



THE PRACTICE AND CHALLENGES OF ENTREPRENEURSHIP COURSE  
PROVISION IN SELECTED TECHNICAL AND VOCATIONAL EDUCATION  
AND TRAINING (TVET) COLLEGES IN GURAHGE ZONE

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The Practice and Challenges of Entrepreneurship Course Provision in Selected  
Technical and Vocational Education and Training (TVET) Colleges in Gurahge  
Zone

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## DECLARATION

I Declare that this thesis ‘’ The Practice and Challenges of Entrepreneurship Course Provision in Selected Technical and Vocational Education and Training (TVET) Colleges in Gurahge Zone ’’ is the outcome of my Owen effort and study that all sources of materials used for the study have been duly acknowledged

To the best of my knowledge, this study has not been submitted for any degree in this University or any other University. It is offered for the partial fulfillment of the degree of Masters of Business Administration.

By:-

AMARE MELKAMU

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Date \_\_\_\_\_

## ADVISERS' APPROVAL SHEET

This is to certify that This thesis entitled “The Practice and Challenges of Entrepreneurship Course Provision in Selected Technical and Vocational Education and Training (TVET) Colleges in Gurahge Zone submission partial fulfillment of Master’s with specialization in Business Administration, the Graduate program of the Department\School of business economics and has been carried by AMARE MELKAMU ID.No GSE\006\09, under our supervision. To the best of our knowledge, is an original work and not submitted earlier for any degree either at this university or any other university.

There for we recommended that the student has fulfilled the requirement and hence hereby can submit the thesis to the department.

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We, the undersigned, members of the Board of Examiners of the final open defense by AMARE MELKAMU have read and his thesis entitled “The Practice and Challenges of Entrepreneurship Course Provision in Selected Technical and Vocational Education and Training (TVET) Colleges in Gurahge Zone”, and examined the candidate. This is, therefore, to certify that the thesis has been accepted in partial fulfillment of the requirements for the degree of master of Business Administration.

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## **Acronyms and Abbreviations**

CEFE	Competency Based Economies through Formation of Entrepreneurs
ECBP	Energy Capacity Building Program
EE	Entrepreneurial education
EET	Entrepreneurship Education and Training
ILO	International labor organizations
MOE	Ministry of Education
MOFED	Ministry of Finance and Economic Development
SNNPR	Sothern Nations Nationalities and Peoples' Region
TVET	Technical and vocational education and training
UNESCO	United Nations Educational Scientific and Cultural Organization

## Abstract

*The purpose of this study was to examine the practice and challenges of entrepreneurship course provision in TVET colleges in Guraghe Zone as perceived by trainers and trainees of four sampled TVET colleges. To that end, the views and perceptions of trainers and trainees were sought. The study employed a concurrent embedded mixed research method. Both quantitative and qualitative data were gathered. Quantitative data were gathered from two sets of survey questionnaires (N=357) administered to trainers and trainees of the sampled colleges. Qualitative data were generated largely from five college Deans. While the quantitative data were analyzed using descriptive and inferential statistical methods, the qualitative data was analyzed using thematic analysis. Attempts were made to examine the convergence and divergence of findings obtained from the quantitative and the qualitative data. The findings overlap in almost all areas of concern of the present study. The findings obtained from quantitative and qualitative data portrayed an encouraging but inadequate and ineffective state of implementation of entrepreneurship education in the colleges. Findings from survey data indicated the training of entrepreneurship had shown positive impact on trainees (M=3.41) in motivating them to think of self-employment as a career option. The intention to engage in self-employment/entrepreneurship among trainees was found significant. However, the findings show that the trainers were not trained in entrepreneurship, trainees lack interest to attend the trainings, the time allocated for the program was inadequate, the method of teaching the program was lecture dominated, there was lack of facilities, and mostly the training programs offered were found to be theoretical. Therefore it was inferred that the training program was inadequate and ineffective to create capable and confident entrepreneurs. Finally, the study recommended the importance of enhancing the awareness of the trainees about the importance of the program, additional trainings for the trainers, equipping the colleges with relevant facilities, allocation of adequate time frame for delivery of the program and the need to diversify practical methods of teaching the program. Moreover, it was recommended that training should be given to entrepreneurship instructors for the effective delivery of the training in TVET programs.*

**Key words: Entrepreneurship course, TVET, Self-employment, job creation**

## Chapter One: Introduction

This part of the study contains introductory parts, mainly background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, limitations of the study, operational definition of terms, and organization of the study.

### 1.1. Background the study

A number of international, regional, national, and local actors are taking part in the global experiment of Entrepreneurship Education and Training (EET). Today, EET is recognized as an established field of study, growing in parallel with the interest of policymakers and students (Alexandra, Alicia and Brent, 2014).

Entrepreneurship is one of the four main natural resources (i.e., land, capital, human power, and entrepreneurship) in economic streams. The four main sources of employment opportunity and prosperity include: land, human power, capital, and entrepreneurship (UNESCO, 2005). Though entrepreneurship has already been taken as an engine for sustainable development, growth, prosperity and good governance it is a new concept for Ethiopia's literature and curriculum at all levels. Ethiopia is one of the developing countries in the world characterized by lack of entrepreneurship development.

Today entrepreneurial development has been well recognized by many countries as dynamic and consistent key for economic development, socio political stability as well as welfare and progress of mankind (Werotaw, 2010). Entrepreneurship education is the form of education designed for the learner to develop entrepreneurial attitude and become self-employed. Entrepreneurship education is an approach to stimulate students to be curious and creative. Stimulating the students' entrepreneurial abilities makes them confident about their strengths and weaknesses.

Adebayo and Kolawole (2013) described entrepreneurship education as a specialized training given to the students or trainees to acquire skills, ideas, managerial abilities and capabilities for self-employment than being employed for pay. Entrepreneurship education according to European Commission (2006) is a training given to awaken sense of initiative of an individual and ability to turn ideas into action. It includes creativity, innovation, risk-taking, as well as the

ability to plan, manage projects in order to achieve the objectives and to master one's own life. Entrepreneurship education in a school curriculum ensures that each learner has a chance to become an entrepreneur and each student is the architect of his/her fortune.

Entrepreneurship education is able to address some of the deficiencies in the existing education system of developing countries. Firstly, the development of entrepreneurial skills in the education system increases the supply of future entrepreneurs in the country. A venture support system based on entrepreneurship education designed to stimulate and facilitate entrepreneurial activities, could result in a lower unemployment rate (McMullan, 1990).

One of the key indicators of a sustainable economic development is the ability of a nation to provide gainful employment for its citizens so as to contribute to national development. The productivity of nations is enhanced through the entrepreneurship education provided in the curriculum since no society can rise above the level of its educational system.

As Ethiopian education strategy center in its institutional assessment synthesis report stated that Ethiopia is at the start of its second five - year Growth and Transformation Plan (GTP2) which aspires to make Ethiopia one of the middle income countries by 2025. As a result, the government of Ethiopia has been pursuing, as one of its strategies, measures to promote small and medium enterprises (SMEs) to encourage the economic growth and to increase youth employability. In light of this, the ongoing effort to promote and expand micro and small enterprise development (MSED) is supported by technical and vocational education and training (TVET) programs are aimed at maximizing economic growth and employment creation through private sector development with women and youths in focus(Education Strategy Center, 2015).

UNESCO (2005) viewed TVET as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related science, the acquisition of knowledge, practical skills and attitude relating to occupations in various sectors of economic and social life. TVET empowers graduates and creates opportunities for employment. However, it is recognized that the country cannot solve the rising unemployment problem simply by providing the millions of young people with general education and/or technical and occupation-specific skills. A combination of general, technical/

occupation-specific and entrepreneurship competencies may be a major tool in reducing unemployment through opening opportunities for self-employment.

TVET is expected to play a key role in the poverty reduction strategy by building the required motivated and competent workforce. PASDEP (Plan for Accelerated and Sustained Development to End Poverty) envisages TVET to provide the necessary “relevant and demand-driven education and training that corresponds to the needs of economic and social sectors for employment and self-employment” (Ministry of Education, 2008).

Omosewo, Akanmu and Asebiomo (2013) stated that the need for introducing entrepreneurship education in educational system can easily be attributed to the scary unemployment rate of the nations. The high unemployment rate is the result of academic institutions turning out graduates mostly regarded as unemployable by employers of labor because they lack technical/vocational and entrepreneurial skills. Therefore, there is a need for entrepreneurship education in all TVET programs.

Moreover, given the unemployment problems in most developing countries, the development of entrepreneurial skills as well as knowledge and skills in venture creation process prepare trainees for the realities of life when they graduate. The application of entrepreneurial competencies in daily life empowers trainees to learn business and enhance their social and life skills.

There is also empirical evidence related to entrepreneurship education as an intervention tool for influencing graduates’ attitude toward entrepreneurship and on youth awareness and attitudes about the social and economic desirability of entrepreneurship as a career option (Berger, 1992). So, from the above perspectives, this study intends to assess the practice and challenges of entrepreneurship education, whether the trainees have basic entrepreneurial knowledge, skill and traits to be self-employed after graduation or not.

## **1.2. Statement of the Problem**

Technical and Vocational Education Training (TVET) programs are able to provide the best environment for entrepreneurship training for trainees (Bettencourt, 1980). According to Hamid, Weinberg, and Berglund (2008), previous studies indicate that not much is known about the influence of entrepreneurship education on the entrepreneurial behavior of trainees, although participation in these programs enhances entrepreneurial intentions.

Moreover, despite their desire to become entrepreneurs, trainees are still lacking entrepreneurial skills, knowledge and abilities; they do not have adequate understanding about business management and economic knowledge (Kourilsky&Walstad, 2007).

Although every country views entrepreneurial activity from different aspects depending on their cultures, encouragement for entrepreneurs is the policy of most countries today, and the primary objective is to create employment opportunities through an effort of expanding self-employment (Haftendorn&Salzano, 2004).

Policymakers believe that the attitude of individuals towards entrepreneurship can be improved through entrepreneurship education (European Commission, 2006). Therefore, the effective way of achieving the government's aim in case of increasing the levels of entrepreneurial attitude is to provide people with education and knowledge in the field of entrepreneurship. However, the level of understanding of individuals about "what is entrepreneurship" and entrepreneurial attitude is still low. More importantly, although entrepreneurship education is provided in TVET colleges, the graduates are not adequately in a position to become entrepreneur and get self-employed.

In order to increase the trainees entrepreneurial attitude Ethiopian government has introduced entrepreneurship training to all Technical, Vocational and Educational Training (TVET) programs to produce young people equipped with skills, knowledge and attitude that enable them develop entrepreneurial competencies and to engage in productive lives (MOE, 2003).

So entrepreneurship education has been identified by the government as a veritable tool to have creative, innovative, dynamic and independent indigenous solution to solve the problem of unemployment hence there is need to revitalize its implementation in Technical and Vocational Education and Training (TVET) institutions. Although the government of Ethiopia develops

many projects in order to reduce the youth un-employment rate, especially for TVET trainees, however; most of the TVET graduates remain unemployed even in those occupational fields that show a high demand for skilled manpower because the attitude of TVET trainees towards starting and running one's own business or entrepreneurial thinking is deficient due to lack of appropriate way of delivering entrepreneurship training.

