: Survey data SPSS output, 2022

As indicated in Table 4.8, respondent were asked to rate the extent on which "I often find it difficult to adjust my life according to the circumstances." Majority of the respondents 211 (60.3%) were disagreed, whereas 69 (19.7%) were agreed and 70 (20.0%) were undecided to the stated item. However, to decide the level of impact of the stated item, as it has been mentioned at the beginning of

this section, the mean score was calculated and resulted in 2.62 with standard deviation .857 which is within the range of 2.41 to 2.80 indicating low level of influence. Therefore, from this result it can be said that majority of the selected TVET students often have difficulties in managing their life according to the circumstances.

Regarding the second item, that the participants were asked to rate their view on "I normally able to "get into someone's shoes" and experiences their emotions", more than half of the respondents 184 (52.6%) were disagreed, but 102 (29.1%) and 64 (18.3%) were agreed and undecided respectively towards the stated item. However, the mean score of the responses was 2.77 with standard deviation .891 indicated low influences. So, from this result it can be said that more than half of the selected TVET students were not in a position to get into someone's shoes and experiences their emotions. Therefore, most of them lack empathy.

With regards to item 3, the extent of "I don't have problem to express my emotion into words." similar to the above item, majority of the respondents 214(61.1%) were disagreed, but 71 (20.3%) and 65 (18.6%) were agreed and undecided to the stated item. However, the mean score value was 2.59 with standard deviation .812 indicating low influences. From this result it can be said that majority of the selected TVET students from Gurage Zone TVET colleges have the problem of expressing their emotion into wards.

Regards to the fourth item, more than half of the respondents 184 (52.6%) were disagreed or strongly disagreed, while 71 (20.3%) and 91 (26.0%) were agreed and undecided to deal with people effectively. However, the mean value of their ratings was 2.68 with standard deviation .854 indicating low influence. Meaning from this result it can be noticed that more than half of the selected TVET students encountered with the problem of dealing with people effectively.

With regards to the fifth item, almost half of the respondents 178 (50.8%) were disagreed or strongly disagreed, but 72 (20.6%) and 100 (28.6%) were agreed and undecided to "I don't have any power at all over other people's feelings". However, the mean value was 2.69 with standard deviation .832 indicating low influence. Therefore, this result implies that in most of the selected students have the tendencies that they have power over other people's feelings.

As to the sixth item, respondents were asked to rate their responses on "I tend to "back down" even if I am right.", accordingly, more than half of the respondents 198(56.6%) were disagreed or strongly

disagreed, while 60 (17.1%) and 92(26.3%) were agreed and undecided to the stated item. But the mean value of the whole responses was 2.56 with standard deviation .896 showing low level influence. Hence, from this result, despite the significant number of respondents who were agreed, it can be said that in more than half of the selected students the problem of tending back even though they were right. Therefore, most of the students have the problem of dealing things smoothly.

The seventh item, respondents were asked to rate on "I am usually able to find ways to control my emotions when I want to." accordingly, nearly two - third of the respondents 223 (63.7%) were disagreed or strongly disagreed, however, only 36 (10.2%) and 91 (26.0%) were agreed or strongly agreed and undecided towards the stated item respectively. But the mean value was 2.46 with standard deviation .810 showing low level influence. Hence, from this result, similar to the above item, it can be said that majority of the selected TVET students have the problem finding ways to control their emotions when they wanted to.

Finally, respondents were asked to rate on "I generally able to adapt to new environments." accordingly, more than two - third of the respondents 247 (70.6%) were disagreed or strongly disagreed, however, 57 (16.3%) and 46 (13.1%) were agreed or strongly agreed and undecided towards the stated item respectively. But the mean value was 2.44 with standard deviation 1.008 showing low level influence. Hence, from this result, similar to the above item, it can be said that majority of the selected TVET students have encountered with the absence of ability to adapt to new environments.

In general, the overall responses as depicted in Table 4.8, indicates more than half of the respondents 58.6% were disagreed or strongly disagreed, while 19.4% and 22.1% were agreed or strongly agreed and undecided towards emotional intelligence items. Moreover, the grand mean which was 2.60 with standard deviation .539 also indicates low level influences that the stated items have on the selected students. Therefore, from this result it can be said that most of the selected TVET students to some extent have the problem of emotional intelligence. This finding is supported by the findings of Jepchirchir et al.(2019) who found out that low level behavioural control of students.

4.1.5 Entrepreneurship Intention of TVET Students

Table 4.9: Responses on Entrepreneurship Intention of TVET Students

No	Item		SD	DA	U	A	SA	Mean	St.d
1.	If I have the opportunity and resources, I would love to start a business.	F	1	70	107	156	16	3.33	.856
		P	.3	20.0	30.6	44.6	4.6		
2	Amongst various options, I would rather be anything but an entrepreneur.	F	8	47	104	181	10	3.39	.839
		P	2.3	13.4	29.7	51.7	2.9		
3.	Being an entrepreneur will give me great satisfaction.	F	8	70	116	144	12	3.23	.887
		P	2.3	20.0	33.1	41.1	3.4		
4.	Being an entrepreneur implies more advantages than disadvantages to me.	F	3	76	144	123	4	3.14	.794
		P	.9	21.7	41.1	35.1	1.1		
5.	I am able to control the creation process of a new business.	F	5	74	122	142	7	3.21	.845
		P	1.4	21.1	34.9	40.6	2.0		
6.	If I tried to start a business, I will have a high chance of being an entrepreneur.	F	9	71	126	143	1	3.16	.838
		P	2.6	20.3	36.0	40.9	.3		
7.	I know all about the practical details needed to start a business.	F	4	72	124	149	1	3.20	.806
		P	1.1	20.6	35.4	42.6	.3		
8.	For me, developing a business idea will be easy.	F	35	110	58	121	26	2.98	1.166
		P	10.0	31.4	16.6	34.6	7.4		
n = 350	**Grand Mean**	F	73	590	901	1159	77	3.21	.515
		P	2.6	21.1	32.2	41.4	2.8		

Source: Survey data SPSS output, 2022

As indicated in Table 4.9, respondent were asked to rate the extent on which "If I have the opportunity and resources, I would love to start a business." Nearly half of the respondents 172 (49.1%) were agreed or strongly agreed, whereas 71 (20.3%) were disagreed and one – third of the respondents 107 (30.6%) were undecided to the stated item. However, to decide the level of impact of the stated item, the mean score was calculated and resulted in 3.33 with standard deviation .856 which is within the range of 2.81 to 2.60 indicating moderate level of influence. Therefore, from this result it can be said that majority of the selected TVET students to some extent have the opportunity and resources, they would love to start a business.

Regarding the second item, that the participants were asked to rate their view on "Amongst various options, I would rather be anything but an entrepreneur." more than half of the respondents 191

(54.6%) were agreed or strongly agreed, but 55 (15.7%) and nearly one – third of the respondents 104(29.7%) were disagreed and undecided respectively towards the stated item. However, the mean score of the responses was 3.39 with standard deviation .839 indicated moderate influences. So, from this result it can be said that more than half of the selected TVET students were to some extent liked to be an entrepreneur of the other any options.

With regards to item 3, the respondents were asked to rate the extent of "Being an entrepreneur will give me great satisfaction." Contrary to the above items, less than half of the respondents 156(44.5%) were agreed or strongly agreed, but 78 (22.3%) were disagreed and almost one – third of the respondents 116 (33.1%) were not sure about whether being an entrepreneur gave them great satisfaction or not. However, the mean score value was 3.23 with standard deviation .887 indicating moderate influences. From this result it can be said that for majority of the selected TVET students from Gurage Zone TVET colleges being an entrepreneur gave them moderate satisfaction.

Regards to the fourth item, more than one - third of the respondents 127 (36.2%) were agreed or strongly agreed, while 79 (22.6%) were disagreed and less than half of the respondents 144 (44.1%) were undecided to being an entrepreneur implies more advantages than disadvantages to them. However, the mean value of their ratings was 3.14 with standard deviation .794 indicating moderate influence. Meaning from this result it can be noticed that for less than half of the selected TVET students being an entrepreneur implies more advantages than disadvantages to them.

With regards to the fifth item, less than half of the respondents 149 (42.6%) were agreed or strongly agreed, but 79 (22.5%) and 122 (34.9%) were disagreed and undecided to "I am able to control the creation process of a new business." However, the mean value was 3.21 with standard deviation .845 indicating moderate influence. Therefore, this result implies that less than half of the selected students to some extent have the abilities to control the creation process of a new business.

As to the sixth item, respondents were asked to rate their responses on "If I tried to start a business, I will have a high chance of being an entrepreneur.", accordingly, less than half of the respondents 144(41.1%) were agreed or strongly agreed, while 80 (22.9%) and 126(36.0%) were disagreed and undecided to the stated item. But the mean value of the whole responses was 3.16 with standard deviation .838 showing moderate level influence. Hence, from this result, despite the significant number of respondents who were undecided, it can be said that in less than half of the selected

students if they tried to start a business, they would have a high chance of being an entrepreneur. Therefore, most of the students do not have the chance of entrepreneur if they tried to start a business.

The seventh item, respondents were asked to rate on "I know all about the practical details needed to start a business." accordingly, similar to the above item, less than half of the respondents 150 (42.9%) were agreed or strongly agreed, however, 76 (21.7%) and 124 (35.4%) were disagreed and undecided towards the stated item respectively. But the mean value was 3.20 with standard deviation .806 showing moderate level influence. Hence, from this result, similar to the above item, it can be said that less than half of the selected TVET students have the knowledge about the practical details needed to start a business. Therefore, since the majority respondents were responded with undecided and disagree it can be said that majority of the respondents do not have the knowledge the practical details needed to start a business.

Finally, respondents were asked to rate on "For me, developing a business idea will be easy." Similar to the above most items, less than half of the respondents 147 (42.0%) were agreed or strongly agreed, however, 145 (41.4%) and 58 (16.6%) were disagreed or strongly disagreed and undecided towards the stated item respectively. But the mean value was 2.98 with standard deviation 1.166 showing moderate level influence. Hence, from this result, similar to the above item, it can be said that more than half of the selected TVET students developing a business idea would not be easy.

In general, the overall responses as depicted in Table 4.9, indicates less than half of the respondents 44.2% were agreed or strongly agreed, while 23.7% and 32.2% were disagreed or strongly disagreed and undecided towards entrepreneurial intention items. Moreover, the grand mean which was 3.21 with standard deviation .515 also indicates moderate level influences that the stated items have on the selected students. Therefore, from this result it can be said that most of the selected TVET students to some extent have moderate intention to become entrepreneur.