Moreover, despite the action of introducing entrepreneurship training into TVET programs, the effect of training towards the desired direction has remained un-assessed as per the best knowledge of the student researcher there has not been a research conducted on entrepreneurship education and entrepreneurial intentions of trainees at the governmental Technical and Vocational Education and Training (TVET) institutions in the study area. Hence, the present study is designed to assess the practice and challenges of entrepreneurship education in TVET colleges in Guraghezone, SNNPR, Ethiopia.

### **1.3. Research Questions**

In order to describe the trainees' attitude towards the practice and challenges of entrepreneurship course provision in TVET colleges, the following research questions are formulated to guide the study:

1. What is the current status of entrepreneurship education in the selected TVET colleges? (Does the entrepreneurship education provide adequate knowledge and skill for the trainees to be an entrepreneur?)
2. To what extent the delivery methods used in providing entrepreneurship education in the colleges are appropriate?
3. What is the attitude of trainees towards entrepreneurship education in creating self-employment of graduates?
4. What challenges are encountering the TVET colleges in providing entrepreneurship education?

## **1.4. Objective of the study**

### **1.4.1. General Objective**

The general objective of this study is to examine the current practice and challenges of entrepreneurship education with regard to its effectiveness in helping trainees' to be an entrepreneur.

### **1.4.2. Specific objectives**

The present study was aimed at addressing the following specific objectives:

To assess the current status of entrepreneurship education in the selected TVET colleges

To assess the attitude of trainees towards entrepreneurship education in the colleges

To assess the extent to which entrepreneurship course provision helps in creating entrepreneurial behavior of trainees in the college.

To identify challenges facing the colleges in providing entrepreneurship education

## **1.5. Significance of the Study**

This study is significant in several respects. First, the study will examine the nature of entrepreneurship education in TVET colleges. As a result, findings will serve as a useful reference document to policy makers, planners, administrators and practitioners dealing with entrepreneurship training in TVET and its improvement.

Secondly results of the study will help to create awareness among TVET agency, government and its agency (MoE) about the state of entrepreneurship education and related problems.

Thirdly, the study will hopefully contribute to making possible more informed and effective decision making in government TVET colleges. Lastly, the results of the study will serve as a resource and body of knowledge for those interested to conduct further study in the area.

## **1.6. Scope of the Study**

Currently there are nine TVET colleges owned and regulated by TVET department of Guraghe Zone. Of these the study was delimited to four (44.4%) TVET colleges namely Wolkitie, Agena, Arekit, and Gunchire TVET colleges. More importantly, the study emphasized on the state of entrepreneurship education and its contribution in helping the trainees to be an entrepreneur as perceived by the trainees and trainers. Methodologically, the study employed a mixed research method as a basic strategy of data collection and interpretation.

## **1.7. Limitations of the study**

It is believed that no research undertaking is free from drawbacks. Accordingly, the present study also faces some limitations. Basically, the major limitation of the study is lack of adequate literature on entrepreneurship education and empirical studies conducted so far both in local and international contexts.

## **1.8. Operational Definition of Terms**

Key terms that are repeatedly used in the present study are operationally defined as follows:

**Attitude:** for the purpose of this study the term attitude refers to the perception of TVET trainees towards their entrepreneurship training.

**Entrepreneurship:** Entrepreneurship is both the study of how new businesses are created as well as the actual process of starting a new business.

**Entrepreneurship education:** is a type of education provided by TVET colleges to equip trainees with knowledge and understanding about how to become an entrepreneur and become self-employed.

**Zone:** according to Ethiopian administrative structure Zone refers to a structure following regional structure.

## **1.9. Organization of the Study**

The present research report is structured in the following manner. The report has five chapters. The first chapter introduces the subject matter and states the reasons for the research. The chapter comprises background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, limitations of the study, and operational definition of terms.

The second chapter presents review of the related literature, both theoretical and empirical. The review contains local, regional and global literature pertaining to the issue under study. The third chapter deals with the research design and methodology employed to undertake the study. The fourth chapter presents results, discussion and interpretations of data, while summary of major findings; conclusion and recommendations are presented in the last, fifth, chapter. Finally, sample tools and relevant documents are annexed.

## **Chapter Two: Review of Related Literature**

In this part of the study both theoretical and empirical literature will be reviewed. More specifically in part Theoretical, Empirical and Conceptual about entrepreneurship, entrepreneur education, approaches of entrepreneurship education, entrepreneurship education and self-employment, and challenges TVET colleges face in providing entrepreneurship education will be discussed.

### **2.1. The concept of entrepreneurship**

The term ‘entrepreneur’ precedes Schumpeter though, originating From French common language in the 12th century, denoting someone who undertakes task (Landström, 2005). With the introduction of the term entrepreneur Schumpeter could explain how aggregated changes in society were initiated. It was the entrepreneur who introduced new products, processes and organizational forms, thus being the initiator of innovation.

The Schumpeterian term innovations accompanied with the term creativity in the sense of being able to envisage something else (and better) and change the current status quo. We still often see these three central Schumpeterian terms in conjunction: entrepreneurship, innovation and creativity and with this managerial interest, entrepreneurship as a special theoretical field within business administration was given even more attention. Kuratko (2005) has condensed the personal traits into the idea of an entrepreneurial spirit that he describes as follows:

The characteristics of seeking opportunities, taking risks beyond security, and having the tenacity to push an idea through to reality combine into a special perspective that permeates entrepreneurs.

### **2.2. Historical Development of Entrepreneurship**

The concept of entrepreneurship varies from period to period of time. It is a continuous process growing from time to time. According to Ayalew (1995), earlier views to entrepreneurship go back to the sixteenth century when the concept was applied to explain people engaged in establishing trade routes. According to Desai (2001), in the sixteenth century French men who organized and led military expeditions were referred to as entrepreneurs.

Desai also explained that the term entrepreneur applied for architects and contractors engaged in public works. In the middle of seventeenth century, the term entrepreneurship was applied to describe a person managing large production projects Pavlov (2005). At that period, the entrepreneur was only responsible for running large production project by using available resources regardless of the associated risks to production projects. DawitArega and DawitAyalew (2005) also strengthening this view in their research described that in the middle of Seventeenth century an entrepreneur was considered as an actor engaged in running large production projects.

The next progressive views on the issue of entrepreneurship development can be broadly put into two: the first view equates entrepreneurship with management and/or administrative function of a given business undertaking, while the second looks entrepreneurship as something more than just managing an enterprise (Ayalew, 1995). The connection of risk with entrepreneurship had developed in the seventeenth century which lies in the second progressive view.

In the middle of the twentieth century, the notion of an entrepreneur as an innovator was established: the function of the entrepreneurs is to re-create or revolutionize the patterns of production by introducing an invention or, more generally, by using new technological possibilities for producing a new commodity or producing an old one in a new way, or by reorganizing an old industry and creating a new one Pavlov (2005). In the above perspectives, the concept of innovation and newness is an integral part of entrepreneurship. Indeed, innovation, the act of introducing some new ideas, is one of the most difficult tasks for the entrepreneur. It needs not only the ability to create, but also the ability to understand all the forces at work in the environment (Haftendorn and Salzano, 2003).

As the above literature supports the conceptual development of entrepreneurship has been changing from period to period based on the level of economic development of the world and level of educational development individuals in general. The conceptual understanding of entrepreneurship still remains varies across countries based on their level of economic development.

## **2.3. Contribution of Entrepreneurship**

Entrepreneurship has been regarded by as the most significant factors in the process of economic growth and development. Hence, differences in entrepreneurship among societies are believed to account for the differential rates of economic growth and development. According to Nelson and Nguru (1998), business enterprises have a big role in employment creation, resource utilization, and income generation which has economic, social and political significances to the economy.

### **2.3.1. Job Creation**

As Gubta and Srinivasani (2003), explained entrepreneurs generate employment directly and indirectly. Directly, self-employment as an entrepreneur offers the best way for independent and honorable life. Indirectly, by setting up large scale business units they offer jobs to many. Thus, entrepreneurship helps to reduce unemployment rate of the country. The world of work for graduates is rapidly changing; Turku and Paula (2004). Therefore, it is suggested that graduates should create jobs by opening small and medium-sized enterprises; hence, they could generate income for their own followed by employment opportunity for others.

### **2.3.2. Economic Contribution**

Entrepreneurship contributes to the economy of a country in many ways. Since the late sixties there has been a growing awareness of the important social and economic roles of the small enterprise sector and of the importance of entrepreneurship to the growth of the economy. This has been true both in developed and developing economies of the world Nelson, (1987).

In line with these views Kumar, et.al (2004) explained that entrepreneurs mobilize the idle savings of the public through the issues of industrial securities. Investment of savings in an industry results in productive utilization of national resources. Thus leads to increases rate of capital formation which is essential for rapid economic growth. Thus, an entrepreneur can be considered as the creator of wealth.

The above views lead to conclude as entrepreneurship is a key driver for economic growth. According to Nelson (1987) wealth and high majority of jobs are created by small businesses started by entrepreneurially minded individuals, many of whom go on to create big businesses. People exposed to entrepreneurship frequently express that they have more opportunity to

exercise creative freedoms, higher self-esteem, and an overall greater sense of control over their own lives.

### **2.3.3. Entrepreneurial Motivation**

Motivation can be defined as the process of stimulating someone to adopt the desired course of action (Kumar and *etal* 2004). According to these authors positive motivation for entrepreneurship occurs when a person is inspired to act for earning some rewards and benefits. According to Gubta and Srinivasani (2003), a person's behavior is shaped by several socio psychological factors such as his/her goals, education level, cultural back ground, work experience, etc.

As the above authors explained several factors motivate people to start their own business enterprises. Some of them include: education, occupational experience, desire to innovate, assistance from financial institutions, desire to be free and independent and family background.

Diana (2005) in her paper describe that human motivation could greatly influence the entrepreneurial process. In her arguments, she explicitly assumed that all human action is the result of motivational factors. She also said that entrepreneurship is not solely the result of human action; external factors also play a role (e.g., the status of the economy, the availability of venture capital, the actions of competitors, and government actions on the economy).

### **2.4. Entrepreneurial Skills Required For Business Start Up**

The Earnest &Young Entrepreneurship Survey as explained in Diana (2005), summed-up the important characteristics of an entrepreneur. These include the entrepreneur's ability to seek and take advantages of opportunities, their resourcefulness, creativity, independent thinking, risk taking, hardworking abilities, optimistic nature, innovativeness, visionary and leadership qualities.

Moreover, Gibb (2007) explained that entrepreneurial traits such as creativity, opportunity seeking, initiative taking, motivation, achievement orientation, autonomous behavior, need for challenge and willingness to learn from failures are required for successful business start-ups.

Therefore, in order to equip the TVET trainees with these entrepreneurial skills, the trainees should be encouraged to make an in-depth study of the reality of the business atmosphere, looking for symptoms (changes, improper situations, chaos, etc.), which could mean opportunities. They need to discuss the main sources of opportunity in the area of the future entrepreneurs.

#### **2.4.1. Fostering Entrepreneurship through Education**

Building an entrepreneurial nation is not a quick process. A culture of entrepreneurship needs to be inculcated at trainees, throughout the education system, whilst at the same time building awareness amongst parents and communities at large that entrepreneurship is an honorable and rewarding career option. To this end, developing an entrepreneurial culture and supporting innovative culture to the emergence of new and small firms should be high on government agendas. Therefore, colleges and other organizations in the education sector need to play key role, through training of potential entrepreneurs and knowledge transfer to industry (Zimmer, 2005).

#### **2.4.2. Methods of Teaching Entrepreneurship**

As Batra (2003) described in his book entrepreneurship training programs should develop a series of abilities, attitudes, values and traits which are essential for entrepreneurial development among trainees. According to this author to be effective, entrepreneurship training needs to involve the individual, be workable, relevant and usable.

Moreover, according to Desai (2001) edition, the educational process needs to ensure deep understanding which enables the individual to be open to opportunities, be able to assess risks, be willing to learn from errors, and be motivated to start again. Supporting the above views Gubta and Srinivasan (2003) confirmed that it should be the aim of every institution or training center to develop the full potential of learners by providing learning opportunities and tasks which are vital for better understanding of the subject.

It is strongly advised that the trainer need to use a variety of instructional strategies and should not focus on one type of training methodology in order to meet the objectives of each topic or content in the training of entrepreneurship. It is also important that the method chosen works

toward the achievement of the learning objective. For example, if the purpose of the unit is to develop students' critical and creative thinking abilities, then the instructional approaches should involve students in developing knowledge, values, skills, abilities, and processes needed to be creative thinkers Redford, (2003). In addition to the above views Gibb (2007), reported that entrepreneurship trainers/teachers need to master the art of training for entrepreneurship; encourage trainees networking; develop motivation and commitment of trainees to see things through; encourage calculated risk taking; seek and exploit opportunities in an innovative fashion; and involve trainees in taking personal responsibility for the development of their learning.

According to Gibb (2007) and Blaug (1987), the challenge in bringing entrepreneurship into the classroom is to organize the classroom around the structural characteristics identified above. The challenge is to allow young trainees to experience and feel the concept rather than just learn about it in the conventional sense. This leads to emphasis upon a pedagogy that encourages learning: by doing; by exchange; by copying (learning from the experience of others ); by experimentation; by risk taking ; by creative problem solving; by feedback through social interaction; by dramatization and role playing; by close exposure to role models; and in particular, interaction with the outside real world. From the above views what can be drawn is that the entrepreneurship training needs to focus on inspiring learners through entrepreneurial real life interactions and simulations. In simple words, it should put trainees' in situations similar to those that they will meet in practice.

According to the international level based training manual CEFE (1998), there are five important factors in the operation of the training: the linking of learning with activity, providing adequate space and time for processing; creating a supporting environment for change; being sensitive to the culture of the target group; and developing technical competence in the field of business management.

As indicated in the above manual, the training is given on the premise that motivation, competence and behavior can all be learned. The best way to learn these, outside of the running a business, is through simulating the business situations that are designed to elicit enterprising behavior. Through participation in the activity, enterprising behavior is encouraged and exercised. This is reinforced with new knowledge so that ample justification exists for sustaining

the change. The focal point of action-oriented teaching is integration; this means teaching/learning arrangements which are reality-based and therefore, relevant to real life, didactically structured and supportive of personality. This includes for example the promotion of multidimensional learning, addressing all behavioral dimensions, the promotion of thinking and learning in carrying out complex action (setting objectives, implementation, monitoring and evaluation etc.), i.e., a close relationship between theory and practice as well as dealing with subject matter on an inter-disciplinary basis Redford (2003).

As it is explained in CEFE (1998), the sustainability of the results achieved during the training is a function of: how well the training was conducted; the preparations of the course related to the involvement of the complementary resource institutions; and the follow up provided by the host executing agency. As indicated in Kaulgud (2003), follow-up is made to check whether the trainees did receive a loan; assisted to start their business and identify what problems trainees encountered. These organizations need to have counseling services to assist their former trainees with serious obstacles encountered in the startup or growth process.

### **2.4.3. Enhancing Entrepreneurial Capability through Education and Training**

According to Sriram and Mersha report of (2006) African governments need to develop the internal capacity to help potential entrepreneurs acquire the skills necessary to identify, plan, launch and operate a business. This is for the assumption that education helps in broadening knowledge base, by identifying opportunities, and by pointing out ways to overcome barriers imposed by ones environment. Hence, education and training can have definite role in enhancing entrepreneurship in the context of developing a country by enlarging the pool of entrepreneurs in society.

In addition to the above view Gibb (2007), argued that education can serve as a preparatory function in relation to new venture initiation or start-up, whereby the transfer of knowledge and the acquisition and development of relevant skills would be expected to increase the self-efficacy and effectiveness of the potential entrepreneur. The above author also described that training on entrepreneurship includes preparation for small business management of existing owners/managers, as well as potential entrepreneurs.

As Martinez (1989) has partly explained three legitimate roles of entrepreneurship education for the development of an entrepreneurial society. First, it can present trainees' with entrepreneurship as a possible career choice in addition to acting as a general advocate for the mindset and type of creativity employed in entrepreneurial endeavors. Second, it can assist trainees in developing the technical and business skill set necessary to have a successful entrepreneurial career. Third, professional educators can assume the responsibility of advancing the body of knowledge associated with the entrepreneurial phenomenon.

According to Daniel (2004) best practices in entrepreneurship training are those which stimulate trainees to potential entrepreneurs through equipping with the right kind of knowledge, skills and attitudes. Moreover, Fayole (1989) explained that even if acting entrepreneurially is often difficult, the venture creation attempt in itself implies a learning process which is useful for the individual's personal development. Thus, entrepreneurship education provides opportunities for trainees to master competencies related to core entrepreneurial knowledge, skills and attitudes including: opportunity recognition; idea generation and marshaling resources in the face of risk to pursue opportunities; venture creation and operation; and, creativity and critical thinking.

Moreover, according to Vyakarnam (1995) training programs in entrepreneurial learning can be framed to fit into three-part model. In the first part, inspiring trainees possess entrepreneurial capabilities. In the second part, when they have thought about their own ambitions they are provided with information how to take their ideas to reality and finally they are assisted with implementation of their ideas through mentoring, granting resources and other forms of practical support. To foster entrepreneurial motivation through entrepreneurship training, it is proposed that programs should build confidence of trainees so that they persist in the pursuit of entrepreneurship.

#### **2.4.4. Supporting entrepreneurship training with relevant facilities**

In every training program, there is always the trainee, the trainer, and the job being trained for. However, for effective and meaningful training of any kind to be in place, there must be 'what?' Equipment or facilities to train with Training facilities can be considered as the life wires of any meaningful training (Adebisi, and Oni, 2012).

Umunadi (2007, p. 840) stated that the “workshops, laboratories and the total environment where vocational and technical education program is given must be adequately equipped to reflect the actual working environment”. Vocational training centers, workshops and the training environment should be well equipped to reach the standard of where trainees will work after training.

The development of capacity, potentials, self-actualization, appreciation and application of knowledge necessary to solve practical problems in this fast technological changing society cannot be achieved, if equipment, training techniques and devices are not adapted to the demands of the technological and scientific age in which trainees have to live and function (Onyegegbu (2001)).

The main thrust of the provision of vocational training equipment and facilities is to assist the trainers to train the trainees and utilize the equipment and facilities to learn (Umunadi, 2010).

This describes as a provider of entrepreneurship training programmers, technical college institutions must do all the best it could to create an entrepreneurially supportive environment that could encourage entrepreneurial activity in turn would help to develop an enterprise culture among college trainees who are tomorrow’s entrepreneurs.

As Albert *et al.* (2004) stated that it is important to present a positive image of entrepreneurship as career option to draw trainee’s attentions within the college environment by providing the resources and other facilities available to them. As we have to always remember that even though individuals have the relevant entrepreneurial knowledge and skills, if they do not possess positive image about entrepreneurship, they might eventually not venture into the field.

Consequently, this ought to provide trainees with the necessary knowledge, skills and experiences. Thus, tools which trainees can use in translating theoretical principles into practical design for problems solving and making functional use of devices must be provided in adequate quantity (Umunadi, 2010).

Entrepreneurship education can equip students with entrepreneurial skills that will enable them create and develop enterprises in the various areas of business. This will in turn help to enhance graduate employment and reduce unemployment. The strategies for the attainment of the goal for

the integration of entrepreneurship education include the integration of the learning experiences, instructional methods and facilities and evaluation techniques for assessing the attainment of specific objectives (Lemchi and Anyakoha, 2006).

Curriculum development and implementation they are particularly helpful guides in selecting learning experiences, guiding, learning and selecting instructional materials and also evaluation techniques. Facilities available will go a long way to determine the methods of teaching entrepreneurship education in NCE Home Economics (Lemchi and Anyakoha, 2006). Idibie (2004) noted that teaching and learning without textbooks would mean a lot of memorization as well as make the words of the teacher final authority. This does not pave way for competency in entrepreneurship. It is quite glaring that most Colleges of Education have not been able to provide adequate facilities and equipment to cope with the increasing enrolment of students. Obunaedike (2009) also stated that lack of facilities force teachers to use inappropriate methods of teaching. This indicates that government as well as the colleges should have to budget adequate fund for the provision of adequate materials, facilities and equipment for entrepreneurship training.

Supporting the above idea Ugwuanyi and Eze (2008) also stated that instructional resources are those basic requirements that aid and facilitate effective teaching and learning. Instructional resources comprise human beings (teachers), facilities and equipment for teaching and learning. In entrepreneurship education, instructional resources include the teachers, typing laboratories, shorthand studios, model offices, facilities such as classroom, library, as well as equipment such as computers, typewriters among others. For the purpose of this study however, instructional resources are classified as follows; lecturers, physical facilities (such as classrooms, libraries, typing laboratories, shorthand studios, model offices, staff offices), equipment and supplies in the typing laboratories, equipment and supplies in the shorthand studios, equipment and supplies in the model offices.

## **2.5. TVET Objectives and Employment Conditions in Ethiopia**

TVET programs are crucial in the development of well-trained human resource needed to the economy for direct employment as well as expansion of self-employment. Hence, it becomes

imperative to develop TVET institutions/colleges that supply adequate skilled labor force to the varied needs of society as well as to the economy.

### **2.5.1. TVET Objectives in Ethiopia**

One of the most important features of TVET is its orientation towards the world of work and the emphasis of the curriculum on the acquisition of employable skills. TVET delivery systems are well placed to train the skilled and entrepreneurial workforce that needs to create wealth and emerge out of poverty. . According to Africa Union (2007), another important aspect of TVET is that it can be delivered at different levels of sophistication. This means TVET institutions can respond to the different training needs of learners from different socioeconomic and academic backgrounds, and prepare them for gainful employment and sustainable livelihoods.