4.2 Correlation Analysis

Table 4.10: Pearson Correlation Matrix between the independent variables and outcome Variable

Correlations												
		ENTRIN	SEX	AGE	PETSE	FMIN	FEIB	SJPAG	LC	ENVF	ETEDF	EMOIF
ENTRIN	Pearson Correl.	1										
	Sig. (2-tailed)											
SEX	Pearson Correl.	.420**	1									
	Sig. (2-tailed)	.000										
AGE	Pearson Correl.	.165**	.094	1								
	Sig. (2-tailed)	.002	.079									
PETSE	Pearson Correl.	.453**	.115*	-.254**	1							
	Sig. (2-tailed)	.000	.031	.000								
FMIN	Pearson Correl.	.326**	.210**	.497**	-.216**	1						
	Sig. (2-tailed)	.000	.000	.000	.000							
FEIB	Pearson Correl.	.594**	.324**	-.064	.686**	-.032	1					
	Sig. (2-tailed)	.000	.000	.232	.000	.551						
SJPAG	Pearson Correl.	.215**	.046	.437**	-.200**	.504**	-.092	1				
	Sig. (2-tailed)	.000	.394	.000	.000	.000	.086					
LC	Pearson Correl.	.308**	-.085	-.082	.382**	-.074	.321**	-.008	1			
	Sig. (2-tailed)	.000	.112	.125	.000	.169	.000	.877				
ENVF	Pearson Correl.	.720**	.325**	.127*	.322**	.240**	.506**	.201**	.198**	1		
	Sig. (2-tailed)	.000	.000	.018	.000	.000	.000	.000	.000			
ETEDF	Pearson Correl.	.753**	.377**	.116*	.428**	.204**	.555**	.184**	.189**	.612**	1	
	Sig. (2-tailed)	.000	.000	.030	.000	.000	.000	.001	.000	.000		
EMOIF	Pearson Correl.	.670**	.318**	.021	.346**	.198**	.484**	.135*	.201**	.633**	.632**	1
	Sig. (2-tailed)	.000	.000	.695	.000	.000	.000	.012	.000	.000	.000	
	N	350	350	350	350	350	350	350	350	350	350	350
**. Correlation is significant at the 0.01 level (2-tailed).												
*. Correlation is significant at the 0.05 level (2-tailed).												

Source: Author construct from SPSS output, 2022

Pearson correlations was conducted to determine the relationship between the ten independent variables: sex, age category (AGECAT), prior experience to self – employment of students (PETSE), family monthly income (FMIN), family engagement in business (FEIB), students' job preference after graduation (SJPAG), living condition of students (LC), environmental factors (ENVF), entrepreneurship education factors (ENED) and emotional intelligence factors (EMOI) and entrepreneurial intention of TVET students (ENTRIN). As indicated in Table 4.10, all correlation coefficients are positive and significant at $p < .05$ level of precision. As to the significant and positive correlation, according to Samithambe (2019), the Pearson correlation coefficient between entrepreneurial intention of TVET students and sex; prior experience to self – employment experience were (r(SEX) = .420**), (r(PETSE) = .453**) respectively indicate moderate correlation, whereas, the Pearson correlation coefficients between family monthly income; students' job preference after graduation; living condition and ENTRIN were (r (FMIN) = .326**), (r(SJPAG) = .215**), (r(LC) = .308**) respectively indicate weak correlation; but with age category with (r(AGECAT) = .165**) was very weak correlation. However, the Pearson correlation coefficients between family engagement in business; emotional intelligence and ENTRIN were (r(FEIB) = .594**); (r(EMOI) = .670**) respectively indicate high or strong correlation, but very strong and positive correlation was observed between environmental factor, entrepreneurship education and ENTRIN with (r(ENVF) = .720**), (r(ENED) = .753**). Therefore, from these results it can be inferred that among the ten determinant factors of entrepreneurial intention of TVET students, entrepreneurial education factors have the greatest correlation in most of the selected TVET colleges of Gurage Zone. When considering the relative position of the findings of this study relative to prior studies it is concurred with the finding of Archana and Kumari (2018) who found out positive and significant correlation between the majorities of emotional intelligence with entrepreneurial intention of students. On the other hand it is also supported by Odalo (2018) who pointed out positive and significant correlation between entrepreneurship education and students entrepreneurial intention. But in contrast with Abebe (2016) who found out insignificant correlation between entrepreneurship education and entrepreneurial intention of students.

4.3 Regression Analysis

As aforementioned in the previous section, method of data analysis, standard multiple linear regression model assumptions diagnostic test; model fitness test; significance of the independent variables as a whole; significance impact of individual independent variable; predictor model and its interpretations, contribution/influence of each independent variable, Hypotheses test results are presented and discussed.

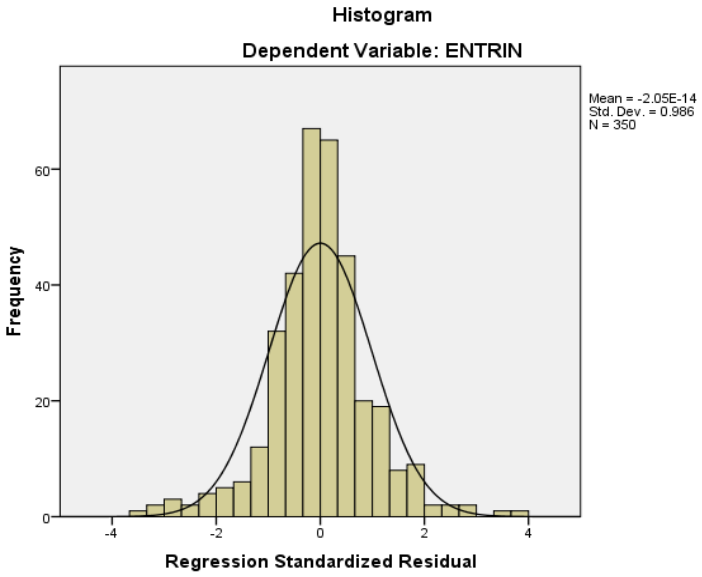
4.3.1 Diagnostic Test Results of the Regression Model

In order a multiple linear regression model shows the relationship between the dependent variable and multiple (two or more) independent variables and the validity of the inferences drawn from this model analysis depends on its assumptions being satisfied. In this regard, in order the analysis to be valid and the regression model explore the relations and examine effects of the independent variables on the dependent variable, it should satisfy all the multiple linear regression model assumptions. Therefore, the assumptions were checked before running the regression analysis using SPSS version 20 software. The diagnostic test for the whole regression model is attached in the Appendix part. In this section, the evaluation of the assumptions of multiple linear regression model and model fitness test analyses are presented and discussed using the outputs of the SPSS.

Assumption 1 - Normality Test

The first important diagnostic test carried out in this study was the normality assumption. Normality test is used to decide whether the residuals are normally distributed or not. According to Brooks (2008), if the histogram is bell shaped, then the residuals are normal distributed. The null hypothesis of the model specification is that the residuals are normally distributed. The normality tests for this study as shown in figure 4.3 below, majority of the score ranges in between the center and known as a normal distribution and is characterized by the bell-shaped curve. This shape implies that the majority of scores lie around the center of the distribution (so the largest bars on the histogram are all around the central value), except few outliers. Therefore, in the sample data, the errors (the standard residuals are normally distributed. The test and its interpretation are presented in Figure 4.3 below.

Figure 4.3: Normality test for residuals



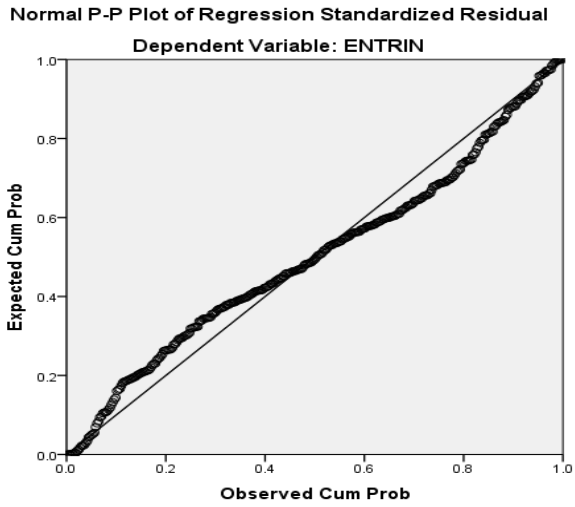
Source: Survey Data of SPSS output, 2022

The result of the analysis in Figure 4.3 shows the standard residuals (errors) in the entrepreneurial intention of TVET students with the five determinant factors of entrepreneurial intention, are normally distributed as it has been described in (Pallant, 2005; Abdel – Salam, 2008).

Assumption 2: Linearity Test

Linearity assumption: There is a linear relationship between the dependent variable and the independent variables. In other words, the value of Y is proportional to the independent variable X. Since the goodness of the model depends on how well it predicts Y, the linearity of the response(Y) and Predictors(X), p – p plot graph could be implemented. As indicated in (Torres – Reyna, 2007), if the whole plots show 45^0 pattern, it indicates that the model seems to be doing a good job in predicting Y. As it can be seen in both graphs given below, except the second figure plots goes a little bit far from the straight line, Figure 4.4, the plots form 45^0 pattern. Therefore, the linearity assumption was met.

Figure 4.4: Linearity p – p plot graph for ENTRIN

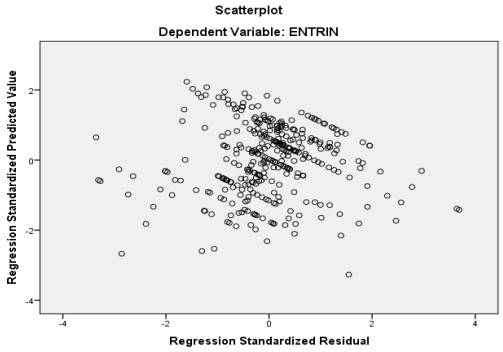


Source: Survey Data of SPSS output, 2022

Assumption 3: Homoscedasticity Test (constant/equal variance assumption)

One of the basic assumptions of the standard linear regression model is homoscedasticity which states that the variance of the errors must be constant. If the errors of the different observation do not have the same variance, they are said to be heteroscedasticity (Brooks, 2008). To test this assumption regression standardized residuals and regression standardized predicted value plots were used, because, they detect model lack of fitness and unequal variances. As indicated in (Abdel – Salam, 2008; Torres – Reyna, 2007), any trends or patterns in the plots indicated lack of fitness and unequal variances which lead to a potential problem in the model. The scatter plot for entrepreneurial intention of TVET students in Gurage Zone is given below in Figure 4.5

Figure 4.5: Scatter plot for homogeneity of variance for ENTRIN



Source: Survey Data of SPSS output, 2022

As can be seen from the above scatter plot, Figure 4.5, even though most plots are concentrated towards the lower central part, they do not form a certain pattern and there are some plots dispersed out from the center. This dispersion can show to some extent the homogeneity of the variances. Meaning, nearly it satisfied the equal variance assumption.