In Ethiopia, TVET was the most neglected area in the history of the education system. However, following 2000/01 a massive expansion of this sub-sector has been operational. The strategic thinking behind the expansion of the TVET sub-sector is to meet the middle level human power needs of the economy which has become very essential to the overall development of the country (MOE, 2002).

The goal of the TVET system is to create a competent, capable and adaptable workforce to economic and social developments in Ethiopia, and to enable an increasing number of Ethiopians to find gainful employment and self-employment in the different economic sectors of the country (Engineering Capacity Building Program, 2006). To this end, TVET will be re-organized into an outcome-based system. This means that identified competencies needed in the labor market become the final benchmarks of training and learning, and that all institutions, rules and regulations of the TVET system will be re-defined so that they support Ethiopians to become competent.

According to MOFED report of (2000) edition, the economic policy and strategy of Ethiopia requires technical and professional skills in broad and specific occupational fields. It is with this intention that the Government of Ethiopia has put in place a comprehensive capacity building development program aimed at strengthening its human resource potential through TVET Programs. To meet this demand, public and private TVET institutions have increased in number.

Moreover, the training areas have been diversified, and enrolment has also increased. Graduates of TVET institutes/colleges will not only be government or private sector employees, but they are also expected to be self-employed citizens. To this end, courses in entrepreneurship development would be offered to trainees so that they don't only have the professional skills, but also the ability to create their own self-employment opportunities MOE (2002). According to this document, this action was considered as one of the major actions intended to achieve the skilled man power requirements of the economy.

### **2.5.2. TVET and Employment**

According to UNESCO (2005), TVET is increasingly recognized as an effective means of empowering young people to engage in productive and sustainable livelihoods. In some countries, governments are faced with the challenge of providing further learning opportunities for young people or preparing them for the world of work. Hence, TVET programs that respond to the demands of the labor market are viewed as central to equip graduates with work skills that will enable them to escape from the cycle of poverty and contribute to their community economic wellbeing. The quantity and quality of human resources produced depend on both the delivery capacity of the formal and informal education and skills system, and on the demand for these resources in a given country.

Williamson (2007:123) illustrated this fact as 'simply increasing the supply of educated and skilled workers through investing heavily in expanding the provision of education and training is nothing unless matched with labor market'. This could make rapid rise in the number of degree and certificate holders, coupled with a lack of jobs in the areas for which these people were/have been trained. Guarcello (2006:45) explained the above issue further as 'graduate unemployment is one of the most labor market difficulties of young graduates coming from middle level training centers'. This is because, early unemployment in a person's working life is severe as it may permanently impairing his or her productive potential and therefore, unemployment problems can lead to serious social adjustment difficulties.

In line with the above ideas, a high level of unemployment is one of the critical socioeconomic problems facing in Ethiopia. While the labor force grows, with an increasing proportion of youth, employment growth is inadequate to absorb labor market entrants. As a result, youth are

especially affected by unemployment (UNESCO, 2005). Thus, enterprises of the formal sector are by no means in a position to absorb the increasing demand for employment. According to Frere, (2001), the majority of people will have to make a living in the informal sector. The TVET system must react to this situation and although a number of projects offer a larger range of different training programs, more initiatives are required for the existing training institutions to address a greater variety of target groups, particularly the more disadvantaged.

In the provision of vocational skills, micro-enterprise development training, and other income generation programs, a knowledge of the demands of the formal and informal sectors, the underlying employment markets, skills market, industrial characteristics, and labor must be directly linked to curriculum and training (ILO, 2003 ; in Williamson, 2007). In a nutshell TVET institutions/colleges should align the supply of skills to the requirements of local labor markets to provide graduates for gainful employment.

### **2.5.3. Entrepreneurship Education in TVET Programs**

The focus of TVET programs have been on the preparation and development of job seekers. That is, vocational training has not been involved in exploring new concepts beyond the traditional role of preparing students for available jobs. Rising levels of youth unemployment is having disastrous results in countries where this problem has reached serious proportions.

The rising level of graduates from time to time would make the supply of labor exceed the demand. This urges TVET institutions/colleges develop intentions and motivations for self-employment. One policy recommendation according to Nelson and Nguiru (1987) is modifying the education curricula to prepare people for entrepreneurially- defined work. An increasing attention has been given to technical and vocational training in Ethiopia as a policy instrument to improve employment and employability of youth graduates. Trainees learn job-specific and employability skills and are given opportunities to use these skills through work experience programs that connect them with the business community through cooperative training (MOE, 2001)

This need for entrepreneurial skills, among technical and vocational graduates, includes the associated knowledge and skills demanded in entrepreneurial scenarios such as teamwork, critical thinking, problem solving, and communication skills. In short, the total entrepreneur must

be developed person having technical, business, and personal skills plus the associated drive and experience that make an entrepreneur successful.

UNESCO's Section for Technical and Vocational Education is addressing this issue by proposing that entrepreneurial skills should augment the technical knowledge and skills young people gain in formal vocational training. Entrepreneurial skills will help them to acquire the mindset and know-how necessary to make self-employment a viable career option (UNESCO, 2005). From the above views what can be drawn regarding preparing trainees for a changing society and workplace, TVET is extending the training beyond the delivery of occupational knowledge. It must offer trainees an incentive for thinking creatively about creating a venture and broaden their understanding of the career opportunities.

Moreover, Nelson and Nguiru (1987) recommended that for Vocational and technical training institutions adequately prepare graduates for employment and self-employment, they need to orient graduates with entrepreneurial business trainings. That is to say programs need to be designed in vocational and technical training institutions to develop entrepreneurial skills and management skills which are essential for success in owning and operating a small enterprise.

#### **2.5.4. Entrepreneurship Education and Self- Employment**

Self-employment represents an important route into the labor market both in urban and rural areas. However, self-employment requires more than being technically competent in a certain occupational field. In order to become successful entrepreneur people need to develop self-confidence, creativity, a realistic assessment of the market, basic business management skills and openness to take risks.

According to Kaulgud (2003), entrepreneurship is extended from the concept of self-employment. As a self-employed person generates self-employment for him/herself, the entrepreneur also generates employment for others. Entrepreneurship education is becoming a component of new economic strategies for fostering job creation (Martinez, 1989). According to these authors, entrepreneurship education focuses on preparing trainees for self-employment. To promote job creation and the reduction of unemployment, the training of prospective

An entrepreneur is vital for economic development. To encourage entrepreneurial endeavors, many educational institutions nationwide have introduced courses designed to promote the skills and knowledge necessary to begin a new business or create a new product (Gibb, 1987). In an era of knowledge-based economies, an increased concern for improving creativity and innovation is basic to sustained growth. It is reported that the difference between being a developed or a developing country is a function of human capabilities in creativity and innovation.

Hence, cognizant of all these facts, countries to bring sustainable development eradicate poverty and reduce problems of unemployment need to concentrate on self-employment situations through fostering it by entrepreneurial training. What can be deduce from the above views is the concept of employability must focus on the need to equip trainees with the skills and competences they require to be employable or to create their own jobs, and to provide enterprises with the qualified, motivated and committed workforce required to remain competitive and grow. And hence, the inclusion of entrepreneurship training becomes vital.

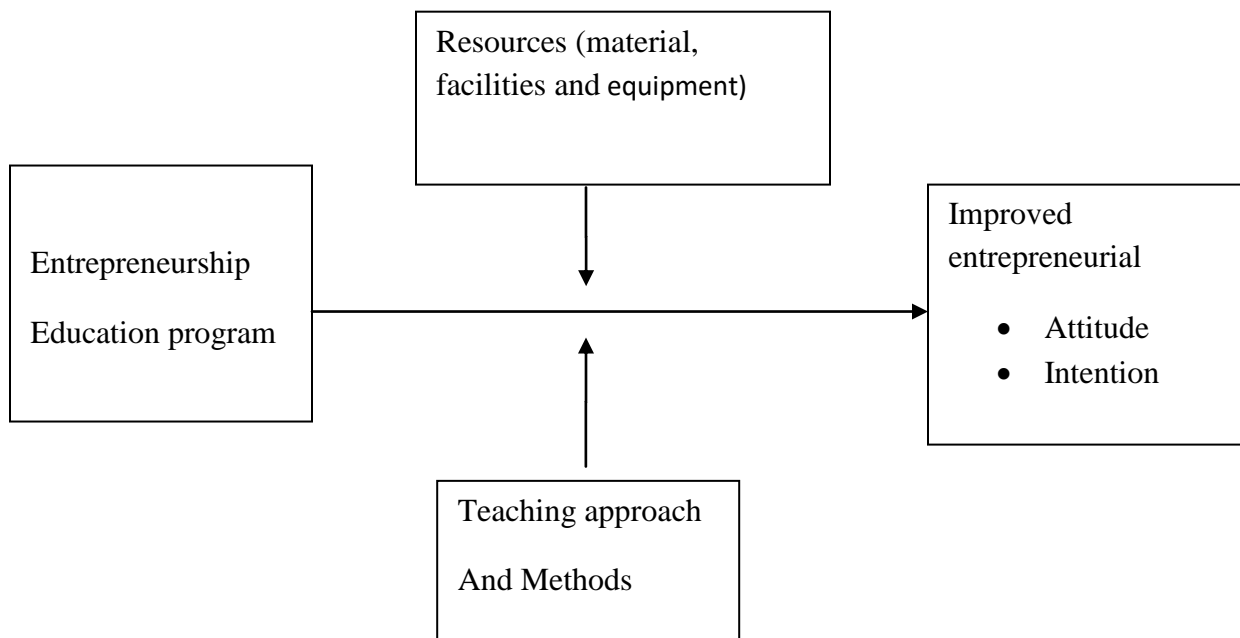
This section deals with the review of relevant researches and theoretical concepts which are important for establishing the framework for the study. It gives a descriptive analysis of available literatures on historical development of entrepreneurship, its economic contribution, and establishes the framework on how entrepreneurship education and training could enhance the development of self-employment and creation of small businesses and the historical development of Technical and Vocational Education and Training (TVET) center.