Assumption 4: Test of Independence

In addition to homoscedasticity, it was also required that the errors are independent. Independence can generally be gauged a priori If independence holds, then a scatter plot of residuals versus time (or order of observations) should show no pattern (Figure 4.5, above). If independence is violated, then the model should be reconsidered. A plot of fitted values versus residuals for a hypothetical dataset and model with no systematic pattern, suggesting that homoscedasticity is valid. No pattern, indicating that independence is reasonable.

Assumption 5: Non - Multicollinearity Test

Non – multicolinearity assumption: The independent variables are not very strongly correlated. That is, the predictor variables should not have a strong relationship with each other. Multicolinearity occurs when several independent variables correlated at high levels with one another, or when one independent variable is nearly linear combinations of the other independent variables (Keith, 2006 cited in plots, 2011).

Table 4.11: Non – Multicolinearity test of the Independent Variables

Determinant factors of Entrepreneurial Intention		
Independent Variables	**Tolerance**	**VIF**
Sex	.832	1.202
Age	.552	1.812
Prior experience to self – employee[PETSE]	.574	1.742
Family monthly income[FMIN]	.596	1.678
Family engagement in business[FEIB]	.551	1.815
Students job preference after graduate[SJPAG]	.581	1.722
Living condition[LC]	.604	1.656
Environmental factors[ENF]	.603	1.657
Entrepreneurship education[ENTREDF]	.504	1.983
Emotional Intelligence[EMOIF]	.643	1.555

Source: Author construct from Survey Data of SPSS output, 2022

The ten independent variables in the model should not be highly correlated. To test this assumption the researcher used the more precise approach, assessing the tolerance and its reciprocal values (VIF, variance inflation factor) in the output results of the regression analysis for model fitness. The tolerance value is the indication of the percent of variance in the predictor that can't be accounted for by the other predictors, very small value indicated that a predictor is redundant. If the tolerance value of each predictor is greater than 0.10, then it indicates the non – multicolinearity for each predictor if not it shows the existence of multicolinearity. As (Shi, 2013; Hickey et al., 2019; Diem Ngo, 2012; Pallant, 2005; Torres – Reyna, 2007) showed that, if the VIF value of each predictor is less than 10, then it indicates the non – multicolinearity of the predictors if not it suggested a problem. When such situation, tolerance less than 0.10 and VIF is greater than 10, is happened the regression model estimates of coefficients became unstable and the standard errors for the coefficients could get inflated. In other words the model loses its statistical validity. As it can be seen in the above Table 4.11, there was no multicolinearity among the independent variables sex, age; prior experience to self

– employee [PETSE]; family monthly income [FMIN]; family engagement in business [FEIB]; students job preference after graduate [SJPAG]; living condition [LC]; environmental factors; entrepreneurship education and emotional intelligence in the model for the entrepreneurial intention of TVET students. Therefore, the non – multicolinearity assumption was met.

4.3.2 Model fitness Test: Model Utility Test

Model fitness test is a statistical test to check whether the regression model is fit for the data or not. To test the model fitness, the overall steps for testing multiple linear regression model, F – ratio – test analysis of variance [ANOVA] for the overall model fitness test and t – test for the significance of an individual coefficients in the regression model with 5 % level of significance were used.

Model fitness test is a statistical test to check whether the regression model is fit for the data or not. To test this, F – test analysis of variance [ANOVA] for the overall model fitness test with 5 % level of significance was used as (Abdulaziz et al., 2011) did. Therefore, the significance of the independent variables as a whole is summarized in Table 4.12 below.

Significance test of the coefficients as a whole

Model Hypothesis tested:

$\boldsymbol{H_o}$: $\boldsymbol{\beta_i = 0}$ Means all the ten independent variables – determinants of entrepreneurial intention of TVET students in Gurage Zone X_i & Y (ENTRIN) are not linearly related.

$\boldsymbol{H_1}$: $\boldsymbol{\beta_i \neq 0}$ [At least one of the β_i's is different from zero for i = 1, 2, 3, …,8, 9, 10] – Means X_i & Y are linearly related with $\alpha = 0.05$, level of significance.

Decision Rule: If sig. p - value $<$ 0.05, then it shows at least one of the coefficients in the model is significant. Reject $\boldsymbol{H_o}$ and conclude that, the model fit the data (i.e. the model is useful for prediction purposes). If sig. p - value > 0.05, then this shows all the coefficients in the regression model is zero. In this case the null hypothesis should be accepted. Conclude that the model does not fit.

Multiple linear regression model does a good job of describing the relationship between the dependent variable Y (entrepreneurial intention) and the independent variables X (determinant factors affecting ENTRIN of students), if large proportion for sample coefficient of determination, R^2, be ensured. Such a test was accomplished by the means of analysis of variance (ANOVA) which enables us to test the null hypothesis of no linear relationship between X and Y.

Table 4.12: Model Fitness Test: ENTRIN with the Independent Variables

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.269	10	1.127	106.525	.000[b]
	Residual	3.586	339	.011		
	Total	14.856	349			

a. Dependent Variable: ENTRIN

b. Predictors: (Constant), EMOIF, AGECAT, LC, SEX, SJPAG, PETSE, FMIN, ENVF, ETREDF, FEIB

Source: Survey Data of SPSS output, 2022

As it can be seen from the above Table 4.12, the F – ratio in the ANOVA table tests whether the regression model is a good fit for the data. The table shows that the independent variables statistically significantly predicted the dependent variable – entrepreneurial intention of TVET students with F (10, 339) = 106.525, p (.000) <0.05(i.e., the regression model is a good fit of the data). The greater the F – ratio, the more the data fit the model which is confirmed by the sum of squares of the regression; row one, (11.269) which is greater than the sum of the squares of the residual (3.586). Therefore, it can be said that the model was better if it was a function of at least one of the independent variables rather than only withβ_0.at least one of the coefficients (independent variables) was significant for the model – entrepreneurial intention of TVET students. This led to the validity of the model with the ten independent variables to predict Y (entrepreneurial intention of TVET students) was better if it was a function of at least one of the independent variables rather than only withβ_0.Therefore, sex, age; prior experience to self – employee [PETSE]; family monthly income [FMIN]; family engagement in business [FEIB]; students job preference after graduate[SJPAG];living condition[LC]; environmental factors[ENVF]; entrepreneurship education[ENTEDF] and emotional intelligence[EMOIF] and entrepreneurial intention of TVET students were linearly related and the model was fit the data. Hence, the regression model could predict the impact of the ten predictor variables on entrepreneurial intention of TVET students in Gurage Zone.

4.3.3 Significance of the independent Variables as a Whole

Since the objective of this study was investigating determinants of entrepreneurial intention of TVET students in Gurage Zone TVET colleges, the capacity of the whole independent variables in explaining ENTRIN is presented using model summary in Table 4.13.

Table 4.13: Model Summary of the Regression Analysis

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.871[a]	.759	.751	.10285

a. Predictors: (Constant), EMOIF, AGECAT, LC, SEX, SJPAG, PETSE, FMIN, ENVF, ETREDF, FEIB

b. Dependent Variable: ENTRIN

Source: Survey Data of SPSS output, 2022

The other table of interest in multiple regression analysis is the model summary (Table 4.12). This table provides the R, R^2, adjusted R^2 and the standard error of the estimate, which can be used to determine how well a regression model fits the data. In the above Table 4.13, the R – value of the model indicates the multiple correlations which is the equivalent of Pearson's r rather than representing the magnitude and direction of the relationship between two variables. It shows the strength of the relationship between the outcome variable (dependent) and the independent variables as a whole predicted by the model. Therefore, the numerical value R = .871 indicate the existence of very strong positive relationship between the dependent variable – ENTRIN and the ten predictor variables – determinants of entrepreneurial intention of students.

The "R – square" column represents the R^2 value (also called the coefficient of determination), which is the proportion of variance in the dependent variable that can be explained by the independent variables. Therefore, the R square values, .759, indicated that the percentage of the variation of the dependent variables – entrepreneurial intention of students which were directly attributable to the independent variables. Meaning, the independent variables sex, age; prior experience to self – employee; family monthly income; family engagement in business; students job preference after graduate; living condition; environmental factors; entrepreneurship education and emotional

intelligence explained 75.9% of the variance/changes in the ENTRIN. Therefore, as (Stephanie, 2018) indicated that, the explaining capacity of the ENTRIN model with the indicated independent variables was 75.9%, but, the remaining 24.1% of the variation were explaining by other factor variables that can affect ENTRIN of students in Gurage Zone TVET colleges which were not included in this study.

The Adjusted R square, the most useful measurement of the success of a model, which is better than the R square value. It tells how well the data points fit a regression line showing the percentage of variation explained only by the independent variables that actually affect the dependent variable (Stephanie, 2018). Because R square value tends to somewhat over – estimate the success of the model when applied to the real world, and also the Adjusted R square value takes in to account the number of variables in the model and the number of observations, participants – sampled TVET students of Gurage Zone, upon which the model was based on (Nasser, 2020). Therefore, the adjusted R square value for ENTRIN was .751. So, it can be said that the ENTRIN model was accounted for 75.1% of the variance in ENTRIN of students in Gurage Zone. As Mujis(2004) pointed out there is a rule of thumb which can be used to determine the status of the model using adjusted R square value: if the adjusted R square value is < 0.1, it indicates poor fit of the model; if it is 0.11 to 0.30, it indicates modest fit of the model; if it is 0.31 to 0.50, then moderate fit; but if it is > 0.50, it indicates strong fit of the model. Thus, based on these criteria the ENTRIN model fitted the data strongly.

Thus, from this analysis one can infer that the stated independent variables are inevitable for the entrepreneurial intention of students for TVET colleges in Gurage Zone.

4.3.4 Predictor model and its interpretations, Contribution of each independent variable, Hypotheses test results

4.3.4.1 Predictor Model and its Interpretation

In order to identify which regression coefficient (or independent variable) has significant impact for the model (for the dependent variable), the output of the coefficients table of the SPSS was used. The test of significance was conducted by the t – p – value.

Table 4.14: Impact of each Independent Variable on ENTRIN

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations Zero-order
		B	Std. Error	Beta			
1	(Constant)	1.320	.129		10.197	.000	
	SEX	.046	.013	.110	3.575	.000	.420
	AGE	.011	.008	.044	1.346	.179	.165
	PETSE	.055	.017	.132	3.236	.001	.453
	FMIN	.026	.006	.161	4.660	.000	.326
	FEIB	.030	.018	.070	1.633	.103	.594
	SJPAG	.002	.005	.016	.478	.633	.215
	LC	.055	.013	.123	4.139	.000	.308
	ENVF	.214	.032	.261	6.782	.000	.720
	ETEDF	.262	.034	.307	7.617	.000	.753
	EMOIF	.119	.033	.137	3.568	.000	.670

Source: SPSS output, 2022

According to the result obtained from the SPSS, in Table 4.14 above, under the Sig. column, the p – values of all the independent variables, except SEX, AGE and FEIB (family engagement in business), are less than .05, level of significance. Meaning, the seven independent variables – PETSE, FMIN, SJPAG, LC, ENVF, ETREDF and EMOIF have statistically significant influence on the entrepreneurial intention of students.

In general, the information contained and discussed in sections 4.4.2 and 4.4.3 characterized the goodness and the usefulness of the model to predict the entrepreneurial intention of TVET students based on the ten factors. Therefore, the regression model became the predictor model (forecast model) with equation:

Predictor model:

$$\hat{Y}(\text{ENTRIN}) = 1.320 + .046\text{SEX} + .011\text{AGE} + .055\text{PETSE} + .026\text{FMIN} + .030\text{FEIB} + .002\text{SJPAG} + .055\text{LC} + .214\text{ENVF} + .262\text{ETREDF} + .119\text{EMOIF}$$

Forecasting the influence is making predictions about the dependent variable based on the relationships observed in the estimated regression. Therefore, the above predictor model could be interpreted in terms of unstandardized coefficients (B) and presented below.

Predictor Model Interpretation

The predictor model, $\beta_i's$, the unstandardized beta coefficients tell us about the direction of the influence relationships between the outcomes, ENTRIN and the ten independent variables. i.e., Unstandardized B coefficients show absolute change of the dependent variable ENTRIN if the independent variable size changes by one unit. If the B coefficient is positive, then the independent variable and the dependent variable have direct relationship, but if the B coefficient is negative they have inverse relationship. That is, as the mean score of each independent variable increases or the non – parametric changes from one stage to the other, for instance, in case of sex: from male to female or vice versa, the mean score of the ENTRIN also increases or changes, if it is positive, whereas, if it is negative, as the mean score of the independent variable increases, the mean score of ENTRIN decreases or changes to the other way. In addition, these β values give us also an idea of influence of each independent variable has on ENTRIN if the influences of the other independent variables are held constant. For instance, β(ETEDF) = .262: as the mean score of ENTREDF(entrepreneurial education factor) increases by one unit, holding the other independent variables constant, the mean score of ENTRIN increases by .262 units. Meaning, as the entrepreneurial education related factors influence on the entrepreneurial intention of the selected TVET students in Gurage Zone increased by 26.2%, the entrepreneurial intention of TVET students would be improved. For instance, item 1 of Table 4.6: as the mean score of entrepreneurship course that students attended motivates them to become entrepreneur increases, then their entrepreneurial intention would be increased.

On the other hand, in the predictor model (above), $Beta_i$'s, the standardized beta coefficients, the fourth column of Table 4.13, tell us about the contributions/influences of each of determinant factors of entrepreneurial intention of TVET students. In other words, the Beta weight is the average amount the dependent variable – entrepreneurial intention increases when the independent variable increases by one standard deviation while all other independent variables held constant. Therefore, the highest contributor or influential factors for the entrepreneurial intention of students was the mean score of ENTED (.307) and the lowest contributor was SEX, for example, when the independent variable ENTED mean scores increases by one standard deviation, keeping the other independent variables constant, the entrepreneurial intention of the selected TVET students increases by 30.7%.

4.3.4.2 Contribution/Influence of each Independent Variable for the Model

Once the independent variables are useful for the entrepreneurial intention model, the extent of their contribution or influence for the dependent variable varies from variable to variable. So, in order to identify and to compare the extent of the influence of each of the ten factor variables, standardized coefficients, Beta values were used (Table 4.14), because, the values of the Standardized Beta Coefficients (Beta) column of the table indicate which independent variable (factor variable) makes the strongest contribution to explain the dependent variable (ENTRIN), when the variance explained by all other independent variables in the model were controlled. Moreover, their relative absolute magnitudes reflect their relative importance in predicting ENTRIN. A large value indicates that a unit change in this predictor variable has a large influence on the outcome variable. The percent of the influence of each of the ten independent variables was obtained by the equation that links R^2 = 0.759 as indicated in (Beaumont, 2010) analysis:

$$\boldsymbol{R^2_{0(SEX)(AGE)(PETSE)(FMIN)(FEIB)(SJPAG)(LC)(ENV)(ENED)(EMOI)}=Beta_{SEX}r_{0SEX} + Beta_{AGE}r_{0AGE} + Beta_{PETSE}r_{0PETSE} + Beta_{FMIN}r_{0FMIN} + Beta_{FEIB}r_{0FEIB} + Beta_{SJPAG}r_{0SJPAG} + Beta_{LC}r_{0LC} + Beta_{ENV}r_{0ENV} + Beta_{ENED}r_{0ENED} + Beta_{EMOI}r_{0EMOI}}$$

Where, $Beta's$ are the coefficients (standardized) of the independent variables, r_{Os} are the zero order correlations which have been taken from the output of the coefficients' Table 4.13, Zero order is the Pearson correlation between each predictor and dependent variable (Brooks, 2008).The value of R^2 could be expressed as the sum of the product of each of the independent variables standardized Beta values by zero order correlation coefficient values respectively as:

.759× 100% = (.110 x .420 + .044 x .165 + .132 x .453 + .161 x .326 + .070 x .594 + .016 x .215 + .123 x .308

+ .261x.720 + .307x.753 + .137x.670) x100%

75.9% ≈ 4.6% + .7% + 6.0% + 5.2% + 4.2% + .3% + 3.8% + 18.8% + 23.1% + 9.2%

Therefore, the contribution or the influence of ENED (entrepreneurship education) which was 23.1% of the whole independent variables was the highest in determining the entrepreneurial intention of most of the selected TVET students in Gurage Zone TVET colleges, whereas, ENV, EMOI, PETSE, FMIN, SEX, FEIB, LC, AGE, and SJPAG in the indicated order influenced the ENTRIN by 18.8%, 9.2%, 6.0%, 5.2%, 4.6%, 4.2%, 3.8%, .7% and .3% respectively. From these percentages, one can infer specifically that entrepreneurial intention of most of TVET students in Gurage Zone are highly

influenced/affected by the entrepreneurship education relative to the other determinants of TVET students' entrepreneurial intention and hence it is inevitable for their future intention to become entrepreneur. In this regard, the finding of this study, specifically on entrepreneurship education, is concurred with the finding of Odalo (2018) who found out significant and positive influence of entrepreneurship education on entrepreneurial intention of students in Technical, Vocational Education, and Training institutions in Kenya.

4.3.5 Hypotheses Test Results

As aforementioned earlier, the objective of the study was to investigate determinants of TVET students' entrepreneurial intention in Gurage Zone TVET colleges which was formulated into four hypotheses. To carry out the tests the SPSS output coefficient table, Table 4.14, was used. Therefore, the hypotheses, developed in the prior sections, results in relation to the prior research findings are discussed as follows.

4.3.5.1 Hypothesis Test results of Socio - demographic Factors

In this section the hypotheses test results about the socio – demographic factors such as sex difference, age difference, students with prior experience in self-employment, family monthly income differences, students whose parents are engaged in business, students' job preference after graduation, and students' who lived with their parents are presented and discussed accordingly.

4.3.5.1.1 Sex Difference

$Ho_{1:1}$: Statistically, sex difference has no significant and positive influence on the entrepreneurial intention of TVET students.

As indicated in Table 4.14, the results of the regression analysis on sex differences among the selected TVET students unstandardized β coefficients with its corresponding sig. p - value (β = .046, p = .000 < .05) indicates statistically significant. This implies the evidence led to reject the stated null hypothesis and hence it can be inferred that sex difference has a significant and positive influence on the entrepreneurial intention of TVET students in Gurage Zone TVET colleges. Moreover, due to the positive sign of the unstandardized coefficient, to some extent higher entrepreneurial intention was observed in male students than their counterpart. This finding is supported by the finding of Nguyen (2018) who conducted his study on examining the effect of personality traits, attitude and

entrepreneurship education on entrepreneurial intention of students in Technical, Vocational Education, and Training institutions in Kenya and found out higher entrepreneurial intention of male students than female.

4.3.5.1.2 Age Difference

$Ho_{1:2}$: Statistically, age differences have no significant and positive influence on entrepreneurial intention of TVET students.

As depicted in Table 4.14, the results of the regression analysis on age differences (category: age from: 18 – 20; 21 – 25; and above 25) among the selected TVET participant students unstandardized β coefficients with its corresponding sig. p - value (β = .011, p =.079 > .05) indicates statistically no significant. This implies the evidence did not lead to reject the stated null hypothesis and hence it can be inferred that age differences have no significant and positive influence on the entrepreneurial intention of TVET students in Gurage Zone TVET colleges. Moreover, beyond the non – significance of the age differences, due to the positive sign of the unstandardized coefficient, as the age of the students increases, the entrepreneurial intention also increases. This finding is concurred with the finding of Nguyen (2018) who conducted his study on examining the effect of personality traits, attitude and entrepreneurship education on entrepreneurial intention of students in Technical, Vocational Education, and Training institutions in Kenya and found out age level have no particular impact on the entrepreneurial intention students.

4.3.5.1.3 Students with Prior Experience in self - employed

$Ho_{1:3}$: Statistically, students with prior experience in self-employment do not show a higher level of entrepreneurial intention than students without prior experience in self-employment.