## **2.6. Conceptual framework**

The entrepreneurship training program model is used to assess the effect ETP shown in the conceptual model figure 1. The ETP is assessed based on its effect on creating trainees entrepreneurial attitude and self-employment regarding entrepreneurship behavior through Ajzen (1991) theoretical framework of planned behavior. In the model, the independent variable includes entrepreneurship training. The moderating variables include the availability of relevant resources, training methods and approaches. The dependent variables in the model relate to the antecedents of entrepreneurship behaviors defined using Ajzen's theory that is measures of

Attitude is towards the behavior, and entrepreneurial intentions. Attitudes perception and intentions should be assessed and analyzed using descriptive methodology to capture the positive and negative perspectives of the trainee

**Figure 1: Conceptual model of entrepreneurship education Program**



**Source:** Self developed.

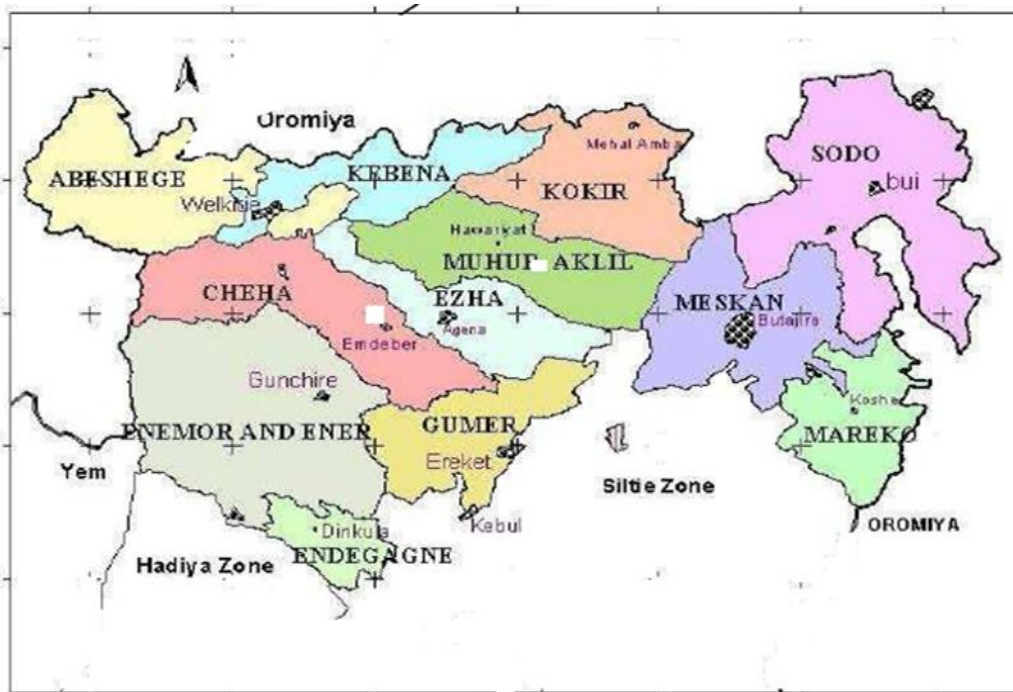
## Chapter Three: Research Design and Methodology

In this part of the study description of the study area; the research design and methods employed; sources of data; sample size and sampling techniques; instruments of data collection; methods of data analysis; and procedure of data collection used in the present study are described.

### 3.1. Description of the Study Area

Gurage Zone is placed in the central and southeastern mountainous area of Ethiopia in SNNPR and the zone capital (Wolkite) is located at 158 km South West of Addis Ababa and 432 km north from the regional capital (Hawassa). Guragezone is one of the 13 zones in SNNPR. It consists of 13 woredas and 2 city administration. The zone is bordered on the southeast by Hadiya zone and Yeme special woreda, on the west, north and east by Oromia region, and on the southeast by Silte zone (GzBoFED, 2017).

**Fig. 2 Administrative Map of the Zone**



### **3.2. Research design**

The study employed a cross-sectional survey design in that it examined existed practices and challenges in implementing entrepreneur education in TVET colleges in Guraghe zone. The survey design, as per Neuman (2004), is appropriate for asking individuals to self-report about particular behaviors, beliefs, attitudes, opinions, characteristics, and knowledge. According to Swanson and Holton (2005), survey studies are relevant when conducting research in organizations where the intent is to study systems, individuals, programs and events. Yin (2003) also states that surveys are appropriate when an in-depth understanding of a phenomenon or process is required.

### **3.3. Research approach**

The present study employed a mixed research method in that it used a concurrent embedded strategy of data collection and interpretation procedures. Such a design, according to Skordoulis(2004), helps to minimize the risk of validity, reliability and subjectivity issues. The reason for mixing methods includes triangulating data source for the sake of convergence across quantitative and qualitative methods; to integrate quantitative and qualitative data, or to reinforce each other (Nagy, 2010)

### **3.4. Sources of Data**

Multiple sources of evidence were used to triangulate the data, thereby increasing the credibility of results of the study. Accordingly, relevant data were generated from both primary and secondary sources. Primary data were solicited from trainers, trainees (active), department heads, and college deans. Training curriculum, official reports, TVET guidelines and researcher's personal experiences were used as secondary sources.

### **3.5. Sample Size and sampling techniques**

Firstly, the sample TVET colleges were sampled using simple random sampling technique. The selection of trainers and trainees was made using convince sampling technique as the researcher tried to approach trainers and trainees were available and willing the time of data collection. . Purposive sampling method was employed to select college deans because they are supposed to have adequate information about the programs in their colleges.

There are several approaches in practice to determining sample size. Kothari (2004) states that the sample must be of an optimum size i.e., it should neither be excessively large nor too small to avoid the drawing of inaccurate inferences since; the size of the sample should depend on the size of target population of the study.

The chosen TVET Colleges' total population is 3345. From these, respondents were selected to get the relevant primary data.

To calculate required sample size Yemane (1967) developed one approach of determining sample size. The present study employed Yemane's formula as follows?

$$n = \frac{N}{1 + N(e)^2}$$

n = number of customer whose participate in inquiry, N = total population in the study

(e)<sup>2</sup> = significant level

$$n = \frac{3345}{1 + 3345(.05)^2} = 357$$

**Table 1: Sample size**

No	Name of colleges	No. of Trainers/Teachers Plus Department heads			No. of Trainees/students			No. of representative		
		M	F	T	M	F	T	TEACHER	STUD. T	Deans
1	Wolkite TVET	110	42	152	591	712	1303	16	139	2
2	Agena TVET	42	10	52	479	422	901	6	96	1
3	Arekit TVET	26	10	36	440	306	746	4	80	1
4	Gunchire TVET	25	10	35	24	96	120	3	13	1
<b>Total</b>		<b>203</b>	<b>72</b>	<b>275</b>	<b>1534</b>	<b>1536</b>	<b>3070</b>	<b>29</b>	<b>328</b>	<b>5</b>

### 3.6. Instruments of data collection

Relevant data were generated from the study participants through self-developed survey questionnaires and interviews.

#### Questionnaire

Data were collected from trainers and trainees by means of survey questionnaires. Two set of questionnaires comprising both open and ended and closed-ended question items were prepared.

Data were collected from trainers and trainees by means of self-developed and self-administered survey questionnaires. Two sets of survey questionnaires comprising both open-ended and closed-ended question items were prepared in English language. The survey instruments in general were developed on the basis of the research model which comprised all aspects of change implementation. All the survey questionnaires consisted of five main parts: Section A was aimed at collecting biographic information (gender, age, academic preparation, service years, and year levels) and it sought to obtain profiles of participants that are believed to affect their competence in delivering entrepreneur education.

### **Interview**

To gather detailed information about the state of entrepreneurship course provision in TVET colleges in Gurgaha zone interview guides were administered to five college deans. Unstructured interview was administered with Amharic language. On average one hour was used for each key informants and the interview was administered in the offices of the college deans.

### **3.7. Procedure of Data Collection**

Once study participants were identified, instruments of data collection were developed on the basis of the literature reviewed, research model and research questions identified. Thereafter, the instruments were pre- tested to establish the validity and reliability of the tools with the help of experts in the area of study and using Cronbach's alpha test. Entry to the research sites was carried out following the pilot test of instruments of data collection.

After obtaining letter of permission to the research sites from my college and concerned TVET leaders the researcher prepared a schedule for data collection sessions for both survey questionnaires and interviews. To generate the sampling frame, lists of survey participants were acquired from each sample TVET college. And then, data collection instruments were distributed to the study participants and collected by the researcher. Finally, the data solicited from the study participants were analyzed via both quantitative and qualitative data analysis methods.

### **Pilot study**

The first self-developed survey questionnaires were designed on the basis of related literature in the area of entrepreneurship education, empirical studies, and personal experience. Then, the

questionnaires were modified and well organized with the help of feedbacks obtained from my advisors. Thereafter, the final version was developed through piloting and testing by distributing the instruments to randomly selected trainers and trainees in Wolkitie TVET College.

Accordingly, the survey questionnaires were distributed to 15 selected participants (5 trainers and 10 trainees). Data were gathered and then analyzed. As a result of the pilot four likert type survey questions were revised and a total of four question items found to be irrelevant to student participants were discarded and some vague terms used in surveys were clarified.

### **Reliability and validity**

According to Cronin and Taylor (1992), they claim that this scale’s reliability ranges between 0.651 and 0.764, depending on the industry type, and exhibits both convergent and discriminated validity. To examine reliability of the tools Cronbach alpha was used to test the reliability of the instruments. Accordingly the instruments are found to be reliable with alpha test of 0.73

**Table 2: Reliability test score**

Independent variable	Number of attribute	scales
attitude of trainees to words entrepreneurship	9	0.79
Entrepreneurial behavior of trainees	9	0.75
teaching Method	6	0.74
Challenges in facing TEVT	6	0.64

### **3.8. Ethical Considerations**

Any research endeavor that involves human subjects needs to take in to account ethical issues that might potentially impact those individuals under study. The most important concern related to respondent protection is the protection of their privacy. As the present research involved human subjects, the ethical guidelines for conducting the research were followed. Efforts were made to ensure that the highest level of ethical responsibility employed to safeguard the interests of the respondents and the researcher. Firstly, permission to collect data was requested and obtained from each university with the help of a permission letter obtained from my institution.

Respondents are more likely to participate in research inquires if they are allowed to participate anonymously (Dillman, 2007). Anonymity means it is impossible for the researcher to associate any particular data with the individual that provided that data (Neuman, 2004). Hence, the researcher ensured anonymity first; respondents were instructed not to include any identifying marks on the survey. Moreover, for survey participants a cover letter describing the purpose of the study, voluntary nature of their participation and about the confidentiality of their responses was prepared.

### **3.9. Methods of Data Analysis**

In the data processing phase data editing, coding and cleaning were made so as to check the consistency and validity of data collected with different tools. In analyzing data both quantitative and qualitative methods were used. Descriptive data analysis tools mainly mean and standard deviation were employed in analyzing quantitative data. Moreover, t-test was used to analyze data collected from the responses of the two groups of respondents, i.e., trainees and trainers. A qualitative data analysis method was used for the data generated from transcriptions of interviews and document analysis.

## **Chapter Four: Presentation, Analysis and Interpretation of Data**

This chapter presents findings generated from surveys interview responses as they relate to the literature review. The findings are presented in line with the research questions designed to guide the present study.

In order to reach findings data were analyzed according to theories discussed in the literature review and methodology section as suggested by Patton (2002). The aim in this section is to present the analysis of data obtained regarding the views, attitudes and beliefs of the trainers, trainees and college Deans regarding entrepreneurship education practices and challenges. Based on the questions asked in survey instruments and interview guide, and their responses the findings are presented separately using descriptive and inferential statistics for survey data and direct quotations for qualitative responses.