Unlike the above two socio – demographic factors, as it can be seen in Table 4.14, the results of the regression analysis on students with prior experience in self - employed among the selected TVET participant students unstandardized β coefficients with its corresponding sig. p - value (β = .055, p =.001 < .05) indicates statistically significant. This implies the evidence led to reject the stated null hypothesis and hence it can be inferred that students with prior experience in self-employment shown higher level of entrepreneurial intention than students without prior experience in self-employment.

4.3.5.1.4 Family Monthly Income Differences

$Ho_{1:4}$: Statistically, family monthly income differences have no significant and positive influence on entrepreneurial intention of TVET students.

The fourth hypothesis that was investigated in this study was the influence of family income differences, as it has been shown in Table 4.14, the results of the regression analysis on family income differences among the selected TVET participant students unstandardized β coefficients with its corresponding sig. p - value (β = .026, p =.000 < .05) indicates statistically significant. This implies that the evidence led to reject the stated null hypothesis and hence it can be inferred that family monthly income differences have significant and positive influence on entrepreneurial intention of TVET students.

4.3.5.1.5 Students whose parents are engaged in business

$Ho_{1:5}$: Statistically students whose parents are engaged in business do not show positive and higher level of entrepreneurial intention than students whose parents are not engaged in business.

As to the fifth socio – demographic factors, the results of the regression analysis on students whose parents are engaged in business among the selected TVET participant students unstandardized β coefficients with its corresponding sig. p - value (β = .030, p = .103 > .05) indicates statistically no significant. This implies that the evidence did not lead to reject the stated null hypothesis and hence it can be inferred that statistically students whose parents are engaged in business did not show higher level of entrepreneurial intention than students whose parents are not engaged in business, however, they showed positive intention. In this regard, the finding of this study is in contrast with the finding of Nguyen (2018) who conducted his study on examining the effect of personality traits, attitude and entrepreneurship education on entrepreneurial intention of students in Technical, Vocational Education, and Training institutions in Kenya and found out students whose parents are self – employed shown that higher entrepreneurial intention than students whose parents are not engaged in business.

4.3.5.1.6 Students' Job Preference after graduation

$Ho_{1:6}$: Statistically students' job preference after graduation has no significant and positive influence on entrepreneurial intention of TVET students.

As to the sixth hypothesis, the results of the regression analysis on students' job preference after graduation students whose parents are engaged in business among the selected TVET participant students unstandardized β coefficients with its corresponding sig. p - value (β = .003, p = .633 > .05) indicates statistically significant. This implies that the evidence did not lead to reject the stated null hypothesis and hence it can be inferred that statistically students' job preference after graduation has no significant and positive influence on entrepreneurial intention of TVET students.

4.3.5.1.7 Students' who lived with their parents

$Ho_{1:7}$: Statistically students' who lived with their parents do not show positive and higher level of entrepreneurial intention than those who do not live with their parents.

Finally, the results of the regression analysis on students' who lived with their parents among the selected TVET participant students unstandardized β coefficients with its corresponding sig. p - value (β = .055, p = .000 < .05) indicates statistically significant. This implies that the evidence led to reject the stated null hypothesis and hence it can be inferred that statistically students' who lived with their parents show positive and higher level of entrepreneurial intention than those who do not live with their parents. Therefore, from this result those students living with their parents have more intention to become entrepreneur.

In summary, among the socio – demographic factors of entrepreneurial intention of TVET sex difference, students with prior experience in self-employment, family monthly income and students who lived with their parents have significant and positive influence for students to be entrepreneur. Therefore, these variables are very important to the policymakers in entrepreneurship development to initiate effective strategies to foster entrepreneurship for TVET students.

4.3.5.2 Environmental factors

H_2: Statistically, environmental factors have no significant and positive effects on entrepreneurial intention of TVET students

As depicted in Table 4.14, the results of the regression analysis on the quantitative data environmental factors among the selected TVET participant students unstandardized β coefficients with its corresponding sig. p - value (β = .214, p = .000 < .05) indicates statistically significant. This implies the evidence lead to reject the stated null hypothesis and hence it can be inferred that

statistically, environmental factors have significant and positive effects on entrepreneurial intention of TVET students. In this regard, the finding of this study is in contrast with the finding of Esuh and Najafi (2015) who found out neither environmental support nor environmental influence had significant impact on entrepreneurial intention of students.

4.3.5.3 Entrepreneurship Education

Ho_3: Statistically, entrepreneurship education has no significant and positive effect on entrepreneurial intention.

Similar to the above hypothesis, the results of the regression analysis on the quantitative data entrepreneurship education factor among the selected TVET participant students unstandardized β coefficients with its corresponding sig. p - value (β = .262, p = .000 < .05) indicates statistically significant. This implies the evidence lead to reject the stated null hypothesis and hence it can be inferred that statistically, entrepreneurship education has significant and positive influence on entrepreneurial intention of TVET students in Gurage Zone TVET colleges. So, the finding of this study is in contrast with the finding of Abebe (2016) who conducted his study on Colleges in Benishangul Gumuz Regional States and found out entrepreneurship education was unable to motivate, encourage and equip students with necessary courage, skills and knowledge to create job. However, it is concurred with the finding of Habtamu (2020) who conducted his study on determinants of TVET graduate students' intentions towards entrepreneurship in three TVET schools namely; Wolkite Poly technique, Butajira, and Agena TVET schools in Gurage Zone and found out positive and significant influence of entrepreneurial intention on TVET students. It is also in line with the finding of Boahemaah et al.(2020) who investigated the impact of entrepreneurship education on entrepreneurial intentions of undergraduate students and found out entrepreneurship education have a direct positive influence on the entrepreneurial intention of most students.

4.3.5.4 Emotional Intelligence

Ho_4: Statistically emotional intelligence has no significant and positive influence on entrepreneurial intention.

Finally, the study investigated the influence of emotional intelligence, according to the results of the regression on the selected TVET students the unstandardized coefficient with its correspondent sig. p – value (β = .119, p = .000 < .05) indicates statistically significant. This implies the evidence lead to

reject the stated null hypothesis and hence it can be inferred that statistically, emotional intelligence has significant and positive effect on entrepreneurial intention of TVET students in Gurage Zone TVET colleges. Which is in line with the findings of Abebe (2016) who found out perceived behavioural control has the most important determinant factors of entrepreneurial intention of the students. And also it is concurred with the finding of Archana and Kumari (2018) who pointed out emotional intelligence have positively and strongly affected entrepreneurial intention of students. Moreover, it is also similar with the finding of Jepchirchir et al. (2019) who tried to show the positive and significant effect of behavioural control on the entrepreneurial intention of students.

Chapter Five

Summary, Conclusions and Recommendations

This chapter is the final section that presents summary of major findings, conclusions, and recommendations of the study. It reports summary of the main findings of the study based on the results and discussions section. Based on the findings of the study the conclusions were made and recommendations are forwarded to concerned government bodies, to TVET colleges of Gurage Zone and suggestion for other researchers. Finally, as the result of scope and limitations of the study, the researcher provides suggestion for future/further study.

5.1 Summary of Major Findings

This study was conducted with the prime intent of was to investigate determinants of TVET students' entrepreneurial intention in Gurage Zone TVET colleges Accordingly the researcher gathered data through primary and secondary sources and conducted the analysis to point out the major findings. To achieve this aim, descriptive and explanatory research design was utilized along with mixed approach. In the first phase, a quantitative approach was employed in the form of a survey questionnaire, and concurrently interviewed TVET instructors and conducted focus group discussion with Gurage Zone TVET department officers, in order to identify the critical determinant factors of entrepreneurial intention of TVET students. Moreover, inferential statistics such as Pearson correlation coefficient and multiple linear regression analyses were carried out to test the hypotheses of the study. Therefore, the major findings of the study are presented underneath.

The socio – demographic factors descriptive and qualitative data analysis results showed that among the selected students more than half of them were male with 56.3%, more than half 53.4% of the respondents age were in the range of 18 – 20, nearly two – third of the respondents 63.7% have no prior experience/exposure to self – employment, more than half of the respondents' 51.7% family monthly income was 4000 Ethiopian Birr, more than two – third of the respondents' family did not engage in business activities, majority of the respondents 39.4% preferred government employee after their graduation, and those students who lived with their parents were 68.6%. As to the other three variables the grand mean scores of the environmental factor items, entrepreneurship education items, and emotional intelligence items were 3.32 with standard deviation .385; 2.57 with standard deviation .444 and 2.60 with standard deviation .539 respectively showing that moderate, low, and low influences/effects respectively. The investigation of the dependent variable – entrepreneurial intention grand mean was 3.21 with standard deviation .515 indicates moderate intention.

Furthermore, the study also investigated the extent of the relationship between the ten determinant factors and the entrepreneurial intention of TVET students of the selected TVET colleges of Gurage Zone. According to the correlation matrix results moderate and positive correlation was observed between sex, prior experience/exposure to self – employment of students and entrepreneurial intention with Pearson correlation coefficients .420** and .453**; whereas age category has weak, significant and positive correlation with entrepreneur intention with .165**; but family monthly income, students' job preference after graduation and living condition have weak correlation with entrepreneur intention with .326**, .215** and .308** respectively. Finally, among the determinant factors, family engagement in business and emotional intelligence have strong or high correlation with .594** and .670**, while environmental factor and entrepreneur education or courses have very strong correlation with entrepreneurial intention with .720** and .753** respectively.

The regression analysis result revealed that among the ten factor variables, prior experience/exposure to self – employment, students' job preference after graduation, environmental factors, entrepreneur education, and emotional intelligence have positive and significant influence on the entrepreneurial intention of most of the selected TVET students, where highest impact or contribution was observed on entrepreneur education which was 23.1%. However, age category, family engagement in business and students' job preference after graduation have no significant influence on entrepreneurial intention of students. But the whole variables have 75.9% of capacity in explaining the variation in the outcome variable; nonetheless, the remaining 24.1% of the variation in the entrepreneurial intention was explained by variables which were not included in the study.

5.2 Conclusions

Based on the findings of the study the following conclusions are drawn.

This study was conducted with the prime intent of critically investigating the determinant factors affecting the entrepreneurial intention of TVET students in Gurage Zone colleges. Based on the findings of the study, the following conclusions were drawn.

From the descriptive statistics analysis result, it can be inferred that even though the participant students were TVET students and their entrepreneurial intention were at moderate stage, majority of them preferred to be government employee. Therefore, from this finding it can be inferred that the execution of this interest in practice is low.

Among the socio – demographic factors of entrepreneurial intention of TVET students with prior experience in self-employment, family monthly income and students' job preference after graduation as well as the environmental factors, entrepreneur education and emotional intelligence have significant and positive influence for students to be entrepreneur. Therefore, these variables are very important to the policymakers in

entrepreneurship development to initiate effective strategies to foster entrepreneurship intention on TVET students.

In terms of the stated hypotheses of the study the specific empirical findings emerged from the investigation that among the socio – demographic factors of entrepreneurial intention of TVET students with prior experience in self-employment, family monthly income and students' job preference after graduation have significant and positive influence for students to be entrepreneur. Therefore, these variables are very important to foster entrepreneurship for TVET students in Gurage Zone. As to the other three variables of the study the largest predictor/contributor variable to the entrepreneurial intention was entrepreneur education, environmental factors and emotional intelligence. Therefore, it can be safe to conclude that these variables are the crucial factors for the improvement of the students' intention to become entrepreneur.

5.3 Recommendations

Based on the results and conclusions the researcher suggests the following recommendations:

It is a fact that attaining TVET strategy will not be effective without the collaborative effort of stake holders, besides on the realization of maximum student's entrepreneurial intention at TVET centers this study suggests that:-

For government bodies: - at macro level the government policies, strategies and programs should consider infant business by subsidize beginners specially by delivering land (work place) minimizing tax rate and by facilitating business startup. Beyond this addressing the marginalized regions on TVET colleges coverage is significant, more over the government is responsible by allocating adequate budget for the zonal TVET department and for the colleges as well. In addition the federal government (MOE) is responsible in assigning a cut point for the newly TVET joiners, as a result the TVET college entrance point should be assigned based on scientific investigation.

For Gurage zone TVET Department :- the office have a responsibility on hiring well educated and qualified college trainers and officers as a result performing their task in accordance with the rules and regulation is mandatory, in line with this encouraging and recognizing outshined role model trainers and trainees is highly suggested. Beyond this strengthen bondage with stake holders especially with the industrial and manufacturing sectors is also crucial.

On the other hand trainers and officer's skill gap identification and intervention will enhance the sector competitiveness. More over in order to ensure quality training the zonal TVET department should perform a continuous monitoring and evaluation, as well as support and follow up for the respective colleges. Besides

based on priority strategy proper utilization of human and non-human resources will facilitate the sector achievement.

Gurage zone micro Small and Medium Enterprises: - the zonal MSME should ensure quality service delivery by hiring competent officers, avoiding elongated bureaucracy, ensuring transparency as well as avoiding corruption is mandatory.

Governmental and non-governmental organizations: - development organizations who work on gender mainstreaming should work in coordination especially by increasing female TVET attendants and avoiding harmful traditional beliefs against females as well as blurred societal perception on TVET centers.

Financial Institutions: - the zonal financial institutions including micro finances should work on ensuring quality service delivery and revising interest rate for business beginners. This will encourage the newly entrepreneurs.

TVET colleges: - the zonal TVET colleges have also their own share by delivering inclusive education and training for the needy such as disadvantaged member of the society including handicapped and females. Besides in order to enhance female's competition additional tutorial class should be given. On the other hand encouraging students saving (money) as well as strengthening entrepreneurship education and supporting the study by sharing the life experience of local role model entrepreneurs is essential. Moreover looking for internal sources of finance is crucial; as a result the area that TVET College's coverage is comparatively larger that's why the colleges should use this place for agricultural practice, and other business activities. In addition easy technologies innovated or adopted by trainees and trainers should be open for the local market, this will have great significance not only as a source of financial, but also correcting the societal wrong perception against TVET.

Furthermore, the colleges have a responsibility to transfer technologies that have been innovate by their trainers and trainees; which have a great share in addressing societal challenges and encouraging TVET student's entrepreneurial intention in one way or another.

5.4 Limitations and Scope for Further Study

Even though this study considered ten determinant factors of entrepreneurial intention of TVET students that were used in most of the prior researches conducted by different researchers in different areas it did not include exhaustively other factors, for instance, institutional support, achievement of students, and perceptions of students towards entrepreneurial intention that can affect the title under consideration. On the other hand this study dealt with the entrepreneurial intention measurement in terms of items rated by a 1 – 5 point likert scale

and evaluated by mean score values as a dependent variable it would be better if other measurements are used to measure the dependent variable. But it is very important to note that these limitations didn't have any significant impediment on the outcome of the study. Therefore, other researchers can take this research as a spring board to conduct further study at depth on potential factors that can affect the entrepreneurial intention of TVET students.

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Appendices

Appendix A: Questionnaire

WOLKITE UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF GOVERNANCE AND DEVELOPMENT STUDIES

Questionnaire to be filled by TVET Students

Dear students,

I am a graduate student in the department of governance and development studies, Wolkite University. Currently, I am undertaking a research entitled *"**Determinants of TVET students' entrepreneurial intention in Gurage Zone**".* You are one of the respondents selected to participate in this study. The purpose of this questionnaire is to collect relevant data that will be used for the partial fulfillment of the requirements of the degree of masters of art in development planning and management. Therefore, I would kindly request you to assist me providing actual information by

filling the questionnaire to the best of your knowledge. Your participation is entirely voluntary and the questionnaire is completely anonymous. Finally, I confirm you that the information that you share me will be kept confidential and only used for the academic purpose. No individual's responses will be identified as such and the identity of persons responding will not be released to anyone.

Thank you in advance for your kind cooperation and dedicating your time!

With regards,

Roza Agiza

Tel.: +251 943095248

E – mail:

General Directions

Please note the following points before you start filling the questionnaire

- You do not need to write your name on the questionnaire,
- For items/questions with alternatives, encircle the alternative that you choose
- For Likert scale type statements and multiple choice questions indicate youranswers using the "√" mark in the box [bracket],
- Use the blank space if you need to add idea/s that is not mentioned in the questionnaire

Section I: Socio - demographic Characteristics of the Respondents

1. Sex: A. Male B. Female

2. Age Category: A.18 – 20 B.21 – 25 C. above 25

3. To which TVET field do you belong to? please specify_____

4. Do you have prior exposure/experience to self-employment?

   A. Yes B. No

5. How much is your Family's monthly income in Birr?

   A. Less than 1000 D. 3001 - 4000

B. 1000 – 2000 E. 4001 - 5000

C. 2001 - 3000 F. above 5000

6. Does your family engaged in business?

   A. Yes B. No

7. If your answer for question # 6 is "Yes", how often do you participate in the family business?

   A. Every day B. Mostly C. Sometimes D. Never

8. If your answer for question # 6 is "Yes", does your family's business related with your field of study?

   A. Yes B. No C. I am not sure

9. Students' job preference after graduation: what is your job preference after graduation?

   A. Government C. Private employment

   B. Self – employment D. Continue family business

10. With whom are you living?

    A. With my family B. Not with my family

Section II: Determinants of entrepreneurial intention

The determinant factors that can affect entrepreneurial intention of TVET students and their entrepreneurial intention variables along with their respective items are listed below. Please indicate the degree to which you agree with these factors in affecting the entrepreneurial intention of you after you read each of the items, evaluate them in relation to your intention of entrepreneur and then put a tick mark (√) under the choices below, where, 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree and 1= strongly disagree in the box provided

1. Environmental Factors

No	**Item on environmental factor**	Values of the scales				
		1	2	3	4	5
1.	I am supported by my TVET environment to do business					

2.	I am supported by the government to engage in business activities					
3.	The environment encourages me to become an entrepreneur					
4.	I am often given opportunity to show case my entrepreneurial skill					
5.	My environment often provides me with adequate training on business activities					

2. **Entrepreneurship Education Factors**

No	**Item on entrepreneurship education factor**	Values of the scales				
		1	2	3	4	5
1.	Entrepreneurship course that I attend motivates me to become entrepreneur.					
2.	The creative atmosphere in the entrepreneurship class inspires my entrepreneurial mind.					
3.	Entrepreneurship course enhances my skills to deal with risk and uncertainties.					
4.	Entrepreneurship course gives me a sense that entrepreneurship is achievable.					
5.	Entrepreneurship course increases my understanding of personal characteristics of entrepreneurs (risk taking, generating innovative ideas, etc.).					
6.	Entrepreneurship course increases my understanding of planning a business.					

3. Emotional Intelligence Factors

No	**Item on emotional intelligence factor**	Values of the scales				
		1	2	3	4	5
1.	I often find it difficult to adjust my life according to the circumstances.					
2.	I normally able to “get into someone’s shoes” and experiences their emotions.					
3.	I don’t have problem to express my emotion into words.					
4.	I can deal effectively with people.					
5.	I don’t have any power at all over other people’s feelings.					
6.	I tend to “back down” even if I am right.					
7.	I am usually able to find ways to control my emotions when I want to.					
8.	I generally able to adapt to new environments.					

4. Items on Entrepreneurship intention

No	**Items on entrepreneurial intention**	Values of the scales				
		1	2	3	4	5
1.	If I have the opportunity and resources, I would love to start a business.					
2.	Amongst various options, I would rather be anything but an entrepreneur.					
3.	Being an entrepreneur will give me great satisfaction.					
4.	Being an entrepreneur implies more advantages than disadvantages to me.					
5.	To start entrepreneurship activities, I will benefit from experience consultant.					
6.	My friends will give me emotional support if I decide to become an entrepreneur					
7	I am able to control the creation process of a new business.					
8.	If I tried to start a business, I will have a high chance of being an entrepreneur.					
9.	I know all about the practical details needed to start a business.					
10.	For me, developing a business idea will be easy.					

Section III: Perception and attitude towards entrepreneurship schemes

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

A. Yes B. No C. I don't know

If your answer is either 'NO' or 'I don't know' please give a brief explanation

_____

_____

_____

_____

2. What is your most perceived image of entrepreneurs?

A. Struggling

B. Ordinary business people

C. Very successful and admirable

D. Business role models

E. Don’t know

Appendix – B: Interview

Interview guide question for TVET Instructors

Wolkite University

College of Social Science and Humanities

Department of Governance and Development Studies

Dear respected respondents,

This interview guide is prepared to gather information about determinants of entrepreneurial intention of TVET students in Gurage Zone. The study is carried out for the partial fulfillment for degree of masters of art in development planning and management and it is for academic purpose only. Your genuine responses will have great value for the success of the study. Therefore, I kindly request you to respond each question honestly and kindly.

Thank you in advance for your cooperation!!!