### **4.1. Demographic description of the respondents**

In total 357 questionnaires distributed to trainers and trainees of the colleges. All the 357 (100%) questionnaires were properly filled and returned. High return rate of the questionnaire was secured due to on the spot approach of instrument administration used by the student researcher.

The survey questionnaires requested the following demographic information: sex, age, and level of training, field of study, academic preparation, and service year

**Table 3:Background information of the respondents**

Variables		Trainers		Trainees	
		Frequency	Percentage	Frequency	Percentage
Sex	Male	21	72.4	212	64.6
	Female	8	27.6	116	35.4
Total		29	100.0	328	100.0
Age	Below 18	19-29	30-45	Above 45	Total
	Trainers	19	5	2	29
	Trainees	74	230	16	-
Experience of trainers	Below 5 years	6-10 years	11-15 years	Above 15 years	Total
	4	19	2	1	29
Field of study	Fields	Constr.	Indus.	Business	Manuf.
	Trainers	12	13	2	2
	Trainees	25	70	195	57

The personal information of respondents showed that nearly 65.3% of all the two groups of respondents were males. This implies male dominated academic community in the colleges. However, the number female trainees are appreciable when compared with the situation in other similar TVET colleges.

The item in table3 indicated that while more than half (65.5%) of the trainers participants were aged between 19-29 years, and 71.1% of trainees were also in the age category 19-29 showing that the trainers and the trainees in all the participating TVET colleges were relatively in their young age. Moreover, 16 (4.8%) trainees were in the age category 30-45. The data implies that both the trainers and the trainees are in their productive age to ensure effective implementation of the programs.

As far as work experience of participants is concerned, the great majority of trainers (i.e., 65.5%) served more than five years. Only 4 (13.8%) had a work experience of below five years. This

finding showed that trainers relatively had better work experience to assist and equip the trainees with relevant knowledge and skills.

As far as field of study of the study participants is concerned, while most of trainers were from construction and industrial fields of study; the great majority of trainees were attending business fields of study in which entrepreneurship was found to be their major field of study. However, 25 (86.2%) trainers were from non-business fields of study. This implies that the trainers may not trained in entrepreneurship.

## 4.2. Attitude towards entrepreneurship education

**Table 4: Respondents' response with regard to trainers' and trainees' attitude towards entrepreneurship education**

R. No	Items	Respondents	N	Mean	SD
1	Entrepreneurship education helps to acquire knowledge, skill and attitude needed to run business.	Trainers	29	3.41	.988
		Trainees	328	3.41	1.370
2	Entrepreneurship education enable individual to make lots of money.	Trainers	29	3.63	1.083
		Trainees	328	2.81	1.084
3	Entrepreneurship education is provided as an honorable profession.	Trainers	29	3.06	.951
		Trainees	328	3.35	.911
4	Entrepreneurship education is offered efficiently within the given time period.	Trainers	29	4.66	.951
		Trainees	328	4.25	.536
5	Trainees are highly interested by entrepreneurship education.	Trainers	29	3.06	.983
		Trainees	328	2.96	.951
6	The course enables to identify and utilize opportunities.	Trainers	29	3.06	.983
		Trainees	328	3.30	.639
7	Entrepreneurship education is being provided by competent trainers	Trainers	29	3.30	1.639
		Trainees	328	3.93	.914
8	Entrepreneurship education is being supported by practices	Trainers	29	2.78	.583
		Trainees	328	3.03	.914
	<b>Total</b>		357	Weighted mean Trainers=3.38 Trainee=4.05	

There is empirical evidence related to entrepreneurial education as an intervention tool for impacting graduates attitude toward entrepreneurship and on youth awareness and attitudes about the social and economic desirability of entrepreneurship as a career option (Berger, 1992).

The above table, Table 4 presents data obtained from responses the study participants with regard to trainers and trainees perception towards the state of entrepreneurship education in the sampled TVET colleges. In the analysis of data the mean values are categorized as follows to interpret the responses of the participants (1:00-1.79 strong disagreement; 1.80-2.59 disagreement; 2.60-3.39 neutral responses; 3.40-4.19 agreement and 4.20-4.99 strong agreement)

Accordingly, as evidenced by these descriptive statistics, the majority of the trainees replied that Entrepreneurship education is offered efficiently within the given time period ( $M=4.25$ ;  $SD=.536$ ). Moreover, large number of the trainees indicated their agreement that Entrepreneurship education helps to acquire knowledge, skill and attitude needed to run business ( $M=3.41$ ;  $SD=.988$ ) and Entrepreneurship education is being provided by competent trainers ( $M=3.93$ ;  $SD=.914$ ). However, the trainees showed neutral responses regarding the state of entrepreneurship education in considering it as a honorable profession; helps them to make money; their interest in it; helps them to identify and utilize opportunities; and being supported by practice. These were areas that received less attention of the trainees either to show their agreement or disagreement.

On the other hand, the majority of the trainers ( $M=4.66$ ;  $SD=.951$ ) also show their strong agreement that Entrepreneurship education is offered efficiently within the given time period in the colleges. They also agreed that Entrepreneurship education helps to acquire knowledge, skill and attitude needed to run business ( $M=3.41$ ;  $SD=1.37$ ) and Entrepreneurship education enable trainees to make lots of money ( $M=3.63$ ;  $SD=1.083$ ). Similarly, trainers were in different to respond to items dealing with interest of trainees; practice based education; the professional nature of the training and its contribution in helping trainees to identify and utilize opportunities. The overall data showed uniformity of responses of trainees and trainers participants in responding to the nature of entrepreneurship education in their colleges.

Also four college deans responses the entrepreneurship training starts with clear understanding of market and ends with real market exercises where the trainees sells i.e. goods/services and analyze their profit/loss .And hence, almost all part of the training includes practical knowledge.

Sometimes yes, sometimes no, there is a shortage of entrepreneurship trainers in general. Most of training institutions provide training with major courses trainers who have passed through short-term entrepreneurship training. One of the advantages of this type of training helps the trainer and the trainees to focus on their main occupational areas to find market and trade as well. Nevertheless, they lack full confidence in delivering the training. There are also some training

institutions which provide training by employing professionals who have got an international training such as ILO, CEFE, and KAB.

According to Kumar *et al* (2004) positive motivation for entrepreneurship occurs when a person is inspired to act for earning some rewards and benefits. According to Gubta and Srinivasani (2003), a person's behavior is shaped by several socio psychological factors such as his/her goals, education level, cultural back ground, work experience, etc. Likewise the study result also shows that trainees develop a positive attitude towards EE. They believe that it helps them to become an entrepreneur.

### 4.3. Delivery methods of Entrepreneurship education

**Table 5: Responses on Methods of Entrepreneurship education**

R.No	Frequency of the instructional methods used	Respondents	N	Mean	SD
1	lecture method	Trainers	29	3.53	1.083
		Trainees	328	4.70	.893
2	Simulation	Trainers	29	2.74	.829
		Trainees	328	3.43	1.124
3	Project and Presentation	Trainers	29	2.55	1.289
		Trainees	328	2.62	.829
4	Group Discussion in Class	Trainers	29	3.63	1.083
		Trainees	328	4.60	.793
5	Trainees Field Visit to Enterprises	Trainers	29	2.49	.526
		Trainees	328	1.80	.975

R.No	Frequency of the instructional methods used	Respondents	N	Mean	SD
6	Role Playing	Trainers	29	2.81	.984
		Trainees	328	3.3	.859
7	Individual Project	Trainers	29	3.15	.911
		Trainees	328	2.98	1.012
8	Group Project	Trainers	29	2.85	.911
		Trainees	328	3.34	.982
9	Guest Speaker	Trainers	29	3.30	.859
		Trainees	328	2.83	1.017
10	Problem Solving	Trainers	29	2.71	1.021
		Trainees	328	2.54	.985
11	Training in an Enterprise	Trainers	29	2.78	.896
		Trainees	328	2.61	.893
12	Case study	Trainers	29	2.86	.789
		Trainees	328	3.01	.889
	Weighted Mean	Trainers=3.51		Trainee=2.82	

For effective delivery of entrepreneurship education so as to well equip the trainees with the needed amount of knowledge and skill, a variety of modes of delivery should be employed by TVET colleges. Regarding this both groups of participants were asked to rate the frequency of usage of the methods of teaching listed in Table 5. For analysis of the data obtained from the participants the mean values are categorized as follows,: Always 4.20-4.99; Very often 3.40-4.19; sometimes 2.60-3.39; seldom 1.81-2.59; Never 1.00-1.79

In general, Entrepreneurship education aims to stimulate creativity in students, enable them to identify opportunities for innovation and motivate them to transform the ideas into practical and targeted activities, whether in a social, cultural or economic context. In most countries the training emphasizes giving the students relevant knowledge and skills to establish and run an enterprise.

Hence, for effective delivery of entrepreneurship education so as to well equip the trainees with the needed amount of knowledge and skill, a variety of modes of delivery should be employed by TVET colleges. Regarding this both groups of participants were asked to rate the frequency of usage of the methods of teaching listed in Table 5. For analysis of the data obtained from the participants the mean values are categorized as follows,: Always 4.20-4.99; Very often 3.40-4.19; sometimes 2.60-3.39; seldom 1.81-2.59; Never 1.00-1.79

As clearly stated by Martinez (1989) entrepreneurship education has the capacity for the development of an entrepreneurial society. To this end, entrepreneurship education and training need to be supported by a variety of modes of delivery. These may help the trainees to get better and relevant knowledge and skills that would help them to be an entrepreneur. In this regard, the study participants were asked to rate the frequency of usage of the methods in the delivery of the training.

Accordingly, the data on Table 5 shows that both groups of participants identified lecture ( $M=4.70$ ;  $SD=.893$ ;  $M=3.53$ ;  $SD=1.083$ ) and group discussions ( $M=4.60$ ;  $SD=.793$ ;  $M=3.63$ ;  $SD=1.083$ ) as the methods that are always and very often used in the colleges. However, as responded by the respondents, the other important methods such as group project, guest speaker, problem solving, and training in enterprises are used only some times. According to the trainees ( $M=1.80$ ;  $SD=.975$ ) field visit was never used in the colleges as an alternative mode of delivery. Over all, the analyses of data with regard to methods of teaching and learning of entrepreneurship education and training implies that lecture was the dominant traditional mode of delivery widely used at the expense of other alternative methods.

Also according to college deans entrepreneurship training encompasses practical exercises, role modeling, field visit and trainees engagement; trainees are interested to learn entrepreneurship.

As it is explained in CEFE (1998), the sustainability of the results achieved during the training is a function of how well the training is conducted. However, the analysis of data reveals that trainers mainly use lecture and discussion methods widely. The attempt made to make practice based and relate it to real life situations is highly limited.