The following are interview guide questions expected to be replied by TVET Instructors

1. Do you believe that demographic and socio – economic factors such as gender, age, family background, etc. affect TVET students’ entrepreneurial intention? If so how? Would you elaborate? If not how do you reason out?
2. How is the participation of females in training at TVET colleges, and is there any challengesthat they might be faced with during their training?
3. Do you think that the environment of the college that you are working is invited for students to inspire entrepreneurial intention? For instance, in creating opportunity for entrepreneurship, in providing adequate training on business, etc.

4. How do you describe the impact of entrepreneur education on the TVET students' entrepreneurial intention for their future career?
5. How do you explain the link between TVET training and entrepreneurship? Do you believe that the education and the training given at your college inspire students' entrepreneurship?
6. What are the major challenges in your TVET colleges that hinder training process?
7. In general, in your experience, what is/are the most determinant factors of TVET students' entrepreneurial intention?

Appendix – C: Focus Group Discussion

Focus Group Discussion guide question for Gurage Zone TVET department officers

Wolkite University

College of Social Science and Humanities

Department of Governance and Development Studies

Dear respected participants,

This focus group discussion guide is prepared to gather information about determinants of entrepreneurial intention of TVET students in Gurage Zone. The study is carried out for the partial fulfillment for degree of masters of art in development planning and management and it is for academic purpose only. Your genuine and active participation will have great value for the success of the study. Therefore, I kindly request you to participate in each question honestly and kindly.

Thank you in advance for your cooperation!!!

Points to be discussed

It is an open fact that there are many factors that can influence TVET students' entrepreneurial intention in the teaching learning and training process at different departments. This discussion will focus on investigating and identifying factors that can influence the entrepreneurial intention of TVET students in Gurage Zone.

In your experience, currently:

1. Do you think that training in TVET colleges and Micro, Small and Medium Enterprises (MSMEs) sectors have a linkage? How?
2. Is the education and the trainings given at Gurage Zone TVET college is helpful for entrepreneurial skills and knowledge?
3. How do you explain the link between TVET training and entrepreneurship? Do you believe that the education and the training given in the colleges inspire students' entrepreneurship?
4. Do you think that trainings in TVET College change the life of individuals? How?
5. How do you describe the relationship between personal and socio – demographic factors in the zone and entrepreneur intention of TVET students? How do you see the attitude of the community towards TVET colleges recently?
6. What are the major challenges of Gurage Zone TVET colleges that hinder training process?
7. What should be done you think that to make Gurage Zone TVET more effective training center?

Appendix – D : Amharic Version

ወልቂጤዩኒቨርስቲ

የማህበራዊሳይንስእናስነ-ሰብኮሌጅ

የአስተዳደርእናልማትየትምህርትክፍል

ውድሰልጣኞች

እኔ በወልቂጤ ዩኒቨርስቲ በማህበራዊ ሳይንስ እና ስነ ሰብኮሌጅ በአስተዳደር እና ልማት የትምህርት ክፍል በልማት እቅድ እናአስተዳደር የትምህርት አይነት የዘንድሮ ዓመት የማስተርስ ዲግሪ ተመራቂ ተማሪ ስሆን በአሁኑ ወቅት የመመረቂያ የጥናታዊ ጽሁፌን በማዘጋጀት ላይ እገኛለሁ።

የጥናታዊጽሁፌአርእስት; Determinants of TVET students' entrepreneurial intention ;የሚልሲሆንለጥናቱውጤታማነትእርስዎየጥናቱናመሩናአካልበመሆንዎከዚህበታችየተዘረዘሩትንመጠይቆችበተገቢውመንገድእናበአግባቡእንዲሞሉልኝበትህትናእየጠየቅኩበፍቃደኝነትእንድትሳተፉአሳስባለሁ።

በመጨረሻምለጥናቱአላማየምትሰጡኝማንኛውምመረጃምሆነማስረጃለሶስተኛወገንተላልፎየማይሰጥእና ሚስጥራዊነቱየተጠበቀመሆኑንእያረጋገጥኩመረጃዎቹለጥናታዊጽሁፉማሟያብቻየሚውሉመሆኑንእገል ጻለሁ።

ስለትብብራችሁብሎምስለሰጣችሁኝጊዜእጅግአመሰግናለሁ!!

አጠቃላይትእዛዝ፡-

መጠይቁንከመሙላትዎበፊትእባክዎየሚከተሉትንሃሳቦችከግምትውስጥያስገቡ፤

- በመጠይቁላይስምዎንመጻፍአይፈቀድም፤
- ለምርጫጥያቄዎችእባክዎመልሱንየሚያመላክቱትንፊደላትያክብቡ፤
- ለሊከርትእስኬልእናየምርጫጥቄዎችመልስዎንከያዙትአማራጮችበትይዩከተቀመጡትሳጥኖችውስጥ የ እርማትምልክትወይንም"√"በመጻፍይግለጹ፤
- በመጠይቁውስጥያልተካተቱሃሳቦችካሉክፍትቦታውንበመጠቀምሃሳብዎንይግለጹ፤

ክፍል-1

የመላሹማህበራዊእናየስነ-ህዝብሁኔታዎችንአስመልክቶየተዘጋጁመጠይቆች፤

1. ጾታ ሀ/ ወንድ ለ/ ሴት
2. እድሜ ሀ/ 18-20 ለ/ 21-25 ሐ/ ከ 25 በላይ

3. የሚያጠኑትየትምህርትዓይነት ----------
4. ከዚህቀደምበግልስራላይተሰማርተውያውቃሉ?
   ሀ/ አዎአውቃለሁ ለ/ አላውቅም
5. የቤተሰብዎወርሃዊየገቢመጠንበብርምንያክልነው?
   ሀ/ከ 1000 ብርበታች ለ/ ከ 1000-2000 ብር ሐ/ ከ 2001 — 3000 ብርመ/ ከ 3001 — 4000 ሠ/ 4001 — 5000 ረ/ ከ 5000 ብርበላይ
6. ቤተሰብዎየራሳቸውስራአላቸው?
   ሀ/ አዎአላቸው ለ/ የላቸውም
7. ለጥያቄቁጥር 6መልስዎአዎከሆነቤተሰብዎበሚንቀሳቀሱትስራውስጥምንያክልተሳትፈዋል?
   ሀ/ሁልጊዜ ለ/ አብዛኛውንጊዜ ሐ/ አንዳንዴ መ/ አልሳተፍም
8. ለጥያቄቁጥር
   6መልስዎአዎከሆነቤተሰብዎየሚንቀሳቀሱትስራእርስዎከሚማሩትየትምህርትመስክጋርግኑኝነት አለው?
   ሀ/አዎአለው ለ/ የለውም ሐ/ እርግጠኛአይደለሁም

ከምርቃትበኋላየሚኖርየተማሪዎች(የሰልጣኞች)የስራምርጫንበተመለከተ፤

9. እርስዎከተመረቁበኋላምንአይነትስራእንዲኖርዎይፈልጋሉ?
   ሀ/ የመንግስትስራ ለ/የራሴስራእንዲኖረኝ ሐ/ የግለሰብስራውስጥመቀጠር መ/ የቤተሰቤንስራማስቀጠል
10. እርስዎከማንጋርነውየሚኖሩት?
    ሀ/ ከእናትእናአባቴጋር ለ/ ከእናቴጋርብቻ ሐ/ ከአባቴጋርብቻ መ/ ከሌላሰውጋር ሠ/ ለብቻዬረ/ ከጠባቂ(ተንከባካቢ) ጋርሰ/ ሌላ ----------

ክፍል-2

የተማሪዎችየስራ-ፈጠራንበተመለከተወሳኝሁኔቶች፤

እባክዎከታችየተዘረዘሩትንመጠይቆችበአግባቡአንብበውየተገለጹትአማራጮችየእርስዎንየስራ-ፈጠራፍላጎትበምንያክልደረጃ (መጠን) ተጽዕኖእንደሚያደርጉበተገለጸውየሊከርትእስኬልመሰረትየራይትምልክትወይንም“√” በመጻፍይግለጹ፤

ይኸውምበሳጥንውስጥበተገለጹትሃሳቦችላይ ፡-

5- በጣምእስማማለሁ

4- እስማማለሁ

3- አልወሰንኩም

2- አልስማማም

1- በጣምአልስማማምበሚልሃሳብዎንይግለጹ፡፡

1/የአከባቢያዊተጽእኖዎችንአስመልክቶየተዘጋጁመጠይቆች፤

ቁጥር	የአከባቢያዊሁኔታዎች፤	የተጽዕኖውመጠን፤				
		1	2	3	4	5
1.	ወደስራእንድገባ በ ቴ/መ/ት/ስልጠናአከባቢያዊሁኔታዎችተደግፌያለሁ፤					
2.	ወደስራእንድገባ በ መንግስትተደግፌያለሁ፤					
3.	አከባቢዬየስራ-ፈጣሪእንድሆንአስተዋጽኦአድርጎልኛል፤					
4.	የስራ- እድልፈጠራችሎታዬንእንዳሳይእድሎችተመቻችተውልኛል፤					
5.	አከባቢዬተገቢውየስራተግባራትስልጠናእንዳገኝረድቶኛል፤					

ምንጭ፡ ከ እሸቱእናነጃፊ(2015)

2/የስራ-እድልፈጠራትምህርትተጽእኖዎችንአስመልክቶየተዘጋጁመጠይቆች፤

ቁጥር	የስራ-እድልፈጠራትምህርትተጽዕኖዎች፤	የተጽዕኖውመጠን፤				
		1	2	3	4	5
1.	የተማርኩትየስራ- እድልፈጠራትምህርትስራፈጣሪእንድሆንአበረታትቶኛል፤					
2.	የስራ- እድልፈጠራትምህርትውስጥያገኘሁትየፈጠራክባቢየስራ-ፈጠራአዕምሮዬንአነሳስቶልኛል፤					
3.	የስራ - እድልፈጠራትምህርትስጋቶችንለመቀነስእንድችልእውቀቴንአሳድጎልኛል፤					
4.	የስራ - እድልፈጠራትምህርትስራፈጣሪነትየሚቻልመሆኑንአሳይቶኛል፤					
5.	የስራ - እድልፈጠራትምህርትየስራፈጣሪዎችንመሰረታዊየግልባህሪያት ማለትም:- ስጋትተጋፋጭነትን፣ የፈጠራሃሳብአመንጪነትን፣ እናወዘተ... እንድረዳአስችሎኛል፤					