#### 4.4. Trainees entrepreneurial behaviors

**Table 6: Trainees' Reflections towards their Entrepreneurial Behavior**

No	Items	Respondents	N	Mean	SD
1	I have planned to start my own business after the course.	Trainees	328	3.11	.984
2	I am competent enough to start business.	Trainees	328	3.45	.911
3	I appreciate people engaged in self – employment.	Trainees	328	4.85	.536
4	I am more interested in establishing my own venture than getting job.	Trainees	328	4.66	.951
5	Establishing new venture company is the only way to succeed in life.	Trainees	328	3.34	.914
6	I would like to establish my own company even if my parents are against it.	Trainees	328	3.38	1.083
7	Even my business fail many times I will try until I succeed.	Trainees	328	3.90	.914
8	Entrepreneurship education helps me understand and accept risk to operate successful business.	Trainees	328	3.33	1.083
	Weighted Mean	Trainers=3.15		Trainees=3.10	

Generally speaking, being an entrepreneur or entrepreneurial behavior is the result of many factors including motivational factors, family background, external factors and education and trainings acquired. Hence, trainees of the sampled colleges were required to reflect on their entrepreneurial behaviors by asking question items listed on Table 6 above.

In the analysis of data the mean values are categorized as follows to interpret the responses of the participants (1:00-1.79 strong disagreement; 1.80-2.59 disagreement; 2.60-3.39 neutral responses; 3.40-4.19 agreement and 4.20-4.99 strong agreement)

Accordingly, the data on the above table shows that, the majority of the study participants strongly agree that they appreciate people engaged in self-employment ( $M=4.85$ ;  $SD=.536$ ) and they were more interested in establishing their own venture than getting job ( $M=4.66$ ;  $SD=.951$ ). Moreover, a reasonable number of trainees showed their agreement that they were competent enough to start business ( $M=3.45$ ;  $SD=.911$ ). However, paradoxically they were indifferent to respond to the item that asks whether Entrepreneurship education helps them understand and accept risk to operate successful business.

To what extent has entrepreneurship education equip trainees with adequate knowledge, skill and attitude (e.g. in its content, method of delivery, etc)

As it has been mentioned in number one, the methodology of training ranges from lecture/demonstration to real marketing practice. In doing so, the trainers will facilitate the students to assess their market area, identify potential business ideas, select best business idea, produce goods/provide services, delivers goods/services, determine selling price after analysis of cost and finally calculates profit/loss. In all aspects, they take risks, see opportunities, face problems, anticipate future, developed communication skills etc. Therefore by being engaged in the real world of work, the trainees will acquire the necessary knowledge, skills and attitude to run their own business.

## 4.5. Challenges

**Table 7: Responses on Challenges facing the college in the provision of entrepreneurship education**

No	Factors	Respondents	N	Mean	SD
1	Poor Competence of trainers	Trainers	29	4.60	.793
		Trainees	328	2.79	1.139
2	Lack of facilities	Trainers	29	3.06	1.006
		Trainees	328	3.12	1.272
3	Poor Interest of trainees	Trainers	29	2.82	1.289
		Trainees	328	4.20	.893
4	Duration of the program	Trainers	29	4.00	.710
		Trainees	328	3.76	1.030
5	Irrelevance of the program for self-employment	Trainers	29	3.76	1.030
		Trainees	328	2.96	1.172
6	Practicability of the theory to practice	Trainers	29	4.31	.958
		Trainees	328	2.61	1.089
	Weighted Mean	Trainers=3.24      Trainees=3.53			

The above table, table 7 presents data dealing with challenges facing the colleges in delivering entrepreneurship education as perceived by the study participants. The analysis is based on the following category of rating of mean values: 4.20-4.99 Very high; 3.40-4.19 high; 2.60-3.39 moderate; 1.81-2.59 Low; 1.00-1.79 very low.

According to the data obtained from trainees of the sampled TVET colleges poor interest of trainees and the inadequacy of time for the program are rated as very high (M=4.20; SD=.893)

and high ( $M=3.76$ ;  $SD=1.03$ ) challenges respectively. On the other hand, the trainees rated problems related with competence of trainers, lack of facilities, irrelevance of the program, and theory-practice gap as a moderate challenge.

The data on the same table reveals that poor competence of trainees ( $M=4.60$ ;  $SD=.793$ ) and the applicability of theoretical teachings in the real life situation of trainees ( $M=4.31$ ;  $SD=.958$ ) were rated very high. Irrelevance of the program and duration of the program were rated high with mean score of ( $M=3.76$ ;  $SD=.1.03$ ) and ( $M=4.00$ ;  $SD=.710$ ) respectively by the trainers.

However, the trainers rated poor interest of trainees and facility related problems as ‘moderate’ challenge. The analysis of data obtained from the two groups of respondents revealed that except for the inadequacy of time to deliver the program the two groups of the study participants identified different challenges. Divergence of views among the two groups of participants was observed in ordering the identified challenges. As a whole, the responses of the two groups of participants were found to be relatively, uniformly distributed.

According to four deans of responses

- Lack of trained trainers
- Lack of awareness about the training within the community.
- Low emphasis is given by the sector.
- Financial constraints.
- Lack of well equipped training areas.
- Shortage of training facilities.

### Table8: Summary

A =Attitude

E=effects of entrepreneurship training on trainees Entrepreneurial behavior

T=teaching methods

C=Challenges

#### Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
A	Trainees	328	4.05	.880	.049
	Trainer	29	3.38	.506	.097
E	Trainees	328	3.10	1.391	.078
	Trainer	29	3.15	1.099	.212
T	Trainees	328	2.82	1.594	.089
	Trainer	29	3.51	.781	.150
C	Trainees	328	3.53	1.264	.071
	Trainer	29	3.24	1.891	.364

The above table shows the summary of the analysis of data in the preceding sections. The weighted means in the table shows that the attitude of trainees towards entrepreneurship education in helping to become an entrepreneur is found to be significant as compared with the mean value of trainers and how they view it. Moreover, the perception of trainees towards the methods of trainings used is highly criticized as compared with the views the trainers. Trainees also identified critical challenges as compared with what trainers identified as a challenge

**Table :9 Independent Samples Test**

	Levine's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Differenc e	Std. Error Differen ce	95% Confidence Interval of the Difference	
								Lower	Upper
A	4.442	.036	3.523	345	.000	.606	.172	.267	.944
			5.547	40.735	.000	.606	.109	.385	.826
E	4.140	.043	-.164	345	.870	-.045	.275	-.586	.496
			-.200	33.457	.843	-.045	.225	-.503	.413
T	31.504	.000	-2.206	345	.028	-.684	.310	-1.294	-.074
			-3.916	47.023	.000	-.684	.175	-1.036	-.333
C	30.588	.000	1.866	345	.063	.494	.265	-.027	1.015
			1.333	27.994	.193	.494	.371	-.265	1.254

Finally, attempts were made to compare the similarity and differences between the responses of the two groups of respondents. The analysis was made using a 0.05% confidence interval. The response difference was found to be significant in their attitude towards entrepreneurship education and in identifying challenges encountering in the provision of entrepreneurship education and training.

## Chapter Five: Conclusions and Recommendations

With reference to the research methodology discussed in chapter three the aim of this part of the dissertation is to provide summary of the study and to formulate conclusions regarding the objectives of the research as stated in the first chapter. The conclusions drawn have implications for practice and policy. Finally recommendations are made in terms of the literature review and empirical study.

The study results revealed that 65.3% of both groups of participants were males. More than half of the trainers (65.5%) and trainees (71.1%) were in the age category 19-29. More importantly, 65.5% of the trainers served more than five years in the teaching profession.

The study shows that the majority (86.2%) of the trainers' participants were from non-business fields of study indicating that they may not be trained to teach entrepreneurship education.

Large number of the trainees indicated their agreement that Entrepreneurship education helps to acquire knowledge, skill and attitude needed to run business ( $M=3.41$ ;  $SD=.988$ ) and Entrepreneurship education is being provided by competent trainers ( $M=3.93$ ;  $SD=.914$ ). On the other hand, the majority of the trainers ( $M=4.66$ ;  $SD=.951$ ) also show their strong agreement that Entrepreneurship education is offered efficiently within the given time period in the colleges. They also agreed that Entrepreneurship education helps to acquire knowledge, skill and attitude needed to run business ( $M=3.41$ ;  $SD=1.37$ ) and Entrepreneurship education enable trainees to make lots of money ( $M=3.63$ ;  $SD=1.083$ ).

The results of the study portrays that both groups of participants identified lecture ( $M=4.70$ ;  $SD=.893$ ;  $M=3.53$ ;  $SD=1.083$ ) and group discussions ( $M=4.60$ ;  $SD=.793$ ;  $M=3.63$ ;  $SD=1.083$ ) as the methods that are always and very often used in the colleges. However, as responded by the respondents, the other important methods such as group project, guest speaker, problem solving, and training in enterprises are used only some times. The majority of the study participants strongly agree that they appreciate people engaged in self-employment ( $M=4.85$ ;  $SD=.536$ ) and they were more interested in establishing their own venture than getting job ( $M=4.66$ ;  $SD=.951$ ). Moreover, a reasonable number of trainees showed their agreement that they were competent enough to start business ( $M=3.45$ ;

SD=.911). However, paradoxically they were indifferent to respond to the item that asks whether Entrepreneurship education helps them understand and accept risk to operate successful business.

The study results revealed that poor competence of trainees (M=4.60; SD=.793) and the applicability of theoretical teachings in the real life situation of trainees (M=4.31; SD=.958) were rated very high. Irrelevance of the program and duration of the program were rated high with mean score of (M=3.76; SD=.1.03) and (M=4.00; SD=.710) respectively by the trainers. Poor interest of trainees and the inadequacy of time for the program are rated as very high (M=4.20; SD=.893) and high (M=3.76; SD=1.03) challenges respectively. On the other hand, the trainees rated problems related with competence of trainers, lack of facilities, irrelevance of the program, and theory-practice gap as a moderate challenge.

### **5.1. Conclusion**

On the basis of the analysis of data obtained from the two groups of respondents the following conclusion is drawn:

As clearly stated by Daniel (2004) best practices in entrepreneurship training are those which stimulate trainees to potential entrepreneurs through equipping with the right kind of knowledge, skills and attitudes. Thus the present study was aimed at assessing the practice and challenges of entrepreneurship education in TVET colleges in Guraghe Zone.

The analysis of data made so far in the preceding chapter reveal that although the trainees had positive attitude towards the training to become an entrepreneur and self-employed the practice shows limitations in the delivery of the program. Lack of training of the trainers to offer entrepreneurship education, inadequacy of time allocated for the program, poor interest of the trainees, lack of facilities and failure to support the training with appropriate methods of teaching other than lecture and discussion methods were found to be tough challenges in the sampled colleges.

Therefore, on the basis of the results of the study it is possible to conclude that the state of entrepreneurship education and training program offered in the colleges was inadequate and ineffective. Except for the positive attitude developed by the trainees the process of training was not smooth enough to create competent entrepreneurs.

## **5.2. Recommendations**

On the basis of findings obtained, discussions made, and conclusions drawn the present study forwarded some of its concerns for further research.

### **Recommendations to the TVET Colleges**

In order to make trainees highly interested for taking entrepreneurship training and have entrepreneurial attitude the training colleges should make available sufficient training facilities that the curriculum requires since it enables the trainers to offer appropriate training.