6.	የስራ - እድልፈጠራትምህርትስራእንዴትእንደሚታቀድአስተምሮኛል፤					

3/የስሜታዊ-ብልህነትንተጽእኖዎችአስመልክቶየተዘጋጁመጠይቆች፤

ቁጥር	የስሜታዊ-ብልህነትተጽእኖዎች፤	የተጽዕኖውመጠን፤				
		1	2	3	4	5
1.	ከሁኔታዎችጋርእራሴንማስተካከል (ማስኬድ) ከባድሆኖአግኝቼዋለሁ፤					
2.	በሌሎችሰዎችልምድእናስሜትተጽዕኖስርነኝ፤					
3.	የግል-ስሜቴንበቃላትለመግለጽአልቸገርም፤					
4.	ከሰዎችጋርበተገቢውመግባባት(መደራደር) እችላለሁ፤					
5.	በሌሎችሰዎችስሜትላይምንምዓይነትተጽዕኖማሳደርአልችልም፤					
6.	ትክክልብሆንምወደኋላአላለሁ፤					
7.	ስሜቴንለመቆጣጠርከፈለግኩመንገድአላጣም፤					
8.	በአጠቃላይከአዳዲስአከባቢያዊሁኔታዎችጋርእላመዳለሁ፤					

4/የስራእድልፈጠራፍላጎትተጽእኖዎችንአስመልክቶየተዘጋጁመጠይቆች፤

ቁጥር	የስራእድልፈጠራፍላጎትተጽእኖዎች፤	የተጽዕኖውመጠን፤				
		1	2	3	4	5
1.	እድሉእናግብዓቱከተመቻቸልኝየግሌንስራመጀመርእፈልጋለሁ፤ ፤					
2.	ከብዙየስራአማራጮችውስጥየስራፈጣሪመሆንምርጫዬነው፤					
3.	ስራፈጣሪመሆንከፍተኛደስታንይሰጠኛል፤					
4.	ስራ-ፈጣሪመሆንከጉዳቱጥቅሙያመዝናል፤					
5.	ስራንለመፍጠርልምድያላቸውሰዎችምክርጥቅምአለው፤					
6.	የስራ-ፈጣሪእንድሆንስወስንንደኛዬስሜታዊድጋፍያደርግልኛል፤					
7.	የአዲስሃሳብንየፈጠራሂደትለመቆጣጠርአቅምአለኝ፤					
8.	ስራለመጀመርስሞክርየስራ-እድልፈጣሪለመሆንትልቅእድልአለኝ፤					

9.	የስራ- እድልፈጣሪለመሆንየሚያስችልጥልቅእውቀትአለኝ፤					
10.	ለእኔየስራ-ሃሳብማመንጨትቀላልነው፤					

ክፍል-3

ስለስራ-እድልፈጠራያሉዕይታዎች(አስተሳሰቦችን) በተመለከተየተዘጋጁመጠይቆች፤

1. **በትምህርትቤትቆይታዎያገኘዋቸውትምህርትእናስልጠናዎችከምረቃበኋላየስራእድልእንድፈጥር ያስችለኛልብለውያምናሉ?**
   A/አዎአምናለሁ ለ/ አላምንም ሐ/ አላውቅም

   መልስዎአላምንምወይምአላውቅምከሆነእባክዎምክንያትዎንዘርዘርአድርገውይግለጹ?

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2. **ሰለስራእድልፈጣሪዎችያልዎትእይታወይንምምስልምንይመስላል?**

A/ታጋይናቸውለ/ እንደማንኛውምየስራሰውናቸውሐ/ በጣምውጤታማናቸው

መ/ የስራተምሳሌቶችናቸው ሠ/ አላውቅም

በናሙናለተመረጡየጉራጌዞን ቴ/ሙ/ት/ስልጠናኮሌጆችአሰልጣኞች(መምህራን) ለጥናቱአላማየሚውልቃለ-መጠይቅለማድረግየተዘጋጁመጠይቆች፤

ውድተሳታፊዎች፡-

ይህመጠይቅየተዘጋጀው *"Determinants of TVET students' entrepreneurial intention in GurageZone"* **ከሚልአርእስትለማደርገውጥናትግብዓትእንዲሆንየታሰበሲሆንጥናቱየሚሰራበትዋነኛአላማውምለመመረቂያጽሁፍማለትምለማስተርስዲግሪማሟያበሚልነው፡፡**

በመሆኑምየእርስዎምላሽያለውንትልቅዋጋተረድተውጥያቄዎቹንበፍቃደኝነትእናበቅንነትእንዲመልሱበአ ክብሮትእጠይቃለሁ፡፡

ስለቀናትብብርዎአመሰግናለሁ!!

ከዚህበታችየተዘረዘሩትመጠይቆችበተመረጡየጉራጌዞን
ቴ/ሙ/ት/ስልጠናኮሌጆችውስጥላሉመምህራንመልስእንዲሰጡበትየተዘጋጀነው።።

1. **የስነ-ህዝብእንዲሁምማህበራዊእናኢኮኖሚያዊሁኔታዎችማለትምጾታ፣ እድሜ፣ የቤተሰብሁኔታወዘተ... የቴክኒክእናሙያስልጣኞችየስራ-እድልፈጣሪነትላይተጽእኖሊያደርግይችላልብለውያምናሉ?እንዴት?በዝርዝርሃሳብዎንይግለጹበተ ጨማሪምተጽእኖየለውምብለውካመኑእንዴት?**

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2. **የሴቶችተሳትፎበቴ/ሙ/ት/ስ/ኮሌጆችውስጥምንይመስላል?በስልጠናውወቅትየሚያጋጥማቸውመ ሰናክሎችካሉ?**

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3. **የኮሌጁከባቢተማሪዎችን(ሰልጣኞችን)ለስራፈጣሪነትያነሳሳልብለውያምናሉ? ለምሳሌ:- ተገቢውየስራክህሎትስልጠናአሰጣጥእናሌሎችም**

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4. **የስራ-እድልፈጠራየትምህርትዓይነትየተማሪዎችየወደፊትየስራምርጫላይተጽእኖይኖረዋልብለውያምና ሉ? ዘርዘርአድርገውይግለጹ**

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5. **የቴክኒክእናሙያስልጠናእናየስራ-እድልፈጠራንእንዴትያዛምዱታል?**

በኮሌጃችሁውስጥለተማሪዎችየሚሰጠውትምህርትእናስልጠናተማሪዎችን(ሰልጣኞችን) ለስራእድልፈጠራያነሳሳልብለውያምናሉ?

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6. በኮሌጃችሁውስጥየትምህርትአሰጣጥሂደቱንየሚገዳደሩተግዳሮቶችምንድንናቸው?

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7. በአጠቃላይከእርስዎልምድበመነሳትለተማሪዎችየስራእድልፈጠራፍላጎትበከፍተኛሁኔታወሳኝነው ብለውየሚያምኑትንይግለጹ?

በጉራጌዞንቴክኒክእናሙያትምህርትስልጠናመምርያውስጥለሚሰሩየተመረጡባለሞያዎችየተዘጋጀ የቡድንውይይትመመርያጥያቄዎች

ውድየውይይቱተሳታፊዎች፡-

ይህየውይይትአጀንዳየተዘጋጀው *"Determinants of TVET students' entrepreneurial intention in Gurage Zone"* በሚልዓርዕስትለማዘጋጀውየጥናታዊጽሁፍግብዓትይሆንዘንድሲሆንጥናቱየሚከናወነውበዋነኝነት በ ልማትእቅድእናአስተዳርየማስተርስዲግሪማሟያአላማነው፡፡

የእርስዎምላሽእናተሳትፎለማደርገውየጥናታዊጽሁፍውጤታማነትያለውንከፍተኛዋጋተረድተውበቅንነት እናበፍቃደኝነትበውደይይቱላይበንቁእንዲሳተፉእጠይቃለሁ፡፡

ስለትብብርዎአመሰግናለሁ!!

የውደይይቱአጀንዳዎች፡-

የቴ/መ/ት/ስልጠናየሚከታተሉተማሪዎች (ሰልጣኞች) የስራእድ›ልፈጠራዝንባሌ(ፍላጎት) ላይተጽእኖየሚያሳድሩብዙሁነቶችእንዳሉእመንነው፡፡
ይህጥናትበዋነኝነትየሚያተኩረውበጉራጌዞንአስተዳደርስርባሉበናሙናውስጥየተካተቱየስልጠናማእከላትየ ሰልጣኞች (ተማሪዎች)
የስራእድልፈጠራፍላጎትላይተጽእኖየሚያሳድሩዋናዋናምክንያቶችንመመርመርነው፡፡

እርስዎባልዎትልምድበአሁኑወቅት፡-

1. በቴክኒክእናሙያትምህርትስልጠናእናበጥቃቅንአነስተኛኛእናመካከለኛኢንተርፕረፋይዞችመካከልቁ ርኝትአለብለውያምናሉ?እንዴት?
2. በጉራጌዞን
   ቴ/መ/ት/ስልጠናማእከላትወይምኮሌጆችየሚሰጠውስልጠናየሰልጣኞችንየስራእድልፈጠራክህሎ ትእናእውቀትንለማሳደግጠቃሚነውብለውያምና?
3. በቴ/መ/ት/ስልጠናእናበስራእድልፈጣሪነትመካከልምንዓይደነትግኑኝነትአለብለውያስባሉ?
   በቴ/መ/ት/ስልጠናኮሌጆችውስጥየሚሰጠውስልጠናሰልጣኞችንለስራእድልፈጣሪነትያነሳሳልብለ ውያምናሉ?
4. በቴ/መ/ት/ስልጠናማእከላት (ኮሌጆች) የሚሰጠውስልጠና (ትምህርት)
   የሰልጣኞችንህይወትይለውጣልብለውያምናሉ?እንዴት?
5. በዞኑውስጥያለውግለሰባዊብሎምማህበራዊእናየሥነ-
   ህዝብሁነቶችከቴክኒክእናሙያትምህርስልጠናሰልጣኞችየስራፈጠራፍላጎት(ዝንባሌ)ጋርያለውንግ ኑኝነትእንዴትይገልጹታል?
6. በጉራጌዞን ቴ/መ/ት/ስ/መስጫማእከላት (ኮሌጆች)
   ውስጥለስልጠናውሂደት-ተግዳሮትየሆኑዋናዋናጉዳዮችምንምንድንናቸው?
7. የጉራጌዞን ቴ/መ/ት/ስ/መስጫማእከላት (ኮሌጆች)
   የትምህርትአሰጣጥሂደትንውጤታማለማድረግምንመሰራአለበት-ብለውያምናሉ?