TVET colleges should train or fill the gap of the trainers in entrepreneurship to enhance their knowledge and skills about the science of entrepreneurship education.

As the finding shows the trainers were used lecture method and theory based trainings frequently but Entrepreneurship training by its nature requires more of practical training which is learning by doing to make the trainees capable enough to be self-employed. The trainers should use practice based training methods like simulation, demonstration, training in enterprise, field visit to enterprise or by using cooperative training, problem solving, project and presentation rather than using theory based training.

There is a need for Technical and Vocation colleges to form partnerships with established Entrepreneurs and agencies that support budding entrepreneurs like the Local Enterprise Authority to help in the facilitation of entrepreneurship modules in colleges, as guest presenters, and also to act as mentors.

### **Recommendations to the Trainers**

In order to translate the trainees' positive attitude to be self-employed and reducing of unemployment practically on the ground, the trainers should continuously provide awareness creation activities to enhance trainees understanding and interest towards entrepreneurship. In addition to the above in order to develop trainees that have all rounded entrepreneurial attitudes, trainers should offer the training in a way that enable the trainees to capture personal entrepreneurial characteristics that acquires planning abilities, implementation skills and to be achievement oriented individuals.

## **Recommendations to Regional TVET agency**

The time allocated to the entrepreneurship program should be increased to allow inclusion of other activities like field trips to business incubators and other practicing and successful entrepreneurs.

The TVET agency should also consider incorporating entrepreneurship education in the curriculum of higher institutions as a main course by customizing the entrepreneurial competencies to each field of studies to build creative entrepreneurial society in all sectors.

The study results indicate that lack of time for the delivery of entrepreneurship education and training was identified as a major challenge by the two groups of participants. Hence, the TVET agency in collaboration with concerned bodies should work on allocating adequate time for the program.

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## Appendix A

**WolkiteUniversity  
Post graduate program  
Department of Management**

**A Questionnaire to be filled by TVET Trainers/Instructors and Department heads**

**Dear Participant,**

This questionnaire is prepared to collect information for the study entitled, ‘**The practice and challenges of entrepreneurship course provision in selected technical and vocational education and training colleges in Gurahge zone**’ The study is conducted for the partial fulfillment for the requirement of Master’s Thesis. Your response will be used only for the academic research and hence will be kept confidential.

Thus I kindly request your cooperation to fill out the questionnaire.

Thank you in advance for your cooperation.

Sincerely,

**(Contact address +251911946259)**

**Part 1: Demographic Data**

**Instruction:** Dear respondents! The followings are demographic data that you are kindly respond to it. Hence please indicate your response in the box provided by putting tickmark (✓)

**1. Sex:** Male  Female

**2. Age:**

Below18  19-29  30- 45  Above 45

**3 Experience:** Below 5 years  6-10 years  11-15 years  Above 15 years

**4. Your Field of study:**

Construction sector  In  trial sector Business  or manufacturing sec

Write if any others: \_\_\_\_\_

**Part 2: Attitude of Trainers/Instructors /Department heads towards the state of Entrepreneurship Education**

**1 Are you providing entrepreneurship training as a course?**

Yes  No

**2. If your answer for question number 5 is yes, how it is offered?**

As a main course  As a supportive course

**3. Indicate your agreement or disagreement with the following statements based on the likert scale**  
 by writing 1- 5. (1 for strongly disagree, 2 for disagree, 3 for undecided, 4 for agree, 5 for strongly agree).

R.No	Statement	1	2	3	4	5
1	Entrepreneurship education helps to acquire knowledge, skill and attitude needed to run business.					
2	Entrepreneurship education enable individual to make lots of money.					
3	Entrepreneurship education is provided as an honorable profession.					
4	Entrepreneurship education is offered efficiently within the given time period.					
5	Trainees are highly interested by entrepreneurship education.					
6	The course enables to identify and utilize opportunities.					
7	Entrepreneurship education is being provided by competent trainers					
8	Entrepreneurship education is being supported by practices					
9	Relevant topics are presented through entrepreneurship education					

**Part-3: Delivery Methods of Entrepreneurship education**

**Instruction: the following listed items are Entrepreneurship education delivery methods. Hence indicate the Frequency of training Methods Used in Entrepreneurship Training by putting tick mark (✓) under the alternatives given in the table below (often, always, rarely, and never used)**

R.No	Frequency of the instructional methods used	Always	Often	Some times	rarely	Never used
1	lecture method					
2	Simulation					
3	Project and Presentation					
4	Group Discussion in Class					
5	Trainees Field Visit to Enterprise					
6	Role Playing					
7	Individual Project					
8	Group Project					
9	Guest Speaker					
10	Problem Solving					
11	Training in an Enterprise					
12	Case study					

**Part-4 Trainers/Instructors Reflections towards Entrepreneurial Behaviour**

**Instruction** Put a tick mark(✓) for your level of agreement or disagreement to the statements related to reflections of trainees on self employment based on the 5 point likert scale by writing 1-5 (1 for strongly disagree, 2 for disagree, 3 for undecided, 4 for agree, 5 for strongly agree).

No	Items	1	2	3	4	5
1	I have planned to start my own business after the course.					
2	I am competent enough to start business.					
3	I appreciate people engaged in self –employment.					
4	I am more interested in establishing my own venture than getting job.					
5	Establishing new venture company is the only way to succeed in life.					
6	I would like to establish my own company even if my parents are against it.					
7	Even my business fail many times I will try until I succeed.					
8	Entrepreneurship education helps me understand and accept risk to operate successful business.					

**Part-5: Challenges**

Put a tickmark(✓) for your level of agreement or disagreement to the statements related to challenges encountering the provision of entrepreneurship education

No	Factors	Rating scale				
		Very high	High	Moderate	Low	Very Low
1	Competency of trainers					
2	Availability of facilities					
3	Interest of trainees					
4	Duration of the program					
5	Relevance of the program for self employment					
6	Practicability of the theory					
7	The collegeConcern towards entrepreneurship education					
Any other challenge,						
here _____						

## Appendix B

WolkiteUniversity  
Post graduate program  
Department of Management

### A Questionnaire to be filled by TVET College trainees/students

Dear Participant,

This questionnaire is prepared to collect information for the study entitled, ‘**The practice and challenges of entrepreneurship course provision in selected technical and vocational education and training colleges in Gurahgezone**’The study is conducted for the partial fulfillment for the requirement of Master’s Thesis. Your response will be used only for the academic research and hence will be kept confidential.

Thus I kindly request your cooperation to fill out the questionnaire.

Thank you in advance for your cooperation.

Sincerely,

(Contact address +251911946259)

#### Part 1: Demographic Data

**Instruction:Dearrespondents!Thefollowings are demographic data that youare kindly respond to it. Hence please indicate your response in the box provided by putting tickmark**

(✓)

1. Sex: Male  Female

2. Age: Below18  19-29  30- 45  Above 45

#### 3. Level of Training you are attending

Level-oneLevel Levelthree LevelurLevel-Five

#### 4. Your Field of study

Construction sectorIndustrialectorBusinesssectorufacturing sector

Write if any others: \_\_\_\_\_

**Part 2: Attitude of trainees towards Entrepreneurship Education**

**Instruction**

Indicate your **level** of agreement or disagreement with the following statements based on the **likert** scale by writing 1, 2,3,4,5. (1 for strongly disagree, 2 for disagree, 3 for undecided, 4 for agree, 5 for strongly agree).

R.No	Statement	1	2	3	4	5
1	Entrepreneurship education helps to acquire knowledge, skill and attitude needed to run business.					
2	Entrepreneurship education enable individual to make lots of money.					
3	Entrepreneurship education is provided as an honorable profession.					
4	Entrepreneurship education is offered efficiently within the given time period.					
5	Trainees are highly interested by entrepreneurship education.					
6	The course enables to identify and utilize opportunities.					
7	Entrepreneurship education is being provided by competent trainers					
8	Entrepreneurship education is being supported by practices					
9	Relevant topics are presented through entrepreneurship education					

**‘Part-3: Delivery Methods of Entrepreneurship education**

**Instruction** Frequency of training Methods Used in Entrepreneurship Training, Pleas mark (✓) under the alternatives given in the table below (often, rarely, and never used)

R.No	Frequency of the instructional methods used	Always	Often	Some times	rarely	Never used
1	lecture method					
2	Simulation					
3	Project and Presentation					
4	Group Discussion in Class					
5	Trainees Field Visit to Enterprise					
6	Role Playing					
7	Individual Project					
8	Group Project					
9	Guest Speaker					
10	Problem Solving					
11	Training in an Enterprise					
12	Case study					

**Part-4 Trainees Reflections towards Entrepreneurial Behaviour**

**Instruction** Put a tick mark(✓) for your level of agreement or disagreement to the statements related to reflections of trainees on self employment based on the 5 point likert scale by writing 1-5 (1 for strongly disagree, 2 for disagree, 3 for undecided, 4 for agree, 5 for strongly agree).

No	Items	1	2	3	4	5
1	I have planned to start my own business after the course.					
2	I am competent enough to start business.					
3	I appreciate people engaged in self –employment.					
4	I am more interested in establishing my own venture than getting job.					
5	Establishing new venture company is the only way to succeed in life.					
6	I would like to establish my own company even if my parents are against it.					
7	Even my business fail many times I will try until I succeed.					
8	Entrepreneurship education helps me understand and accept risk to operate successful business.					

**Part-5: Challenges**

Put a tick mark(✓) for your level of agreement or disagreement to the statements related to challenges encountering the provision of entrepreneurship education

No	Factors	Rating scale				
		Very high	High	Moderate	Low	Very Low
1	Competency of trainers					
2	Availability of facilities					
3	Interest of trainees					
4	Duration of the program					
5	Relevance of the program for self employment					
6	Practicability of the theory					
7	The college Concern towards entrepreneurship education					
Any other challenge, please list them here _____						

**Appendix C**  
**WolkiteUniversity**  
**Post graduate program**  
**Department of Management**  
**Interview Guide to be Administered to TVET College Deans**

**Dear Participant,**

This interview is prepared to collect information for the study entitled, ‘The practice and challenges of entrepreneurship course provision in selected technical and vocational education and training colleges in Gurahgezzone’The study is conducted for the partial fulfillment for the requirement of Master’s Thesis. Your response will be used only for the academic research and hence will be kept confidential.

Thus I kindly request your cooperation to fill out the questionnaire.

Thank you in advance for your cooperation.

Sincerely,

**(Contact address +251911946259)**

1. Are trainees interested in entrepreneurship course provision?
2. Do trainees get practical knowledge from entrepreneurship course?
3. Is entrepreneurship course provision is being offered by trainees of trainers?
4. To what extent has entrepreneurship education equip trainees with adequate knowledge, skill and attitude (e.g. in its content, method of delivery, etc)
5. Does entrepreneurship course provision help the trainees for self-employment?

What challenges are you facing in providing entrepreneurship education to trainees?